

**School No.: 158984**

# **Quality Review Report (Translated Version)**

## **Tung Wah Group of Hospitals Nickon Kindergarten**

**G/F, Ho Ming Court, Tseung Kwan O, New Territories**

**19, 20 & 22 February 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 19, 20 & 22 February 2019**

**School met the standards of Quality Review**

**School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The school manages its daily operation smoothly under the supervision and support of the sponsoring body. It also makes good use of the sponsoring body's resources to enhance the professional capacity of the teaching team through participating in joint-school training activities. It works out clear working guidelines for staff, whereas teachers discharge their roles dutifully in different functional groups. The management and teachers have cultivated a favourable communication atmosphere, members of the teaching team support one another and they perform their work aptly.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). The management leads all teachers to collect evidence from daily work for evaluating the effectiveness of the school and mapping out the work plan. The school seizes the opportunities of cooperating with external professional groups to promote curriculum development proactively, with enhancing the effectiveness of children's language learning as the school's major concern in recent years. This year, the school has set implementing free play and moral education as its key tasks in response to children's developmental needs and the trends of kindergarten education. The school is able to accumulate experience from teaching practices, enabling teachers to share what they have learnt through meetings and daily exchange, which is conducive to the continuous development of the plan.
- 1.3 The school maintains good communication with parents, keeps them informed of their children's learning in a timely manner. The school understands and follows up parents' views through channels like questionnaires, interviews with parents, etc. It also attaches great importance to parent education, diversified activities are organised to equip parents with parenting skills. The parent-teacher association plays a bridging role in fostering home-school communication by bringing together a group of enthusiastic parents. Parents are willing to participate in voluntary work and are partners of the school in nurturing children. The school cares about learner diversity. It plans appropriate care services for children and puts efforts to create a harmonious and inclusive atmosphere on the campus. The school provides referral

and follow-up services to children in need so as to support their learning and development the soonest.

## **2. Learning and Teaching**

- 2.1 The school devises its curriculum outline by taking things around children's daily lives as themes. Teachers make reference to teaching packages, select picture books conscientiously and discuss the learning objectives of each theme collaboratively. The contents of different learning areas are integrated into the curriculum and organised with real-life scenarios and stories. The school values children's art development. It designs activities such as art creation and drama from the rich illustrations of picture books and scenarios of the stories, so as to inspire children's imagination and creativity. The school also attaches importance to cultivating in children good morals. It has taken care, treasure, gratefulness and so forth as the themes this year to nurture children's positive values and attitudes in daily teaching activities. The school has abundant teaching resources, the curriculum content is comprehensive, well integrated with appropriate progression in general. Last year, the school revised the homework design to reduce the amount of writing for K2 and K3 classes, whereas the exercises for training K1 children's fine motor skills were aptly designed, enabling parents to help children with appropriate training activities at home for getting children ready in the pre-writing stage. However, some homework for K3 classes is still relatively difficult. The school is required to keep revising the homework design to meet children's learning needs.
- 2.2 Enhancing children's ability in language learning has been the major concern of the school in recent years. Teachers attend training to deepen their knowledge in language, they acquire various teaching strategies, organise relaxing and pleasurable games, stories, nursery rhymes, etc., to help children immerse themselves in English learning activities. Teachers also design real-life tasks in cooking, planting and other activities to encourage children to listen to and speak English in an authentic language environment, so as to boost their interest and confidence in learning English. Moreover, the school adjusts the content of Chinese language learning to help children grasp concepts including morphemes, character structure, radicals, etc. However, some language activities tend to focus on language knowledge. The school is required to review the appropriateness of the teaching content, uphold the rationale of enabling children to learn and use language flexibly in a language-rich environment, thereby laying a good foundation of language learning for children.

- 2.3 The school consents to the rationale of learning through play. Teachers design classroom learning corners conscientiously, they provide abundant materials to create a play environment for children. The school makes proper use of the corridors and lobby on the campus, creating more spaces for children to engage in sensory-motor, scribbling activities and so forth. The school continuously reflects the effectiveness of free choice activities. It notices that children spend a relatively long time on designated activities during free choice sessions, making them participate less in corner activities. This year, the school implements free play that children can play in the activity room during physical play sessions two days in a week. As observed, children have great fun in the activity room where they can select various play materials and design how they play with peers. Yet, the school may relax the rules in free choice activities and review the design of play activities in the activity room, so as to let children enjoy the corner activities every day, and to make sure that children can have sufficient amount of exercises from the physical play sessions.
- 2.4 The school has developed a mechanism of curriculum coordination, monitoring and review. The principal understands the curriculum implementation through lesson observation and scrutiny of curriculum documents. The sponsoring body arranges inter-school lesson observation for teachers, enabling them to observe each other and acquire some good teaching experience to improve their teaching skills. Teachers have established the habit of reflecting on their teaching. Some teachers can make suggestions for improvement with focuses on the difficulties they have encountered in teaching, and share their findings at the class-level meetings. The school team holds annual meetings to conclude teaching experience and revise the teaching content. The management is yet required to keep reviewing the homework design, content of language activities and appropriateness of teaching strategies with the team, so that the curriculum can better meet children's learning needs.
- 2.5 Teachers love the school children and show great care for them. Teachers can generally tell stories by using proper voices, actions and props to catch children's attention. They also guide children to guess the development of story plots by using open-ended questions and prompts to help children connect their life experience with learning. Some teachers lead activities collaboratively by using dialogues among themselves, it helps cultivate a pleasurable learning atmosphere that may arouse children's interest in learning. Teachers provide individual guidance to children in lessons. They also use teaching aids to assist children in need to consolidate their knowledge and support their learning. Teachers are keen to turn picture books into presentation slides, yet they need

to pay attention to children's daily accumulated screen time.

- 2.6 Children are friendly and they get along with peers. They give precedence to peers for courtesy during play, and raise questions to teachers actively, demonstrating their good social development. Children are attentive to learning activities, they listen to teachers' guidance carefully, showing their obedience and readiness to follow instructions. Children pack toys properly after playing and have meals on their own, they keep the environment clean and tidy, displaying self-care abilities. In addition, children possess good abilities in comprehension and expression, they are eager to respond to teachers' questions. The interaction between children and teachers reveals that children have rich life experience and are able to unleash their creativity and develop association skills under teachers' guidance.
- 2.7 The school observes children continuously, it assesses children's performance according to the learning areas under different themes. The school prepares observation records for children, whereas teachers are able to report children's learning performance with concrete examples, with children's strengths and rooms for further development highlighted, while parents are provided with suggestions to follow up children's learning, making the assessment comprehensive. The school has simplified the design of summative assessment this year that enables teachers to report children's progress in an integrated manner, helping parents understand their children's overall physical and emotional development progress at different stages. The school makes use of the assessment information to cater for children's individual learning needs and also inform the planning of teaching.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school agrees that SSE can facilitate its continuous improvement and has embedded the rationale of SSE in daily work. The management is yet required to lead the teaching team to work out specific task objectives and success criteria for the annual concerns, so that a concrete implementation plan can be devised to enhance the effectiveness of their work.
- 3.2 The school has been promoting curriculum development actively. Yet, it is required to keep revising the curriculum content and homework design to better meet children's learning and developmental needs. In addition, the school may adjust the design and arrangement of activities to increase children's opportunities for participating in free choice activities on a daily basis, and help children acquire sufficient amount of exercises through physical play activities.