

School No.: 158534

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals Tsui Tsin Tong
Kindergarten**

G/F, Tin Hee House, Block 6, Tin Ping Estate, Sheung Shui, New Territories

13, 14 & 16 January 2020

**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: 13, 14 & 16 January 2020

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 keeps liaison with the kindergartens under the sponsoring body to promote experience sharing and exchange of views as well as sharing resources in regard to administrative management, curriculum development, etc. The school takes up an active role to arrange teachers for different training activities. It also provides more opportunities for teachers to learn from each other through inter-school lesson observation, so as to facilitate teachers' professional development. The school provides clear guidelines to help the team understand the arrangements of various work. It also gives appropriate support to new teachers to help them adapt to their work. The tasks of the school are arranged systematically and the daily matters are handled well. Members of the team discharge their duties properly to strive for the school's sustainable development.
- 1.2 The school has followed up the recommendations of the previous Quality Review to revise the daily schedule and arrange balanced activities, with a view to facilitating children's development. The school has a well-established school self-evaluation (SSE) mechanism. It reviews its teaching as well as the implementation of activities and development plans on a regular basis by whole-school approach. Moreover, it reviews the work progress in each area with reference to the child assessment information, stakeholder questionnaires, etc. In recent two years, the school has set strengthening moral education and enhancing children's learning effectiveness through play as the major concerns. It applies the cyclical SSE process of planning, implementation and evaluation to adjust relevant work with reference to the annual review results. The school formulates the annual development plan in light of the trends of kindergarten education and needs of the school. It also deploys appropriate strategies with respect to teacher training, activity design and parents' participation, which is conducive to achieving the objectives of the plan.
- 1.3 The school caters for the diverse needs of children. It develops a clear identification and referral mechanism as well as tapping community resources properly to provide

appropriate support for children in need. The school places emphasis on home-school cooperation. It maintains close connection with parents through various channels to help them understand the development of the school. The school listens to the views of parents with an open attitude and takes follow-up actions accordingly. By means of different measures such as arranging lesson observation for parents and inviting parents to carry out activities and storytelling for children, parents are enabled to understand children's learning and their school life. Parents support the school's development and are willing to assist the school in conducting activities. Through communication and cooperation, the school works together with parents to foster children's growth.

2. Learning and Teaching

- 2.1 Taking into account children's interests and life experiences, the school selects suitable storybooks supplemented by relevant teaching materials for children. It designs an integrated curriculum by connecting the learning content from different areas with story plots. The curriculum is comprehensive which covers all learning areas. It places emphasis on cultivating children's values and attitudes as well as the acquisition of knowledge and skills. The school provides children with adequate opportunities for participating in physical activities every day. It also arranges outdoor physical play regularly to provide more opportunities for children to relax as well as developing a strong and healthy body. Children are provided with music, art and free choice activities every day, which is conducive to facilitating their balanced development and self-directed learning.
- 2.2 The school has formulated a clear policy for the assessment of children's learning experiences. The assessment content is in line with the curriculum objectives. The school develops learning portfolios for children to keep records of their assessment information and works, so that teachers and parents are enabled to understand children's development progress. Upon completion of each theme, teachers assess children's performance by continuous observation according to the school-based assessment criteria and keep records. Teachers summarise children's development in each area regularly and their comments can reflect children's performance. Teachers report children's learning progress to parents on a regular basis and follow up the needs of children. The school analyses relevant assessment information to review the effectiveness of the curriculum so as to inform the

curriculum planning.

- 2.3 The school has established a well-defined curriculum management mechanism. The management discusses the learning schedule and teaching content with teachers. It understands the curriculum implementation through attending meetings, scrutinising curriculum documents and conducting lesson observation while giving suggestions for improvement. Based on last year's review on themes and the suggestions from the management, teachers design the teaching plan for this year. They review the teaching effectiveness according to children's performance and propose recommendations for improvement such as adjusting the learning schedule and teaching methods. With reference to the existing mechanism, they may continue to explore the ways to plan the teaching activities in the afternoon session for whole-day classes more effectively. In recent years, the school reviews its homework arrangement and gradually reduces the amount of copying. The team discusses recommendations for improvement according to the review results, which heads for the right direction. The school should continue to revise some difficult homework for K3 classes as well as the design of primary one simulated activities, such as revising the daily schedule and cancelling dictation activities so as to meet children's needs.
- 2.4 The school regards strengthening moral education as the major concern in these two years. It selects different moral themes such as politeness, respect and environmental protection to cultivate children's positive values and attitudes as well as developing their good living habits. Through storytelling, the school educates children about proper behaviour. It designs diversified extended activities such as politeness ambassador programme and recycling activities for children to practise what they have learnt in daily life. The school designs simple learning tasks to encourage children to help with household chores, recycle red packets, etc. It works with parents to cultivate children's positive values and attitudes. This school year, the school follows up the review results of last year's plan to examine the selection of picture books. It also improves the design of activities such as enhancing self-care training and encouraging children to express gratitude, so as to better meet children's needs. As observed, children are caring and polite. They take the initiative to greet and help others. Children also demonstrate good self-care abilities. They are able to pour water, tidy up learning materials and tableware by themselves.
- 2.5 Last school year, building on previous training experience, the school continued to

strengthen teachers' skills in teaching and designing activities through school-based training and sharing, with a view to further enhancing the effectiveness of learning through play for children. The school gradually incorporates the element of drama into the design of class activities and teaching. As observed, teachers practise what they have learnt to design different kinds of play based on stories, for example, to design activities and simple learning tasks for children to solve problems for the characters in the stories, which helps children develop their problem-solving skills. Teachers play different roles when they conduct activities to draw children's attention. The teacher-child interaction can encourage children to express their ideas and share their feelings. Building on the foundation from last school year, the school joins an external programme this school year. In addition to enhancing teachers' understanding on play and their skills in conducting activities, parents are also provided with training to understand the purpose and importance of play to children's learning as well as enhancing their skills in designing interactive play, so as to facilitate home-school cooperation. The work plan is implemented progressively.

- 2.6 The school environment is clean, tidy and bright. Children's works are displayed in the classrooms and corridors to encourage their mutual appreciation. There are diversified corner activities in the classrooms. The activities tie in with themes and are manipulative. In some activities, answers are provided for children to check on their own, which is conducive to fostering children's self-directed learning abilities. From observation, children are attentive and engaged in the activities. They play with peers in harmony. Children are generally familiar with the routines of interest corners. K2 and K3 children plan and record the activities that they have participated in. Children collage and draw with different materials in the creative corners to unleash their creativity; they observe the veins of leaves and engage in rubbing of patterns in the exploratory corners to display their curiosity. Children act out the characters in the stories or create different scenarios in the imaginative play corners. However, the materials provided in some imaginative play corners can hardly sustain children's interests. The school may improve the related set-up and materials provided, so that children can fully enjoy the fun of imaginative play. The school is also suggested to continue to encourage teachers to share the skills of review after play to further inspire children's learning.
- 2.7 Teachers are pleasant and kind. They listen to children's responses patiently. They play, interact and talk with children. Teachers conduct activities in a serious manner and are well-prepared. Their explanation and demonstration are clear.

Children follow teachers' instructions. They are willing to answer teachers' questions and express themselves. Teachers design diversified play which can arouse children's learning interests. Children enjoy going to school and show interest in learning. Teachers adjust the arrangement of homework in accordance with the needs of children, while providing them with individual guidance. Teachers arrange children for different music activities that are in line with the themes. Children engage in rhythmic movements and singing for the enjoyment of music activities. Teachers design a variety of physical activities for children to practise basic movements. However, the queuing time for some activities is slightly too long. Teachers may adjust the teaching pace flexibly based on children's performance so as to provide children with sufficient opportunities to practise.

3. Recommendations for Enhancing Self-improvement of School

The school strives for improvement. With concerted efforts, the school's continuous development is promoted under the established SSE and curriculum management mechanism. With the implementation of the development plan, the school should continue to review the design of some homework for K3 and primary one simulated activities through SSE and explore the set-up of the imaginative play corners, while enhancing learning and teaching in an ongoing manner to support children's joyful learning and growth.