

School No.: 158828

Quality Review Report (Translated Version)

Tai Po Merchants Association Kindergarten

Block 2 G/F Fu Heng Estate, Tai Po, New Territories

27, 28 & 30 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 27, 28 &30 June 2022

- 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 Since the previous Quality Review, there have been changes in school personnel. Upon taking up the post, the principal has maintained communication with the teaching team members proactively and earned their trust gradually. The school has a remarkable progress in terms of administrative arrangement, curriculum development, home-school cooperation and the development of various work has been on track. Over the years, the school has been striving for building up the team spirit, so rapport is established among teachers. As for professional development, the school not only organises school-based training to help teachers acquire the rationales and skills of facilitating children to learn through play and understand the developmental and learning needs of children with special needs, but also widens teachers' professional horizons through visiting peer schools. In the meantime, the school arranges experienced teachers to provide induction services for new teachers, so that they can understand the school's requirements in administration as well as learning and teaching, with a view to helping them adapt to the teaching work as soon as possible. An appraisal mechanism with clear procedures has been put in place. It includes teachers' self-reflection to facilitate teachers' individual reflection.
- 1.2 In response to the recommendations of the previous Quality Review, the school has cancelled the arrangement of revision and assessment weeks, dictation in K3 classes and writing in K1 classes. The school has built a school self-evaluation (SSE) mechanism at which senior teachers are responsible to coordinate relevant work. Through multiple channels such as questionnaires, meetings, teachers' observation, the school collects the views of different stakeholders with the aim of evaluating the work effectiveness. The school has set facilitating children to learn through play and promoting moral education as its focuses of development in the recent three years. It deploys corresponding implementation strategies in the aspects of teachers' professional development, environmental setup, etc. which are conducive to taking forward the work.

1.3 The school has established a sound mechanism to identify and refer children with special needs through the daily observation of teachers. It introduces external professional support to help children with different needs, including those children who still have not yet undergone assessment, and arrange proper support services for them. Resources are aptly tapped to offer individual guidance for non-Chinese speaking (NCS) children, which can cultivate their interest in learning Chinese. The school keeps sufficient communication with parents. In recent years, it has invited parent volunteers to help school organise large-scale activities. The parent-teacher association has been founded for years. In addition to organising school uniform donation activities, it also gave anti-epidemic supplies to families in needs during COVID-19 epidemic, exemplifying the school's capacity in mobilising parent resources, bringing the spirit of mutual support among parents into play.

2. Learning and Teaching

- 2.1 Based on the *Kindergarten Education Curriculum Guide* and the information of teaching packages, the school designs an integrated curriculum using themes related to children's life experiences, which covers all learning areas. In recent years, the school has encouraged teachers to design diversified learning activities by making reference to picture books and natural phenomena for children to gain different learning experiences. The school arranges sufficient music, physical, art and free choice activities every day to promote children's balanced development. Nevertheless, the daily schedule of the kindergarten-primary transition activities for K3 children is not balanced enough while the learning content is rather difficult. The school must rectify it by adjusting the daily schedule and homework arrangement, with a view to addressing children's abilities and developmental needs.
- 2.2 The school attaches great importance to children's moral development. In recent years, it has integrated the curriculum, content of assemblies and related items in the school handbook to promote moral education in a systematic manner. In this school year, the school infuses various moral elements such as courtesy, discipline, care and so forth to different themes as well as helping children understand the importance of developing good moral characters through diversified activities. Besides, the school enables parents to help their children put good behaviours into practice through home-school cooperation. They nurture children's moral development with concerted efforts. As observed, children are obedient and polite, they know

how to care for others. The effectiveness of the work is seen gradually.

- 2.3 In recent years, the school has strived to facilitating children to learn through play. The school not only sets interesting and interactive games in learning corners to arouse children's learning interest, but also introduces external professional support. Through a series of school-based professional training activities for teachers, the school helps teachers acquire the rationales and skills of facilitating children to learn through play. Teachers deliberately include different kinds of play in thematic teaching. For example, when teaching the theme of "Farm Animals", teachers invite children to find photos of farm animals like hen, cow and goat in the classroom. As such, more fun is added to children's learning through the play activities. The school also makes effective use of its space in the lobby to set up a large-scale corner for play. With the theme of community, there are convenient store, clinic, toy library, etc. inside the corner. Teachers design and prepare the play materials in accordance with children's life experiences. They also arrange children to engage in play in this large-scale corner using a mixed-age approach during the free choice activities session on Friday. Currently, teachers are able to add fun-filled activities to their teaching in general. However, teachers are still advised to encourage children to explore or create different ways of play, with a view to nurturing children's active exploratory spirit and unleashing their creativity.
- 2.4 The school has devised an explicit policy on the assessment of child learning experiences. Teachers assess children's learning performance through continuous observation. In recent years, the school has worked out concrete and clear assessment criteria according to the thematic assessment items for teachers to assess children's learning performance in a more accurate manner. The school distributes the child learning assessment information to parents at the end of the first and second school terms. It may distribute the thematic assessment reports in a timely manner and explain the content to help parents understand the learning progress of their children. The school develops learning portfolios for children to keep their observation records, assessment information, art and craft work, etc. alongside the qualitative descriptions of children's development given by teachers. Both formative and summative assessments are available to show children's development in a comprehensive manner, with evidence of their growth. The school also uses the findings of child development assessment properly to form the basis for reviewing curriculum and teaching.
- 2.5 The school has established a solid curriculum and management mechanism. The

management leads teachers of each grade level to plan the lessons, discuss the learning focuses, teaching plans and so forth together. It monitors the implementation of curriculum through classroom walkthroughs, meetings and scrutiny of teaching documents. Teachers record children's performance during activities and conduct teaching reflection regularly. They conduct evaluation after each theme and work together to assess children's level of attainment of learning objectives in each learning area. The management may still encourage teachers to make in-depth analysis concerning children's learning difficulties and propose corresponding recommendations for improvement.

2.6 The school arranges the use of venue flexibly. It uses activity rooms to conduct physical and music activities for children to have balanced learning. The school environment is clean, tidy and cosy. Activity photos are exhibited on the bulletin boards of the lobby for parents to see the learning snapshots of their children. Children's drawings are also shown on the walls of the corridor while two-dimensional and three-dimensional artworks are also displayed in classrooms for children to appreciate and learn from each other. Teachers set up the classrooms according to the themes. They display theme-related learning materials and decorate different learning corner meticulously with vivid and fun-filled content. As observed, during free choice activities, children like pretending to be a farmer to harvest crop or go picnicking at the Tai Po Waterfront Park in the role-play corner, observing the symmetric image of an object using mirror in the exploratory corner, sharing stories created on their own with peers in the reading corner. Children play and read together, get along well in harmony, showing good social development.

2.7 Teachers are amiable and guide children patiently. They are good at attracting children's attention with their voices and movements. They use real objects and teaching tools to assist their teaching, helping children understand the learning content. Nevertheless, teachers should reduce the use of electronic screen and show picture books and photos instead. Through thematic activities, teachers guide children to express their personal emotions and let them know the ways to comfort others and vent their emotions appropriately, which are conducive to creating a positive and caring atmosphere on campus. Teachers understand and accept children with different needs. They are willing to accompany those children who are not engaged in activities and encourage their participation. Teachers encourage NCS children to answer questions and express their thoughts in Cantonese from time to time. They guide children to make association according to the melodies of

music. Children not only enjoy singing, but also like performing body movements with the rhythm of music, demonstrating their enthusiasm in the activities. During physical activities, the venue is divided into two parts for children to engage in skill training and get involved in circuit games simultaneously, which is effective to reduce the waiting time of children. However, teachers should make good use of the concluding session every day to help children conclude and consolidate their learning experiences. As observed, children are eager to take part in physical activities. Their body coordination abilities are good. Children enter and go out classrooms in an orderly manner. They keep quiet and are disciplined. They tidy up and sort out materials after used and fold bedsheets after afternoon nap, displaying their good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Under the steering of the leadership team, the developmental pace of the school has been stable in recent years. In view of the impact of the COVID-19 epidemic, some of the work in the development plan cannot be implemented as scheduled. Under the new normal, the management may make optimal use of the SSE mechanism to lead the teaching team to adjust the implementation strategies flexibly according to the set objectives. It should also devise corresponding contingency measures to facilitate the sustainable development of the school.
- 3.2 The school must revise the daily schedule and homework design of the kindergarten-primary transition activities to cater for the abilities and needs of children and ensure that the everyday activities are comprehensive and balanced. Teachers must also help children review what they have learnt during concluding session. Moreover, they should reduce the time of children's using electronic screen as far as possible. They should encourage children to explore their surroundings actively by means of diversified learning activities, thereby constructing knowledge.