

School No.: 158895

Quality Review Report (Translated Version)

Tai Po Methodist Kindergarten

**G/F, Heng Tsui House, Fu Heng Estate,
Tai Po, New Territories**

6, 7 & 9 December 2021

**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: 6, 7 & 9 December 2021

- 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 leadership team supports the school's development. It convenes meetings regularly which enable the school to have exchange on the implementation of parent education and major concerns with other kindergartens under the same sponsoring body. By drawing references to the different suggestions collected from the meetings, the school refines its relevant arrangements. The leadership team often visits the school to communicate with the teaching staff. It listens to their views on the implementation of teaching and school tasks, and uses them as a basis for planning the joint-school teacher training activities. Members of the management collaborate with each other and work together to coordinate the curriculum and share the duties of administrative management. They take teachers' strengths and abilities into consideration when allocating duties so as to exploit their potentials. In this school year, two additional functional groups, "learning and teaching" and "management and resources", are introduced with experienced teachers of each grade as the representatives to assist the management in reviewing the implementation of curriculum, monitoring the use of resources as well as coordinating the school activities. The arrangement brings teachers' strengths to full play for facilitating the school's development with concerted efforts.
- 1.2 The school follows up the recommendations of the previous Quality Review to improve the school's self-evaluation (SSE) mechanism. By making good use of the information of stakeholder survey, the school understands the views of teachers and parents so as to devise major concerns that suit the school context. In recent years, the school has set cultivating children's moral development as its major concern. Relevant elements have been infused into the curriculum and parent education and parent-child activities have been organised to help children develop the attitudes of gratitude and cherishing. The school has also regarded enhancing children's reading interest and their language expression abilities as another major concern in recent years. Diversified strategies, including arranging collaborative lesson

planning and peer lesson observation amongst teachers and improving the setting of the interest corners and the arrangement of festive activities, are adopted for implementing the plan. The objectives of the school development plans are clear. The school takes into account the needs of children, teachers and parents to deploy proper strategies and devise success criteria. It also reviews the work effectiveness and follows up accordingly in a timely manner, which is conducive to achieving the expected goals of the plan.

- 1.3 The school values the communication with parents. Apart from using the channels of circulars, emails and interviews to liaise with parents, the school also holds parent meetings to share the school's education rationale, curriculum content and major concerns, and understand parents' views towards the school as well. Parents are invited to attend seminars and serve as volunteers to facilitate them to learn about the developmental patterns of children and ways of nurturing their children, which are conducive to enhancing their competence in parenting. The school caters for children's diverse needs. It maintains liaison with external professionals for early identification and referral of children with special needs, enabling them to receive appropriate services at the earliest. It also prepares K3 children for promoting to primary education. Seminars are arranged for parents to understand the procedures of school selection and know more about the primary schools in the district. Fun-filled activities are organised as well for children to learn thinking positively when coping with the potential difficulties after promotion to primary schools.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages to design its curriculum which fully covers different learning areas. Children are brought to the community for observation activities to learn about the changes on plants in different seasons and the various types of transportation with a view to helping them grasp the content of thematic learning. The school improves the arrangement of daily schedule by allocating sufficient time for children to have music, physical, art and free choice activities every day, providing them with balanced learning experiences. The learning content for K1 and K2 children is appropriate. Yet, some content in the learning area of early childhood mathematics for K3 children in the end of the second school term including the kindergarten-primary transition activity period, is relatively difficult. The school should remove those difficult parts in order to meet

the children's development.

- 2.2 The school assesses children's performance in thematic learning through continuous observation. Portfolios are developed for children to keep their assessment information, observation records and artworks as evidence of children's growth. Most of the assessment items are concrete, specific and appropriate. In alignment with the major concern of enhancing children's language expression abilities, the school also reviews the related items in the thematic assessment holistically. However, the assessment items on art are considerably too simple and follow-up actions should be taken. Besides, children's performance is summarised in each school term but there is a lack of level differentiation in the content of summative assessment, which cannot effectively reflect children's development at different stages. The school should review and revise the items related to children's art performance in the thematic assessment and the content of summative assessment, in order to help parents and teachers understand children's learning and development in an effective manner.
- 2.3 The school has developed a curriculum management mechanism. The management leads teachers to devise curriculum outline, design teaching environment and draw up the assessment content. It understands the implementation of teaching through attending meetings, scrutinising lesson plans and observing different activities, thereby providing concrete suggestions to teachers. Teachers reflect on their teaching meticulously. They discuss the implementation of activities and the strategies of supporting children with special needs. They draw on their collective wisdom to improve the teaching effectiveness and cater for the diverse needs of the children. However, the management is still required to guide teachers to clarify the teaching focuses of the art activities for promoting children's aesthetic development more effectively.
- 2.4 The school attaches importance to children's moral development. It has set cultivating children's attitudes of gratitude and cherishing as the major concern for the last and this school year respectively. Given that face-to-face classes were suspended in the last school year, the school designed a series of parent-child moral activities, in which articles and video clips were used to motivate parents to share with their children more frequently on the things that they should be thankful for, thereby guiding children to express their gratitude and care to their families proactively. After the resumption of face-to-face classes, the school extended its cooperation with parents. Besides encouraging parents to praise their children's

good habits at home, teachers also recognised children's good behaviours and promoted their appreciation amongst peers in class. In this school year, the school cultivates children's attitude of cherishing through a wide range of activities. Parent-child activities are arranged for parents and children to understand the methods of recycling unwanted materials. Festive celebration activities are also organised to help children think about practical ways to reuse the festive decorations properly and treasuring food. As observed, children are polite. They take the initiative to greet and express their thankfulness to others. They also share ways of cherishing their belongings. The plan has achieved positive results.

- 2.5 In the last school year, the school observed and found that there was still room for enhancement regarding children's reading interest and language expression. Therefore, various strategies have been adopted to help them. Picture book activities have been integrated in the curriculum. In each school term, teachers select a picture book related to children's life experiences, and inspire them to express by using the interesting story plots. Art and exploratory activities related to the story are also designed to consolidate their learning. In this school year, the school has improved the setting of reading corners. More space and seats are provided for children to read comfortably. The types of books are enriched so that the children have more exposure to different topics and can choose books according to their own preference. Teachers read with children in the reading corners to provide more opportunities for the children to listen to stories, facilitating them to understand the content. The strategies are found effective. Children enter the reading corners to read of their own accord. Their reading interest is enhanced. Besides, diversified strategies are adopted to encourage children to express verbally. When leading thematic discussion, teachers stimulate children to express their thoughts using questioning. While revisiting learning experiences, children are invited to give an account of their favourite activities. During sharing on news and anecdotes, they are also encouraged to talk about their experiences. In general, the children enjoy reading. They have confidence to express and are willing to share their experiences and feelings.
- 2.6 The school improves the setting of interest corners by including exploratory activities. Children observe and compare reflective and non-reflective materials, explore ways of stacking up building blocks or toilet paper rolls, touch scouring pads, velcros, sandpapers and so forth in the activities, which help them understand the phenomena in daily life. Teachers also design the role-play corners based on the learning

themes for children to act as family members, shop assistants and customers using their life experiences. Such arrangements can encourage children to interact with each other and deepen their understanding of the themes. Suitable learning aids and toys are provided for children to learn and play together, facilitating their social development.

- 2.7 Teachers are well-prepared in teaching. They use real objects and pictures to engage children to learn, and support children with special needs through individual guidance, peer assistance, homework adjustment, etc. Appropriate physical activities, such as climbing, throwing and aiming games, are arranged for children to develop their spatial awareness and body coordination. Children enjoy learning that they are engaged in free choice activities, concentrating on making art creation and completing fine motor skill activities. Children possess good self-care abilities. They are able to tidy up their personal belongings as well as putting back the learning aids and physical equipment after activities. Children are generally self-disciplined. They understand the activity routines, and pay attention to teachers' instructions and take part in activities in an orderly manner.

3. Recommendations for Enhancing Self-improvement of School

The school is motivated to strive for on-going advancement. It improves its teaching and environment set-up through SSE continuously. Yet, in order to meet the developmental needs of children, the management is still required to lead teachers to devise specific objectives for art activities, and review the learning content of K3 early childhood mathematics designed for the end of the second school term including the kindergarten-primary transition activity period. In the meantime, the school should also review and revise some of the items in the thematic and summative assessments so as to reflect children's learning and development effectively.