

School No.: 133582

Quality Review Report (Translated Version)

Tak Sun Kindergarten

103 Austin Road Kowloon

27, 28, 29 June & 4 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 27, 28, 29 June & 4 July 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 The school maintains close communication with the leadership team to discuss and support the administrative, financial and personnel aspects of the school's work through regular meetings and interviews to enable the school to run smoothly. The management understands the trends in kindergarten curriculum development and actively deploys resources to lead the team to keep up with the times. It values the views of teachers and involves them in decision-making from time to time to build consensus and enhance the transparency of policies. Teachers get on well with each other, communicate openly and work as a team. They are willing to try new challenges and are effective team players. The school has promoted teachers' professional development through various training programmes, such as external courses, workshops and peer lesson observations. In the last school year, sharing sessions were organised to encourage teachers to share what they have learnt, which has effectively promoted professional exchange among teachers.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management is willing to seek improvement. It leads the team to review the effectiveness of different daily tasks and listens to the views of stakeholders. The school has followed up on the recommendations of the last Quality Review (QR) and made improvements in areas such as support for children, setting up of corners and management of activity time. The management sets development direction with the staff together, taking into account the school's situation and opportunities. The school is also able to review the progress of its plan, adjust its subsequent development objectives and implement the cyclical concept of SSE. In line with the trends in kindergarten curriculum development and taking into account the actual progress of implementation, the school has enhanced the teaching of "Nature and Living" in this school year. It has used different strategies including soliciting external resources, teacher training and the design of school environment to help initiate and promote the plan, which is in the right direction.

1.3 The school cares for and supports the diverse needs of children by providing referrals, assisting children individually and arranging teachers to receive training on catering for children with special needs and non-Chinese speaking (NCS) children. The school has established a clear child support mechanism and maintains children information for follow-up actions. It also liaises with parents and external organisations to provide support for children in need. It organises parenting activities to help parents understand and support the development of their children. The school attaches great importance to home-school cooperation. Apart from regular communication with parents through different channels and providing timely assistance to families in need, the school also organises parent-child activities such as parent-child trips to strengthen parent-child bonding. The school also makes good use of parental resources to assist in organising activities, including arranging parent volunteers to tell stories and assist in field trips. This strengthens the home-school connection and cooperation effectively.

2. Learning and Teaching

2.1 The school develops an integrated curriculum by making reference to the teaching packages and selecting themes which suit children's life experiences and interests. The curriculum is comprehensive and covers all learning areas in order to foster positive values and attitudes in children and to help them learn different knowledge and skills. The school places emphasis on children's moral development and has developed relevant key points such as courtesy, sharing and responsibility. Through playing roles of stories, positive messages are conveyed to encourage good behaviour among children. The school also organises festivities, experiential activities and visits for children to enrich their learning experience. In terms of the schedule, the school provides sufficient opportunities for children to engage in free choice, music and physical activities on a daily basis. However, children are required to engage in free choice activities in specific venues as assigned and a particular venue does not provide art activities as choices. This slightly affects children's opportunities to engage in art activities daily. The school is advised to enrich children's relevant experience to facilitate their balanced development. The school has improved its assignment design in recent years, but some of the K3 assignments are still difficult and the school needs to remove inappropriate parts to meet the developmental needs of children. In this school year, the school has made efforts to improve the

kindergarten-primary transition activities for K3 children, including revising the schedule and learning activities to focus on children's self-care and psychological readiness. However, the school still arranges parents to purchase subject-based learning materials which do not meet the developmental needs of children. This arrangement has to be cancelled.

- 2.2 The school has developed a policy for the assessment of child learning experiences which is in line with the objectives of the curriculum and the developmental stages of children. Teachers assess children's performance through continuous observation with reference to clear assessment guidelines and criteria, which reflects children's development in a holistic manner. They also create learning portfolios for children to keep the assessment forms and observation records in an orderly manner in order to evidence children's growth. Teachers report to parents on the development of children so that they could follow up children's needs together.
- 2.3 The school has a curriculum management mechanism in place. The management leads teachers to discuss the progress and content of teaching, and understand the implementation of the curriculum and make suggestions for improvement through participation in meetings, review of curriculum documents and lesson observations. In recent years, theme-based learning content and activity designs have been discussed by teachers, which facilitates their brainstorming. The school may also apply this practice to music activities so as to allow teachers to share effective teaching techniques and strategies, and to facilitate the relevant exchanges among teachers of the same grade level. Teachers carry out regular teaching reflections and are generally able to make suggestions for improvement in the light of children's performance in the activities. The school reviews the implementation of the curriculum, the setup of corners and the arrangement of assignments every school term so as to adjust the progress of the curriculum and follow up on the arrangement of teaching resources. However, the school could also collate information on child assessment and analyse the development of children in different areas to further support curriculum review and feedback on curriculum planning.
- 2.4 In recent years, the school has made efforts to strengthen the learning elements of nature and living in the curriculum. Through meetings, teachers discuss and set learning objectives and contents for each level, and implement explorative activities in the newly-furnished science exploration room. In this school year, the school has added planting and rearing activities to increase opportunities for children to explore and help them develop a caring attitude towards animals and plants. Children

explore through activities such as discovering that the wind can cause different objects to move, observing the movement of objects on different inclines, trying to transplant, fertilise and water plants, helping to feed small animals and recording their movements. Designed with children's interests in mind, the activities not only arouse their curiosity and let them discover in the process, but also allow them to experience the fun of caring for animals and plants. Observations show that children were willing to attempt, engaged and showed care and concern for the animals and plants. As the plan evolves, the school can also consolidate the design of activities and keep a simple record for the evaluation of activities to facilitate the transfer of experience.

- 2.5 The school has a bright and clean environment with plenty of space for activities. The school makes good use of the school environment to display children's artworks for their enjoyment. The classrooms are designed with a variety of corner activities that are generally in line with themes, with adequate materials that are manipulative. Observations showed that children were familiar with the rules of the corner activities and were able to plan activities in advance. They enjoyed participating in corner activities and spending time with their friends. They were free to use materials in the creative area to collage and draw with dedication, and they also used eco-friendly materials to create three-dimensional works which show their creativity. Teachers set up role-playing area diligently and children used their imagination to take on the roles of ground crew, flight attendants and passengers to promote social development through interaction and cooperation. Books were displayed in an orderly and attractive way in the reading area, where children read with attention and shared stories with their friends. Children enjoyed creating different buildings using large blocks and eco-friendly materials in the construction area. Teachers respected children's way of playing and encouraged them to experiment during the activities. They observed children's performance, provided guidance and participated in children's play, which helped them build skills and knowledge in the corners. However, teachers could play the role of inspirers to help children further unleash their potential.
- 2.6 Teachers are well-prepared, with clear explanations and the use of pictures and videos to aid teaching which stimulate children's interest. They listen patiently to what children say and often give commendations. They care for children, adapt tasks to their needs and also encourage NCS children to answer questions in Cantonese so as to cater for children's different needs. Through questioning, teachers encourage

and guide children to share their lives, how they play games, their ideas for artworks, etc. However, they could also pay further attention to children's performance and increase the interaction among children at the right time. Teachers provide a wide range of physical equipment for children to choose from. The activities allow children to have adequate amount of exercise. They actively participate in the activities and cooperate with peers. Children are polite, respectful and enjoy going to school. They are willing to share and express their views and have good verbal communication skills. They are inquisitive, willing to experiment, active and happy learners. They are also self-caring, able to tidy up their belongings on their own and help to set up chairs.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the habit of SSE and provides opportunities for teachers to plan and reflect together. The management could lead the team to consider the development needs of the school from multiple perspectives with reference to the child assessment data, and continue to work with diversified strategies to achieve the goal of self-improvement.
- 3.2 The school strives to make progress in the area of learning and teaching, but it has to continue to review the design of K3 assignments and remove the inappropriate parts to meet the developmental needs of children. In addition, the management could lead teachers to make good use of the existing curriculum management mechanism, including exploring the effectiveness of different activities, and continue to encourage peer learning to further enhance teachers' teaching skills and the school's learning and teaching standard.