

School No.: 537950

Quality Review Report (Translated Version)

Talent Kindergarten

**Kindergarten Premises, Kenswood Court, Kingswood Villas,
2 Tin Lung Road, Tin Shui Wai, Yuen Long, New Territories**

11, 14, 15 & 17 October 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: 11, 14, 15 & 17 October 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 leadership team demonstrates its monitoring and supporting role to allocate resources and arrange administrative support in accordance with the school's needs, so as to support school development. The school plans work related to the curriculum, teachers' professional development and parent activities together with kindergartens under the sponsoring body to make effective use of resources. In the past two school years, the school took improving the organisation structure as the major concern. It provided training for newly promoted management staff to help them fulfil the role of curriculum leader and serve as the bridge of communication progressively. Members of the team discharge their duties properly to implement various activities collaboratively, thereby promoting the school's steady advancement.
- 1.2 The school establishes the school self-evaluation (SSE) mechanism. The team reviews the implementation of work in different aspects. The school follows up the recommendations of the previous Quality Review (QR) about the daily schedule and environment set-up. It increases the time for free choice activities and improves the set-up of corner activities, with a view to enhancing the effectiveness for children to take part in free choice activities. The school has been implementing free play in these two school years. It improves teachers' skills in designing and conducting activities through training, meanwhile encouraging children to learn through exploration. The school deploys its work plans by taking into account of children's developmental needs, so as to implement related work in an orderly manner.
- 1.3 The school communicates with parents through diversified channels and organises various parent education activities according to parents' needs and interests. It also invites parents to take part in voluntary services at school in order to gain a firsthand understanding of their children's learning. The school pays attention to children's diverse needs. Its major concern in the past two school years was to cater for learner diversity. The school identifies and refers children with special needs based on its

mechanism. It also utilises external resources properly to enable children to receive appropriate support the soonest. In tandem, it arranges seminars to help parents identify children's needs and learn caring skills. The school maintains close liaison with primary schools of the same district. It arranges mutual visits for teachers to share experience with the primary schools in order to deepen both sides' understanding of children's developmental needs and different learning stages, thereby preparing for the interface between kindergarten and primary education.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and curriculum outline of the sponsoring body to devise its integrated school-based curriculum according to children's life experiences. The curriculum is comprehensive that it covers all learning areas and caters for children's developmental needs. The school holds a storytelling session during the morning assembly and encourages parents to read together with children. It also implements different reading programmes to arouse children's interest in reading, so as to help them develop a reading habit. In accordance with the learning themes, the school arranges visits and experiential activities for children to enrich their learning experiences. The school allocates active and quiet activities alternately in the daily schedule. Children of half-day classes have enough time for music, physical, art and free choice activities. However, the opportunities provided for children of whole-day classes to take part in music and physical activities are slightly insufficient. The school must revise the daily schedule to offer them balanced learning opportunities.
- 2.2 The school has a mechanism of curriculum coordination, monitoring and review. The management leads teachers to conduct collaborative lesson planning to devise thematic learning content and activity design. It also understands curriculum implementation through classroom walkthroughs and lesson observation, and provides suggestions for improvement to teachers. In tandem, peer lesson observation is arranged for the team to share the experience with each other. The management can provide feedback to the sponsoring body based on the curriculum review information in order to revise the planning of the curriculum outline. When planning the activity arrangement, teachers evaluate their teaching in class in view of children's performance and suggest improvement measures. Yet, the current teaching reflections lack specific focuses. Teachers may set the focuses of review

in connection with the learning objectives, so as to evaluate the result of the activity in a focused manner to further improve the effectiveness of teaching reviews.

- 2.3 The school determines the assessment items in accordance with the learning objectives. It adopts continuous observation to assess children's performance. The assessment items are comprehensive. Upon completion of a school term, teachers conclude children's performance in different areas, meanwhile meeting with parents to inform them of their children's learning and provide suggestions for promoting children's development. The school develops learning portfolios for children and collates their assessment information as evidence of their growth. The school may make use of the child assessment information as reference for informing teaching and improving curriculum planning, so as to enhance the effectiveness of learning and teaching.
- 2.4 The school has independent premises. The school premises are spacious where indoor and outdoor play areas are set up to provide children with sufficient activity space. There are various kinds of plants in the garden for children to appreciate and acquire firsthand experience on the fun of planting. Teachers decorate the learning environment in accordance with the learning themes. They meticulously design diversified corner activities with abundant materials, including fine motor games, role-play activities and simple experiments. They also make good use of space to display children's artworks. Children can learn to appreciate others' work, their sense of belonging to the learning environment is enhanced.
- 2.5 The school ties in with the trends of curriculum development. Starting from last school year, it took implementing free play as the major concern by adjusting the daily schedule and reducing children's homework so as to increase their opportunities to take part in free play. The school properly utilises the areas within the campus and sets up different play areas in the lobby this year. Both active and quiet activities are designed, while exploratory elements are increased in the activities. As observed, children engage in constructive activities with peers. They like listening to stories or reading on their own in the reading corner, or creating artworks with diversified materials. There are enough staff in the school while teachers are suitably deployed to observe and guide children during activities. Some teachers play together with children. They encourage children to make attempts during the interactive process, meanwhile making use of questions to guide them to express their thoughts. Children are eager to take part in various activities and are familiar with the activity routines. They select activities according to their

own preferences. Children of different ages play together. They help one another and get along well. Children actively respond to teachers' questions and introduce their work to teachers and peers proactively, showing excitement to their creations. The school reviews the effectiveness of the activities based on the objectives and adjusts the activity arrangement appropriately. The plan is implemented smoothly.

2.6 The school has regarded catering for learner diversity as the major concern in these two school years. It not only utilises external resources to help children with special needs, but also strengthen teacher training to enhance teachers' skills in taking care of children. Teachers care about children and adopt a wide range of strategies to support children with special needs. For example, they arrange seats and adjust homework according to children's individual needs. This year, the school provides children with opportunities to participate in different performance or contests outside school, with the hope of unleashing their potential and building their self-confidence. However, such arrangement may exert pressure on children, and the selection criteria of the contests and constant training are inappropriate for children at kindergarten stage. The school must improve the implementation strategies of the plan to meet children's developmental needs. In regard to the support for non-Chinese speaking (NCS) children, the school uses English to assist in teaching to help them understand the lessons. Yet, the strategy cannot cater for the learning needs of this group of children. The school is required to let NCS children expose to and use Cantonese more frequently, so that they can integrate into school life effectively. In addition, the school should get a better understanding of NCS children's learning progress. Meanwhile, it should take into account of their learning pace to make adjustments in areas including teaching objectives, strategies and activity arrangement, so as to enhance the effectiveness of catering for NCS children.

2.7 The teaching team teaches with great care, it listens to children patiently during thematic discussion and respects their thoughts and views. Teachers arrange physical activities carefully. When teaching, they use stories to link up the physical skills and demonstrate clearly to children. Nevertheless, children's activity time is shortened due to the delay of some physical sessions. The school may manage time in a better way to ensure that children have sufficient opportunities for physical activities. Teachers create scenarios in accordance with themes to conduct music games, so as to guide children to exercise their imagination and perform rhythmic movements by following the music. They also let children manipulate musical instruments. Yet, the music elements in some of the activities are inadequate which

undermines the learning effectiveness. Teachers are advised to improve the design of music activities to provide children with more opportunities to learn and feel music.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In respect of the SSE work, the management formulates the major concerns in light of the SSE results, kindergarten development trends and the school's opportunities. The plans are relevant to the school's context and children's needs. However, the school still has to take practical follow-up actions on the recommendations of the previous QR by enhancing the teaching team's understanding of the SSE rationale and its skills of conducting SSE. It is also required to enhance teachers' participation in formulating the major concerns and reviewing the work plans, with a view to improving the effectiveness of relevant work. In regard to the development plan about catering for children's diverse needs, the school should make an overall planning adhering to the child-centred principle. It should determine the work strategies in view of children's needs so as to cater for their different needs more effectively.
- 3.2 The school gradually improves the arrangement of its curriculum and teaching for children to learn through play. It is still necessary for the school to revise the daily schedule to provide children of whole-day classes with enough opportunities for music and physical activities daily in order to facilitate their balanced development. In addition, the school is recommended to improve the design and arrangement of music and physical activities by means of peer lesson observation, teaching reviews, etc. It should also integrate and make good use of the child assessment information to inform curriculum planning and teaching design, with the aim of improving the effectiveness of learning and teaching in an ongoing manner.