

**School No.: 543489**

# **Quality Review Report (Translated Version)**

**Tin Shui Wai Alliance Kindergarten**

**G/F, Wing B & C, Heng Fu House, Block 3, Tin Heng Estate,  
Tin Shui Wai, Yuen Long, New Territories**

**26, 27 February & 1 March 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: 26, 27 February & 1 March 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 management allocates work to staff according to their abilities and experience, with authorities and responsibilities of the teaching team well defined. The team makes concerted effort to follow up the recommendations of the previous Quality Review by improving the curriculum to ensure the balanced development of children and reviewing the child assessment system to follow through on the understanding of children's performance by continuous observation. The school recognises the rationale of school self-evaluation (SSE) and has established the habit of conducting SSE. It collects assessment information from various channels so as to review the work effectiveness of the school for collective discussion and formulation of the annual development plans with reference to the school context. The school has regarded promoting children's language development as its major concern in recent years. It makes use of external training to improve teachers' skills in teaching and setting up the learning environment. The appropriate strategies have laid a foundation for achieving the objectives of its plan.
- 1.2 The school cares about children and respects their diversity. It has established a clear identification and referral mechanism for children with special needs while maintaining close communication and collaboration with external professionals, enabling children in need to receive appropriate support as early as possible. In addition, the school strives to promote social integration. It develops a good rapport with non-Chinese speaking (NCS) parents, understands their needs in supporting their children to learn, and provides them with homework translation service. Teachers encourage NCS children to talk in Cantonese, and to play and learn with Chinese-speaking children. They also enhance NCS children's listening and speaking abilities in Chinese through individual guidance and group learning activities, helping NCS children immerse themselves in learning and integrate into school life.
- 1.3 The school regularly communicates with parents and attaches importance to parent education. It organises suitable seminars to strengthen parents' competence in

parenting. The school properly taps parents' resources to promote a reading culture by inviting parents to school to share stories with children as storytellers with a view to enhancing children's interest in reading through home-school collaboration. The school also organises workshops to educate parents the skills of paired reading, and encourages them to use the learnt skills when reading with their children. The school is enthusiastic in promoting parent education and support work to help parents build a good parent-child relationship, which is favourable to children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school devises the curriculum by making reference to teaching packages. The curriculum content is comprehensive, covering different learning areas. The school often organises visits to community facilities for children to enrich their life experience. The school is attentive to children's moral development. During morning assemblies and religious activities, teachers and children pray for those in need to show their care to others in action. Teachers also share with children examples of good virtues regularly to cultivate in them basic understanding of positive values. In regard of the daily schedule, K2 and K3 children of the half-day classes have to complete some homework and assigned activities during free choice sessions, resulting in insufficient time for free exploration. The school must improve the activity arrangement to increase children's opportunities of self-directed learning. Besides, the amount of Chinese writing for K3 children is relatively too much and some vocabulary words are rather difficult. The school must improve the homework design to cater for children's writing ability. In the second school term, the school arranges activities for K3 children to facilitate their transition from kindergarten to primary education. Yet, music, physical and free choice activities are not provided to children daily during the period, and dictation activities are carried out. Such arrangement is inappropriate. It is necessary for the school to improve the schedule and cancel the dictation arrangement immediately for its primary one transition programme in order to cater for children's developmental needs.
- 2.2 The school records and analyses children's performance in different activities, and assesses children's learning by continuous observation to summarise their development progress in each school term. It also invites parents to observe their children's behaviour at home, which helps teachers familiarise with children's living

habits and attitudes from different perspectives. The school maintains records of children's assessment information and work in their portfolios to serve as evidence of children's growth. It also distributes thematic assessment reports to parents in a timely manner to inform them of their children's progress. Moreover, it has meetings with parents to provide them with suggestions on facilitating their children's learning. The school may yet make good use of children's assessment information to inform the overall curriculum planning.

2.3 The management is responsible for coordinating the curriculum and leading teachers to design the curriculum outline. The school is able to review the content of language activities in accordance with the major concerns formulated in recent years for improving the coherence and appropriateness of the curriculum across grade levels. The management attends curriculum meetings, scrutinises documents and observes lessons to monitor the effectiveness of curriculum implementation, as well as providing teachers with suggestions for improving teaching. Teachers have developed the habit of conducting teaching reflections. They are able to reflect and improve their teaching skills promptly, and review the effectiveness of thematic activities collectively, with a view to revising the teaching design. The school arranges teachers to conduct peer lesson observation, which helps them share good teaching practices among themselves.

2.4 The school has regarded enhancing children's expression ability as its major concern in recent years. Last year, it joined on-site support services that helped teachers improve their skills in leading activities and setting up a learning environment. Teachers stimulate children's thinking by using questions during thematic activities, and arrange small group discussion to increase children's opportunities of expressing their thoughts. Teachers select stories that are relevant to children's life experience and interests, they catch children's attention and encourage children to share their thoughts by lively interpretation of stories. The school invites children to report weather, share their moments in life and so forth daily in order to provide them with more chances of presenting ideas in front of the peers. This school year, the school has tried to consolidate children's thematic knowledge in group activities, through which teachers observe children's abilities in listening and understanding as well as oral expression in order to follow up and support their learning, which can increase children's opportunities to communicate with others and boost their confidence in articulating their opinions. The measures are proven effective. The school may still review the design of interest corners to reinforce interaction among children,

thereby stimulating them to talk and discuss together.

- 2.5 Teachers are attentive to NCS children's Chinese learning, which was regarded as the major concern last year. The school recommended teachers to attend training so as to strengthen individual support to NCS children. Teachers apply their knowledge, meanwhile they use simple and clear instructions with gestures during classroom activities to help children understand the meanings of Chinese words. Teachers of the core group exchange the experience of supporting NCS children with one another, they accumulate teaching experience gradually as reference for adjusting activities. As observed, NCS children actively participate in activities and understand teachers' instructions. They can read aloud key words or phrases and respond to questions in a simple way with the assistance of teachers. The strategies of supporting NCS children's learning have achieved the school's expected results and met the needs of children.
- 2.6 The school makes good use of the lobby to extend children's activity space for their constructive play and drawing activities. However, teachers also engage children in these corner activities which are relatively quiet in nature during physical play, resulting in inadequate amount of physical exercises for children. The school is required to improve the design and arrangement of physical activities to help children build up strong physique, thereby fostering their physical development. The school places abundant and diversified art materials in classrooms. Children like creating artworks with their creativity unleashed. An exploratory corner is also set up in the classroom, yet the materials are not attractive to children. The school is required to refine the design of the exploratory corner to help children understand the phenomena in nature and daily life through the process of observation and experiments.
- 2.7 Teachers are caring and they often attend to children's diverse needs. They provide individual guidance to children and encourage them to help one another, which is effective in supporting children's learning. Teachers have good teaching preparation, they use real objects and pictures to arouse children's learning interests. Children are engaged in learning and eager to participate in activities. They follow activity routines, and can also plan their free choice activities based on their own preferences. Children show good self-care abilities, they return the tableware and clean the table properly after snack time, keeping the classroom neat and tidy.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school can formulate the focuses of its annual plans in light of its development,

yet it should work out the success criteria in accordance with the task objectives, and make good use of child assessment information for evaluating the effectiveness of the plans.

- 3.2 The school has been actively reviewing the teaching effectiveness in recent years. It should yet improve the arrangement of free choice activities, including providing sufficient free choice time for children daily and making the corner activities more appealing to children so as to facilitate their self-directed learning. In addition, the school is required to adjust K3 children's daily schedule for the primary one transition programme and cancel the dictation activities, with a view to meeting children's developmental needs.