

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**

29, 30 April & 6 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 April & 6 May 2025

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 and monitors and supervises the implementation of work including administration and support for children and parents through meetings and school visits. The management has served the school for years. Management members have built a tacit understanding and their responsibilities are clearly defined. They are able to handle various tasks properly, leading to the smooth daily operation. The school team is stable that the management allocates duties in consideration of the abilities and experiences of individuals. Teachers prepare and launch a wide range of activities collaboratively to perform their respective functions. The school attaches importance to the professional growth of teachers. It organises the relevant training and lesson observation at opportune times for encouraging teachers to observe and learn from one another, foster a culture of exchange among them as well as enhancing the teaching quality of the school.

1.2 The school has followed up on some recommendations of the previous Quality Review to improve the arrangement of interface between kindergarten and primary education and the design of interest corners in a bid to increase the learning effectiveness of children. The team puts the rationale of school self-evaluation (SSE), viz. planning, implementation and evaluation into practice in daily work. It makes reference to the views of different stakeholders to regularly examine the effectiveness of all tasks, thus promoting the continuous advancement of the school.

In the recent two years, the school has been regarding boosting children's learning motivation and participation as its development focus. It strengthened teachers' skills in conducting activities through training in the last school year while assisting the team in further consolidating and applying what they have learnt in this school year. In tandem, the school adopts focused peer lesson observation to let teachers support one another. Such deployment is generally appropriate. Besides, in light of children's needs, the school takes facilitating language learning as another major concern of this school year and draws up strategies in aspects such as teaching activities, environment setup and parent education. The plan is being implemented progressively and the effectiveness is shown gradually.

- 1.3 The team strives to build an inclusive campus that it prepares teaching materials and arranges group learning for non-Chinese speaking (NCS) children to improve their Chinese language abilities. Furthermore, the team organises Chinese language classes for NCS parents to help them learn Chinese vocabulary in daily life, develop a foundation in language and support their children's learning. The school has an explicit identification and referral mechanism. Teachers and professionals discuss the situation of children with special needs to provide adequate assistance and follow-ups. The school arranges newcomer adaptation week and primary school experiential activities for newly admitted children and those preparing to transit to primary school respectively, with the aim of helping them get ready to embrace the new stage of learning. The school maintains good communication with parents and keeps them informed of the characteristics of the school curriculum through parents' meetings. In the meantime, the team carries out home visits to better understand children's performance at home. Moreover, the school puts emphasis on home-school cooperation that it recruits parent volunteers to mobilise parents to conduct activities together. To dovetail with the interest of parents, the school plans parent

education attentively to increase their competence in parenting, thus joining hands with them to cultivate children's growth.

2. Learning and Teaching

2.1 The school devises a comprehensive curriculum by making reference to the teaching packages, integrating all learning areas with themes and actively introducing emotional education for children to cultivate values and attitudes, develop skills as well as constructing knowledge. The school carries out exploratory and experiential activities based on themes and organises visits to enrich children's learning experiences. It promotes Chinese culture through multiple means. For instance, festive customs, the art of tea and other content are incorporated into the curriculum of each grade level. Children are arranged to visit the museum about relics and enjoy shadow play to learn about the distinctive traditional art. In alignment with Lunar New Year, the school holds parent-child New Year Fair stalls and Chinese costume day while inviting NCS parents to lend their traditional costumes for trying-on and photo-taking. Thus, children and parents from diverse backgrounds can jointly enjoy the joyful atmosphere of Spring Festival, which is conducive to fostering cultural inclusion. However, the amount of copying of Chinese vocabulary for K2 and K3 children is rather excessive. Some pieces of learning content and homework of Early Childhood Mathematics for K3 children in the second school term are relatively difficult. The school must review and revise them altogether to accommodate the developmental needs of children.

2.2 The school formulates a policy on the assessment of child learning experiences and sets assessment items for the learning objectives of each area. Teachers conduct thematic assessments regularly and provide written descriptions of children's participation in physical and art activities every school term, and at the end of the

school year, summarise their development for the whole year. Teachers evaluate how well children grasp the thematic knowledge using worksheets. Summative assessments are based on the average value of all thematic assessments or the result of a particular assessment. The school must improve such arrangements in order to accurately reflect children's development at different stages. Teachers communicate with and distribute assessment reports to parents at opportune times, and render suggestions for improvement according to children's learning. Parents and school cooperate to facilitate children's development. The school is recommended to analyse the assessment results to get the full picture of the performance of children, thereby informing curriculum planning.

2.3 The school has established a curriculum management mechanism. The management attends the lesson planning and review meetings of each grade level. It also monitors curriculum implementation through classroom walkthroughs and scrutiny of lesson plans, and then gives timely advice to teachers. Teachers examine various activities and environment setup in a holistic manner. In tandem, they consolidate the above information to compile a year-end final report. Teachers mainly comment on children's performance in their reflection, with some of them are able to propose recommendations on teaching strategies. The management should lead teachers to systematically review the curriculum and document the main points discussed so as to give adequate follow-ups and pass on the experiences, thus revising the curriculum continuously.

2.4 To carry forward the development focus of last year, the school regards boosting children's learning motivation and participation as its major concern of this school year. Teachers purposefully adopt the teaching tactics learnt from training such as duo communication and sequential questioning in the learning activities. As observed, teachers asked multiple choice questions in morning assemblies. Most

children indicated their answers with hand gestures. In thematic and music activities, children could often give a simple answer to their peers based on teachers' questions. Teachers usually invited children to answer questions one after another, and many children were willing to respond. That said, children generally replied in simple terms, and their communication was not in-depth. Depending on the circumstances, teachers are advised to be flexible in employing the relevant strategies to a further extent, conceive questions in different levels of complexity or ask follow-up questions to let children explain more. By doing so, teachers assist children in finding interesting things in the learning content and enhance their speaking skills. The school takes facilitating language learning in children as another major concern of this school year. A language group is formed during group activity sessions. Teachers utilise nursery rhymes or matching games to provide more opportunities for children to express themselves in Cantonese. There is a language corner in every classroom. Teachers prepare word cards and corresponding pictures meticulously for children to recognise words through matching. Alternatively, sentence structures and vocabulary are provided for children to choose words to form sentences. On the basis of understanding vocabulary, the school should design a wider range of activities to enhance children's interest in language learning. Additionally, the school invites parent volunteers to serve as parent storytellers. They tell stories to children while raising questions, encouraging children to share the relevant life experiences, which is favourable for strengthening children's language abilities.

- 2.5 The school premises are neat and bright with a comfortable environment. The school makes good use of the lobby to carry out physical activities and games. There are play facilities and a variety of sports equipment in the venue for children to choose from. Besides the reading corners in classrooms, a reading zone is also

set in the lobby where parenting books and interactive picture books are placed for parents to borrow or read with their children. An array of interest corners are set up in the classrooms. In the family corners, children simulate cooking using kitchenware, fruit and vegetable models, and then enjoy the food with their peers using cutlery. They express gratitude spontaneously after receiving the food, demonstrating child-child interaction. Papayas, kiwis, etc., are placed in the exploratory corners. Children observe the structure of fruits to extend what they have learnt from themes. They concentrate on taking out tiny seeds from the pulps with tweezers, showing good observation and eye-hand coordination. In art and craft corners, children apply skills such as rubbing and kneading to shape playdough into their favourite fruits, unleashing their creativity. The school places great emphasis on nurturing the affective development of children. There are emotion corners in the classrooms where children express their feelings in a class-based approach. For example, they put small wooden sticks into the bags of feelings showing emotions like happy, sad and surprised. This allows teachers to effectively grasp the psychological status of children and offer timely comfort and encouragement.

- 2.6 Teachers embrace learner diversity. Children from different backgrounds get along well. NCS children greet others proactively and are willing to share their thoughts in Cantonese. Teachers utilise real objects to facilitate teaching, enabling children to have sensory exploration and gain new knowledge through experiences. Children show interest in music activities. They have a sense of rhythm and are devoted to singing and performing rhythmic movements. Children possess satisfactory gross motor development as they master the physical skills such as running, jumping and throwing, and riding a tricycle with passengers at ease. Children have good self-care abilities as they pack things swiftly after play, clean up

and move the desks according to the signs on the floor. Teachers are required to allocate time properly in accordance with the daily schedule such that children can have ample opportunities to engage in various types of activities to foster a balanced development. Meanwhile, teachers have to guide children in reviewing their activities to help them consolidate what they have learnt, thereby enhancing the learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism. The management is advised to lead the team to devise appropriate success criteria that align with the task objectives so that it can review and evaluate the effectiveness of the plans in a focused manner. These help the school deploy the priority work of the next stage based on its development pace, leading to the self-improvement of the school.
- 3.2 The management should guide teachers to systematically examine the curriculum, revise the amount of vocabulary copying for K2 and K3 children as well as the rather difficult learning content and homework in Early Childhood Mathematics for K3 in the second school term. Improvements should also be made to refine the child assessment arrangements and the analysis of assessment results to strengthen the effectiveness of learning and teaching. Teachers must plan activity review sessions to consolidate children's learning, and allocate time properly based on the daily schedule for children to have sufficient opportunities to take part in various activities, achieving a balanced development.