

School No.: 519103

Quality Review Report (Translated Version)

Tivoli Anglo-Chinese Kindergarten

**Ground Floor, Tower 4, Tivoli Garden, 75 Tsing King Road,
Tsing Yi, New Territories**

27, 28 & 30 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 27, 28 & 30 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 cares about the school development and supports the close collaboration between the school and the affiliated school of the organisation. The two schools jointly discuss administrative affairs and map out a curriculum. They foster sharing between themselves through joint-school activities, teacher training, as well as the establishment of a resource sharing platform. The school has a simple and clear administrative structure. The management has served the school for years and is familiar with the school context. Rooted in the community, the principal strives to bring in community resources to implement school affairs. Management members are responsible for tasks related to administration and curriculum respectively. Teaching staff are well aware of their duties. Members of the team communicate with and support each other with a positive and open mind, creating a harmonious atmosphere at work. The school arranges professional development activities when necessary, including participating in support programmes for enhancing teachers' knowledge in various aspects. It also gives impetus to the professional exchange through in-school sharing.
- 1.2 The school holds a positive attitude towards school self-evaluation (SSE). At the end of a school term, the management and all teachers convene meetings to review the work of different domains and deliberate the development direction of next school year. Last school year, the school regarded facilitating children's cooperative and communication skills as its priority tasks. This school year, it

focuses on strengthening children's self-confidence. The school devises major concerns based on the developmental needs of children and then explores feasible strategies steadily for children to nurture a positive attitude and gain relevant skills through practices.

- 1.3 The school adheres to the education mission of the organisation and creates a caring and inclusive school culture to respect and embrace children with different needs. The school has established an identification and referral mechanism while utilising external resources to offer appropriate support services to children. Teachers liaise and collaborate with professionals regularly to formulate suitable strategies to take care of children. The school appoints designated teachers to provide in-class assistance for non-Chinese speaking (NCS) children. Besides, the notices, publications and website of the school are available in English to cater for the needs of NCS parents. The school has a good relationship with the primary schools in the vicinity, and arranges tours, teachers' mutual visits, etc. All these are favourable for the kindergarten and primary school teachers to share their experiences on children's needs and learning modes at different stages. Meanwhile, teachers plan experiential activities for children, preparing them for the kindergarten-primary interface by exposing them to primary school life. With respect to home-school cooperation, the school maintains close contact with parents through a wide range of channels such as face-to-face meetings, phone calls and online platforms. In tandem, the school organises talks and parent-child workshops to sharpen parents' competence in parenting. The school is highly trusted and supported by parents and both of them cultivate children's growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school refers to the *Kindergarten Education Curriculum Guide* to devise a

curriculum outline which comprises the learning objectives of different learning areas and covers values and attitudes, skills and knowledge in the content. Children are offered a balanced daily schedule, having opportunities to engage in music, physical, art and free choice activities every day. The self-developed learning themes meet children's interest, needs and life experiences. Teachers introduce appealing picture books to design corresponding learning activities to arouse children's attention to people and things around them. The school arranges experiential activities based on themes and adopts parent-child field trips as a routine activity to bring children to leisure facilities and large parks so that they can know more about the environment in the community and be exposed to nature. Teachers design extended activities which encourage children to find out and record topics of their interest in the course of the events, and share them with family members, teachers and peers, thereby developing children's exploratory spirit.

2.2 Teachers conduct assessments in view of the child development goals and criteria stipulated by the school to continuously observe and record the performance of children. The school keeps parents informed of the thematic learning objectives with clear content, which is conducive to parents grasping what their child acquired. The school invites parents to fill out the learning log of field trips. Teachers refer to children's records of exploration to understand their interest, thereby adjusting the teaching content and game design, maintaining the learning motivation of children. The school distributes child learning portfolios covering assessment forms and observation records to parents during meetings. Upon completion of a theme, teachers make reference from the thematic learning objectives to conclude the learning performance of children. Such information is incorporated in slides and uploaded onto the parent e-portal. The school lets parents get hold of their children's learning through various channels. Hence, parents and school join hands

to facilitate children's growth.

2.3 The management and the principals of the affiliated schools of the organisation form a curriculum management group collaboratively to steer teachers to discuss the teaching content by grade level. After that, they divide the work and compile teaching plans, in which the learning content and teaching procedures are stated to serve as simple pedagogical guidelines to teachers. With reference to the recommendations of the previous Focus Inspection, teachers reflect on the teaching effectiveness based on the learning objectives, activity arrangements and so forth, making adjustments in light of children's performance consciously. Through classroom walkthroughs and daily liaison with teachers, the management keeps abreast of the curriculum implementation and renders advice and support. Teachers have trust in the management and they discuss the activity design from time to time to refine their teaching. The management is advised to collate the observations made during the walkthroughs along with the evaluation of teachers' performance, and lead the team in analysing review findings and consolidating the factors that enhance or hinder children's learning effectiveness, thereby informing the curriculum and the planning of school tasks.

2.4 The school has been attaching importance to the language development of children, while fostering their personal growth, social skills and positive values. Last school year, the school regarded facilitating children's cooperation and communication as its major concern. It improved the activity design by participating in external support programmes. Teachers set up scenarios that align with the picture books for children to interpret the stories, offering them opportunities to talk to each other and solve problems together. In addition, the school conceived award schemes to guide children to get along harmoniously with their peers and show mutual respect. Building on the above experience of nurturing children's positive values, and

following team discussions, the school determines this year's major concern is increasing the self-confidence of children. Teachers let children choose performances freely in order to explore and recognise their personal strengths. With ongoing commendation and encouragement, teachers help children develop a positive self-image. However, the team may employ specific strategies and compose a timetable for implementation in different aspects, such as learning and teaching, and parent education, during the stage of laying out work plans, in order to carry out and assess the plans aptly, thus strengthening the effectiveness of the priority tasks of the school.

2.5 The school environment is bright and neat. Teachers make good use of the walls to display children's work and activity photos, as well as compiling children's acquired knowledge into a booklet for their mutual appreciation. Teachers set up learning corners based on themes and prepare ample self-made manipulative teaching aids to meet children's interests and needs. Teachers are good at incorporating children's work into activities of the role play corner. Children talk to their peers about the community facilities and animals that they created. Such activities not only increase children's participation, but also offer a setting that fosters children's expression and conversation. The layout of reading corner is generally ideal, with a wide range of quality books to attract children to read voluntarily. Teachers read with children from time to time. NCS children love going to the corner and listening to teachers' stories with Chinese speaking children. Some of the NCS children are able to answer questions in complete and accurate phrases, possessing basic language abilities. As observed, children were particularly interested in collage and art activities. Some of them finished artworks under teachers' guidance, others took the initiative to draw and knead playdough, and the others made coats from plastic toy sticks, imagining themselves as robots to interact with peers.

Children were imaginative and looked joyful. Before the school day ends, teachers briefly wrap up the learning foci. They could leverage the photos to revisit the play experience with children in a bid to inspire children's learning.

2.6 The music room of the school is spacious in which various types of musical instruments are neatly placed. Having regard to the recommendations of professional instructors, the school maps out the content of music activity meticulously with clear learning objectives and orderly arrangement. Lyrics of some of the chosen songs carry distinctive communal features. As observed, children familiarised themselves with the melodies of songs by humming, performing rhythmic movements and playing ensemble instruments. There was good collaboration among teachers. Teachers playing instruments were able to change the tempo and interlude of songs at opportune times, enabling the activities to be conducted smoothly and leading teachers and children to experience the fun of music activities together. With respect to physical activities, teachers assign children to engage in different activities in groups in the gross motor room and climbing zone. Children have an adequate amount of exercise. Some teachers are recommended to observe children's performance and adjust the play methods for sustaining children's interest in the activities.

2.7 Teachers are kind, accept children's diversity and instruct them with patience. Teachers are dedicated to teaching and setting up scenarios with the optimal use of teaching aids, helping children understand the thematic learning content. They acquire skills in questioning and encourage children to share their thoughts, which is effective in prompting the interactive learning atmosphere. Children are devoted and engaged in the activities. They are eager to speak. K3 children use suitable vocabularies and have clear expression. With the aim of promoting Chinese learning among NCS children, teachers prepare flash cards by themselves, and adjust

the rate of speech when necessary, with the support of body movements to assist children in grasping the meaning of words. Supporting teachers conduct group language games with NCS children to guide them to gain knowledge about the community, classroom essentials, everyday language, etc. They also observe children's learning performance to give timely feedback. Children have desirable self-care abilities. They tidy up things swiftly after activities and solve problems under teachers' guidance when encounter one. Children are courteous and get along well with peers.

3. Recommendations for Enhancing Self-improvement of School

The management is required to continue to steer the team to sharpen its self-evaluation skills in order to schedule annual tasks thoughtfully. The school should follow the stipulated goals and take into account the needs of various stakeholders to deploy appropriate strategies before commencing work plans. It should also devise focused success criteria as well to facilitate the implementation of the plans and the review of the effectiveness thereof. The team is recommended to consolidate and analyse the relevant factors that spur the learning effectiveness of children, which serve as a specific reference to the overall work and curriculum planning of the school. Furthermore, the school is advised to revise the appraisal system. For instance, it may keep a brief record of the evaluation to let teachers reflect on their strengths and needs, therefore fostering their professional growth.