

School No.: 537594

Quality Review Report (Translated Version)

Academy Kindergarten (Tin Shui Wai)

**G/F, Ancillary Facilities Block, Tin Chung Court,
Tin Shui Wai, New Territories**

9, 10 & 14 November 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 9, 10 & 14 November 2023

- 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 pays attention to school development and has knowledge of the school affairs and its daily operation through participating in meetings and visiting the school. The school has a clear organisational structure. The management coordinates the school curriculum and administrative affairs, and assigns experienced teachers to assist in co-ordinating and following up on class duties of each grade level, thus the internal work runs smoothly in general. Teachers take part in task groups to organise activities and promote school development together. The school carries out overseas and local professional sharing activities on a regular basis. It also conducts training seminars, teaching demonstrations and peer lesson observations so that teachers can share their teaching experience.
- 1.2 The school has followed up on the recommendations on learning and teaching of the previous Quality Review to revise the daily schedule and refine the curriculum planning. It has regarded strengthening parent education as its major concern in the last school year. The school held seminars regarding positive parenting, children's growth and development, etc., for parents to understand the abilities and needs of their child at kindergarten stage. By arranging parent lesson observations, the school kept parents informed of its teaching modes and gathered their views after the activities. A close home-school communication has been maintained through various channels that parents and the school nurture children's growth collaboratively. In tandem, the school encouraged parents to take part in parent-child activities while parents were active to serve as volunteers to exploit their strengths of supporting the school activities. The effectiveness of the work plan has been observed. In this school year, the school takes enhancing national education as its major concern and implements the plan with the assistance of external resources. The school deploys strategies in the aspects of teacher training, parent education and so forth to lay a foundation for the smooth implementation of work.
- 1.3 The school caters for children's diverse needs. It has established an identification

mechanism while collaborating with external professionals to provide referral service and help to children with special needs. The school attaches importance to giving support to the newly admitted children. It holds meetings for parents of newcomers, letting them learn children's emotional responses and the corresponding strategies about facing a new environment, and grasp the skills in getting their child psychologically prepared for starting school. Teachers also distribute questionnaires to parents to collect information on the living habits and day-to-day behaviour of children so that teachers can render suitable help. Meanwhile, the school arranges adaptation activities and adjusts the lesson time and activity content in a flexible way according to children's individual needs, which is effective for the newly admitted children to integrate into school life progressively.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide*, the school devises its curriculum based on real-life themes and selects suitable picture books as teaching materials. The curriculum covers all learning areas and accommodates the cultivation of attitudes, acquisition of skills and construction of knowledge in children. The school plans a balanced daily schedule that children are given sufficient time to engage in music, physical, art and free choice activities every day. The school organises outdoor experiential activities that align with the themes, including shopping mall visits and field trips to Hong Kong Wetland Park, to enrich children's learning experiences. However, K1 children are asked to write along dotted lines in the second school term. Some K3 learning content and homework in Early Childhood Mathematics and Language are too difficult. The school is required to review and revise them as well as removing the inappropriate parts in order to meet children's abilities and developmental needs.
- 2.2 The school has an explicit assessment policy for conducting formative and summative assessments on children. It also keeps the relevant information, children's work, observation records, etc., in the learning portfolios of children, which serve as evidence of their growth. Teachers invite parents to make records of children's behaviour at home so as to understand their living habits. Through meetings with parents, teachers keep them informed of their child's learning performance as well. The management must lead teachers to collaboratively formulate assessment criteria for carrying out assessments in an objective manner,

consolidate and analyse child assessment information, thereby informing the curriculum planning.

- 2.3 The school has a curriculum coordination, monitoring and review mechanism in place. The management keeps abreast of the curriculum implementation through attending curriculum meetings of each grade level, conducting classroom walkthroughs and scrutinising teaching documents and children assignments. The school arranges teaching demonstrations for members of the teaching team to improve their teaching skills through professional exchange. Teachers reflect on teaching and keep records of children's participation in class. Yet, the management is still required to enhance its role in curriculum leadership, guide teachers to make further review on the appropriateness of the teaching activities design and strategies, as well as rendering concrete suggestions for enhancement to increase the effectiveness of learning and teaching.
- 2.4 In view of the major concern of promoting national education, the school provides training to teachers and increases the learning elements of Chinese culture in the curriculum. It has purchased books related to Chinese folktales and traditional virtues for teachers to use in storytelling. Children's ink painting, the national flag and map of our country are displayed on campus to create an atmosphere for appreciating Chinese culture, helping children cultivate a sense of belonging to the country. The school chooses Lunar New Year and Chinese art and culture as the topics of project learning. Children are assigned to experience traditional culture through activities such as festival celebrations, paper cutting and pottery making. The school regularly holds the national flag raising ceremony to enable children to know about the national flag and national anthem and learn to comply with the warranted etiquette in order to develop a sense of national identity from an early age. The school may plan and roll out the tasks of national education systematically in its curriculum for boosting the efficacy of the major concerns.
- 2.5 The school is spacious and bright. Teachers post flashcards and pictures on the walls to help children review vocabulary and concept. There are various interest corners in the classrooms for children to create artwork, roleplay and read. Materials are placed neatly in the art corners. The name of the materials and tools are marked clearly for children to select freely. Children are pleased to take part in creative craft activities. Even so, teachers are recommended to give them more space to unleash creativity. Besides, it is necessary for teachers to enrich the exploratory materials in the interest corners to encourage children to learn through

play. Teachers always walk through the classrooms and observe children's participation in activities. They are advised to intervene at an opportune time and assist children in collating and summarising the learning experience during review sessions with a view to consolidating and extending learning.

2.6 Teachers speak clearly and give detailed explanation. They are able to make use of real objects and pictures to facilitate teaching while enhancing children's interest in learning by letting children touch and feel the textures and shapes of the things in a mystery box. However, it is suggested that some teachers may employ more open-ended questions to guide children to share their experiences to facilitate their thinking and expression abilities. In physical activities, teachers lead children to have gross and fine motor training and learn basic body movements such as crawling, running and jumping, during which children show good body coordination. Teachers and children immerse themselves into the contexts to sing, perform rhythmic movements and play musical instruments together and so forth. Children grasp the beats and interpret the light and flowing melodies by stretching their body, enjoying the fun of music games. Teachers cater for learner diversity with tactics including seating arrangements, individual guidance, etc. The management is required to support teachers in flexibly adopting the relevant strategies acquired from training to take care of children's diverse needs so as to help children express their emotions and be immersed into learning.

2.7 Children listen carefully to the guidance. They are willing to share their thoughts and participate in activities together. Children are well aware of the routines. They tidy up learning tools and belongings by themselves after activities, showing good self-care abilities. Non-Chinese speaking (NCS) children get along well with peers and some of them can understand teachers' simple classroom instructions. Teachers are required to provide more opportunities for NCS children to express themselves in Cantonese during daily interaction and chat with the aim of developing their interest and ability in language learning.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school recognises the rationale of school self-evaluation (SSE) and arranges training activities for teachers in order to deepen their understanding of SSE. The school is advised to set clear task objectives and corresponding success criteria when drawing up major concerns, and use children's performance as evidence. Therefore,

the school can implement the work plan and evaluate the effectiveness thereof in a more effective way.

- 3.2 The school has conducted different professional exchange and training activities. Building on the existing foundation, the management is required to guide the teaching team in utilising information such as child assessment and teaching reflection to review the effectiveness of learning and teaching, thus improving the effectiveness of activity design and teaching skills continuously. The practice of requiring K1 children to write along dotted lines as well as those too difficult learning content and homework for K3 must be cancelled in order to meet the development of children.