

School No.: 156191

Quality Review Report (Translated Version)

Kam Tsin Village Ho Tung Kindergarten

D.D. 92, Kam Tsin, Sheung Shui, New Territories

24, 25 & 29 January 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 24, 25 & 29 January 2024

- 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 keeps abreast of the school's situation through regular meetings and deploys resources at an opportune time to support school development. The school has an explicit organisational structure and forms different task groups. The management allocates duties aptly in light of teachers' strengths and experiences to allow them to unleash their potential. There are detailed code of practice and guidelines in the school to help the team handle various works properly, facilitating smooth operation of daily affairs. A harmonious relationship is built between the management and the staff. They communicate closely in terms of administrative management and teaching arrangement to promote the school's development with concerted efforts.
- 1.2 The school has actively followed up on the recommendations of the previous Quality Review to enhance the work in different domains, which includes improving the activity design of learning corners, establishing a mechanism for supporting children as well as formulating clear objectives and specific implementation strategies for work plans to foster the school's advancement continuously. Members of the teaching team grasp the rationale of self-evaluation. Through collecting evidence from the assessments of child learning experiences, questionnaires, etc., they jointly analyse children's performance and parents' views to evaluate the effectiveness of work and set development focuses for the next stage according to the school context. In the recent two years, the school has regarded facilitating children's moral development as its major concern. It put emphasis on nurturing their confidence and self-care abilities in the previous school year whereas the focus of this school year has been extended from developing personal character to caring for others. Having regard to the needs of children, the school incorporates relevant elements into the curriculum and organises a series of activities to guide children to practise good behaviour. The school implements the development plans in an orderly manner, which is conducive to achieving the expected results of the work.

1.3 The school caters for learner diversity and brings in external resources to offer referral and support to children in need. Teachers regularly liaise and collaborate with professionals to devise appropriate strategies in taking care of children. The school keeps contact with parents through different channels. It deepens parents' understanding of children's learning and its major tasks by means of parent lesson observations and school newsletters. Parents support the school's work and are keen to participate in volunteer services. They build partnership with the school to cultivate children's growth together. The school established the parent-teacher association in the last school year to further pool parents' efforts to assist in organising activities, strengthening home-school connection and cooperation effectively.

2. Learning and Teaching

2.1 The school devises a school-based curriculum by making reference to the teaching packages and selecting learning content that ties in with children's life experiences and interests. The curriculum is comprehensive in content. The school attaches importance to encouraging children to learn by doing. Teachers lead children to carry out project learning on interesting topics. Through diversified activities such as observation, simple experiments and outdoor experiential activities, the school facilitates children to construct knowledge and develop skills from firsthand manipulation and exploration. In recent years, the school has incorporated the elements of Chinese culture into the curriculum. For instance, to increase children's knowledge of Chinese food culture, the school organises Flagstaff House Museum of Tea Ware visit and tea brewing activities on the theme of tea while arranging for them to learn planting and harvesting rice on the farmland under the theme of rice. Moreover, teachers help children gain an understanding of the custom of Chinese traditional festivals through festive activities. Regarding daily schedule, the school is able to provide children with sufficient time to take part in music, physical, art and free choice activities in general. However, subject-based classes are introduced to K3 children during a theme about the interface between kindergarten and primary education. Some learning content thereof is too difficult and the daily schedule is a bit imbalanced. Such arrangements should be rectified.

2.2 The school compiles the content of the assessment of child learning experiences in alignment with the curriculum objectives. Teachers adopt continuous observation

to assess children's performance in various learning areas. Learning portfolios for children are created to maintain assessment forms and children's works. Parents are timely informed about their children's learning. Yet, the school uses the average score of the thematic assessments as the result of children's summative assessment. Such practice cannot reflect children's progress at different stages accurately. The school should make improvement to enhance the effectiveness of the child assessments.

- 2.3 The school has a sound mechanism of curriculum coordination, monitoring and review. The management performs its roles of curriculum leadership proactively to bring changes to curriculum planning, teaching modes and environment set-up for boosting the quality of learning and teaching continuously. The management guides teachers to conduct collaborative lesson planning to discuss in depth the learning content based on the abilities and interests of children of each grade level while making concrete suggestions on activity design and teaching strategies. Furthermore, the management offers guidance to the team timely by means of classroom walkthroughs, scrutiny of documents and teaching demonstrations. Teachers reflect on the teaching effectiveness of the themes regularly with reference to children's performance. Teachers may explore the causes of the problems from different perspectives in light of children's learning difficulties and formulate corresponding strategies for improvement, thus raising the learning effectiveness of children to a further extent.
- 2.4 The school emphasises the nurture of children's morals and puts additional effort into promoting positive education in recent years. In the last school year, the school set helping children foster their moral character and develop their personal potential as its objectives of the major concern. The learning content regarding emotional management and moral cultivation has been incorporated into the curriculum systematically. The school assisted children in understanding and expressing their emotions and sharing their feelings appropriately by using story sharing, role-play, interactive games, etc. Teachers arranged a wide range of interest activities on Fridays, including football, woodwork and snack making, for children to try learning various skills and build up their self-confidence. Besides, the school launched a parent-child award scheme, in which simple learning tasks were designed to guide children to eat, tidy up and brush their teeth on their own at home, developing good living habits in them. In this school year, the school extends its work focus to caring for others. Activities like charitable donations, caring ambassador and showing

gratitude to relatives are planned for children to learn the positive values of being considerate of others, willing to share and so on. As observed, teachers set behavioural objectives for children in each class. They teach children to follow the rules and help others with positive wording, thus reinforcing their good behaviour. Children show friendliness by helping and caring for people around them with eagerness, and also taking the initiative to praise their peers who have completed a task. They learn and play together happily, possessing good affective and social development.

2.5 The school environment is spacious. Children can observe and take care of plants such as ginger, spring onions and strawberries in the outdoor areas every day to experience the fun of gardening. Teachers utilise the space outside the classrooms to set up several common play areas. During the free choice activity sessions, children love to use different objects and tools in the construction zone to design their own ways of play. For example, they act as couriers to deliver mails with scooters, shoulder poles and carton boxes, or construct a more stable building with paper boxes. They apply concepts that they have learnt in the thematic activities to play. In tandem, children are pleased to use chalks to draw on the scribble wall or play sand on trays of sand with assorted tools. They are engaged and show an active learning attitude. The atmosphere is joyful during the activities. Besides, the set-up of interest corners in the classrooms ties in with the themes. In the imaginative play corners, children put on working clothes and wear safety helmets by themselves to imitate construction workers building houses attentively, having great fun. Some children enjoy drawing at the art corners. Teachers may provide diversified art materials with the aim of encouraging children to create freely and unleash their creativity. Teachers observe children during the activities. They are recommended to make timely intervention to further provoke children's thinking and exploration. Teachers could also invite children to share their findings and feelings after the free choice activities in a bid to help them extend their experience and consolidate their learning.

2.6 Teachers are well-prepared for teaching. They design abundant experiential activities based on themes to support children in connecting learning with their daily lives and gaining new knowledge through firsthand exploration and practices. These activities include arranging for children to observe school buses and private cars in order to learn the equipment of both the exterior and interior of vehicles. Children are provided with water, sand and cement to test the optimal proportion for

making concrete. Yet, some teachers are required to adjust their teaching methods flexibly taking into account children's performance during the activities, with a view to enhancing children's interest and participation. Teachers put diverse elements into music activities such as singing, performing rhythmic movements and appreciating songs to cultivate children's aesthetic sense and creativity. Teachers are recommended to strengthen the connection between activities and learning themes, so as to enhance the integration of the curriculum. For the physical activities, teachers place an array of equipment in the venue and offer ample opportunities for children to throw, run, jump and so forth to develop children's basic physical skills and body coordination. Teachers give instructions and demonstrations clearly while guiding children at opportune times to enable them to gradually master the relevant movements. Children display agility and possess good gross motor skills.

3. Recommendations for Enhancing Self-improvement of School

The school strives for advancement in the domain of learning and teaching by refining its school-based curriculum in an ongoing manner. The management may arrange training in accordance with the school's development and the needs of teachers to foster the professional growth of the team. It may also lead teachers to revise the arrangement of summative assessment in order to reflect children's developmental progress precisely. Moreover, the school should avoid conducting subject-based teaching during the theme about the interface between kindergarten and primary education for K3. It must remove the difficult learning content and ensure the balance of the daily schedule during that period so as to meet children's abilities and development.