

School No.: 530417

Quality Review Report (Translated Version)

Tseung Kwan O Methodist Kindergarten

**4/F. Podium, Wings A & B & C, Sheung Lai House (Block 6),
Sheung Tak Estate, Tseung Kwan O, New Territories**

19, 20 & 22 March 2024

**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: 19, 20 & 22 March 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 maintains close communication with the school and gives advice on administration, personnel and other areas. In view of the characteristics of the school-based curriculum and the development trend of kindergarten education, the management arranges peer lesson observation for encouraging teachers to share their experiences on teaching strategies, environment set-up and so forth. Hence, it fosters the team's advancement through mutual observation and exchange. In tandem, the management organises social gatherings which help build an amicable and harmonious atmosphere. It also coordinates training and practical activities for teachers to apply what they have learnt to strengthen their professional competence and raise the quality of education.
- 1.2 The school has followed up on the recommendation of the previous Quality Review to map out specific success criteria for the development plans so as to examine the work effectiveness from multiple perspectives. The school self-evaluation (SSE) mechanism of the school is explicit. The management takes a whole-school approach to lead teachers to conduct self-evaluation. Through various channels, they review the implementation and effectiveness of the major concerns and works in each domain and devise the plans of the next school year according to the school context. To align with children's needs, the school regarded refining the design of interest corners and enhancing children's interest in reading as the major concerns of the last school year. The results of these major concerns have been observed. In this school year, the school considers deepening children's understanding and admiration of Chinese art and culture as the major concern. It deploys implementation strategies in different aspects including strengthening teacher training, environment set-up and parent education. The development plan has been progressing smoothly.
- 1.3 The school has established an identification and referral mechanism to let children with special needs receive proper professional support the soonest. Moreover, it

has created an inclusive learning environment to help non-Chinese speaking (NCS) children integrate into school life. In response to the needs of newly admitted children, the school plans adaptation activities to facilitate them to settle in the new learning stage in a step-by-step manner. Teachers arrange appropriate kindergarten-primary transition activities for K3 children, such as visiting primary schools and gaining a basic understanding of the routines of primary schools, to prepare them well for promoting to primary schools. The school values home-school communication. It communicates closely with parents through phone calls, face-to-face meetings, etc. Meanwhile, the school organises lesson observation and volunteer activities for parents to encourage them to understand the learning of their children by participating in the activities. Parents support and trust the school. Home and school work together to foster children's happy growth.

2. Learning and Teaching

- 2.1 The school selects teaching materials based on children's life experiences and interests to develop an integrated curriculum with themes. It also chooses picture books that suit children's abilities to facilitate teaching. The curriculum content is comprehensive and covers all learning areas, assisting children in building positive values and attitudes as well as acquiring skills and constructing knowledge. Children are given sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. The school introduces mixed-age activities so that children of all grade levels can play together and enrich their learning experiences. Their social and affective development is also promoted.
- 2.2 The school has established a policy on the assessment of child learning experiences and it devises assessment items which align with the teaching objectives. Teachers observe and record children's performance in activities continuously while creating learning portfolios for children to maintain assessment forms, activity photos and artworks to serve as evidence of children's growth. Teachers share children's learning performance at school with parents and make concrete suggestions to support children to unleash their full potential with concerted efforts. The school is advised to consolidate and analyse the child assessment information to inform curriculum planning.
- 2.3 A mechanism for curriculum coordination, monitoring and evaluation has been set

up in the school. The management makes good use of the external professional support to lead teachers to revise the school-based curriculum outline and improve curriculum planning. With reference to the teaching review findings of the last school year, teachers make adaptation and prepare lesson plans and activities of this school year to meet the needs of children. The management scrutinises lesson plans, observes lessons, etc., to give timely advice to teachers. In respect of teaching reflection, the management may enhance teachers' skills in reviewing the curriculum holistically to further boost the effectiveness of learning and teaching.

2.4 The school takes deepening children's understanding and admiration of Chinese art and culture as its major concern of this school year. Teachers incorporate elements of Chinese culture into the learning content when planning the curriculum. For example, scenes of community facilities like a Chinese restaurant and a Chinese medicine clinic are set up for children to learn the traditional wisdom of drinking tea and Chinese medicine. Teachers guide children to explore light and shadow with the screen and equipment of shadow play. As observed, children manipulated the self-made shadow puppets nimbly. They performed a shadow play with their peers, in which they created the scripts and shared their creative ideas joyfully, experiencing the beauty of Chinese art. Children attend the national flag raising ceremony to learn the warranted etiquette. Through activities such as dragon dance and celebrations of festivals, children understand traditional custom and gradually know more about the Motherland and Chinese art and culture.

2.5 The school environment is neat and clean. The use of venues is properly planned. The school regarded refining the design of interest corners as its major concern in the last school year. It brought in external support programmes, visited peer schools for professional exchange and systematically set the learning objectives and activity content of the interest corners for each grade level. Teachers conduct peer lesson observation to share their design ideas about constructing interest corners in classrooms. They drive the professional growth of each other through observation and discussion. Teachers encourage children to collect theme-related items and bring them to school to play, which effectively boosts children's participation and learning motivation. Children play the role of salespersons of a butcher and a fruit shop. They enthusiastically introduce their merchandise and take the initiative to help customers sort the purchased goods. They even kindly remind customers to use electronic payments. Children grasp the shopping procedures and immerse themselves in their roles to interact with their peers. They act as hairstylists in a

simulated salon. They first ask their peers about the preferred hairstyles politely and then help the customers put on the barber cape and trim their hair. Children touch and compare the different textures of vegetables and fruits. They explore the characteristics of balanced towers and spinning tops. Children make numerous attempts to master the ways of casting colourful shadows with colourful translucent building blocks. Thus, they explore their surroundings through observation to cultivate their inquisitive spirit. Besides, children use their imagination to create beautiful and distinctive art and craft works with strings, chenille stems and so forth in art activities. They appreciate the works of their peers and are eager to share the steps of their creation, learning from one another. In the language corner, children are willing to spin the wheels to match the words, enjoying the process of learning language through play. Another major concern of the school in the last school year was enhancing children's interest in reading. The school has enriched the setting of the reading corners for children to read in a cosy and quiet environment. It has added games that were relevant to the reading materials and book recommendation activities to spice up the joy of reading. Parents were invited to the school to tell stories and a parent-child reading scheme was launched. Home and school worked together to nurture children's interest and habits in reading. It is observed that children enjoyed reading with their peers and showed their love of reading.

2.6 Teachers care for children. They give clear explanation and guide children with unfailing support. Teachers design physical activities with sufficient amount of exercises and guide children to grasp the physical skills for developing their gross motor skills as well as encouraging children to be physically active. During music activities, teachers lead children to sing and play musical instruments. Teachers are recommended to improve their teaching skills to strengthen children's abilities in music appreciation while guiding children to express their emotions and unleash their creativity through music activities. Teachers are fully prepared for teaching. They make good use of real objects, pictures, etc., to illustrate the thematic content and let children gain first-hand experience and get engrossed in various learning scenarios with a view to enhancing children's concentration. Teachers take part in children's play during free choice activities to observe and get a grasp of children's learning progress. After the activities, teachers ask multilevel questions to steer children of each grade level to sum up their play experiences, thereby consolidating what children have learnt effectively.

2.7 Children love learning. They actively participate in all kinds of activities and are

particularly interested in playing group games. Children get along well with their peers. They care for others and give verbal encouragement to support each other. Children choose their favourite activities during free choice activities. They meticulously conduct experiments and briefly record the findings of activities, showing an attitude of active learning. Children have good self-care abilities as they put on and take off their shoes and tidy up their jackets on their own. They have built good living habits.

3. Recommendations for Enhancing Self-improvement of School

The school fully implements the rationale of SSE in daily operation to facilitate its sustainable development. The school is advised to consolidate the child assessment information to inform curriculum planning and promote teachers' teaching skills in conducting music activities so as to further enhance the effectiveness of learning and teaching.