

School No.: 563595

Quality Review Report (Translated Version)

TWGHS Tin Ka Ping Nursery School

2/F., Tip Ling House, Butterfly Estate, Tuen Mun, New Territories

15, 16 & 18 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: 15, 16 & 18 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 school receives resources and support of the organisation to develop steadily in various aspects, including administrative management and curriculum development. Explicit guidelines and code of practice as well as a proper filing system are in place in the school for teachers to understand and perform their duties, hence facilitating the smooth daily operation of the school. The management attaches importance to the professional growth of teachers. It organises different types of training which addresses teachers' needs and promotes the team to move with the times. In tandem, the management gives individual guidance and assistance to the newly recruited teachers so that they can get a grasp of the teaching duties the soonest. In order to build a harmonious atmosphere at work, the school sets up diversified channels to foster communication among team members while inviting experienced teachers to take part in administrative work to strengthen the professional collaboration and achieve consensus among themselves.
- 1.2 The school has followed up on the recommendation of the previous Quality Review to gradually improve the skills of teachers in leading music activities through training. The school recognises the inter-connected self-evaluation process, viz. planning, implementation and evaluation and adopts collective discussions to review its work effectiveness in different areas through analysing children's performance and teachers' needs as well as gathering the views of various stakeholders. It then plans its development direction in view of the trends in kindergarten education development and the school context. Since the last school year, the school has regarded promoting children's learning through play and strengthening the element of free exploration in play as its major concern. The management leads teachers to set out specific work objectives and deploy feasible strategies in various domains such as teacher training, activity design and parent participation so that the plans can be carried out smoothly.
- 1.3 The school caters for and accepts learner diversity. It has an identification and

referral mechanism to provide appropriate assistance for children with special needs as early as possible. Moreover, the school keeps close contact with parents to support children's growth collaboratively. The school values home-school cooperation. It arranges lesson observation, parent-child activities, parent education, etc., to help parents better understand children's learning and master child-rearing skills. The school has formed a parent-teacher association which helps synergise parents' efforts in assisting the school activities and collect parents' views on the school systematically so as to take follow-up actions and make improvements.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline of the organisation and taking account of children's life experiences and interests, the school uses themes to integrate the content of all learning areas to design a school-based curriculum that gives equal importance to the five domains of ethics, intellect, physique, social skills and aesthetics. Thus, it helps children cultivate positive attitudes, develop skills and construct knowledge. The national flag raising ceremony is held on important days for children to learn to follow the relevant etiquette. Furthermore, the school organises diversified activities, such as listening to Chinese folk tales, enjoying fan dance and making festival food, to deepen children's understanding of the traditional virtues, art and custom as well as nurturing their appreciation of Chinese culture and building their sense of national identity. Regarding the daily schedule, children can participate in physical, arts and free choice activities every day. However, the school is required to review and revise the situation that the music activity time for some K2 and K3 classes on Fridays is rather inadequate, so as to ensure balanced learning for children.
- 2.2 The school formulates an appropriate policy on the assessment of child learning experiences. The assessment content set is in line with the curriculum objectives and there are clear assessment criteria for maintaining the consistency of the assessments. Teachers evaluate children's performance through continuous observation and documentation. They also create learning portfolios for children to keep various assessment forms, artworks, etc., to present the developmental progress of children in an orderly manner. Teachers report to parents about children's developmental milestones on a regular basis while giving suggestions to let parents grasp and follow-up on their children's needs timely. Teachers consolidate and

analyse children's assessment information to serve as reference for reviewing the overall curriculum planning and the effectiveness of the major concerns.

- 2.3 The school has a curriculum management mechanism in place. The management attends meetings and leads teachers to adjust the activity content and arrangements as well as giving advice to them. Through observing lessons and supporting teachers in daily lessons, the management understands the curriculum implementation. To enhance professional exchange among team members, the school arranges video-recorded peer lesson observation for teachers to learn from one another and enhance their professionalism. At present, teachers mainly analyse the activity effectiveness against children's performance. The management is required to steer teachers to conduct reflection from multiple perspectives including teaching strategies and arrangements, explore the factors that affect the effectiveness of learning and teaching, and make corresponding suggestions for improvement with a view to further informing teaching and curriculum planning. The school may also make records of the key points discussed in curriculum meetings for the team to take follow-up actions and pass on experiences.
- 2.4 The school strives to promote children's learning through play and has considered strengthening the element of free exploration in play as its major concern in these two years. It enlists external professional support to deepen teachers' knowledge of the skills in designing play and leading activities. The school also organises parent-child play day to let parents understand the importance of parent-child interaction, hence promoting parents and children to enjoy the joyful playtime together. During physical activities, teachers arrange physical play such as throwing and catching bean bags, riding tricycles and playing slides to develop children's gross motor skills. In addition, teachers provide an array of physical items and plentiful eco-friendly materials for children to carry out free exploration or create new ways of play with their peers to stimulate their creativity. Children collaboratively construct buildings with different shapes of wooden boards or build a venue for spinning top competition in free choice activities, during which they have great fun. Teachers walk through to observe children's activities. They may perform the role of an inspirer at an opportune time and encourage children to share their play experiences during the review sessions, such as their experiences in creating ways of play, the difficulties encountered and their solutions in the course of events, so that children can inspire and learn from one another to extend their learning.
- 2.5 The school premises are spacious. Teachers set up a wide range of learning corners

in the classrooms for children to engage in role-play, art creation, sensory exploration and other activities to foster their development in various areas. Children and their peers simulate paying Lunar New Year's calls in the role-play corners. They give red packets to family and friends and congratulate each other while jointly tasting the Lunar New Year treats in the assorted snack box, experiencing the festive atmosphere of Lunar New Year. Children draw with big paintbrushes in the art and craft corners to express their ideas in drawings. Alternatively, they follow the steps in the origami books to fold paper into things that their peers like and give the crafts to their peers as gifts, showing their care and love. Children use materials of different shapes and thickness to make spinning tops. Children observe and contrast the differences in rotational speed between the spinning tops or activate toys by winding them up, putting in batteries, etc., thus arousing their curiosity through manipulation and tests and cultivating their inquisitive spirit. According to children's abilities and needs, teachers design a variety of fine motor games, such as using chopsticks to pick up chenille balls, squeezing sponges to make sponge dabbing art and bead stringing, to help foster the development of children's eye-hand coordination and fine motor skills. As there is a solid foundation of the activity design, teachers are advised to examine the use of classroom venues during free choice activity sessions to add more corner games for children to choose from, thereby enhancing the learning effectiveness to a greater extent.

- 2.6 Teachers prepare for lessons conscientiously. Apart from making use of real objects, pictures and so forth to facilitate children's understanding of the learning content, teachers select picture books that tie in with the themes to spark children's interest in learning effectively through play. Teachers tell stories in vivid and alluring tones to draw children's attention in listening to them. They are good at asking questions to guide children to observe pictures and express their thoughts. The teacher-child interaction is adequate and the atmosphere is great. Teachers design interesting music games that story scenes are exploited to ignite children's imagination. Teachers also lead children to express their feelings with body movements along the beat of songs or arrange activities like singing and tapping on musical instruments for children to grasp the melodies and rhythms of songs in a step-by-step manner to nurture their sense for music.
- 2.7 Children are warm and friendly. They are willing to share their feelings and life experiences with others. They get along well with their peers as they like to play and work together. Thus, they have favourable affective and social development.

Children participate in the activities wholeheartedly and follow the classroom routines. They take the initiative to put away the items used, tidy their clothes and put on and take off their shoes on their own, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school keeps pace with the development trends in kindergarten education to strengthen the element of free exploration in the curriculum progressively. The management is recommended to lead teachers to facilitate children's sharing of the ideas behind their play design, their discoveries during play and so forth in the review sessions, so as to inspire children's learning. Besides, teachers are advised to examine the venue arrangements for the free choice activity sessions to provide more options for children to choose from in corner activities. Teachers may also reflect on their teaching from multiple perspectives to enhance the effectiveness of learning and teaching continuously.