

School No.: 528161

# **Quality Review Report (Translated Version)**

**TWGHS Tin Wan (1996 - 1997 Directors)  
Kindergarten**

**Unit 1-10, G/F, Tin Kin House, Tin Wan Estate, Aberdeen, Hong Kong**

**23, 24 & 26 April 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: 23, 24 & 26 April 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 With the effective guidance and support of the leadership team, the school maintains close contact with the affiliated kindergartens of the organisation to exchange views and collaborate on administrative management, curriculum development, support for children and other aspects, hence capitalising on the professional capacity to raise the quality of education continuously. The organisational structure of the school is well-defined. The management possess extensive professional knowledge and demonstrates its leadership to properly coordinate and guide the team in handling daily affairs. In tandem, the management sets up sufficient communication channels with the staff to foster a shared vision. The school puts emphasis on nurturing talents. In response to teachers' needs and school development, the management systematically plans the professional development of the team while appropriately allocating duties for teachers to unleash their full potential. Teachers sharpen their teaching skills through observation and experience sharing, creating a culture of learning and exchange. Team members work as one and move with the times to strive for quality kindergarten education.
- 1.2 The school has established a sound school self-evaluation (SSE) mechanism. It adopts a whole-school approach where the management leads the team to make good use of the information and evidence gathered from different channels to review together the work effectiveness in various domains, and then formulate work plans according to the review findings. In the previous school year, the school regarded reinforcing the promotion of Chinese culture and fostering children's physical development as its major concerns. In this school year, the school draws on the relevant experience to design diversified learning activities for children to carry on learning about and appreciating Chinese culture. Another major concern of the school is enhancing children's interest in reading. The school puts the SSE rationale into practice. It deploys strategies in aspects such as teacher training and curriculum planning, and deepens or adjusts the work in response to the results

achieved, promoting the school development.

- 1.3 The school caters for children's diverse needs. It has a clear identification and referral mechanism in place while arranging relevant training for teachers to identify and support children's individual needs as soon as possible. Teachers accept and pay attention to children's behaviour and emotions. They work closely with professionals and parents to render proper assistance. The school cares about the learning of non-Chinese speaking (NCS) children. It designs language teaching aids and records nursery rhymes in Cantonese to provide more Chinese exposure for NCS children. The school also maintains liaison with NCS parents to keep them informed of their child's learning, hence helping children integrate into school with concerted efforts. The school attaches importance to the work related to parent education and regards parents as important partners. It holds a range of talks, workshops and parent-child activities based on parents' needs to improve their skills in child-rearing and competence in parenting. The parent-teacher association has been formed for years to coordinate parent volunteers to assist in various school activities, serving as a bridge for facilitating home-school communication and cooperation. Parents recognise and support the education objectives of the school. They actively take part in activities and work hand in hand with the school to foster children's growth.

## **2. Learning and Teaching**

- 2.1 With reference to the curriculum information of the organisation and according to children's abilities, interests and life experiences, the school maps out learning themes and draws up a school-based curriculum. Teachers meticulously select picture books that have captivating plots and vivid illustrations, adhere to the design concept of an integrated curriculum and combine real-life scenarios to design diversified learning activities, fostering children's comprehensive development. The school values children's moral development and incorporates moral elements into the curriculum. It employs picture books to help children understand the proper interpersonal attitudes and designs extended learning activities with themes about children's daily life, hence cultivating children's moral character in a step-by-step manner. Moreover, the school keeps pace with the organisation to launch a moral cultivation scheme. It adds relevant elements to the teaching activities to facilitate children's development of positive values and proactive attitudes. The school has

followed up on the recommendations of the previous Quality Review to improve the daily schedule by providing sufficient opportunities for children to take part in music, physical, art and free choice activities every day. However, the school is advised to adjust the design of a small part of the K3 homework to better suit children's developmental needs.

- 2.2 The school devises assessment items and criteria based on the curriculum content and teaching plans. The assessment content covers all learning areas, reflecting children's developmental progress in different areas. Teachers adopt continuous observation to evaluate children's all-round development and learning performance objectively. They create learning portfolios for children to maintain assessment forms, observation records and children's work, demonstrating children's growth from multiple perspectives. Teachers also conduct a comprehensive review before the end of a school year so that parents can have the full picture of their children's learning and development. The teaching team makes use of the child assessment information to understand and follow up on children's learning as well as taking reference from children's performance to explore the development directions of the work plans, which is effective in informing the school development and curriculum planning.
- 2.3 The school has established a proper curriculum management mechanism. The management leads teachers to plan the learning content of each grade level that ties in with children's interests and abilities, and devise teaching plans with specific learning objectives. Furthermore, the management scrutinises teaching documents, conducts classroom walkthroughs, etc., to keep track of the curriculum implementation and give timely feedback and guidance. Teachers perform post-lesson evaluation earnestly. In accordance with the teaching objectives set, teachers reflect on their teaching against children's performance and take follow-up action. They aptly adjust the teaching strategies and progress to increase children's learning effectiveness. The team collects the suggestions made in the curriculum reviews of each grade level on a regular basis and then conveys them to the curriculum team of the organisation. The school arranges peer lesson observation and, together with the affiliated schools of the organisation, organises sharing sessions so that teachers can share what they have gained from training and teaching experiences, discuss the difficulties in teaching, explore different teaching strategies, and deliberate ways of improvement. The school implements the SSE rationale in the area of learning and teaching. It utilises information such as teaching reflections and children's

performance, and evaluates the teaching effectiveness in a focused manner to inform curriculum design.

- 2.4 The school has been regarding facilitating children's understanding and appreciation of Chinese culture as its major concern for two consecutive years. It organises various types of activities strategically for children to experience traditional Chinese art, thereby cultivating their sense of national identity from an early age. In the previous school year, the school introduced the learning elements of Chinese culture that aligned with the learning themes to let children have exposure to paper cutting, ink painting, "yum cha" culture, etc., so as to learn about traditional culture. In this school year, the school takes account of children's life experiences to develop a great variety of art creation and appreciation activities for children to appreciate the beauty of traditional art. The school arranges for children to enjoy Cantonese opera performance and designs extended activities, helping children understand the costume of ancient people and Chinese music in a relaxing and interactive way. Besides, teachers share Chinese fables with children in morning and afternoon assemblies to enable children to gain knowledge of traditional virtues. Children can also try pitch-pot, shuttlecock kicking and stilt walking during physical activity sessions to experience the pleasurable folk games. The activities that the school offer are diversified and link up with the curriculum naturally, facilitating children's understanding and appreciation of Chinese culture in an effective manner. Thus, the plan has accomplished the expected achievements.
- 2.5 Another major concern of the school in this school year is enhancing children's interest in reading. The school is keen to promote reading. A large amount of quality books is placed in the reading zone of the lobby and there is a comfortably furnished reading corner in every classroom. Parent volunteers are invited to tell stories to children as well. All these create a conducive reading atmosphere. Children love reading in the reading corners and share story content with their peers, enjoying the fun of reading. In order to motivate children to read more, the school carries out activities related to reading at each grade level. Teachers often read with K1 children and encourage K2 children to bring their own books to school to share with their peers. In addition, teachers engage in story creation with K3 children after reading. As observed, children listened to stories attentively and responded to teachers' questions actively. The work plan is effective in enhancing children's interest in reading.
- 2.6 The school plans a learning environment for children meticulously. The corner

activities are rich in content and of different levels of complexity where children use their senses to consolidate and extend learning during games. Children choose activities based on their interests. They take part in the little shadow play theatre of the role-play corner to create dialogues between characters and the storylines. Alternatively, children visit the exploratory corner together to make bamboo-copters with paper strips or conduct simple experiments of reflectional symmetry, playing with their peers happily and constructing knowledge as well as developing communicative and social skills. Plentiful art and craft materials are available in the creation corners for children to select of their own accord. Children carefully make collage and drawings. They try to create artworks using lightweight clay, different colour paints, colour paper and so on, unleashing their creativity. Children can also construct household items with various types of building blocks in the constructive corners, developing their eye-hand coordination and visual-spatial perception. Teachers observe children during activities, and intervene and give guidance at opportune times. Teachers also play with children and praise children for their efforts in a positive and concrete manner. Therefore, children further immerse themselves in learning.

- 2.7 The school takes full advantage of its spacious playground to carry out physical activities for children. Teachers arrange physical activities and circuit games that are in line with the learning objectives, and systematically lead children to stretch their limbs and grasp basic movements. In connection with the major concern of the last school year, teachers provide opportunities for children to play during physical activity sessions and let children select different items to design games freely. For instance, children jointly pass the ball by using paper rolls, paper cups and sponge rods of different sizes, or they crawl under the low hurdle obstacles. Children participate in the activities with enthusiasm. They fully stretch their bodies and develop their gross motor coordination during play while letting off steam through interesting and challenging group games, thus fostering their physical and mental well-being.
- 2.8 Teachers care about and respect children. They listen patiently to children's ideas, and give positive feedback to children. Teachers grasp the design focus of teaching activities and communicate clearly. They use pictures, real objects, etc., to arouse children's interest in learning. Children are conscientious in learning. They listen attentively to what teachers say, and like to ask questions and share their life experiences, which leads to favourable classroom interaction. The music activities

that teachers designed for children comprise elements such as singing, musical instrument playing and song appreciation. Children use their imagination under teachers' guidance. They perform rhythmic movements and sing to different beats, enjoying the pleasure of music activities.

### **3. Recommendations for Enhancing Self-improvement of School**

Under the leadership and with the support of the organisation, the school actively promotes the professional collaboration of the teaching team, develops teachers' professional capacity to exploit their strengths, hence enhancing the effectiveness of learning and teaching. Through effective SSE work, the school may continue to seek self-improvement to stride forward.