

School No.: 153907

Quality Review Report (Translated Version)

Tsuen Wan Our Lady Kindergarten

G/F., 37-41 Tak Wah Street, Tsuen Wan, New Territories

20, 21, 22 & 24 May 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: 20, 21, 22 & 24 May 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 has a well-defined organisation structure. The management is familiar with the school context and leads the team to plan and implement various work. Members of the teaching staff discharge their duties properly to drive the school forward steadily with concerted efforts. The management assigns tasks to teachers according to their expertise and experiences. In tandem, it empowers experienced teachers to take part in the work of administrative management and curriculum leadership to let them accumulate different experiences and exploit their potential. To keep pace with the kindergarten education development trends, the management plans proper training activities to enhance teachers' knowledge and skills in teaching while employing lesson observation, meetings, etc., to encourage teachers to observe and share with one another, hence creating a culture of mutual learning among team members. The appraisal system of the school helps teachers reflect on their work performance, understand their strengths and areas of improvement as well as seeking ways to keep pushing the boundaries of excellence, thus promoting teachers' professional growth.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to amend the curriculum content to foster children's balanced development and improve the design of corner activities and arrangements of the use of venues to assist children in learning through play. The school has established a school self-evaluation mechanism by which the management leads all teachers to evaluate the work effectiveness in various areas at opportune times and set the development directions of the coming year based on the school's needs. In this school year, the school regards fostering children's creativity by promoting drama activities and strengthening the element of free exploration in play as its major concern. The school brings in external support professionals to give guidance to teachers and deploys strategies like refining activity design and implementing parent-child games to carry out the work in an orderly manner.

1.3 The school caters for learner diversity. It has established a clear identification and referral mechanism as well as soliciting external resources to provide appropriate support to children. In respect of the adaptation of the newly admitted children, the school formulates a range of effective measures. For instance, it uses short videos to let parents understand the school's daily operation so that parents can cooperate with the school. Moreover, parent volunteers are arranged to provide in-class assistance to soothe children's emotions and help them embrace campus life joyfully. The school values home-school liaison and communicates with parents through diversified channels. It also invites parents to participate in morning and afternoon assemblies, parent experience day, storytelling at school and other activities to increase their sense of belonging to the school. In the last school year, the school actively held various types of seminars and parent-child activities that were in line with the major concern of promoting parent education to facilitate parents' understanding of the rationale behind the school curriculum and ways of fostering children's all-round development, thereby enhancing their parenting skills. In this school year, the school sets the goal of strengthening home-school cooperation. It arranges to set up a parent-teacher association to pool parents' efforts, forms parent groups to develop a support network for parents and encourages them to lend a hand to each other. Parents trust and support the school. They are willing to work alongside the school to nurture children to become a healthy and positive new generation.

2. Learning and Teaching

2.1 With reference to the *Kindergarten Education Curriculum Guide*, the school selects themes that meet children's life experiences and suitable teaching materials to plan its curriculum. The curriculum covers all learning areas, facilitating children's development in ethics, intellect, physique, social skills, aesthetics and spirit. The school attaches importance to cultivating children's moral character. With religious activities, story sharing during morning and afternoon assemblies and so forth, the school guides children to learn and practise virtues such as being grateful, caring and optimistic. Regarding the promotion of national education, the school holds festive activities to deepen children's understanding of the custom of the country while organising a variety of experiential activities, including letting children play ancient sports like Chinese golf and pitch-pot, draw ink paintings or perform lion dance, to

enhance children's interest in traditional art and culture. The national flag raising ceremony is conducted on important days for children to learn about the national flag and national anthem, hence cultivating their respect to the country. The daily schedule of the school is balanced that children are given sufficient time to participate in different types of activities every day to foster their holistic development. However, some homework content of Early Childhood Mathematics for K3 children in the second school term is rather difficult. The school must review and revise such content to cater for children's abilities and learning needs.

- 2.2 The school has a system of the assessment of child learning experiences in place. Teachers set assessment items in alignment with the curriculum objectives and adopt continuous observation to understand children's learning. They present children's performance in all learning areas through thematic assessments, observation records, reports of children's all-round development, etc. Teachers meet with parents on a regular basis to share children's development at different stages with them. Teachers also give timely suggestions to assist parents in nurturing their children. The school develops learning portfolios for children as evidence of their growth. It consolidates and analyses the child assessment information to grasp children's development as a whole and inform curriculum planning.
- 2.3 The school has established a curriculum management mechanism. After formulating the curriculum outline, the management discusses with teachers the teaching plans and environment set-up of each grade level in meetings. The management understands the lesson routines and gives support and advice to teachers through the scrutiny of curriculum documents and in-class assistance. Teachers conduct post-lesson reflection periodically. They analyse the extent to which the teaching objectives have been achieved by observing children's performance, thereby evaluating the teaching effectiveness. The management may lead teachers to explore the successful aspects and areas of improvement from the perspectives of teaching strategies, utilisation of teaching materials, etc., to strengthen the effectiveness of curriculum review.
- 2.4 The school considers fostering children's creativity by promoting drama activities and strengthening the element of free exploration in play as its major concern of this school year. Teachers apply what they have gained from training and incorporate elements of drama into thematic activities. Teachers are proficient at creating interesting and authentic scenarios for guiding children to imagine and create in accordance with their life experiences. Children act out their ideas through

language and body movements, experiencing the fun of role-play. On the other hand, various types of materials are placed in the constructive corners for children to explore different ways of play during free choice activities. As observed, children used building cubes to assemble their surnames on the wall. They worked together with their peers and teachers to construct high-rises with paper bricks to challenge the upper limit of stacking up and balancing the bricks. Alternatively, they built seats of a compartment with large building blocks to simulate riding experiences, during which they displayed high creativity.

- 2.5 In recent years, the school has been renovating the premise facilities gradually to offer children a comfortable learning environment. Teachers flexibly plan the activity venues. They set up different types of interest corners in the lobby and classrooms to expand children's play space. The school thoughtfully arranges the daily schedule for children of the same grade level to carry out free choice activities together, creating more opportunities of peer interaction to promote children's learning. Teachers design the imaginative play corners in conjunction with themes. They invite children to take part in decorating the corners, such as collecting and making play materials, increasing children's sense of involvement effectively. Children play the role of a driver driving a bus, private car, etc., on roads by following the traffic signals, learning the traffic rules. Children imagine themselves entering a music kingdom and play triangles, tambourines and so forth to identify the sound of different musical instruments, or they use eco-friendly materials to make musical instruments to develop a habit of treasuring resources. Teachers design exploratory play that tie in with children's interests and abilities. Children find out objects that could be attracted to magnets through observation, tests and comparisons or they explore the speed changes in a toy car when sliding down a smooth slope and a rugged one, thus grasping the basic methods of exploration. Children enjoy carrying out diversified activities in other corners as well. For example, they make art and craft works, read books or play an array of teaching aids to learn different concepts and skills regarding fine motor control. During activity review sessions, children mainly introduce the interest corners that they have visited and their ways of play. Teachers may further encourage children to share their interesting play experiences and discoveries so as to extend their learning.
- 2.6 In music activities, teachers lead children to perform rhythmic movements, unleash their imagination and role-play or engage in music experiences like singing and tapping musical instruments to brisk or euphonious melodies, feeling the pleasure

therein. Teachers design a great diversity of physical activities for children to learn basic body movements and develop their gross motor skills. Yet, the waiting time for some activities is rather long. Teachers are advised to adjust the grouping arrangements in a flexible manner to increase the amount of exercise for children and render demonstration and instructions based on children's performance to facilitate children's learning.

- 2.7 Children observe classroom routines and show confidence and an attitude of active participation during the learning process. They treat others with courtesy and are willing to communicate and cooperate with their peers, demonstrating good affective and social development. Children have good personal hygiene as they wash their hands with liquid soap and water before meals while wiping their mouths and sorting and putting back the tableware on their own after meals, keeping themselves and the environment clean.

3. Recommendations for Enhancing Self-improvement of School

The school continues to promote the curriculum development but is required to review and revise the rather difficult homework content of Early Childhood Mathematics for K3 children in the second school term to meet children's abilities and learning needs. The management is advised to lead teachers to examine the teaching activities from multiple perspectives to enhance the effectiveness of curriculum evaluation. Teachers may encourage children more often to share their interesting play experiences and discoveries during activity review sessions to help children extend their learning.