

School No.: 325511

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

## **Tack Ching Kindergarten**

**168 Fuk Wing Street, Sham Shui Po, Kowloon**

**3, 6, 7 & 10 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: 3, 6, 7 & 10 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 served the community for years. With the assistance of the leadership team, the school was relocated to the new premises a few years ago and has been actively improving its learning environment for enhancing the education quality. The school continues to take root in the community to promulgate love education. The school shares the latest trends of kindergarten education with peer schools regularly, facilitating the promotion of school development. The management has extensive experience in teaching and administration. It is familiar with the school operation and leads the team to implement various tasks diligently in light of the school context and children's needs. Furthermore, teachers are assigned to different group duties based on their strengths for exploiting the spirit of cooperation. Taking into account the major concerns and teachers' preferences, the school organises training and focused peers lesson observation strategically to foster the professional growth of teachers. The team has a sense of belonging towards the school. Team members communicate candidly and unleash their potential, supporting the advancement of the school with concerted efforts.
- 1.2 Members of the teaching team devise the major concerns, deliberate goals and strategies of plans through collective discussion in accordance with the education trends, needs of children and other factors. They also examine children's performance and stakeholders' views for reviewing work effectiveness continuously and proposing suitable suggestions for improvement to take follow-up action, thus adhering to the cyclical self-evaluation process of planning, implementation and evaluation. The school regards promoting national education as its major concern in this school year to help children increase their understanding of our country and Chinese culture. The management employs external resources to enhance the professional expertise and skills of teachers while deploying strategies from the perspectives of curriculum design, environment setup, parent education, etc. The plan has been fully implemented with decent efficacy as it brings plentiful and effective learning experiences to children.

1.3 In respect of catering for the diverse needs of children, the school has a proper identification and support mechanism to help children in need. The school arranges experience day and adaptation period for newly admitted children. At the final school term of every year, teachers lead K1 and K2 children to visit the floors on which they will attend classes in the upcoming school year and the related facilities, preparing children for the changes after being promoted. Regarding the kindergarten-primary interface, the school invites the graduates back to school for sharing changes about after promoting to primary one, which lets K3 children have a basic understanding of primary school life and get ready for entering to primary school. The school organises parent lesson observation, parent-child gymnastics and so forth for parents to understand the learning of their child. The school joins hands with the parent-teacher association to hold picnics, festive celebrations, produce publications, etc., in order to facilitate mutual exchange of parents and their support to the major tasks of the school, therefore parents and the school work in collaboration to support children to grow happily.

## **2. Learning and Teaching**

2.1 The school devises its curriculum with themes revolving around children's life experiences. With reference to the *Kindergarten Education Curriculum Guide* and by selecting suitable books, the school designs teaching activities that cover all learning areas in a bid to help children cultivate positive attitudes, acquire skills and construct knowledge. The school arranges diversified activities, such as talks, visits and outdoor experiences, based on children's interests and needs. Children's learning experiences are enriched through first-hand exploration. Children are given sufficient opportunities to engage in music, physical and art activities every day. They can also take part in the activities in different interest corners during the free choice activity sessions, leading to a balanced daily schedule. However, the management must guide teachers to revise the rather difficult homework content in Language of K3 so as to meet children's developmental needs.

2.2 The school develops learning portfolios for children to retain thematic assessments, artworks, observation records and other information in an orderly manner, hence collecting evidence of children's growth from multiple perspectives. Teachers generally are able to map out thematic assessment forms according to the learning objectives of each theme. That said, the assessment items in the learning areas of Language, Self and Society and Arts and Creativity fail to align with the learning

objectives of the themes. The school must formulate focused assessment items to reflect children's learning performance in various learning areas accurately, ensuring that parents and teachers can grasp the actual development of children from the assessment information. The school distributes child developmental assessment reports to parents at the end of a school term. The school assists parents in gaining an in-depth understanding of the development of their child by meeting parents face-to-face. Effective and practicable recommendations are provided to parents for following up on children's learning. Parents and school work together to nurture children's growth.

- 2.3 The school has a well-developed curriculum coordination mechanism. Before the commencement of a theme, members of the teaching team cooperate with one another and take turns to prepare lesson plans based on the curriculum outline. The management leads all teachers to discuss and revise the activity arrangements, design diversified learning activities and teaching aids for each theme while planning the setup of the interest corners. The lesson plans provide clear learning objectives and procedures that are favourable to teachers' understanding of teaching foci and steps for smooth running of activities. The management usually monitors the implementation of the curriculum by conducting classroom walkthroughs, lesson observation and scrutinising documents. Besides, the management and all teachers analyse the learning performance of children at the end of a theme in meetings to reflect on the teaching effectiveness. They also compile reviews and suggestions for improvement in terms of different kinds of learning activities to inform curriculum planning.
- 2.4 In this school year, the school takes promoting national education as its major concern. Teachers enhance their expertise by participating in art training and seminars relating to Chinese culture. They endeavour to incorporate the learning elements of Chinese traditions into thematic teaching and environment setup in a bid to strengthen children's knowledge of culture, custom and our country. As observed, teachers dovetailed with themes of each grade level to plan learning activities meticulously. For instance, K3 children were arranged to explore traditional Chinese writing utensils in the theme of "interesting tools", during which children ground an inkstick against an inkstone patiently, tried using brushes to draw and write Chinese calligraphy. In tandem, children compared light and dark ink shading and the thin and thick strokes, or imitated the process of papermaking by making recycled paper. With the theme of "people serving us", K2 children played

the role of a doctor to take peers' pulse in a simulated Chinese medicine clinic in a role play-corner. Additionally, children wrapped liquorice, dried tangerine peel and other herbs in kraft paper as a medicine pack so that they could gain experience in person the wisdom of the ancestors. Moreover, the school regularly invites parents to join the festival celebrations and sharing session of children's learning achievement at school, enabling parents to make festive food and play traditional folk games with their child amid a relaxing atmosphere. All these are conducive to increasing children's interest in learning traditional culture. The plan has yielded desirable results.

- 2.5 The team plans the environment and usage of the school premises meticulously. There are washrooms, physical and music venues on each floor. The team utilises the common area next to classrooms to set up role-play corners for the ease of use for children from each class. In line with the implementation of the major concerns, teachers deliberately add a touch of traditional art elements when decorating the interest corners. For example, works of feather fans, oil-paper umbrellas and paper cutting are displayed to encourage children to observe and create. The campus is furnished with children's artworks to foster mutual appreciation among children. Teachers put much effort into preparing teaching aids. In connection with the theme of "summer", teachers make an ice cream van that K1 children learn names of fruits as well as consolidating their concepts of colours and quantities during the buying and selling process. Children also demonstrate good eye-hand coordination when scooping ice cream. Various simple experiments are available in the exploratory corners. Children are eager to do hands-on activities. By way of illustration, children compare the volumes in different containers, test translucent objects above a lightbox and make string telephones. They get to know natural phenomena by exploring things around them. The school library and reading corners in classrooms are equipped with abundant reading resources for children to choose their favourite reading materials, helping children nurture an interest in reading.
- 2.6 Teachers strive to practise what they have learnt from training to arrange content-rich music and physical activities for children. Teachers excel in incorporating a variety of musical instruments and props into singing activities in order to assist children in getting hold of the melodies and meaning of lyrics. Alternatively, teachers use graphics to facilitate children's understanding and appreciation of music so that children can identify musical forms and rhythms accordingly. Children are engaged in rhythmic movements and music games. Teachers design physical activities with

different levels of complexity in light of the developmental needs of children. These include letting children manipulate equipment and create ways of play freely, arranging circuit games to develop children's motor skills, and organising competitions to encourage children to work for challenges. Such practices are effective in spicing up the activities and the amount of exercise is adequate. In general, teachers communicate clearly and speak articulately that they are able to pose appropriate questions to guide children's thinking and response. During free choice activities, teachers observe children's performance in play carefully and some of them can participate and intervene in the play at opportune times, thereby fostering children to learn.

2.7 Children are engaged in school life. They like to take part in all kinds of activities, demonstrating their interest and motivation in learning. Children are obedient and polite. They pay attention to teachers' instructions, and respond to questions actively. Children are pleased to express their views and feelings while keeping quiet when their peers speak, showing that they are able to respect others. Children have a strong sense of responsibility as they are willing to take turns to be little helpers for providing assistance to teachers and serving peers in class. Children love playing cooperative games to share materials and toys with their peers, getting along well with others and possessing good social development. After activities, children take the initiative to tidy up and clean the venues. They also pack their personal belongings properly before snack time and dismissal of class, showing their favourable self-care abilities.

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

The school team keeps up with the times and seeks self-enhancement unceasingly for driving the steady development of the school with concerted efforts. The school has established a school self-evaluation mechanism that it deploys and implements major concerns from multiple perspectives, thus achieving decent efficacy. Building on the existing foundation, the management is required to lead the team to adjust the rather difficult homework content in order to cater for the developmental needs of children. Meanwhile, the school must further dovetail with the thematic learning objectives to revise the assessment items, so that the learning performance of children in different domains can be reflected accurately, enhancing the effectiveness of the child assessments.