

School No.: 324736

Quality Review Report (Translated Version)

Telford Gardens Kindergarten

**N.K.I.L. 5744, Telford Gardens, North Wing of Level 2 & 4,
Kowloon Bay, Kowloon (excluding Rooms K1, K2 and K3)**

29, 30 May & 3 June 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: 29, 30 May & 3 June 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 keeps informed of the daily operation of the school and grasps the school development by participating in meetings and visiting the school. The management is familiar with the school culture and its current development. Having undergone personnel changes in the school, the management, leveraging on its extensive experiences, actively bears the responsibility to take up the administrative and curriculum management duties. It enables the team to understand the work requirements swiftly and promotes collaboration among members, resulting in smooth implementation of daily affairs. The management performs its role of leadership to care for the needs of newly-recruited teachers. It provides teachers with appropriate support and concrete feedback in teaching while assigning them to take turns to plan and organise special learning activities and parent-child activities, enabling teachers to accumulate experience and give full play of their strengths in different aspects. Team members communicate closely and strive for advancement aiming to create a relaxing and joyful learning environment for children.
- 1.2 A school self-evaluation (SSE) mechanism is in place for the school to practise SSE in daily work. The management leads the team to examine the effectiveness of the work plans and to make reference to the views of stakeholders for formulating the development focus of school. The school regarded cultivating children's moral characters as its major concern of last school year. It deployed external resources to organise teacher training and child moral education activities, encouraging children to practise good behaviour in daily life. In this school year, the school takes enhancing children's understanding of Chinese culture as its major concern. By enriching the learning experiences of children, the school deepens children's knowledge of traditional culture and art as well as passing on the splendid Chinese virtues. Various work plans have been implemented in an orderly manner.
- 1.3 The school cares about the growth of children with different cultural background and

establishes an identification mechanism for children with special needs in providing referral services to them through professional support. The school arranges for teachers to conduct interesting language games with non-Chinese speaking (NCS) children or accompany them in reading books to increase their interest and motivation in learning Chinese. Teachers often communicate with parents about children's learning progress through phone calls, face-to-face communication and other channels, and care about the development of children at home. To address the needs of children facing a new stage of learning, the school adjusts the school hours for children in a flexible way at the beginning of the school year so that children can adapt to school life easily. The school organises visits to primary schools and experiential activities for K3 children to gain exposure to the campus environment and learning mode of the primary school. The school deepens parents' understanding of the school and enhances their parenting skills through workshops, parent-child activities, parent voluntary services, etc.

2. Learning and Teaching

2.1 The school makes reference to the teaching packages to design an integrated curriculum using themes. The curriculum content covers various learning areas and encompasses children's acquisition of values, skills and knowledge. The school attaches importance to cultivating the willingness and ability of children to express themselves while helping them build self-confidence. Teachers select interesting picture books based on themes, leading children to create storylines by using simple sentences and their daily experiences, draw relevant scenarios and make story booklets which will be shared to their family members, thus developing their creativity and expression skills. The school has promoted moral education in recent years, offering various opportunities for children to develop a sense of responsibility and learn to serve others. Children serve as volunteers before class. They are full of energy that they actively bow and greet parents and peers. Children also take turns to be teachers' little helpers to assist in distributing and tidying up teaching aids, showing their eagerness for helping others. The school provides children with sufficient time to engage in music, physical, art and free choice activities every day, which is conducive to their balanced development. Regarding homework, the school arranges K1 children to complete English alphabet tracing exercises. Some pieces of K3 homework on Early Childhood Mathematics are relatively difficult.

The school must remove the inappropriate content to meet children's abilities and developmental needs.

- 2.2 The school regards enhancing children's understanding of Chinese culture as its major concern of this school year. The school enables children to better understand the meaning behind the customs by enriching the learning content of festive celebrations and provides opportunities for children to experience the fun of creating traditional handicrafts. Through moral and folk tale sharing, together with the activities of expressing gratitude to parents on Father's Day and Mother's Day, etc., children can understand the meaning of Chinese virtues and their practices in ancient and modern times. Children participate in the national flag raising ceremony to learn about raising the national flag and the etiquette to be followed, thereby developing a sense of national identity. Building on the existing foundation, the school is recommended to systematically incorporate the learning elements of Chinese culture into the curriculum to strengthen the connection with the thematic learning and thus further enhancing the effectiveness of the work plans.
- 2.3 The school creates learning portfolios for children to maintain thematic assessments, activity observation records, children's works, etc., as evidence of their growth. Teachers devise assessment items based on the learning objectives of themes and apply specific criteria to conduct assessments objectively. Teachers distribute thematic assessments to parents and report the children's overall performance by phone at the end of a school term. The school is advised to develop summative assessments in order to reflect children's development in various learning areas at different stages more comprehensively. It is also favourable to school in utilising the assessment information to provide feedback on curriculum planning.
- 2.4 The school has established a curriculum management mechanism. The management devises teaching outlines for all levels while teachers discuss and share specific teaching content, use of teaching aids and artwork design. The management grasps the curriculum implementation by attending meetings, scrutinising curriculum documents and conducting classroom walkthroughs. Meanwhile, the management assists teachers in classroom teaching as necessary to perform a role of demonstration and support. Teachers of the same grade level review the arrangements of thematic activities together after reflecting on their own teaching. However, they still need to exchange more on teaching strategies and adjust the teaching plans taking into account children's abilities and performance, hence improving the quality of learning and teaching continuously.

- 2.5 Teachers decorate the display boards in classrooms by showing relevant thematic learning materials. They also design teaching aids which extend thematic learning and other corner activities to help children consolidate learning. During free choice activity sessions, children manipulate various teaching aids to carry out fine motor games and constructive activities. They also create their own games using the simple materials provided by teachers, developing a creative mind and problem-solving skills. As observed, children occasionally come up with novel ideas to create different artworks or design interesting games using daily necessities or eco-friendly materials. For instance, children make a plane and a foldable mechanical arm with clothes pegs and wooden sticks. Besides, teachers provide children with board games and block builders. Children sit on the floor to play aeroplane chess, talking pleasantly and discussing together. They put patterned building blocks on their peers' hands and imagine giving peers bracelets to express friendship. Children also like drawing and making greeting cards. Children seal the envelopes with playdough and then send them to peers, which seems to be passing notes to share secrets. Such ideas are full of childlike fun. Children get along well with one another and love sharing, leading to a relaxing and enjoyable atmosphere during classes. After activities, children take the initiative to clean the tables with brushes and tidy up classroom items, demonstrating good self-care abilities.
- 2.6 Teachers carefully prepare for teaching and use real objects, teaching aids, etc., to facilitate children's understanding of the learning content. Children are encouraged to use different senses to learn about the teaching materials and describe their feelings, then engage in exploratory activities. Children are active and lively. They have the courage to express their thoughts in the course of play. Teachers may grasp children's proactive attitude of sharing and lead children to review on their experiences during play after the free choice activities, thus facilitating children's mutual learning. Children are arranged to take turns participating in circuit games, playing slides and riding tricycles for fostering their gross motor development and body coordination. Furthermore, children use physical items such as rubber rings, bean bags and traffic cones to design obstacle courses. They either leap forward or hop on one foot, enjoying themselves. For music activities, teachers arrange children to sing, play musical instruments, and so on according to the context of the themes. Children tap the beat along the rhythms of songs. Teachers are advised to design an appropriate amount of learning content and give clear instructions to children so that they can immerse themselves into music experience and enhance the

learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism. The team sets clear objectives for the major concerns but is advised to deploy implementation strategies and success criteria from multiple perspectives so that it can be more effective in reviewing the effectiveness of work plans regarding their objectives.
- 3.2 The school strives to promote curriculum development and has to refine the design of teaching activities and homework. The management is recommended to plan teacher training in view of the needs of the team. By doing so, it can encourage teachers to deploy various teaching strategies to continuously enhance learning and teaching effectiveness, and cater for children's diverse needs.