

**School No.: 609137**

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

## **Tsung Tsin Mission of Hong Kong On Chung Kindergarten**

**KG01, G/F., Adjacent to Shou Chuen House, Shui Chuen O Estate,  
Shatin, New Territories**

**4, 5 & 7 October 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 4, 5 & 7 October 2021**

**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 This is the fourth academic year since the school's foundation and its operation is smooth. Its mission and education objectives are clear. Under the auspices of the sponsoring body, the school is provided with sufficient resources to implement different services. It maintains close liaison with other kindergartens under the same sponsoring body to exchange information of the kindergarten sector and experience. Joint-school training activities on education issues of common concern are organised to promote professional exchange and facilitate the school development.
- 1.2 The management has profound early childhood education knowledge and administrative experience, which are conducive to developing the school-based curriculum, formulating the school policies and building the collaborative team swiftly at the early stage of establishment. The school structure is well-organised. Staff members discharge their respective duties and collaborate with each other to handle different tasks properly. The management is pleased to communicate with the teaching team. Teachers are provided with room to make attempts in teaching. The management also grasps teachers' abilities and preference so as to allocate duties and devise professional development planning appropriately. The team members actively interact and support one another, creating a harmonious working atmosphere.
- 1.3 The management encourages teachers to express their opinions on different tasks. Teachers' reflection abilities are fostered through training and daily discussion, building a solid foundation for school self-evaluation (SSE). The team implements the SSE rationale of planning, implementation and evaluation in their daily work. The team members often look for enhancement on working effectiveness. The management understands the needs of school development and stakeholders, and lead the team to devise work plans for promoting school development in a step-by-step manner. The school considered developing the school-based curriculum and catering for learner diversity as the core work during the first three years of operation.

In this school year, after assessing the school circumstances and taking into account the impact of COVID-19 pandemic on the society as well as the needs of children, the school regards fostering children's positive attitude as its major concern, with a view to helping children face challenges in daily life positively and optimistically. The management utilises different resources and coordinates various tasks to deploy appropriate strategies in order to respond to the needs of the stakeholders, leading to the smooth implementation of the work plans.

- 1.4 The school cares about children and adopts various measures to cater for learner diversity. Not only can the team promptly refer children with special needs for assessment in accordance with the mechanism, but it also keeps close communication with parents to help them learn about the ways of supporting their children at home. Teachers continuously collaborate with the interdisciplinary teams to support children in order to understand their development progress, thereby adjusting the learning activities, the environment setups and the teaching strategies according to the individual needs. The school organises parent education and parent-child activities. Communication with parents is maintained through various channels, laying a foundation of mutual trust between parents and the school. In this school year, the school set up a parent-teacher group to further enhance home-school cooperation. Parent representatives assist the school in organising activities. They also serve as a bridge of communication between parents and the school to facilitate their working together for nurturing children.

## **2. Learning and Teaching**

- 2.1 Making reference to the curriculum outline developed by the sponsoring body, the school selects content of teaching packages in light of children's interests and abilities to devise a school-based curriculum. The management leads teachers to design integrated learning activities using themes related to children's life experience. The activities are comprehensive and cover all learning areas. The team turns the classrooms, indoor playing areas and corridors into different learning zones. With a balanced daily schedule, children take turns to engage in activities in the learning zones every day. Children have sufficient time and space to participate in music, physical, art and free choice activities every day. They interact with teachers and peers, and learn joyfully.
- 2.2 The school's mechanism for curriculum coordination, monitoring and review has

been operating smoothly. The management makes reference to the curriculum outline of the sponsoring body to draw up the teaching schedule of the school-based curriculum, and then leads teachers to conduct collaborative lesson planning and review the teaching effectiveness together. The management grasps the learning and teaching situation by means of classroom walkthroughs, in-class collaboration and meetings while teachers and children are being supported at an opportune time. Teachers review the teaching effectiveness by drawing reference to children's performance. Based on the review results, they refine the activity design, the implementation of teaching strategies and the corner setup in order to improve learning and teaching. Yet, the management is required to lead teachers to review the homework of K3 classes in the second term and the teaching materials for primary one simulation activities and remove those relatively difficult content such as unscrambling sentences. The teaching materials and activities should be designed to suit the ability of children at kindergarten stage.

- 2.3 The school is devoted to setting up the environment. Children's work and activity photos are displayed in the classrooms and along the corridors for children to appreciate and learn from each other. The teaching team turns the classrooms into different learning zones according to the learning areas and then decorates the setting based on the themes. The school caters for the diverse needs of children through designing and constructing the learning environment. A wide variety of toys and teaching materials of different levels are available at the learning zones so that children of different abilities can take part in the activities. Children participate in fun-filled language activities; they listen to stories, write letters and their feelings on paper by imitating samples prepared by teachers, in order to learn the function of language as communication. There are shrimps and small jellyfish in fish tanks in classroom for children to observe their growth. Children can create different models with blocks according to their own ideas, and explore different methods of playing toys. Teachers place sufficient and diversified art and craft materials in an orderly manner for children to fetch and use freely which can encourage children's creativity. The school's play area is spacious with different sport equipment and materials. Resources are abundant. Children engage in physical games using different equipment in the venue set up by teachers for physique training and development of body coordination ability. Teachers may continue to review the space planning and the position of the equipment in the physical activity area, as well as enhancing children's safety awareness with a view to engaging children in

physical activities joyfully and safely.

- 2.4 The school attaches great importance to moral education. In the past two years, it launched different activities such as growing potted-plants and telling picture book stories for children to learn the value and meaning of life, thus instilling in children their sentiments of treasuring nature. The school also held workshops and parent-child activities to encourage parents to explore the beauty of nature together with their children. In view of the impacts of pandemic on children's emotion and psychology, the school implements development plans to enhance the promotion of positive attitude this year. The teaching team strengthens the elements of optimism, caring and mutual-support in the curriculum. By means of activities such as games, storytelling and role-play, the team disseminates positive messages to children. As observed, children get along well with peers. Teachers often praise children and the classrooms are filled with laughter. The effectiveness of the work plan is seen preliminarily. The school has planned to arrange children to take part in outdoor activities when the pandemic is stable and whenever practicable so as to foster children's positive attitude through rich learning experiences.
- 2.5 Teachers continuously observe children and understand their performance from various perspectives to assess their development. The school develops learning portfolios for children to keep the assessment information and their self-selected work, etc., and record their learning progress. The assessment of child learning experiences is able to align with the learning objectives which covers all learning areas. The school informs parents of the performance of their children. At the end of the school year, a summary on children's development of different areas at different stages is provided in order to deepen parents' understanding of their children's growth and development. The school analyses the assessment findings to inform the curriculum design and formulate strategies to support children.
- 2.6 Teachers are flexible in teaching. They stimulate children's learning motivation using stories, teaching aids and pictures as well as guiding children to observe and express themselves through questioning. Teacher-child interaction is often seen. Because of the impact of COVID-19 pandemic, various outdoor exploratory activities and visits originally scheduled for last year had to be cancelled. The teaching team revised the teaching arrangements such as encouraging parents to take photos of children's potted-plants to show the results of planting instead. Teachers also arranged K3 children to participate in experiential activities under safe condition when the pandemic subsided. Teachers have good rapport with their peers and

cooperate with one another to lead activities. When one teacher is explaining, the other teacher takes care of children with individual needs. Teachers are patient towards children. They provide sufficient opportunities for children to complete simple tasks on their own, in turn helping children build up confidence and self-care abilities. Teachers understand children's thoughts by observing their performance during free choice activities. They invite children to share in the review session after play. Teachers may continue to take part in children's play in a timely manner. Thus, the play will be more interesting through teacher-child interaction. On the other hand, through questioning and demonstrating, teacher can inspire children to think, which will further promote their learning through play.

2.7 Children enjoy going to school and they are especially enthusiastic about free choice activities. They are willing to try different games and make attempts to solve problems on their own. K2 and K3 children arrange their own activities during free choice activity sessions using "planning, implementing, reviewing". They are able to select the toys based on their abilities or the teaching aids which suit their level. There are checking cues for some teaching aids so that children can check their answers by themselves after finishing the activities. Children observe the corner activity rules and they take initiative to tidy up toys and things, showing a sense of responsibility. They invite peers to play together or take turns to engage in activities. Children praise their peers and thank teachers from time to time. They are friendly and sociable.

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

The school has formed a team with positive and proactive attitude. Under the guidance of the management, teachers unite together in view of the pandemic. They adjust the implementation pace of work and continue to promote school development, laying a solid foundation for the school. Children grow in a caring campus atmosphere, learn and explore through play. The management may continue to lead teachers to share teaching experience and good examples, as well as exploring teaching skills through professional exchange. They may take into account the performance and developmental needs of children to review the design of homework and teaching aids, remove those relatively difficult content in K3 homework and teaching materials of primary one simulation activities, in an effort to improve the school-based curriculum.