

School No.: 159026

Quality Review Report (Translated Version)

**Tsuen Wan Trade Association
Chu Cheong Kindergarten**

**Unit No. 1, G/F, Hing Lok House, Kwai Hing Estate,
Kwai Chung, New Territories**

4, 5 & 7 December 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 4, 5 & 7 December 2018

- 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 cares about and supports the development of the school. It keeps abreast of the school's situation through regular meetings, school visits, etc. In the recent two years, the leadership team has strived to recruit additional staff so as to strengthen curriculum management and cater for children's diverse needs. The management is familiar with the school operation. Members coordinate among themselves and are willing to communicate with staff to solicit the concerted efforts of the teaching team. The management also provides teachers with training and opportunities for professional sharing so as to guide them to implement various work. The daily operation of the school is hence smooth. Teachers take care of children and implement the development plan in accordance with needs of the school.
- 1.2 The school realises the School Self-evaluation (SSE) process. It reviews the effectiveness of its work through teachers' teaching reflections, activity reviews and so forth, and takes follow-up actions. The school also follows up some of the suggestions of the previous Quality Review (QR) by arranging physical activities daily and abandoning written tests and examinations. The school pays attention to children's growth and learning needs. Fostering moral development of children has been taken as its major concern in the recent two years. Diversified strategies are formulated and resources are properly utilised to implement the work plan practically.
- 1.3 The school attends to children's diverse needs by enhancing teachers' ability in identifying children with special needs and increasing the types of relevant support services in this school year. It also arranges teachers to coordinate learning activities and provides individual guidance in lessons for non-Chinese speaking (NCS) children, so that NCS children are able to integrate into school life. The school promotes home-school cooperation with good planning. It not only maintains communication with parents through various channels but also organises seminars to help them obtain information related to nurturing children's virtues, enhancing children's interest in reading, etc. Such arrangement enables the school to join hands with parents to foster children's growth. The parent-teacher

association is able to solicit parents' concerted efforts to assist the school in implementing activities.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages in devising the curriculum outline, and adopts an integrated curriculum approach with themes. The curriculum is comprehensive that it focuses on the cultivation of children's attitudes and the acquisition of skills and knowledge with respect to children's developmental needs, abilities and interests. The school organises visits and encourages children to read to broaden their horizon. That said, the school has not set out clear objectives for some of the theme-related exploratory activities when developing teaching plans. The school should follow up the planning of related activities in order to effectively enhance children's interest and ability in exploring the surroundings. The school provides children with sufficient time to take part in music activities three days a week while this arrangement is not seen on the other two days of the week. Therefore, teachers are only able to add a few singing activities in other learning activities on those two days, which is ineffective in enabling children to engage in diversified music activities. The school must practically follow up the suggestions of the previous QR by arranging diversified and sufficient music activities for children on a daily basis, enabling children to enjoy fun, express their emotions and unleash their creativity. In terms of homework arrangement, the amount of writing arranged for K3 children is still relatively too much although it is lesser than before. The school must continue to make improvement. When the school arranges activities to prepare K3 children for the interface between kindergarten and primary school, it fails to provide adequate music, physical, art and free choice activities on a daily basis. The school must improve the arrangement to enable children to have balanced development in addition to understanding primary school life.
- 2.2 The school develops a curriculum coordination and monitoring mechanism. The management understands teachers' teaching performance and provides feedback through conducting lesson observation and scrutinising documents. The school arranges peer lesson observation to enhance teachers' professional capability. Teachers often evaluate their teaching effectiveness. They are able to reflect on the effectiveness based on children's performance and make concrete suggestions for improvement so as to enhance the teaching quality. However, the school seldom proves the reflections made by citing children's performance during the thematic review meetings. Clear reflection

records on the curriculum for the whole term are not found either. The school should appropriately maintain records of the findings from the thematic and term review meetings so that the information can be served as references for curriculum review, thereby enhancing the effectiveness of teaching design.

- 2.3 The school has taken moral education as its major concern for the past two years to nurture children's good virtues. The school arranges training to enable teachers to understand the principles of moral education. "Seed" teachers lead other teachers of the same grade level to infuse moral learning content into the curriculum, with a view to helping children understand the morals through stories and scenarios that interest them. The school also organises seminars to deepen parents' understanding of moral education in order to tie in with the implementation of the major concern. Parents observe their children's performance at home and encourage them to practise good morals. Home-school cooperation enhances the effectiveness of the development plan. In this school year, the school consolidates the experiences gained from last year and continues to arrange teaching content to provide children with more opportunities to practise good morals, for example, launching a school-based programme to encourage children to show courtesy. Both teachers and parents agree that children have made progress in terms of politeness, self-confidence, self-care abilities, etc. Desirable outcomes of the major concerns are expected in due course.
- 2.4 The school has installed new physical facilities in recent years to let children engage in physical activities under a better environment. Children of the same grade level are assigned to use classrooms together. Teachers coordinate the setup in the two classrooms, allowing children to take part in free choice activities in a larger space. Teachers set up interest corners that tie in with the themes. They provide a variety of materials for children to learn from manipulation, and help children unleash their imagination and creativity by arranging games such as role-play. The school places theme-related books in the corners, enabling children to extend their thematic learning. Teaching aids for fine motor training are also in place to foster children's fine motor development and enhance their eye-hand coordination. That said, the amount of teaching aids for training K1 children's fine motor skills are slightly small. The school could prepare sufficient amount of such teaching aids so that more children are able to use the teaching aids to engage in activities at the same time, thereby catering for their developmental needs. The school is also advised to make good use of the lower part of the wall at the corridors to display children's work or information that interest children.

- 2.5 Teachers design teaching activities with the use of stories and real-life scenarios as well as real objects and picture books. Teachers make good use of interactive pedagogies to provide children with more opportunities of participation and arouse their learning interests. Teachers arrange interesting activities, such as role-play, to enhance children's learning effectiveness. However, the teaching design for some activities is slightly tedious which fails to effectively arouse children's learning interest. Teachers design theme-based games to allow children to learn the thematic content. Yet, teachers must beware of the design for some of the physical activities. They should avoid incorporating too many thematic learning elements as this will make the rules too complicated and reduce activity time, resulting in inadequate physical elements for the activities. The school arranges time for children to engage in physical activities daily to practise their skills or play freely. That said, some children tend to choose quiet activities, leading to insufficient gross motor activities. Teachers are required to improve the arrangement of physical activities to make sure that children engage in sufficient gross motor activities every day, with the aim of fostering their physical development. Teachers are patient and accept children's different characteristics. They adopt the questioning approach appropriately and adjust the teaching arrangement when necessary to tie in with children's diverse needs. In addition, teachers use strategies, such as individual guidance and peer collaboration, to facilitate the learning of NCS children in accordance with their needs.
- 2.6 Children love reading and thinking. They are eager to express their views, for example, they are able to suggest several ways to manage fearful emotion. Besides, they also love playing in the interest corners alone or with peers. Children like playing with teachers. A good rapport is observed between them. Children also encourage one another. NCS children are able to integrate into learning activities. Children demonstrate good self-care abilities. They are able to clean the tables and put back tableware. They are also able to wash their hands with hand soap to maintain hygiene.
- 2.7 The school devises assessment items and criteria according to the learning objectives, and conducts assessment by continuous observation and making records. The assessment content not only covers attitudes but also skills and knowledge. Therefore, the assessment is able to reflect children's abilities comprehensively while the assessment information is used to inform curriculum design. The school develops learning portfolios for children to document their development progress as evidence of their growth. Children's performance is summarised with texts and

parenting suggestions are provided for parents as a part of the summative assessment. Yet, the part about quantitative assessment is merely the mean of the daily assessment data calculated by the computer system. Such practice fails to reflect children's performance effectively. The school could revise the current practice by including teachers' daily observation in the assessment, thereby enhancing the effectiveness of the summative assessment.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is required to follow up the suggestions of the previous QR to enhance the effectiveness of the SSE. The major concerns stated in the school report mainly focus on describing the procedures of different tasks, which fail to evaluate and inform the effectiveness of the work plan in concrete terms based on children's performance, teachers' experiences, etc. In addition, the school is not able to help the teaching team fully understand the current development of the school. The management must deepen teachers' knowledge in the SSE progress and lead teachers to make reference to the *Performance Indicators (Kindergartens)* so as to conduct a holistic review on the effectiveness of their work together, with a view to realising the inter-connected self-evaluation process, viz. planning, implementation and evaluation for the continuous improvement of the school.
- 3.2 The leadership team could consider the school's developmental needs to formulate clear roles and responsibilities based on different positions of the management, enabling the management to discharge its duties in administration and professional leadership. With the recognition and support from parents, the school is advised to further plan activities, such as lesson observation, to let parents understand their children's performance on-site. Such arrangement is conducive to promoting home-school cooperation, thus fostering children's growth with the concerted efforts from the school and parents.
- 3.3 The school should continue to review and improve the planning for learning and teaching to make sure that children are given sufficient opportunities to take part in music and gross motor activities. The school is also required to strengthen the exploratory elements in some of the themes and reduce the amount of writing for K3 children. Reviews of the teaching activities should also be documented appropriately.