

**School No.: 157384**

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

**Tung Wah Group of Hospitals Chan King Har  
Kindergarten**

**G/F, Sun Yuet House, Sun Chui Estate, Shatin, N.T.**

**16, 17 & 19 May 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 16, 17 & 19 May 2023**

- 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 makes good use of the support of the sponsoring body to seek professional advice in the aspects of administration, curriculum development and childcare to devise and implement various school policies. The management has extensive experience in administrative management and comprehends the culture of the sponsoring body as well as the school context. It strategically arranges different roles for teachers to discharge their duties and unleash their potential. The management caters for teachers' development needs. It plans regular training and organises onsite and joint-school professional exchange activities for teachers to help enhance the team's professional competence and keep up with the times. Clear guidelines are in place and documents are properly filed to facilitate the staff in mastering the work requirements as well as building up and passing on experiences such that the daily school work can be carried out in an orderly manner.
- 1.2 The school puts into practice the inter-connected self-evaluation process, viz. planning, implementation and evaluation. It has followed up on the recommendations of the previous Quality Review to exploit different channels to gather evidence such as children's performance, teaching reflections and parents' views to review the effectiveness of various tasks and take proper follow-up action. It also adopts a whole-school approach to formulate the annual development plans. The school has regarded strengthening the promotion of national education as its major concern in recent years. It deploys appropriate strategies in teacher training, curriculum arrangement, parent participation and other aspects while also evaluating and adjusting the activity arrangements in a timely manner for the work to achieve the expected results.
- 1.3 The school caters for children's diverse needs. It pays close attention to children's development and learning, and offers suitable care and referral services to children with special needs as soon as possible. Support groups are set up to help non-Chinese speaking (NCS) children learn Chinese, and translated versions of school

notices are available for parents to receive school information. Such practices are conducive to catering for learner diversity. The school employs diversified strategies to assist the newly admitted children in adapting to campus life. For instance, it adjusts the daily schedule as needed and holds parent-child play activities before the start of the school year to help children gradually build a sense of security. In regard to the interface between kindergarten and primary education, the school has planned to cancel the arrangement of primary one mock interview for K3 children this school year. In tandem, it continues to design activities to improve K3 children's self-care and social skills so that the children are well prepared for primary education.

- 1.4 The school values home-school communication. It considers enhancing parent education and home-school liaison as another major concern in this school year. The school makes use of its intranet to upload video clips of children's learning to keep parents abreast of the latest campus news. It also maintains close contact with parents to let them fully understand the school life of their child. Through award schemes, the school encourages parents to take part in a wide range of talks, workshops and volunteer work. Such practices facilitate parents' physical and mental health as well as their understanding of children's developmental needs, hence effectively increasing their competence in parenting. A large parent volunteer team has been formed. Parents love to participate in school activities. They have a sense of belonging to the school. They always assist the school in disinfecting books, tending garden or hosting booth games during special activities. The school collects parents' opinions through the parent-teacher association. It also promotes parents to plan and carry out school activities, enhancing cohesion among parents effectively. Parents trust and support the school. They join hands with the school to foster children's growth.

## **2. Learning and Teaching**

- 2.1 To nurture children's holistic development is the mission of the school. It formulates learning themes by choosing suitable picture books that are related to children's life experiences to arouse children's motivation to learn. Teachers integrate the teaching content of various learning areas systematically. They strive to cultivate positive values and attitudes in children and help children acquire skills and knowledge. The school attaches importance to children's moral development

and sets monthly moral themes. It shares moral stories with children and explains to them virtues like courtesy, respect and integrity during morning and afternoon assemblies. It also launches award schemes to encourage children to keep on behaving virtuously. The concept of “use less, waste less” is introduced to children in daily teaching to promote their environmental awareness. In addition, the school provides real-life context for children to learn English and Putonghua to enrich their experience in language learning, thus cultivating their interest in learning and confidence in expressing their thoughts.

- 2.2 The school formulates the assessment content in accordance with the curriculum objectives. Teachers continuously observe and record children’s performance in each learning area. They also invite parents to write encouraging words for children together. In this way, teachers and parents jointly create children’s learning portfolios which serve as evidence of children’s growth. Through regular meetings with parents and dissemination of assessment information, teachers keep parents informed of their child’s learning progress. Teachers also give parents concrete follow-up suggestions in light of children’s development in order to support children’s learning and growth. The school summarises children’s assessment information of all grade levels to form a basis to inform the curriculum design, therefore achieving the goal of assessment for learning.
- 2.3 There is a clear curriculum management mechanism in the school. The management leads teachers to jointly organise the curriculum outline by referring to past review information, children’s life experiences, etc.. They discuss the activity content of various themes and the environment set-up through collaborative lesson planning. The management gets a grasp of the curriculum implementation through observing lessons and scrutinising teaching documents. It makes timely suggestions for improvement and gives support to teachers. Teachers often engage in professional discussions and reflect on their teaching from time to time. They are able to evaluate the activity effectiveness against children’s performance and adjust the teaching strategies accordingly. Some of the homework content for K3 children in the second school term is rather difficult. The school is going to review and remove such content to meet children’s developmental needs.
- 2.4 In alignment with the education development trends and the school-based needs, the school has considered strengthening the promotion of national education as its major concern in recent years. Teachers incorporate the relevant elements into different themes including sharing with K3 children idiom stories that are related to children’s

experiences so as to let children know about Chinese culture from an early age. Furthermore, the school arranges activities like collaging opera masks, creating ink wash paintings and writing spring couplets for children to experience traditional Chinese art. There are celebrations during festivals like Lunar New Year and Mid-Autumn Festival, allowing children to immerse themselves in the festive atmosphere while also gaining an understanding of the meaning behind these traditions. Teachers explore together the effective strategies for promoting national education in curriculum meetings. They learn from the experiences of one another to elevate the teaching effectiveness. Regarding the environment, Chinese cultural corners are set up in all classrooms where relevant pictures and information are displayed according to traditional Chinese festivals. Teaching aids and play materials are also placed in the corners to deepen children's understanding of the motherland. Besides, children are assigned to attend the national flag raising ceremony on important days as well as playing and singing the national anthem in the morning and afternoon assemblies weekly. As observed, children follow the etiquette during the ceremonies such as standing solemnly and comporting themselves with dignity, demonstrating good national qualities.

- 2.5 Teachers decorate the campus thoughtfully. They invite children to take part in the environment set-up by different means to get children more motivated for active learning. Apart from asking children to gather play materials from time to time, teachers also put up children's work and activity photos on the walls of the classrooms and corridors to facilitate children to appreciate one another and revisit their learning. There are rules set by children in the classrooms to effectively remind them to be self-disciplined. Information booklets made by children are placed in accordance with themes in the reading corner, then children read of their own accord during free choice activities, so as to broaden their horizons. Children also like to send greetings to each other via the little mailbox, by which they can express their feelings and improve their language skills. Corner games are designed in a way that children can generally check the answers by themselves and different levels of difficulty are available so children can learn through play based on their abilities and learning paces. Teaching aids are infused with elements to strengthen fine motor skills, which facilitates children's preparation for writing. Children have sufficient time to participate in different corner activities every day according to their preferences. They are engaged in exploring and recording the phenomenon of floating and sinking, simulating taking care of babies or grasping the concepts of

early childhood mathematics by manipulation, thoroughly enjoying themselves.

- 2.6 Teachers care for children. They always encourage and praise children. Teachers collaborate well with one another. They instruct and demonstrate clearly while asking questions to guide children's thinking, which benefits children to comprehend the learning content and activity requirements. Teachers design an array of activities in consonance with the storylines of the picture books. They are good at using their voices and tones to play the roles vividly so that children are devoted to the experiential activities. Teachers often let children express and share their thoughts. Through introducing their creative ideas and the creation process of their own work or parent-child work, children can improve their oral expression skills. Teachers observe children's play and provide assistance aptly. When children have learning difficulties, teachers guide them to think of solutions to problems, thereby building problem solving skills and self-confidence in children. Teachers are required to refine the design of the existing integrated music and physical activities to take into account enough music and physical learning elements to ensure the balance of daily activities.
- 2.7 Children love going to school. They are active and polite. They always take part in activities enthusiastically and are familiar with the classroom routines. They respond to teachers' questions eagerly and are divided into groups as instructed to conduct brief sharing and presentation. They are also able to explain to others the ideas of their original games patiently. Children are quick thinkers with problem solving skills. They often play together and get along well, demonstrating good social development. Children love art creation activities and use all kinds of materials to draw in free choice activities, during which they demonstrate attentiveness and exhibit agility in fine motor control. Children have excellent self-care abilities as they put things back in order after play, tidy their clothes following toilet time, fold the quilts and put on socks and shoes on their own when naptime is over.

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

The school strives to foster the happy growth of children. The team has built a good self-evaluation culture. They may continue to refine the curriculum and improve the design of the integrated music and physical activities through the cyclical process of planning, implementing and self-evaluation. The school is going to remove the difficult homework

content of K3 in the second term and cancel the arrangement of primary one mock interview as planned in order to provide quality kindergarten education for children to a greater extent.