

School No.: 325767

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals
Fong Shu Fook Tong Kindergarten**

**G/F, Block A (Sui Hei House), Siu Sai Wan Estate, Phase I, Chai Wan,
Hong Kong**

25, 26 & 28 May 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 25, 26 & 28 May 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 The school attaches importance to teacher training. It makes arrangement for teachers to participate in professional development activities organised by the sponsoring body, including joint-school peer lesson observation, facilitating the sharing and learning among affiliated schools. The school also actively introduces external resources to provide teachers with different training opportunities. The aforementioned arrangement meets the school's development needs in enhancing teachers' professional knowledge. The school assigns duties according to the capabilities and experiences of team members. The distribution of work is well defined, with the authorities and responsibilities clearly delineated. Each team member discharges one's own duties and collaborates with one another, implementing the work in different aspects in an orderly manner. Team spirit is demonstrated so as to promote the school's continuous development with concerted efforts.
- 1.2 The school consents to the rationale of school self-evaluation (SSE) and has established an SSE mechanism. The school collects information through different channels such as stakeholders' survey and regular meetings, in order to understand and review the status of different tasks. The school adopts the whole-school approach in drawing up the annual development plan. The school has followed up the recommendations in the previous Quality Review by utilising the review results to inform the curriculum, so as to facilitate the development of the school-based curriculum in an ongoing manner. In the past two years, the school has regarded the cultivation of children's good characters and positive attitudes, and the enhancement of children's interest in physical activities as the major concerns. The relevant work plans can respond to the trends of kindergarten curriculum development and the developmental needs of children, which head in the right direction. In deploying work plans, the school is advised to give more thorough and comprehensive consideration, so as to further enhance the effectiveness.

1.3 The school caters for children's diverse needs. It puts in place a clear identification and referral mechanism and capitalises on the resources from the sponsoring body and external organisations, so that children with special needs can receive suitable support as early as possible. Teachers give suggestions to parents and maintain close liaison with them in facilitating the growth of children. To support the needs of non-Chinese speaking (NCS) children, teachers understand the learning situation of NCS children, conduct teaching reflection in a timely manner and adjust the teaching strategies to enhance the learning effectiveness of NCS children. From observation, NCS children eagerly participate in different activities. They play and learn happily with peers. They are willing to try to use Chinese language under the guidance and encouragement of teachers. The school cares about home-school communication. It notifies parents of any latest information and development directions of the school through different channels. The school is open-minded to accept and follow up parents' views. Parents trust the school and cooperate with it. They work together to facilitate children's learning and development.

2. Learning and Teaching

2.1 The school devises the curriculum outline by referring to the *Kindergarten Education Curriculum Guide*. It designs its school-based curriculum by adopting thematic learning approach and making reference to teaching package and picture books. Children are arranged with various activities to enrich their learning experience. The school curriculum is comprehensive. It covers all learning areas and helps children develop positive attitudes, acquire skills and construct knowledge. The school provides children with adequate time to engage in music, physical, art and free choice activities every day. It is conducive to the balanced development of children's abilities in different aspects. The school arranges homework to extend and consolidate children's daily learning. However, the contents of some pieces of the homework are rather difficult or the teaching pace is rather fast. Examples include arranging reading comprehension and punctuation exercises for K3, as well as line drawing exercises for the second school term of K1. The school must revise or take follow-up actions accordingly. Besides, after the resumption of face-to-face classes, the school continues to provide children in the whole-day classes with real-time online teaching activities in the afternoon. In principle, real-time online teaching is not suitable for kindergartens. The school has promised to cancel the

aforementioned arrangement.

- 2.2 The school puts in place a curriculum management mechanism to monitor the implementation of the curriculum. The management examines the teaching plans devised by teachers of each grade level to ensure that the learning content suits children's developmental needs and abilities. Teachers draw up teaching plans for different themes and set clear learning objectives, assessment criteria and requirements, covering the design of environment, learning corners, teaching aids, etc. Teachers reflect on their teaching regularly and conduct a holistic review after each teaching theme, and then use the information obtained from reflection to inform the curriculum. The management attends the curriculum meetings to provide teachers with suggestions, and gives teachers timely feedback through classroom walkthroughs, lesson observations, vetting children's work, etc. The measures are conducive to enhancing the effectiveness of learning and teaching.
- 2.3 The school pays attention to children's moral development. It expects children to have positive and optimistic thinking, and show good attitudes such as being self-disciplined, having persistence and passion about learning. Hence, the school adopts different ways to introduce more moral education elements in each themes, such as participating in external programmes and utilising different teaching resources. The school implements related strategies and evaluates the outcomes. It makes timely revision in order to achieve the targets. From observation, children like going to school and enjoy participating in different kinds of learning activities. They are willing to try, express and explore. When there are difficulties, children face them actively by attempting different ways of solving the problems or discussing and collaborating with their peers. During the process, children display politeness and are well disciplined. The work plan achieves the expected outcomes.
- 2.4 In recent years, the school has formulated major concerns that relate to physical activities to arouse children's interest in taking part in physical activities and foster their sportsmanship. Teachers apply what they have learnt from training to adjust the pace of physical activities and add more games for children's participation. During the process of implementation, teachers review the effectiveness of the activities and take follow-up actions accordingly. From observation, children move according to the rhythmic music for warm-up exercises. They are happy to participate in different games or skill training. They are free to choose different equipment and materials in the venue and engage in diversified physical activities joyfully. Children eagerly participate in physical activities, and they are courageous

to make attempts under teachers' guidance and peers' encouragement despite that they encounter difficulties in the midst of the activities. Children demonstrate persistence and self-confidence.

- 2.5 The school campus is clean and bright. Teachers are able to make optimal use of the lobby space to place objects related to the themes or children's everyday life, such as food, plants and little fish, in order to encourage children to have more observation and exploration, and to inspire children to learn in the process. There are different interest corners in the classrooms for children to engage in activities during free choice sessions. Rich materials are prepared in the art and craft corner for children to create their work. Children's work are displayed in the classrooms in order to encourage them and recognise their efforts. The reading corner is cosy and the book selection is suitable to help nurture children's reading interest. Meeting children's abilities, needs and interests, the teaching aids in other interest corners can facilitate children's learning and development in the areas of language, early childhood mathematics, nature and living, etc., through exploration and manipulation. Besides, there are many activities in the classroom to train children's fine motor skills. They can facilitate children's fine motor development and coordination abilities. The school environment setup meets the learning needs of children.
- 2.6 Teachers are caring and patient. They love and care about children, and accept their diverse needs. Teachers place emphasis on providing children with play opportunities. They design different kinds of learning activities with great efforts for children to learn through sensory experience, exploration, practice, etc. Teachers grasp questioning skills to guide children to think. They observe children's performance, intervene at the right time and participate in children's play. The aforementioned measures are effective in facilitating children's learning. However, teachers could give feedback or follow up in a timely manner in regard to children's response so as to further stimulate children's thinking and ignite their learning motivation. Some teachers have a better grasp of teaching and classroom management skills, and reflective abilities. Building on this foundation, the management could provide more peer observation and sharing opportunities, with a view to helping the school enhance the effectiveness of learning and teaching continuously.
- 2.7 The school develops learning portfolios for children and assesses children's performance in different learning areas through continuous observation. The

school is able to effectively record and summarise children's overall learning and development progress. The school also provides anecdotal observation records for parents' reference. Parents are able to understand their children's learning and development progress through proper channels, so as to help them follow up the needs of children. The school makes use of the assessment information to support individual child's learning and development, and to form as the basis for reviewing the curriculum.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 While the school has adopted an SSE mechanism, the management still has to lead the team to make reference to the results gained from SSE to conduct a holistic and integrated analysis, so as to explore and devise the priority of school development. Besides, the school is suggested to make a more comprehensive planning and set focused task objectives and strategies when conceptualising the development plan. Hence, the school can review the effectiveness of the work plans under measurable success criteria, so as to promote the school's continuous development.
- 3.2 The teaching team has actively promoted the learning and teaching strategies for children to learn through play in recent years. The team is willing to persist in making new attempts in teaching. Based on this foundation, the school may provide teachers with more opportunities to participate in peer lesson observation, so that they can observe and learn from each other. Hence, teachers' overall reflective abilities can be strengthened through professional sharing, thereby enhancing the effectiveness of learning and teaching.