

School No.: 559385

Quality Review Report (Translated Version)

TWGHs Lions Club of Metropolitan Hong Kong Kindergarten

G/F, Ming Chau House, Kin Ming Estate, Tseung Kwan O, New Territories

26, 28 & 30 June 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: 26, 28 & 30 June 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 team strives to provide children with enriched learning experiences and enable them to learn happily and grow up healthily in a safe environment. With the support of the organisation and under the guidance of the leadership team, the school keeps promoting its work in various areas, such as teacher training, curriculum development and parent education, for continuous enhancement of the quality of education. The organisational structure of the school is clear. Staff members discharge their duties properly and cooperate closely to ensure systematic operation of daily affairs. The management is pragmatic and conscientious at work. It communicates candidly with teachers to forge consensus among each other and leads the team to keep up with the times. Team members are willing to learn. They enhance their professional knowledge and skills through participating in external support programmes, joint-school professional development activities, internal peer lesson observations and so forth. They nurture children's all-round development with concerted efforts.
- 1.2 The management understands the development trends of kindergarten education. It also grasps the school context and children's needs through self-evaluation, and collaborates with teachers to formulate work plans that suit the school's development pace. In recent years, the school has regarded promoting moral education as its major concern and has also made increasing the elements of play in learning activities as another development focus, aiming to cultivate children's good character and facilitate their active exploration and learning. The development plans are comprised of implementation strategies in different aspects. The school upskills teachers, refines curriculum, improves environment set-up and fosters parent education in a step-by-step manner so that the plans can be implemented smoothly and achieve accomplishments.
- 1.3 The school is imbued with a culture of care and harmony. The teaching team caters for children's diversity and follows up on their needs aptly. It solicits external

professional support to provide children with appropriate referral and guidance services the soonest. The school has proper measures to help children adapt to and integrate into campus life, including arranging adaptation activities for the newly admitted children, enabling K3 children to know about the environment of primary schools and improving their self-care abilities through thematic learning. Moreover, teachers care about children's behavioural and emotional changes. They maintain close communication with parents, help parents understand and address the needs of their children as well as giving them suggestions on support or advice on school choices, so as to assist children in meeting the new stage collaboratively. Parents are willing to take part in school activities like observing lessons at school or completing parent-child simple learning tasks to understand the school work and their children's learning. Guided by the organisation, the school launches a joint-school parent education award scheme to further encourage parents to participate in different types of seminars and workshops, with a view to facilitating the betterment of their physical and mental health and their acquisition of child-rearing skills in a more systematic way, thereby strengthening the effectiveness of parent education and home-school cooperation.

2. Learning and Teaching

- 2.1 The school uses real-life themes to plan the school-based curriculum. It adopts an integrated approach to organise the teaching content which connects various learning areas while arranging rich and diversified activities every day for children to accumulate experiences and acquire knowledge, fostering children's balanced development. To complement the implementation of the major concerns, the school proactively refines the curriculum. Picture books are employed progressively to promote moral education and reinforce the cultivation of positive values and attitudes in children. Besides, more elements of Chinese culture are incorporated into the curriculum to help children learn and appreciate the culture of our country and foster their sense of national identity from an early age.
- 2.2 The school conducts the assessment of child learning experiences through continuous observation and making records to get a grasp of children's performance in different learning areas and aptly informs parents of their children's progress at school. Teachers keep various assessment information of children, including thematic assessments, end of term summative assessments and artwork, in the learning

portfolios properly to serve as an important record and reference of children's growth. To strengthen the development of sensory perception and fine motor skills in children, in recent years, the school has adjusted the content and arrangements of the relevant activity booklets for K1 while providing resource packages for parents to play parent-child games with their children at home, helping children get prepared for writing. Regarding the homework for K2 and K3, the school must review and revise some of the content which is considered rather difficult in the language learning area, so as to meet children's abilities and needs.

- 2.3 The management understands the curriculum implementation in an effective manner through the established mechanism including regular curriculum meetings and lesson observation. Teachers tie in with the development focuses of the school to devise teaching plans and design learning activities meticulously. After teaching, teachers reflect on the effectiveness and adjust the strategies and arrangements at an opportune time. They also hold grade level meetings with the management to review the overall efficacy and discuss suggestions for improvement based on children's thematic learning performance and assessment information, which is conducive to informing the subsequent themes and the curriculum planning in the coming year.
- 2.4 The school makes use of diversified strategies to intensify moral education actively. Teachers choose picture books that match the learning themes and suit children's interest to enable children to understand the concepts of related positive values and attitudes through stories. Extended learning activities are also designed according to the content of the stories, such as letting children simulate farmers farming so that they can realise farmers' hard work and learn to be grateful and cherish food, and arranging shopping games for children to know about observing order and being polite to others while acting as shop assistants and customers. Besides, the school sets up award schemes to organise simple learning tasks related to respect, filial piety, caring and other virtues based on the abilities of children of different grade levels. It encourages parents to help their children complete these tasks at home such that children can practise and extend what they have learnt. Teachers invite children to share their relevant experiences with peers, which helps children build and adopt moral character traits. Meanwhile, the school has added Chinese cultural corners in the classrooms to facilitate children's understanding of the costumes, food, scenic spots, and other aspects of the motherland, and their appreciation of Chinese culture and arts. The school arranges for children to sing the national anthem in the morning and afternoon assemblies, get to know the origins of traditional Chinese

festivals during festivities as well as experiencing traditional custom first-hand, cultivating their sense of belonging to our country from an early age. With the effort of recent years, the school has gained successful experiences in nurturing children's good character and has made attempts to incorporate content related to national education into the themes. The school may review holistically and summarise the existing foundation to refine its plans, so as to keep fostering children's moral development systematically while setting forth clear objectives and direction of the work for the next stage.

- 2.5 The teaching team makes good use of the campus to map out various learning zones for children. In addition to music and physical venues, there are zones for art creation and games. Children join the interest corner activities in the classrooms according to their preference during the free choice activity sessions, or they go to the learning zones to draw, and play simulation and exploratory games. Theme-related books are placed in the reading corners for children to carry out extended reading. Booklets of children's work or parent-child work are also displayed there for children's mutual sharing and appreciation. Children show their curiosity as they use different senses to observe and record the mould growth on bread and explore the relationship between the states of water and the temperature in the nature and living corners. In the Chinese cultural corner, children learn about the colour and aroma of various types of tea leaves. Children love to make artwork with a wide range of materials. They also try to create paintings with ice cubes and foam, unleashing their creativity. Children follow the rules and are self-disciplined. After the activities, they tidy things up and make records of their participation in the corner activities on their own, demonstrating pleasing self-care abilities. The school carries out game days on Friday regularly. It opens all the classrooms and activity venues for children of all grade levels to take part in an array of mixed-age games together in which K3 children are purposefully arranged to take care of their K1 peers. This practice not only facilitates children to actively learn and explore through play, but also fosters their social development. Teachers design games and decorate venues thoughtfully. Children are engaged in the games, thoroughly enjoying themselves. K3 children care about their little peers. They guide their juniors to play together joyfully, filling the campus with happiness.
- 2.6 Teachers have a good relationship with children. They understand children's learning needs and render support in a timely manner. Teachers increase classroom interaction and opportunities for children to express themselves by frequently asking

questions and arranging for children to share their opinions. Children respond to the questions eagerly and are willing to exchange ideas and experiences with friends. Teachers often recognise children's performance. Under such imperceptible influence, children gradually become able to appreciate and show gratitude to one another. There are different elements in music activities where teachers lead children to sing along, create rhythmic movements and perform instrumental accompaniment in consonance with the storylines. In alignment with the major concern, teachers strengthen the elements of play in physical activities. They let children choose the physical equipment freely to construct interesting games with peers. During physical and free choice activities, teachers observe children's performance and intervene or join in children's play when necessary. After the activities, teachers conduct reviews with children and ask them to demonstrate the playing methods of their games, describe the creative ideas or the discoveries and feelings throughout the games, thus assisting children in organising their acquired knowledge and skills. Some teachers are good at leveraging children's responses to arouse children's discussion and thinking, which is beneficial for nurturing children's creativity and problem-solving skills.

3. Recommendations for Enhancing Self-improvement of School

Corresponding to the development trends of kindergarten curriculum, the school has put a great effort into promoting moral education and learning through play in recent years. It has implemented the development plans in a step-by-step manner and the work has delivered certain results. Building on the existing foundation, the school may consolidate its successful experiences to refine the planning and implementation of work and set specific goals for the development of the next stage to continue driving its advancement. On the other hand, the school is required to revise the rather difficult part of the homework content in the language learning area to meet the abilities and needs of K2 and K3 children.