

School No.: 158054

Quality Review Report (Translated Version)

Tung Wah Group of Hospitals Lee Wong Hing- Cheung Memorial Kindergarten

**Wings A & B, G/F, King Lai House (Block 9), Shan King Estate, Phase III,
Tuen Mun, New Territories**

25, 26 & 28 February 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 25, 26 & 28 February 2025

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 attends meetings regularly to understand the current situation and needs of the school. It sets out the long-term goals and key strategies in collaboration with the team to lead the school to move with the times. The school cooperates closely with the organisation to liaise with the management of other schools to form a number of functional groups to coordinate the work on administrative management, curriculum development, support for children and other areas. In tandem, teacher training, lesson observation and mutual visits are arranged for the team to grasp the trends in kindergarten education, synergising professional capacity to raise the quality of education. There are various work procedures and safety guidelines in the school as well as a delineation of roles and responsibilities for the teaching staff, leading to smooth daily operations. The management keeps an open mind and communicates with the teaching staff candidly. It is willing to support newly recruited teachers. The teaching team is stable and with mutual trust. They cooperate to promote the school's continuous development with collective efforts.

1.2 The school has an explicit mechanism for school self-evaluation (SSE). The team gathers the views of different stakeholders through channels like questionnaires and face-to-face interviews to evaluate the effectiveness of work in different areas. In response to the curriculum development and the needs of children and parents, the school has regarded fostering children's language development as its major concern

in these two years. In the first year, the target was increasing children's confidence in daily language expression, while this school year the school aims to further enhance children's listening, speaking and reading skills by promoting the use of picture books to design learning activities. The school devises diversified strategies in the aspects of teacher training, curriculum design and parent-related work. Such strategies include curriculum adaptation, environment setup and promotion of parent-child reading. The work plans are thoroughly considered and various tasks are implemented in an orderly manner so that expected results can be delivered.

- 1.3 The school has pragmatically followed up on the recommendations of the previous Quality Review to enhance teachers' knowledge and skills in catering for children with special needs through training, exchange and sharing. The school has established the identification, referral and support mechanism to provide the necessary services for children the soonest. Teachers keep close contact with multi-disciplinary professionals to discuss appropriate strategies and make use of individual guidance, visual cues, grouping arrangements, etc., to help these children build activity routines and integrate into daily learning. Moreover, the school assists non-Chinese speaking (NCS) children and their families in learning about the local culture while striving to enhance NCS children's abilities and confidence in listening and speaking Chinese, creating a caring and inclusive atmosphere. In this school year, the school regards promoting parent education and home-school cooperation as another major concern. The team gathers information about parents' needs for parent education. It brings in external resources to hold talks and workshops on different topics for parents, such as parenting skills, child development and ways to relieve stress. The school has just formed the parent-teacher association to strengthen the collaboration with parents gradually. Parents recognise and support the school. They are eager to take part in school activities

and join hands with the school to foster children's healthy growth.

2. Learning and Teaching

2.1 With reference to the curriculum information of the organisation, the school formulates learning themes that tie in with children's life experiences and interests. Starting from this school year, teachers meticulously select interesting picture books to devise integrated learning activities that help children cultivate positive values, acquire skills and construct knowledge. In recent years, the school has been holding the national flag raising ceremony and National Day celebrations to nurture a sense of national identity in children while organising a Chinese culture week to increase children's understanding of the traditional custom. The daily schedule of the school is balanced so that children are given sufficient opportunities to participate in music, physical, art and free choice activities every day. However, the school must review and revise the rather difficult language homework of K3 in the second school term to meet children's developmental needs.

2.2 The school has a well-defined policy on the assessment of the child learning experiences. Teachers adopt continuous observation to assess children's performance. The team sets assessment items according to the learning objectives, and the assessment content covers values and attitudes, knowledge and skills. The assessment criteria are clear, which helps teachers analyse children's development in each area. Thematic assessments, observation records and children's artworks are kept in the learning portfolios of children. The school distributes the assessment information to parents on a regular basis to let them grasp children's learning and development. Upon such foundation, the management may keep leading teachers to review and adjust the assessment items under the learning area of language in the thematic assessment forms of all grade levels. They could revise the assessment

content based on the development progress of children's language.

- 2.3 The school has established a mechanism for curriculum coordination, monitoring and evaluation. The management keeps track of and manages the curriculum implementation by conducting classroom walkthroughs, scrutinising documents and attending review meetings. Teachers have built a habit of reflection and they evaluate the curriculum effectiveness against children's performance upon completion of a theme. Some teachers are able to suggest improvement areas such as incorporating manipulative teaching aids to help children understand the concept of time. The suggestions are specific and feasible, which is conducive to achieving the expected learning goals. The management also regularly holds peer lesson observation for teachers to observe each other's teaching skills and environment setup. They are encouraged to share insights gained from lesson observation and offer suggestions for improvement, fostering their professional growth.
- 2.4 In this school year, the management leads the team to employ picture books to introduce the themes of each grade level, as well as designing integrated activities and enriching the environment setup to provide children with more listening, speaking and reading aloud opportunities, thereby enhancing their expression skills and confidence. Teachers apply their acquired read-aloud and questioning skills to guide children to observe the illustrations and words in the books, get into character, and jointly predict how the story unfolds. In the theme of "those who help us", some teachers begin by reading hairdressing books with children to help them learn about the job of a hairstylist. During the follow-up thematic activities, teachers show pictures of hair salons to inspire children to share their relevant life experiences. Children take the initiative to point out the various kinds of equipment in the pictures, including height-adjustable chairs, electric trimming tools and hair products, as well as introducing the purposes of the items. They speak fluently and confidently.

Teachers design extended activities for the stories. Children can use the art and craft materials to design novel and fascinating hairstyles, unleashing their creativity. To enrich the resources of the reading corners in classrooms and the parent-child reading scheme, the school purchases a wide range of reading materials. Teachers recommend new books every week and read with children in the corners. They also encourage children to read the stories aloud to their peers, prompting children to read during free choice activities, cultivating their reading interest and habits. On the whole, the work plan has achieved the expected results.

- 2.5 The school environment is clean, neat and comfortable. There is a reading zone in the lobby for children of all classes to take turns borrowing books. Teachers decorate interest corners according to themes. They make use of the space at the classroom entrance to set up scenes of hair salon, supermarket, etc., and place props and materials. Children practise their learning by immersing themselves in role-play. They imitate hairdressers washing and combing the hair of the customers as well as designing hairstyles for them. Children also act as shop assistants organising commodities and helping customers with payment. After reading a story about butterflies together, teachers and children keep caterpillars in the exploratory corner. They observe and record the physical changes of the caterpillars to witness the growth of the insect, thereby cultivating children's curiosity about nature and respect for life. Teachers prepare teaching aids meticulously for children to revisit the concepts in Language and Early Childhood Mathematics when playing simple games like Chinese checkers and dice rolling. To deepen children's understanding of traditional Chinese culture, teachers set up Chinese culture corners in classrooms. The national flag, the regional flag and the map of China are displayed to increase children's knowledge of the country. The settings of the corners are changed in alignment with themes and festivals, and hieroglyphs and masks of the Chinese

zodiac are posted in the corner while children's works such as ink paintings and paper cutting are used as decorations, showing cultural characteristics.

2.6 Teachers care for children. They always give compliments and recognition to children's positive behaviour, creating a supportive and welcoming atmosphere as well as a harmonious teacher-child relationship. Team members have good communication skills in general. They utilise demonstration and questions during teaching to motivate children to learn. Teachers often ask NCS children to answer questions and share their daily life moments in Cantonese to give them more chances to use Chinese. In music activities, teachers guide children to engage in singing exercises and rhythmic games. They let children play musical instruments following the beat of songs, nurturing children's aesthetic development. Nevertheless, the team is advised to align with the objectives of the physical activities and provide suitable tools in accordance with the abilities of children of different ages, so as to foster children's gross motor development and enhance the learning effectiveness of the activities.

2.7 Children love going to school. They take part in learning activities proactively and listen to teachers' explanations and questions attentively. Children pay attention to everyday things and are willing to express their observations and thoughts. For instance, some children describe that the lather formed when they shampoo their hair looks like ice-cream and antlers while other children discover that dates are printed on food packages to indicate their expiry dates. Children concentrate on making artworks. They choose colourful art and craft materials to make animal masks, hand puppets and paper flowers. Their works are full of childlike fun. Children visit the interest corners to participate in free choice activities according to their preference. They also play cooperative games with their peers from time to time, helping each other and getting along well. Children have good self-care abilities as

they pack the tableware by themselves after meals and put things back at the end of the activities, keeping the classrooms tidy.

3. Recommendations for Enhancing Self-improvement of School

The management puts efforts into leading the team to implement the SSE rationale and strives to promote learning and teaching to facilitate the steady development of the curriculum. Upon such foundation, the school is required to revise the rather difficult homework of K3 in the second school term to meet children's learning needs. It must also improve the design of the physical activities to enhance the learning effectiveness. Besides, the school may review and adjust the content of thematic assessments to further enhance the effectiveness of assessment for learning.