

School No.: 158054

Quality Review Report (Translated Version)

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

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

25, 27 & 29 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 25, 27 & 29 March 2019

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 keeps close liaison with the affiliated kindergartens under the same sponsoring body. It arranges teachers to participate in inter-school professional exchange activities to widen their horizons and enhance their professional knowledge, which is conducive to promoting the school's development. The management understands the school context. It deploys human resources and duties properly in accordance with teachers' expertise and developmental needs so as to ensure smooth operation of the administrative affairs. The management is willing to consider the views of teachers and maintains two-way communication with them. The teaching team is ready to adhere to the school's development and works with one another to enhance the quality of education with concerted efforts.

1.2 The school implements the inter-connected SSE process, viz. planning, implementation and evaluation into its daily work. With reference to the views of stakeholders and the needs of children, the school devises follow-up plans. Last year, the school regarded facilitating children's learning through free play as the major concern. It introduced external professional support and formed an internal core group while enhancing the "Seed" teachers' professional capacity of implementing play through collaborative lesson planning as well as lesson observation and evaluation. Building on the experience of last year, the school adjusts the implementation strategies to let "Seed" teachers lead other teachers to develop play for each grade level. It often reviews the effectiveness of the strategies and makes suggestions for improvement. The school has followed up the recommendations of the previous Quality Review to improve the use of venues. Teachers are able to arrange appropriate gross motor activities. Moreover, the school takes facilitating children's physical development as another major concern of this year, and enhances the effectiveness of physical activities through teacher training. The school sets major concerns with clear objectives to tie in with the needs of children. It engages the teaching team in implementing the work plan in a

step-by-step manner so that the development work can be carried out smoothly, with significant results observed.

- 1.3 The school accepts and cares about children with special needs. It uses the professional support services of the sponsoring body and deploys teachers to take care of children with special needs in a timely manner. The school maintains connection with parents through different channels. It also arranges lesson observation and seminars for parents to understand the development directions of the school and appropriate parenting approaches. In this way, parenting competence can be enhanced. The school can work in collaboration with parents to facilitate children's growth collaboratively. The school values parents' views. A parent volunteer group has been established for years to assist in organising parent education activities. Furthermore, representatives of it collect and reflect the views of other parents to promote the school's development. The school attaches great importance to home-school partnership and receives support from parents.

2. Learning and Teaching

- 2.1 The school makes reference to the information of the teaching packages to devise its integrated curriculum. It selects real-life themes and supplements with appropriate picture books. The curriculum content is comprehensive which covers all learning areas. The school also arranges diversified activities such as visits and festive activities to enrich children's learning experience. With respect to the daily schedule, the school allows children to have sufficient time to engage in free exploration through multiple senses during free choice activity sessions. There is also ample time reserved for children to participate in music, art and physical activities which can facilitate their balanced development. However, part of K3 children's worksheet content which includes language exercises and calculation drills is rather difficult. The school must take follow-up actions for improvement.
- 2.2 In line with the curriculum goals, the school formulates assessment content of learning experiences which meets the physical and psychological development of children. Children's performance is assessed by means of continuous observation and making records. The school also encourages parents to observe their children's performance in daily life for teachers to grasp children's performance at home. At the end of every school term, the school summarises the overall performance of children and develops learning portfolios for them to properly record their

assessment information and work. Teachers report children's overall performance and developmental progress to their parents in a timely manner. Teachers are able to analyse child assessment information and take it as reference for adjusting learning content and teaching strategies, and as feedback to inform the overall curriculum planning.

- 2.3 The school has developed a mechanism to coordinate and monitor the effectiveness of curriculum implementation. By means of classroom walkthroughs, scrutinising curriculum documents, etc., the management understands the implementation of the curriculum and its effectiveness. These two years, the management taps external resources properly in accordance with the work plans, and arranges teachers to participate in professional development activities with the aim of strengthening their knowledge and abilities in designing physical activities and play, performing their roles of professional leadership. Teachers conduct collaborative lesson planning to discuss the activity design and teaching strategies. They also reflect on their teaching effectiveness. Yet, teachers may make concrete suggestions for solving the identified problems in their reflection so as to enhance the effectiveness of learning and teaching.
- 2.4 To promote children's learning through play, the management takes this as the major concern. It leads all teachers to consider children's needs and interests, thereby strategically helping teachers be the facilitators in children's play. Teachers can provide children with a wide range of low-structured materials such as blocks, plastic bottles and paper boxes for them to design play according to their ideas. Teachers let children experience the fun of self-directed learning. Teachers generally can observe children's performance and provide appropriate guidance. They lead children to share their experiences and feelings after play, and consolidate the knowledge and skills acquired. Children explore the characteristics of various materials proactively and make flexible use of the materials as tools while expressing their own thoughts, showing vibrant imagination and creativity. Children like engaging in play with peers. They demonstrate confidence in expressing their ideas, as well as good communication and social skills.
- 2.5 The school sets facilitating children's physical development as another major concern this school year. It strengthens teacher training through a series of professional development activities including collaborative lesson planning as well as lesson observation and evaluation to enhance teachers' capacity in designing physical activities. Taking into account children's abilities, teachers design

appropriate physical play to develop children's basic physical movements such as throwing, jumping and balancing. From observation, children actively participate in a variety of physical play and attempt to challenge activities of different levels of difficulty in an enthusiastic learning atmosphere. Teachers participate in external support services and try out new teaching strategies. They cooperate and pay efforts to implement the work plan in an organised manner, hence achieving good results.

2.6 The school makes good use of the campus space and creates an inspiring learning environment. The reading corner is cosy where an ample supply of different kinds of books is in place to help cultivate reading habits and interests in children. Teachers create different interest corners in the classroom and place fun-filled toys and teaching materials. There is also plentiful supply of art materials. Children access different materials freely and enjoy the fun of art creation. Besides, children are happy to participate in constructive and imaginative play. As observed, they are concentrated on building big blocks and have great fun from playing different roles.

2.7 When teachers explain the thematic content, they supplement with facial expressions and body movements to catch children's attention. Some teachers are able to use appropriate teaching aids such as real objects and picture cards effectively to arouse children's learning motivation. Although teachers use questions to guide children to respond in most of the time, they request children to give prescriptive answers. To enhance the effectiveness of interactive learning, teachers should adjust their teaching pace or strategies flexibly, and increase the opportunities for children to express their own views. In regard to music activities, children are willing to follow teachers' facilitation to sing enthusiastically. Moreover, they follow the melodies to beat time with creative body movements and enjoy music activities with peers. Teachers accept and respect children's diverse needs. They provide timely individual guidance when necessary, and let children grow and learn in a harmonious atmosphere. The school may continue to explore and formulate school-based strategies on catering for children with special needs while strengthening relevant knowledge and skills of teachers, thereby enhancing the effectiveness of the support services gradually.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school recognises the rationale of school self-evaluation (SSE) for promoting school development and leads teachers to conduct SSE in their daily work. The

management is advised to continue to lead the teaching team to review the effectiveness of learning and teaching and make suggestions for improvement, such as encouraging teachers to explore effective teaching strategies so as to help children express their own thoughts and ideas. Moreover, it is required to refine the homework design including cancellation of language exercises and calculation drills for K3 children. The school should adjust the learning content to meet children's developmental needs and abilities.

- 3.2 The school creates an inclusive and harmonious learning atmosphere for children to learn in a safe environment. The management may further enhance teachers' professional knowledge and skills of catering for children with special needs, meanwhile supporting the teaching team to collaboratively explore and share effective strategies of facilitating children's learning and healthy growth.