

School No.: 564141

Quality Review Report (Translated Version)

**TWGHs Lions Club of the Peak Hong Kong
Nursery School**

G/F, Block 10, Kwai Shing West Estate, New Territories

28, 29 November & 1 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 28, 29 November & 1 December 2022

☒ **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 provides assistance to the school in the areas of administration, staff training and curriculum design through attending regular meetings, thus promoting the sustainable development of the school. With the prudent use of resources from the sponsoring body, the school pushes forward the curriculum development and supports children's learning. It also maintains close liaison with the affiliated schools to carry out teaching studies, thereby fostering inter-school professional exchange. The school values the professional growth of teachers and arranges them to participate in training activities related to the major concerns, so as to enhance teachers' professional competence. Teaching team members cooperate with each other to promote the school's development through concerted efforts.
- 1.2 The school has established a clear school self-evaluation (SSE) mechanism. The management leads the teaching team in the SSE work. At the end of the school term, teachers review the effectiveness of their work based on children's performance and the results of stakeholder survey. Facilitating children's learning through play and improving the design of school-based music activities have been considered as the school's major concerns for two consecutive school years. The school has deployed strategies from multiple perspectives in teacher training, arrangement of teaching activities and parents' participation, which are conducive to promoting the work plan.
- 1.3 The school cares about children and strives to build an inclusive culture on the campus. It has developed a sound mechanism to identify children with special needs and arrange suitable referral services promptly. The school utilises external resources to provide appropriate professional support to children. The school also maintains communication with parents of children with special needs, keeping them abreast of their children's school life. Follow-up suggestions are also provided to parents to assist them in supporting the diverse needs of their children. The school caters for the newly-admitted children while offering them with an adaptation period. Parents are allowed to accompany their children to school at the beginning of the

school term. The school also adjusts the activity time in view of children's individual needs and such arrangements are proper. Teachers inform parents of children's adaptation in a timely manner after keeping track of children's performance. Through home-school cooperation, teachers join hands with parents to help the newly-admitted children gradually integrate into school life.

- 1.4 The school follows up the recommendations of the previous Quality Review earnestly and maintains close communication with parents through different channels. Lesson observation is arranged for parents to know about their children's learning. The school organises a variety of parent education and parent-child activities which can help parents understand children's development and learn ways of parenting effectively. In conjunction with its major concerns, the school holds workshops to strengthen parents' knowledge on play and encourages them to play with their children at home, which is conducive to fostering a good parent-child relationship. Parents recognise the education rationale of the school. They are willing to participate in school activities. Parents and the school endeavour to nurture children's growth together.

2. Learning and Teaching

- 2.1 The school devises the curriculum with reference to the *Kindergarten Education Curriculum Guide* and the curriculum outline of the sponsoring body while making adjustments according to children's life experiences and interests. The school-based curriculum is comprehensive and covers all learning areas. It also takes into consideration the cultivation of attitudes, the acquisition of skills and the knowledge in children. The school arranges different activities for children, including visits and outdoor experiential activities, for enriching their learning experience. The school holds the "Chinese Culture Day" in which children are introduced to traditional Chinese games, thereby enhancing their understanding of Chinese culture. The school arranges a balanced daily schedule for children and provides them with sufficient time to engage in music, physical, art and free choice activities. However, some of the homework for K3 is too difficult. The management must lead teachers to review the design of the homework and remove the inappropriate parts immediately so as to meet children's developmental needs.
- 2.2 The school has a well-developed assessment mechanism for assessing children's learning through continuous observations and making records. The school also sets a clear standard for the assessment items, such that teachers can assess children's

learning performance in an objective manner. Parents are invited to observe their children's performance at home for the school to understand children's physical and mental development from multiple perspectives. The school distributes children's assessment information to parents regularly which helps parents know about their children's learning progress. In tandem, it makes specific suggestions to facilitate children's all-round development. The school is required to make good use of children's assessment information as the basis for planning curriculum.

- 2.3 The school has a mechanism for curriculum coordination, monitoring and review. The management understands the arrangement of teaching content and the activities of interest corners through attending curriculum meetings, scrutinising teaching plans and conducting classroom walkthroughs. Teachers carry out teaching reflection regularly and conduct teaching review in a timely manner. They also examine the activity design, teaching arrangements, the performance of children with different abilities, etc., and then make suggestions for improvement, so as to adjust the teaching strategies in the next school year. It is necessary for the management to strengthen its role of curriculum leadership to steer the teaching team making use of the teaching reflection to inform the curriculum planning and revise the curriculum content in a timely manner.
- 2.4 In recent years, the school has actively promoted learning through play for children and involved teachers in various training courses and meetings. It helps teachers to flexibly apply the concept of using play as a teaching strategy and put it into practice in the classrooms. The school has formed a task force which holds regular meetings to discuss the setup and arrangements of materials for the interest corners in the classrooms. It also reinforces the element of exploration in play so that children can engage themselves in playing and collaborating with peers during the period of free choice activity. As observed, children simulate building houses by constructing cardboard boxes and paper bricks in the play corner. They also create hammers and other building tools with constructive toys, demonstrating their fertile imagination. Children participate in imaginative play with peers, showing good social development and enjoying the fun of play. Teachers observe and record children's situation. At the end of the activities, teachers share children's performance and check the usage of the materials. The school is advised to focus on the objectives of the major concern to review children's performance and the effectiveness of teaching strategy. It may also make follow-ups aptly to summarise and boost the effectiveness of the school plan.

- 2.5 The school has considered enhancing the design of music activities as its major concern in the past two school years. Teachers are arranged to attend training activities and exchange ideas with affiliated schools. Through teaching demonstrations conducted by teachers, the school helps teaching team members keep abreast of the skills for conducting music activities. The content of teaching plans of all grade levels has been enriched through collaborative lesson planning. Meanwhile, the school maps out a clear teaching process and adds more rhythmic movement activities. As observed, the music activities are well-planned and children are willing to take part in them. Nevertheless, music activities at all grade levels have similar teaching objectives and learning content. The school must devise teaching objectives with different levels, taking into account the abilities and needs of children from various age groups. The school must also increase the music elements of activities, thereby promoting children's aesthetic development. The school arranges peer lesson observation on music activities, in which teachers can learn from each other and share teaching experience. However, objectives of lesson observation fail to focus on the teaching strategies of the music activities. The management is required to make adjustments in order to increase the effectiveness of peer lesson observation.
- 2.6 A number of three-dimensional and graphic work created by children are placed and posted on the campus for their appreciation, aiming to facilitate their mutual learning. Teachers utilise the walls of classrooms properly, design and set up a variety of plays, including a three-dimensional adhesive chessboard and picture matching activities, to enhance children's learning interest. Teachers design diversified learning aids meticulously while providing different types of toys and materials for children to manipulate and play with. Teachers place abundant books and dolls in the reading corners to attract children to read there. There are various materials and tools in the art and craft corners for encouraging children to create. In the art and craft corner for K3, teachers even place origami books for children's reference. Children are able to follow the simple steps to make objects by folding sheets of paper, thus showing good development of fine motor skills.
- 2.7 Teachers are amiable and speak softly. They often praise children. A good relationship is built between them. Teachers use books and puppets when teaching, thus arousing children's motivation and learning interest. Teachers are adept at telling stories to children. Teachers also ask children questions to encourage them to observe pictures in the books and inspire them to guess and describe the storyline,

thereby facilitating children's thinking and expression abilities. Teachers lead children in stretching and skill training during the physical activities. Children have sufficient amount of physical exercises and demonstrate good coordination ability. Teachers are capable of accommodating children's diversity. They support children with different learning needs by utilising a variety of strategies such as visual cues, individual instructions and seat arrangements.

- 2.8 Children love to go to school and show an interest in learning. They are willing to engage in all kinds of activities. They are friendly, courteous, expressive and love to share their experiences, thus having good speaking ability. Children get along well with each other and actively help peers, which shows friendliness among them. Children observe the rules and are self-disciplined. They possess good self-care abilities that they put on and take off their shoes by themselves, as well as tidying up toys after activities.

3. Recommendations for Enhancing Self-improvement of School

The school has established a clear SSE mechanism and devises its major concerns according to the development trends in kindergarten education. The school is required to set specific strategies and focused success criteria in view of the task objectives. Teaching reflections and child assessment information should be used as tools for review, so that the school can evaluate the effectiveness of the major concerns accurately. The management must lead teachers to review the homework design and remove the inappropriate content to meet children's developmental needs. It is also necessary for the management to steer teachers to conduct peer lesson observation with foci, thereby further enhancing the teaching quality.