

**School No.: 563579**

# **Quality Review Report (Translated Version)**

**Tung Wah Group of Hospitals  
Lo Wong Pik Shan Nursery School**

**Unit 425 – 434, G/F, Po Man House, Oi Man Estate, Ho Man Tin, Kowloon**

**18, 19 & 21 July 2022**

**Kindergarten Inspection Section  
Education Bureau**

**. Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 18, 19 & 21 July 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 school is committed to improving the quality of education, seeking progress while maintaining stability. It makes good use of the support from the school sponsoring body to carry out its work. It also liaises with kindergartens under the sponsoring body, such as conducting curriculum studies jointly and sharing teaching resources. The cross-school collaboration outcomes are used to facilitate the school's development of learning and teaching in response to the trends of kindergarten education. With reference to the school-based development needs, the management encourages teachers to attend training of the sponsoring body, introduces external support and organises internal sharing and exchange of teaching and learning to strengthen teachers' professional competence. The principal takes office this school year. She has worked with some of the teachers in the school for many years. Having a good understanding of the school's development progress and the characteristics of the curriculum as well as the abilities and expertise of the teachers, the principal is able to properly allocate duties and empower teachers with potential to lead and co-ordinate the work, bringing into play their leadership skills. She arranges for teachers with different qualifications and experience to work together to enable their enlightenment and learning among each other. The team is quite stable and the working atmosphere is harmonious. Teachers have a sense of belonging to the school and they proactively equip themselves in different professional areas, striving to improve the effectiveness of work and making concerted efforts to promote the sustainable development of the school.
- 1.2 The teaching team grasps the concept of self-evaluation and effectively adopts the "Planning-Implementation-Evaluation" cyclical process to initiate or refine its work. The school analyses and consolidates data from questionnaires, teaching reviews and children's assessments to evaluate the effectiveness of its work and review the overall school context, so as to understand the room for improvement and the direction of development, formulate annual major concerns and devise work plans. The school

has been focusing its efforts on catering for the diverse needs of children. In recent years, in accordance with the education policy and children's needs, the school has implemented appropriate strategies in the aspects of teacher training, activity design and environment set-up to enhance the support for children of different pace of development. Emphasis was put on exploring teaching techniques to facilitate children's active participation in music activities last school year. In this school year, teachers has applied their learning from training to revise the design and content of activities, enrich the elements of music in interest corners, and make use of the feedback from peer lesson observations to refine teaching strategies and arrangements. The work is effective which has successfully promoted children's motivation and interest in engaging in music activities.

- 1.3 The team is caring, has a good relationship with children and maintains close liaison with parents. A caring and inclusive culture is entrenched in the campus. The school makes good use of resources, including working with the professional teams of the school sponsoring body and specialist staff to provide suitable services for children with special needs, such as on-site assessment, learning adjustment, individual or group training. In recent years, the school has participated in external support programmes to enhance the professional competence of teachers, hence, strengthening their assistance to non-Chinese speaking children in learning Chinese and integrating into school. Parents appreciate the school's caring culture, are willing to communicate and cooperate with the school and take part in parenting education or parent-child activities. They support and trust the school. As observed, children love to go to school, accept and get along well with each other, and are happy to share what they have seen and heard with teachers. They are engaged in school life.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum outline provided by the school sponsoring body to develop a school-based curriculum with content covers all learning areas. Teachers select stories that are related to children's lives and interests, design a variety of play and adopt a theme-based approach to implement activities that integrate different learning areas to promote children's all-round development. Teachers pay attention to learner diversity. They observe children's performance and draw reference from children's assessment information so as to

adapt teaching objectives and strategies based on children's abilities; this, together with different levels of activities and flexible grouping arrangements, supports children's learning and growth properly. The daily activity schedule is balanced and appropriate. The school provides children with sufficient time every day for a variety of activities and opportunities to explore independently or play with their peers, so that they can develop and practise positive values and attitudes, and learn and apply relevant knowledge and skills.

2.2 Enhancing teachers' skills in designing and leading music activities has been regarded as one of the school's major tasks in the recent two school years. A comprehensive deployment has been made to guide children to enjoy and take part in music activities, and has achieved great effectiveness. The school has set up a task force and let teachers participate in training of the school sponsoring body to strengthen their professional knowledge and skills in organising and designing music activities. The task force has shared their learning in collaborative lesson planning sessions and led their peers in refining the content of music lesson plans for all grade levels in a step-by-step manner, which includes working out a clear lesson structure, adding music and sensory elements to activities, and incorporating rhythmic and creative expression activities. The school has conducted focused peer lesson observations to keep abreast of the progress and effectiveness of the work during its implementation; teachers have learnt from each other through lesson observations to improve their teaching design and strategies. As observed, the music activities are linked to the learning themes. Children are able to relate to what they have learnt and quickly integrate it into real-life contexts. They sing to the melodies, play the musical instruments in ensembles and engage in rhythmic creations according to the rhythm and mood. Teachers choose the music thoughtfully, and their lively interpretations can lead children to engage in activities for imagination. Children generally participate actively, showing confidence in their singing and displaying creativity in their body movements.

2.3 Teachers plan and decorate the learning environment meticulously, making good use of the classroom space to set up a number of interest corners. A wide range of teaching aids, toys and materials are provided, some of which are of different levels, so that children can learn and explore according to their own abilities and interests. The design of interest corners and the display of children's artwork echo the learning themes and help children extend or deepen their learning. Apart from displaying children's creations for their appreciation among each other, teachers also use

children's work as teaching aids or play materials, which can enhance children's sense of belonging. In line with the major concern, a "music corner" has been created in the classroom. Musical instruments, music books and teaching aids such as scarves and ribbons are placed in the "music corner" to increase children's exposure to music and raise their interest in learning. As observed in the free choice activity sessions, children take the initiative to take part in various activities according to their own preferences. They follow the rules of corner activities and pack up teaching aids afterwards on their own accord. They love to role play swimming in the beach with peers at the "imaginative play corner", or go to the "music corner" to try their hand at using musical instruments to play simple music scores of nursery songs prepared by the teachers and singing along happily. During the process, teachers observe children's performance, ask questions to guide them in solving problems or expressing themselves, and join children's play to facilitate their engagement in learning. After the activities, teachers invite children to share the number and type of corners they have visited. Teachers may also encourage children to share their experiences and feelings, and give appropriate feedback to help them organise and consolidate the knowledge and skills acquired.

2.4 The school's policy on the assessment of child learning experiences is clear. The assessment content is aligned with the curriculum objectives, the items cover all learning areas, and the assessment criteria are appropriate, reflecting children's development in different aspects effectively. Teachers regularly conduct thematic assessments for children and keep track of their performance in various learning areas through continuous observation and recording. They also keep parents informed of the objectives and contents of the theme-based learning in a timely manner so that they can have a better understanding of their children's learning. At the end of the school term, teachers summarise children's performance and recognise their abilities and progress. The learning portfolios collect assessment information, observation records and learning works of children, keeping their records of development properly. The portfolios provide an important reference for parents and teachers on children's growth. The school makes good use of assessment data to analyse the effectiveness of learning and teaching, to identify children's abilities and needs and provide appropriate support for them as well as to inform curriculum and teaching adaptations.

2.5 The management leads teachers to devise the teaching content for all grade levels in accordance with the curriculum outline. It monitors and supports the

implementation of the curriculum in a timely manner through regular meetings, review of teaching documents and lesson observations. Teachers work together to develop lesson plans with specific learning objectives and clear teaching procedures which help them carry out the activities smoothly. Upon completion of each learning theme, teachers perform teaching reflection to review learning content and arrangement of the activities. The school also deliberately emphasises the evaluation of music activities this school year so as to enhance work effectiveness. Teachers are able to examine the strengths and weaknesses of the teaching plans in the light of children's performance and try to propose follow-up suggestions. They are still required to focus on the teaching difficulties and draw up corresponding strategies in order to reinforce teaching effectiveness.

- 2.6 Teachers are kind, patient and caring. They are aware of children's abilities and needs, and have a good rapport with them. Children are respectful of their teachers, lively and polite. They observe rules during activities and change activity venues smoothly. They can put on and take off shoes and socks on their own and access personal belongings. K2 and K3 children are able to assist teachers in distributing refreshments, cleaning tables and sorting tableware, demonstrating great self-care abilities. During small group learning, teachers are well prepared to use objects, pictures and stories to raise children's learning motivation. The interactions between teachers and children and among children are good in some small group activities. Teachers use questions effectively to understand children's grasp of the key learning points. They also ask extended questions based on children's responses to encourage their further exploration or discussion. Children listen attentively to the teachers' explanations and questions, and they respond and share their life experiences proactively with good language comprehension and expression skills. During the physical activity sessions, children like participating in group games, working with peers to complete simple learning tasks as well as enjoying different free choice activities, showing their interest in physical activities and their active side.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 Over the years, the school has developed various support strategies to cater for the diverse needs of children, and those that have been effective are implemented on a regular basis and refined continuously. On this basis, the school is advised to focus

on its development priorities, analyse work performance from multiple perspectives, place emphasis on the evaluation of effectiveness, and consolidate experiences to inform planning.

- 3.2 The team conducts regular teaching reviews to help improve the curriculum and teaching plans. As every teacher has his own strengths, the management may further enhance professional exchanges among the team, such as enabling teachers to share their teaching experiences with each other and jointly explore specific follow-up measures, so as to enhance the effectiveness of teaching reflection for the continuous improvement of learning and teaching.