

School No.: 157511

Quality Review Report (Translated Version)

**Tung Wah Group Of Hospitals Lui Fung
Faung
Memorial Kindergarten**

G/F, Sheung Sam House, Lung Hang Estate, Shatin, New Territories

6, 9 & 11 January 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: 6, 9 & 11 January 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 has a clear management structure and each level of hierarchy has well-defined authority and responsibility. Though there have been personnel changes in the management this school year, the new principal and senior teacher shoulder the responsibilities together and actively lead the team to continue carrying out various school tasks smoothly. In order to strengthen the communication within the team, the management arranges brief meetings for team members before class every day to disseminate important information and collaboratively follow up on the school affairs to ensure the school's smooth operations. The school assigns teachers to plan the tasks for different functional groups according to their experience and strengths, which facilitates team members to unleash their potential. Meanwhile, it helps teachers reflect on their performance through self-evaluation of the appraisal system and allows the management to identify the expertise and training needs of teachers to formulate measures for fostering the team's professional growth. The school organises training activities that related to physical and moral education for teachers to promote further studies among team members are in line with the development plans, hence enhancing professional competence.
- 1.2 The school has a sound school self-evaluation (SSE) mechanism. Team members often review the effectiveness of various work tasks and consider areas of improvement in daily routine and teaching. The SSE culture has been entrenched in the school. The management leads the team to regularly analyse the data and the views collected from the stakeholder surveys to formulate work plans with explicit targets and success criteria that correspond to the school context. On the basis of the SSE results, the school has regarded boosting children's physical development and promoting children's understanding of Chinese culture and moral cultivation as its major concerns in the recent two years. The school arranged trainings and seminars in accordance with the work plans and based on the needs of teachers and parents. Teachers are encouraged to actively apply their acquired knowledge to

formulate curriculum design. The trainings also helped parents gain a deeper understanding of children's needs in physical and moral development. The school has deployed the strategies of the work plans from multiple perspectives and implemented the proposed work effectively. The major concerns have delivered results.

- 1.3 Teachers accept and care for children. They are able to identify children's special needs deftly, take proper follow-up action and make referrals. The school arranges for the newly admitted children to join preschool playgroup with their parents so that they can get familiar with the school environment. Regarding the interface between kindergarten and primary education, the school organises appropriate adaptation activities to let children understand the learning mode and daily schedule of primary school, preparing them psychologically for promoting to primary one. It also arranges primary school visits for parents and holds parents' meetings to provide them with information about choosing primary schools. The school values home-school communication and parent education. It maintains liaison with parents through various channels to respond to and follow up on parents' views. The parent-teacher association has been set up to mobilise parent volunteers to assist in carrying out school activities. Parents are willing to take part in school activities and support the development of the school.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum materials of the sponsoring body, takes into account children's needs and interests and use content of picture books to create different themes. The curriculum content is related to everyday life and covers all learning areas, with diversified activities that help cultivate children's attitudes, develop their skills and construct their knowledge. The school has put much effort into fostering a sense of national identity in children in recent years. It has incorporated Chinese culture into the curriculum and added learning content like traditional Chinese costume, art and food culture that ties in with themes. The school has followed up on the recommendations of the previous Quality Review to refine its daily schedule to facilitate children's balanced development. The daily schedule is properly planned that children has sufficient opportunities to engage in music, physical, art and free choice activities every day. However, some of the learning content of early childhood mathematics for K3 children in the second school term is rather difficult and K1 children are asked to write characters along the dotted

lines. The school must review at once and remove the inappropriate part to meet children's developmental needs.

- 2.2 The school has a robust mechanism for the assessment of child learning experiences. The assessment items are in consonance with the content of thematic learning and teachers evaluate and record children's learning in various areas through continuous observation. They summarise children's developmental milestones regularly to keep parents informed of their children's learning. The school develops learning portfolios for children while teachers systematically maintaining observation records and children's works. Teachers also encourage children to self-evaluate their personal performance briefly and guide children to appreciate their own good behaviour, thus corroborating children's growth at different stages. Teachers report to parents their children's learning in a timely manner and make follow-up suggestions to support parents in fostering their children's development. The management leads the team to analyse and consolidate children's assessment information on a regular basis to inform curriculum planning and teaching designs.
- 2.3 There is a clear mechanism for monitoring the curriculum implementation in the school. The management is responsible for coordinating curriculum planning and leads teachers to review the effectiveness of the activities, thereby promoting curriculum development collaboratively. The management gets a grasp of the curriculum implementation at each grade level through scrutinising teaching documents, observing lessons and attending meetings. It also reminds teachers and makes suggestions for improvement. In pursuance of enhancing the effectiveness of curriculum evaluation, the management has amended the teachers' reflection record form this school year to guide teachers to reflect on teaching skills and activity effectiveness and suggest relevant recommendations for improvement, which is then served as reference for teachers in refining the curriculum design. Such practice is conducive to strengthening teachers' reflective abilities.
- 2.4 The school regarded promoting children's understanding of Chinese culture and moral cultivation as its major concern last school year. Teachers chose suitable picture books that aligned with themes to enable children to have a basic understanding and appreciation of traditional Chinese culture. The school also built a sense of national identity in children by reading Tang poetry out loud to, sharing traditional stories with and introducing China's tourist attractions to them in the morning assemblies as well as displaying the national flag and the regional flag in the classrooms. Drawing on the experience of implementing the major concern last

year, teachers further furnish the school environment with traditional Chinese culture this school year, including setting up Chinese culture corners where interactive games are designed with the learning objectives of knowing about Chinese costume, Chinese opera masks and Chinese food, stimulating children's interest in learning traditional Chinese culture. As observed, children described the features of Chinese costume and shared their experience of dining in Chinese restaurants during games, showing their understanding of traditional Chinese clothing and food culture. The school invites parents to be storytelling parents to share with children moral stories at school periodically. It also organises reward schemes on good behaviour and designs caring-themed parent-child tasks. It rallies parents to implement the work and joins hands with them to nurture positive values in children. Children take the initiative to care about peers who are absent and make use of the caring mailbox to send greetings and blessings to one another. The effectiveness of the major concern has been identified.

- 2.5 In view of children lacking exercises during the suspension of face-to-face classes, the school has considered strengthening children's physical development as another major concern in the recent two years. Teachers shot different videos of physical games last year in the hope of helping children build a habit of exercising at home. They also conducted seminars for parents to raise their attention and understanding of the physical development of their children. In this school year, the management arranges continuous training for teachers to further improve their skills in designing physical activities. It also adds more physical equipment. Teachers put into practice the professional knowledge that they have learnt from training. They design a wide range of games by using different equipment so as to encourage children to master actions like jumping and throwing. In addition, the school holds physical games day of different themes every month. Children take part in the interesting games of the games day to foster their physical development. It is observed that teachers designed challenging circuit games and races to prompt children to use skills such as leaping and throwing. In the course of events, teachers also adjusted the ways of play to maintain children's learning interest. Children are energetic and enjoying the fun of the physical games. The major concern has borne fruit.
- 2.6 The school has created a rich learning environment for children. Teachers use the space wisely and the setup is in tandem with themes. They also provide teaching aids and materials that meet children's interests and development to consolidate

children's learning. Children love to read in the reading corners and share interesting stories with their peers. They also go to the art and craft corners and create of their own accord. Their drawings and origami work are creative. In the exploratory corners, there are experiments with simple operations and obvious results. For instance, teachers design an activity to dissolve the sugar coating in water. During the activity, they guide children to observe and make simple record forms to enable children to comprehend the abstract concept of dissolution and cultivate children's curiosity towards their surroundings.

2.7 Teachers are well prepared for teaching. They utilise pictures, real objects and multimedia resources as teaching materials while designing learning activities thoughtfully and arousing children's motivation in learning by questioning. Teachers design a variety of music activities to stimulate children's imagination with songs and games and guide children to tap the musical instruments with the aid of pictures. Children are engaged in the activities. They sing and move their bodies to the melodies and rhythms, thoroughly enjoying themselves. Children complete the activities of the daily schedule actively, during which they respond to teachers' questions eagerly and are willing to communicate with others, demonstrating good language comprehension and expression. Children get along with peers as they often play together and help one another. They also have favourable self-care abilities that they tidy up the place spontaneously after activities. Teachers invite children to briefly share their activities or introduce their work in the review session every day. Teachers may improve their skills in leading children to revisit the activities so as to guide and help children collate their experience effectively, thereby extending their interest in learning and consolidating their newly constructed knowledge.

3. Recommendations for Enhancing Self-improvement of School

Members of the team work as one to promote the development of the school and embed the rationale of SSE in daily routine to review the effectiveness of various work tasks continuously. Building on this foundation, the management is required to lead the team to examine and refine the homework designs of K1 and K3 and remove the excessively difficult parts to ensure that the homework meets children's developmental and learning needs. The management should also further improve teachers' abilities in helping children to revisit the activities and encourage children to explore new knowledge through play and extend their interest in learning.