

School No.: 158976

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals
Wong Chu Wai Fun Kindergarten**

G/F, Yiu Hong House, Tin Yiu Estate, Tin Shui Wai, Yuen Long, NT

14, 15 & 17 June 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: 14, 15 & 17 June 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 maintains close liaison with its sponsoring body and has been supported in many aspects such as administrative management and teacher training, so that the school can develop steadily. The organisational structure of the school is clear and the management is open-minded. The school has set up various channels to encourage team communication, and allocated teachers' duties properly according to their ability and experience to empower them. The management has rich professional knowledge. It organises different types of training activities according to the current learning and teaching situation of the school and the needs of teachers to promote the professional development of teachers. The management carefully evaluates the effectiveness of the training and follows up in a timely manner to effectively lead the team to study teaching strategies, deepen and practise what they have learned, improve the quality of teaching, and establish a learning community. All members of the school play in a team and pool their wisdom to push the school to move forward.
- 1.2 The self-evaluation (SSE) mechanism of the school operates smoothly. The team evaluates the effectiveness of various tasks in a timely manner by means of collective discussion, then analyses the existing foundation of the school, discusses the annual direction of development, formulates appropriate major concerns, and effectively integrates the cyclical SSE rationale into the routine of work. The school has followed up on the recommendations of the previous Quality Review, to revise their daily schedule and arrange balanced activities to promote the all-round development of children. The school is concerned about children's growth, and has been focusing on promoting children to learn through play and cultivating children's moral and affective development in recent years. In response to children's needs, the school has formulated clear task objectives and implemented appropriate strategies from the aspects of training, curriculum design and home-school communication, to facilitate achievement of the expected results of various plans.
- 1.3 The school has established a clear mechanism to support different needs of children

and made good use of resources to provide identification and referral services for them. Teachers are concerned about the adaptation of newly admitted children, and arrange parent-child activities before school starts to help children familiarise themselves with the people and environment of the school, so that they can enjoy school life as soon as possible. The school establishes a relationship of mutual trust with parents, stays in touch with parents through daily conversations, telephone calls and parents' meetings, properly follows up parents' opinions, and arranges teachers to translate and help parents of non-Chinese speaking children understand their children's learning performance. The school regards parents as partners, recruits parents as volunteers to participate in various activities in the school, so as to increase their understanding of the school. It also plans diversified parent activities to equip parents with methods to educate their children and skills of parent-child reading to enhance their competence in parenting.

2. Learning and Teaching

- 2.1 The school formulates the curriculum with reference to the *Kindergarten Education Curriculum Guide*, selects real-life themes and picture books, designs fun learning activities according to children's interests and abilities, and provides opportunities for firsthand experience, such as visiting farmers, posting letters, visiting bakeries, etc., to promote meaningful learning. The effectiveness of the integrated school curriculum is good. Teachers first arouse children's interest and curiosity about the theme through whole-class activities, and then extend children's learning experience in various areas through other activities. The arrangement is thoughtful and can effectively cultivate children's positive values as well as enhancing their skills and knowledge. The school's daily schedule is properly-arranged, so that children have sufficient time for music, physical, art and free choice activities every day, which can promote their all-round and balanced development and help them establish an interest in active learning. Teachers design theme-based activities before K3 children are promoted to primary one, so that children can have an initial understanding of primary school life, learn to deal with the weariness upon leaving, and be prepared psychologically.
- 2.2 The school formulates a policy on the assessment of child learning experiences and establishes learning portfolios for children. Teachers continuously observe children's learning performance, and present children's learning progress through theme-based assessment, children's works and summative assessment reports.

Teachers regularly report the assessment results to parents, so that parents can understand their children's learning in a timely manner. Parents are also invited to share their children's performance at home as evidence of their children's growth from different perspectives. The school uses findings of child assessment to review teaching effectiveness and inform the curriculum. The school can continue to study with teachers the design of the summative assessment report to demonstrate holistically children's progress at different stages in various development domains.

- 2.3 The management pays attention to the effectiveness of learning and teaching, and systematically coordinates and monitors the curriculum through classroom walkthroughs, participation in meetings, scrutiny of curriculum documents, etc. The management empowers grade level coordinators to assist in curriculum coordination and jointly support teachers' teaching. The school organises inter-school as well as school-based peer lesson observation activities to enable teachers to observe each other and improve their teaching skills. The management accepts new ideas, encourages teachers to innovate, and provides adequate resources and professional support. Teachers have good reflective ability. They actively follow up on children's learning performance, and enhance teaching effectiveness through the cyclical process viz. "planning, implementation and evaluation".
- 2.4 In the past two years, the school has regarded promoting children to learn through play as its major concern. Last school year, the school introduced external professional support. Teachers in the core group studied the conditions for creating a desirable learning environment, set the goal of refining the environment, and put it into practice. Then, the school arranged school-based professional exchange activities to lead other teachers to jointly create a learning environment rich in exploratory elements and design interesting activities. In the current school year, the school continues relevant work and focuses on improving the interest corners related to the area of "Nature and Living". The team has a clear consensus on the plan. From observation, teachers provide simple and interesting play materials for children to explore and test in the exploration corner. The objectives of the activities are clear and the effects are obvious; children actively try to find answers through prediction and verification. The creation corner provides abundant and diversified art materials to attract children to stay in the corner and concentrate on creation. The set-up of the imaginative play corner attracts children to take the initiative to play different roles. Children's language and social development is promoted through communicating with each other and learning to coordinate with

others. A small letter box is set up in the classrooms. Children draw pictures and write letters to their peers in a proactive manner and use words and pictures to convey their feelings meaningfully. Teachers are also concerned about children's learning effectiveness. They observe, intervene and participate in play in a timely manner to inspire children to learn. The effectiveness of the major concern is significant, thereby facilitating the effect of children's learning through play.

2.5 Fostering the moral and affective development of children is another major concern of the school year. The school has enriched its school-based moral education strategies, designed a parent-child moral activity handbook to encourage parents to jointly cultivate children's good behaviours, such as being polite and cooperative with others. In addition, the school has introduced external affective education resources and tried out activities in K2 to help children understand and express emotions, be good to themselves and care for others. Children can rest or talk to their peers to relieve their emotions in the sharing corner. Teachers flexibly use life events as teaching content to positively guide children to abide by rules. Children are observed to respect and love their teachers and get along well with their peers. Children can express their needs in appropriate ways and know how to respect and appreciate others. The implementation of the major concern is able to enhance the effect of moral education and further strengthen the caring culture of the school so that children can grow in a caring atmosphere.

2.6 Teachers are well-prepared for teaching and make suitable teaching materials according to the abilities of children to help them understand the learning content. Teachers have good communication skills. They ask appropriate questions to guide children to observe and think, and provide opportunities for children to cooperate to promote interaction. Teachers are observant to children's needs and respond or adjust their teaching methods in a timely manner in the teaching process to improve children's learning effectiveness. Teachers are kind and patient, tolerant and receptive to different needs of children. Teachers accompany those children who are yet to engage in activities at the time, and encourage them to gradually participate and enjoy the fun of learning together. In music activities, teachers lead children to associate and move rhythmically. Children love singing and doing different moves along with the stop, start, fast and slow of the music, showing enjoyment. Teachers make good use of the venue to set up various physical games, such as circuit games and skills training. Children have sufficient opportunities for exercise which is beneficial for their physical development.

2.7 Children are friendly and courteous. They show good self-discipline and comply with rules. They are curious, interested in learning and actively participate in all kinds of activities. They are also brave to express their thoughts and show confidence. Children are attentive and engaged in play and learning, and can persist in completing various activities. Children have good self-care abilities and know how to sort and tidy up the things used. Non-Chinese speaking children integrate into school life, love to go to school, establish friendships with Chinese speaking children, and learn and grow happily together. As observed, non-Chinese speaking children can understand teachers' instructions and try to express themselves in Chinese. The school can continue to enrich the experience of non-Chinese speaking children in listening and speaking Chinese in their daily learning activities.

3. Recommendations for Enhancing Self-improvement of School

The management plays the role of professional leadership and effectively leads teachers to improve the school-based curriculum. The teaching team possesses professional competence, actively studies and practises strategies to enhance teaching quality and cultivate children's interest and ability in active learning. The school can move forward in this direction, continue to review the design of the summative assessment report through self-evaluation, and constantly improve the quality of education.