

School No.: 542547

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals
Wong Wu Lai Ming Kindergarten**

**G/F, Shek Fu House, Shek Lei (II) Estate,
Kwai Chung, New Territories**

18, 19 & 21 October 2021

**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 October 2021

- 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 maintains close communication with the management. It provides support and advice in various aspects for promoting the development of the school. The leadership team also arranges affiliated schools of the sponsoring body to organise joint-school teacher training and principal meetings to facilitate communication among the affiliated schools and pull together their professional capacity. As the founding members of the school, the management possesses in-depth understanding of the school's operation and development, and grasps its development needs. It leads teachers to improve the curriculum and child support services continuously, demonstrating its professional leadership. Also, the management provides suitable training according to teachers' abilities and needs, and arranges teachers to take up different duties in an effort to nurture their abilities in various aspects. The school supports newly recruited teachers properly. It sets up an induction mechanism for new teachers to collaborate with experienced teachers. Besides, it arranges lesson observation activities for new teachers to grasp the teaching skills so that they can adapt to their work as soon as possible. The culture of exchange and sharing has been created to foster mutual trust and support among the teaching team. Teachers work as a team to promote the school's development with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review to draw up clear objectives for the major concerns, which is conducive to evaluating and enhancing the effectiveness of its plan. The school regarded fostering children's interest in language learning and nurturing their moral characters as the major concerns in last school year, which dovetailed with its development needs. It implemented the plan with diversified strategies such as teacher training, adjustment of curriculum design and encouraging parents' participation. In the meantime, the school made good use of activities evaluation and the views of stakeholders to assess the effectiveness of the work systematically and to adjust the strategies of the plan. As such, the expected results have been achieved. By taking into account of the

development trend of curriculum and the needs of children, the school identifies two major concerns which are enhancing children's understanding of traditional Chinese culture and fostering their physical development in this school year. The school formulates clear development direction and devises appropriate strategies and success criteria, which is effective to promote the school's development.

- 1.3 The school cares about the diverse needs of children. It has established a mechanism to identify and cater for children's diverse needs. The school also makes good use of the resources from the sponsoring body and external professional services to provide children with suitable support as early as possible. The school pays attention to children's emotional changes at the beginning of the school term and appropriately arranges activities for children to adapt to the new learning environment in a step-by-step manner. The school values home-school cooperation and regards parents as vital partners of the school's development. It establishes diversified communication channels to collect parents' views for enhancing the service quality of the school. The school organises activities for parents according to their needs, which effectively enhance their understanding of parenting. Parents agree with the school's mission and they support the school through action, including actively participate in school's voluntary work and parent-child activities. They collaborate with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes use of the themes related to children's life experience to devise the teaching plan for the whole year. It selects picture books and materials from the teaching packages carefully when designing activities according to the teaching objectives of different learning areas. The curriculum is comprehensive and instil in children positive attitude while enabling them to acquire skills and construct knowledge. Teachers take into consideration of children's abilities and interests to design diversified learning activities which align with the themes in a bid to enrich their learning experiences. The school arranges proper daily schedule for children. Their balanced development can be facilitated as they have sufficient time to take part in physical, music, art and free choice activities every day. However, the numeracy and language exercises, and some homework in the kindergarten-primary transition programme of K3 children are rather difficult. The school must review the homework design and remove those difficult homework in order to suit children's abilities and learning needs.

- 2.2 The school has put in place a clear mechanism to assess children's learning experiences. Teachers continuously observe and record children's learning progress in order to assess their performance in different learning areas. They also develop learning portfolios to keep children's assessment information, work and so forth, thereby helping parents understand their children's growing process and learning progress. Teachers summarise the overall development of children and provide parents with suggestions on supporting children at the end of the school term. Parents collaborate with the school to nurture children's growth, home-school cooperation is thus enhanced. The school collates and analyses the assessment information systematically which is served as evidence for refining the curriculum.
- 2.3 In last school year, the school regarded improving the design of language activity as the major concern, striving to facilitate children's interests in learning languages. The management arranges training for teachers to enhance their understanding on the design of language activity and work together with teachers to revise the learning content. They draw up specific developmental objectives for each grade level according to children's abilities and design diversified language activities. As observed, teachers create a language-rich environment to engage children in different language games. Teachers conscientiously design teaching aids that effectively attract children to use languages through relaxing games. Children show their interests in learning language. The effectiveness of the major concern has been seen.
- 2.4 The school puts much effort on nurturing children's moral development. It considered promoting moral education as another major concern in last school year. By infusing moral elements into the curriculum and using picture books as the entry point, the school enables children to develop good moral characters such as respecting others and being responsible, thereby cultivating children's positive values and attitudes. The school enhances teachers' understanding of designing emotional and moral education activities through training. Teachers put what they have learnt into practice proactively. They encourage children to practise good behaviour in different ways. From observation, apart from setting good examples by themselves, teachers often praise children for encouraging them to practise good behaviour. Children are polite and they get along well. Some children take the initiative to concern others, creating a pleasant atmosphere at the campus. The school has implemented the relevant strategies of the development plan on a regular basis in order to nurture children's good moral characters continuously. The school regards strengthening children's understanding of traditional Chinese culture as a

major concern in this school year. Taking into account children's life experience and interests, teachers incorporate games related to traditional Chinese culture into learning activities or classroom learning corners according to the themes. Children are interested in the games. The plan has been commenced smoothly.

- 2.5 The school has established a well-developed mechanism for curriculum coordination and monitoring. The management demonstrates its leadership to lead teachers in curriculum meetings to discuss and review teaching activities, encourage teachers to share their teaching experience, thereby improving the curriculum design. The management grasps and monitors the implementation of curriculum through scrutinising documents and conducting classroom walkthroughs. It also gives teachers appropriate feedback and support. Teachers review and inform the curriculum from the perspectives of children's learning effectiveness, teaching strategies, activity arrangement, etc., when evaluating their teaching, thus the overall curriculum planning is adjusted effectively.
- 2.6 Teachers decorate the classrooms conscientiously according to the themes. They set up various learning corners and place manipulative multi-sensory learning materials for children to explore freely. It is helpful to cultivate children's positive and proactive learning attitudes. Teachers design interesting collaborative games to facilitate children's social development effectively. Some teaching aids are of different levels of difficulty to meet the diverse learning needs of children. Teachers design the log sheets of corner activities based on the abilities of children of different grade levels. K3 children set their own learning goals before starting the activities. They play and learn at their own pace. Children are devoted to the activities during free choice sessions. They love playing games with peers or concentrate on manipulating the teaching aids placed on the table. They have great fun in the activities. Some teachers participate and intervene in children's play, which is effective to guide children to extend their learning. At the end of activities, teachers draw brief conclusion with children. The school may further enhance the role of teachers during play and provide more opportunities for children to express and interact. Hence, children can share their play experiences, with a view to enhancing the overall effectiveness of learning.
- 2.7 Teachers are amiable and have good rapport with children. They accept children's diverse needs and help them through individual counselling, homework adjustment and so forth. The teaching team regards enhancing children's physical development as another major concern in this school year in accordance with the developmental

needs of children. The school adds more sport materials and equipment for children to take part in diversified physical activities. It also designs games to encourage children to do simple physical activities when they enter the school every day. During physical activities, teachers arrange children to learn different skills. Children are also invited to set rules of games in some activities so as to enhance their motivation to participate. The effectiveness is good. Meanwhile, the school plans to invite parents and teachers to attend workshops to enhance their understanding of physical development of children. The school implements the major concern in various aspects such as environment setup and curriculum planning. The effectiveness is expected to be seen.

2.8 Children are kind and care for their peers. They enjoy learning and take part in different activities enthusiastically. They listen to teachers' explanation attentively and raise hands to answer questions proactively. Moreover, they are bold to express their views. Children take on and off their shoes and jackets on their own. They take the materials as necessary during play, then put them back and tidy up after using, showing good self-care abilities. Children take turns to be the group leader to help their groupmates, demonstrating the spirit of serving others.

3. Recommendations for Enhancing Self-improvement of School

The school has applied the SSE rationale on learning and teaching to evaluate the teaching effectiveness continuously. The management should lead the team to review and rectify the design of homework and the kindergarten-primary transition programme for K3 children, so as to ensure that those homework meet children's abilities and learning needs. The school may also further strengthen the role of teachers during play through teacher training with a view to enhancing the learning effectiveness of children.