

School No.: 564222

Quality Review Report (Translated Version)

**The Women's Welfare Club (Eastern District)
Nursery Hong Kong**

G/F, Oi Ping House, Oi Tung Estate, Shau Kei Wan, Hong Kong

14, 15 & 17 November 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: 14, 15 & 17 November 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 facilitates the leadership team to keep abreast of the school's development, make timely suggestions and support on administrative matters and work plans through regular meetings and monthly reports. The management understands teachers' strengths and needs and hence allocates duties based on their abilities and preferences. In view of the school context and the education trends, the management utilises the resources properly and plans the development work appropriately. Peer lesson observation is arranged annually for teachers to observe and learn from each other, thus fostering exchanges and enhancing the overall teaching effectiveness. Members of the team are keen to further their studies and willing to take on duties in different areas of work in order to broaden their professional horizons. The teaching team is stable and the members establish a rapport that they implement tasks and promote the school's sustainable development with concerted effort.
- 1.2 The school follows up on the recommendations of the previous Quality Review to evaluate and assess the work's effectiveness in an orderly manner, so as to plan the work in the next stage. In conjunction with the development direction of the kindergarten education curriculum, the school took steps to incorporate moral elements into the learning themes to enhance the integration of the curriculum last school year. It was implemented through strengthening teachers' abilities to formulate learning content and design activities with external support. Also, keeping up with the success in applying picture books in thematic teaching in the previous school year, the school has considered further enhancing children's interest in reading and developing their reading habits as its major concerns of this school year. The school devises strategies to implement its work objectives from various aspects, including introduction of professional support, enhancement of activity arrangement, as well as inviting parents to participate in the activities. The planning is appropriate in general.

1.3 The school strives to create a caring and harmonious campus. Teachers cater for the diverse needs of children, identify children with special needs promptly through observation, and make subsequent referrals thereafter. The school coordinates closely with the external professional support team to aptly arrange on-site assessments and targeted counselling services for children. The school also maintains good communication with parents while the support team provides parents with professional advice and arranges training for teachers based on their needs. For children who are newly-admitted and those who will be promoted to primary one, the school puts in place respective measures to help them adapt to the new learning environment. Adaptation week is carried out to assist newly-admitted children in integrating into kindergarten school life gradually. Thematic learning and visit activities regarding primary one transition are arranged for K3 children in order to facilitate their understanding on primary school life. The school takes into account parents' needs to organise parent groups, parent-child activities and cohost seminars on parent education with the parent-teacher association and external entities, such that child rearing skills and parent-child relationships can be strengthened. The school also provides activities for parents to get involved, with the aim of enhancing home-school cooperation.

2. Learning and Teaching

2.1 The school organises an integrated curriculum with themes by making reference to the teaching packages and in accordance with the *Kindergarten Education Curriculum Guide*. The curriculum content covers all learning areas. Teachers select suitable themes that tie in with children's developmental needs, for example, self-understanding and getting to know the surroundings are applied as the learning content for K1 whereas those for K2 children focus on understanding the community; the learning content of K3 includes understanding China and expanding children's horizons to the world. For the purpose of broadening children's learning experiences, teachers select different topics in view of the interests of children in each grade level when conducting project learning, of which the themes align with children's life experiences, thus guiding them to observe and explore. In addition, the school periodically opens the gross motor activity room which is furnished with abundant materials for children's exploration. At the end of each activity, teachers review the activity arrangement and make improvements on the venue and material

settings. They are committed to facilitating children's learning through play. The school provides children with sufficient time for engaging in music, physical, art and free choice activities every day. The daily schedule is balanced. However, the homework in early childhood mathematics for K3 children contains difficult content. The school is required to review and remove such content.

- 2.2 Last school year, the school regarded enhancing teachers' skills in designing integrated teaching activities as its major concern. Through the introduction of external support with activity design, lesson observation and evaluation, moral education was connected with the themes to step up the effectiveness of the curriculum integration and improve the curriculum design. The curriculum documents of this school year show that teachers develop teaching schedules and plans based on children's age, ability and life experiences. Teachers incorporate learning elements of moral and Chinese culture into the curriculum by connecting them with themes. The effectiveness of the integration has been seen. The school infuses elements of Chinese culture and national education into the curriculum, with an aim of promoting children's understanding of Chinese culture and cultivating their sense of national identity. For example, in the theme of family, teachers explain to children the Chinese traditional virtue of showing love and respect to parents and the elderly. When introducing natural resources to K2 children, children are guided to pay attention to the environmental issues of our country and develop awareness about environmental protection. With Chinese historical landmarks as the theme for K3 around China's National Day, children increase their knowledge of national and traditional culture and develop a sense of belonging to the country. The school holds flag-raising ceremony once a week. As observed, children paid due respect to the National Anthem and National Flag during the ceremony.
- 2.3 The management formulates the curriculum outline and leads teachers of all grade levels to review and adjust the progress and content in the curriculum team's meeting held every school term. The management then monitors the curriculum implementation through scrutinising documents and classroom walkthroughs. Teachers prepare daily teaching plans, which then are scrutinised by the management. There are activity objectives in the teaching plans. Yet, those objectives set by teachers for physical and music activities are rather vague, which prevent teachers from designing focused learning activities, thus affecting the effectiveness of learning and teaching. The school puts emphasis on assessing the effectiveness of teaching and the reflection log. Teachers indicate the effectiveness of daily teaching

by grades and then prepare reflection reports about their teaching on weekly basis. Teachers' reflections, however, are only descriptions of children's learning in general and do not correspond to the assessment grades of their daily teaching accurately. Only a few teachers are able to explain the causes of limited effectiveness and make specific suggestions for improvement. The management must strengthen its leadership in curriculum and steer teachers to review the design of the learning activities and the effectiveness of teaching, thereby improving teachers' reflective skills.

- 2.4 Based on the content of the teaching plans, teachers design thematic assessment items, which then are used as a basis to devise the summative assessments for every school term. The school informs parents about the thematic learning performance of their children through student handbooks on a weekly basis. It also develops learning portfolios for children to keep their learning performance records in a systematic manner. In tandem with parents' meetings every school term, parents can know about the learning and growth of their children. The school should conduct further analysis of children assessments to review and inform the curriculum.
- 2.5 The school has been attaching importance to cultivating children's reading habits. Teachers pay attention to the set-up of reading corners and replace books as the learning themes change, such that children are given exposure to different types of books. The cosy environment of the reading corner further attracts children to read during the free choice activity sessions. The school also encourages children to borrow books and read with their parents. The school considers enhancing children's reading interests as its major concern this school year. Trainings are arranged for teachers to strengthen their skills in storytelling with books, so that children's reading motivation can be aroused. As observed, teachers made good use of their voices, movements and questions when introducing the content of books to children. They caught children's attention and aroused active response, thereby strengthening their expression abilities. For the purpose of encouraging children to increase their exposure to books and develop reading habits, relevant reading activities such as reading award scheme and parent-child reading are to be held earlier than usual in this school year. The school also utilises bulletin boards to recommend books regularly, in an effort to foster a reading atmosphere in the campus. The school has laid the foundation for promoting reading culture and its effectiveness can be expected to be implemented.
- 2.6 The campus environment is clean and tidy, with children's artwork displayed on the

corridor walls. Children can find their creative works on campus and hence nurture a sense of belonging towards the school. Meanwhile, children develop aesthetic appreciation skills through learning from one another. The set-up of the classrooms and the interest corners tie in with the learning themes such that it deepens children's impression of the theme contents. The activity design in the interest corner, however, lacks play and exploratory elements. It would be difficult to arouse children's interest for participation. The management is required to lead teachers to improve the activity design of the interest corners, so that children would be given more opportunities to learn through interactive play and sensory exploration.

- 2.7 Teachers are kind, amiable, caring and patient. They accept children's diversity and maintain a good relationship with children. Teachers present clearly during lessons and offer children ample opportunities and time to express their opinions and share their feelings, which help foster children's language development and increase their confidence in speaking. Teachers put emphasis on their exchange with children. They are capable to capture children's responses and elaborate accordingly. Teachers often praise children in an appropriate manner, thereby strengthening children's good behaviour. As observed, however, teachers mainly used pictures to supplement their teaching during lessons and the teaching aids were rather monotonous. Teachers are suggested to make use of real objects and other teaching aids more to further encourage children's learning through different senses and strengthen their learning motivation. Teachers focus on cultivating children's self-care abilities and planning skills. Since K1, from the routines upon children entering campus, to washroom break and refreshment time, teachers gradually reduce their intervention but instead they give hints to or encourage children to finish tasks on their own. K2 and K3 children are allowed to arrange the order of participation in the interest corners according to their preferences during the free choice activity sessions.
- 2.8 Children are polite and observe the rules. They are engaged in the learning activities and come up with interesting ideas under teacher's encouragement. Children initiate greetings with others. They get along well with peers and advise one another, for example, reminding peers to follow the classroom order and keep the classroom clean. Children demonstrate the spirit of service as they help teachers distribute items. They also possess good self-care abilities as they change their shoes when going to and leaving the campus, tidy up their school bags and pack up the teaching aids and toys after the free choice activities.

3. Recommendations for Enhancing Self-improvement of School

The management is required to strengthen its leadership of the curriculum. They have to lead teachers to review the homework and remove the inappropriate content. They must also assist teachers in setting clear objectives for learning activities so as to design physical and music activities in a focused manner and improve the design of the interest corners. The management must provide feedback on teachers' reflections, such that their reflective ability and teaching skills can be enhanced. The management is also required to tap children's assessment information properly to inform the curriculum, and hence strengthening the effectiveness of learning and teaching.