

**School No.: 563692**

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

**Women's Welfare Club Western District  
Hong Kong Kindergarten**

**G/F, 1/F & 3/F, 60 Bridges Street, Sheung Wan, Hong Kong**

**6, 7 & 9 December 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: 6, 7 & 9 December 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 enables the leadership team to understand its daily operations and needs through regular meetings. The leadership team provides resources to support the school's development. The school has a clear organisation structure with well-defined authority and responsibility for the staff, ensuring its day-to-day business running smoothly. The school maintains close liaison with the affiliated kindergartens of the sponsoring body. Joint-school professional development activities are conducted regularly so that teachers can observe and learn from one another while sharing their learning and teaching experiences. As there have been quite a number of newly recruited teachers in recent years, the school has regarded building team spirit as its major concern. The school strives to consolidate teachers' professional competence through strategies like introducing external support and strengthening team communication. It appoints senior and experienced teachers to mentor the new recruits, who comprehend the school operations and teachers' responsibilities by lesson observations, teaching demonstration and professional exchange. Their sense of belonging to the school is also being built up. The management organises peer lesson observations on a regular basis to facilitate the exchange and sharing among teachers. It also leads the team to formulate learning objectives and review teaching reflections. Thus, the work plan has been implemented in an orderly manner. The school has an appraisal system in place for teachers to understand their strengths and professional development needs through self-evaluation and reviews by the management.
- 1.2 The school has followed up on the recommendations of the previous Quality Review, which includes setting up a school self-evaluation (SSE) mechanism to put forward annual work plan, refining administrative management and improving curriculum coordination. The management leads teachers to review together the development of the school so as to map out the work plan of the next stage. In response to the school context, children's developmental needs and trends in curriculum

development, the school has set promoting the education of Chinese culture as its major concern this school year. Its implementation strategies, such as arranging relevant training for teachers, environment set-up and visits, are in line with the work objectives in general. The school reviews the progress of the plan regularly and the work plan is being carried out smoothly.

- 1.3 The school caters for children's diverse needs. It has established an appropriate identification and referral mechanism to provide children in need with timely support. The school arranges adaptation week for newly admitted children and progressively increases their school time to enable them to adapt to kindergarten life the soonest. Regarding the interface between kindergarten and primary education, the school adopts different measures to support children who are about to promote to primary one and their parents. Such measures include organising school visits for children to learn about primary school life, and enhancing children's self-care and social abilities via group activities, thus preparing children well for the new learning environment. The school disseminates information about the primary schools in the vicinity and their open days for parents to get a grasp of the characteristics of different schools, thereby helping parents to choose the suitable primary school for their children. The school values communication with parents. It keeps close contact with parents through various channels to inform them of their children's learning. It also holds relevant parent education seminars, workshops and so forth to help parents understand the development direction of the school and increase their knowledge and confidence in parenting, hence promoting home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school devises its curriculum by making reference to the teaching packages and taking into account children's life experiences and interests. The content covers various learning areas so that children are given a comprehensive and balanced curriculum. The school attaches importance to children's moral education. It incorporates positive values such as having a sense of responsibility, caring for families and respecting others into the curriculum as well as facilitating children to construct knowledge and develop skills. The school arranges different visits and experiential activities to boost children's learning interest effectively and enrich their learning experiences. Children are provided with whole-class, group and individual learning modes and are given ample time to participate in music, physical, art and

free choice activities every day to foster their holistic development.

- 2.2 The school has strengthened the work of curriculum coordination and monitoring. The management holds meetings with teachers regularly to set forth the thematic learning objectives, weekly teaching plans and the design of corner activities. It scrutinises teachers' teaching plans and reflections and keeps abreast of the curriculum implementation through conducting daily classroom walkthroughs and lesson observations. It often advises teachers with the support of education theories, which is conducive to improving their teaching. Teachers review children's performance to reflect on teaching effectiveness and try to make suggestions for improvement from children's development perspective. The management holds review meeting with teachers upon completion of each learning theme. They evaluate the effectiveness of learning and teaching and consolidate the teaching reviews at the end of the school term. The management is advised to lead teachers to make concrete suggestions on areas like activity design and teaching strategies to further inform the curriculum.
- 2.3 The school adopts the approach of continuous observation and records children's situation based on various development objectives so as to analyse children's performance and developmental needs. Teachers write down children's performance at different stages and meet with parents periodically to facilitate their understanding of children's development pace and needs while providing suggestions to foster children's healthy growth. The school creates learning portfolios to maintain records of teachers' observations, children's works and assessment information as evidence of children's growth. The school formulates the assessment content of children learning experiences that aligns with the curriculum objectives and summarises children's learning performance. It may further examine children's assessment information to inform curriculum planning, cater for and follow up on children's learning needs.
- 2.4 The school enhances a sense of national identity in children through Chinese culture education as its major concern this school year. It incorporates the relevant elements into thematic teaching. For instance, on the theme of knowing oneself, teachers guide children to understand that they are Chinese by referring to their physical appearance. Children are arranged to take turns in serving as student helpers so as to cultivate in them virtues such as a sense of responsibility and abide by rules. As observed, student helpers were willing to help teachers distribute items and reminded peers to follow the rules when queuing up. The school provides

storybooks that tie in with the learning themes in the interest corners to encourage children to learn about the history and culture of our country through reading. One of the examples is the pop-up book of the Forbidden City which draws children's interest. The effectiveness of the plan is preliminarily seen.

- 2.5 The school decorates the classrooms based on the learning themes and children have ample opportunities to participate in different activities every day. The activities of each learning corner match children's abilities, with plentiful materials placed in an orderly manner for children to fetch and use conveniently. There are diversified corner activities of different natures, such as cooperative, simulating and exploratory, for children to choose from according to their preference. As observed, children interacted with one another frequently. For example, they acted as diners and chefs to engage in imaginative play with peers while some children sent greeting cards to teachers and families, expressing their care for others. In the exploratory corner, children tested the presence of oil in different food by using oil-absorbing sheets, so as to understand which food is less oily and healthy. Children are interested and engaged in the activities.
- 2.6 Teachers are articulate and speak coherently. They are conscientious and well prepared as they use real objects, pictures, etc., to aid teaching and enhance children's interest in learning, hence assisting children in grasping the learning content. Teachers embrace children with special needs and teach them with patience. They offer children visual cues or individual support in response to their needs. Children are given the opportunities to share their life experiences and feelings and they actively respond to teachers' questions. Teachers are recommended to ask follow-up questions to guide children to think more, thereby improving their thinking skills. When children are playing, teachers observe their performance and render support when necessary.
- 2.7 The school arranges sufficient time for children to participate in music and physical activities daily. Teachers design scenarios that are related to the themes to lead into music activities. Children move their bodies or tap along the beat to the songs. However, the activities tend to be quite monotonous. Teachers should design a wide range of activities to let children express their feelings and cultivate their imagination. Such activities include encouraging children to use their voices and movements to excel their creativity. During physical activities, teachers give children proper demonstration and instructions. Enough space is also provided for children to develop skills of balance, movement and coordination. Children follow

teachers' instructions to carry out the activities, yet the amount of exercise in some classes is inadequate. The management is advised to review the design of physical activities to ensure that children have abundant opportunities to build a strong and healthy body.

- 2.8 Children take part in learning activities eagerly. They listen to teachers attentively and have established a good routine. They are willing to express their thoughts, demonstrating good verbal expression abilities. They have favourable affective and social development as they get along and cooperate with peers, helping one another. They also care for their peers. Children are courteous and have self-care abilities. They are able to put on and take off their shoes and coats as well as tidying things up, sorting out and putting them back in order after activities.

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

- 3.1 As teaching team gets stable, the management should encourage and support team members to play to their full potential by taking on or leading different work tasks, thus strengthening the team spirit to a greater extent. The management must enhance teachers' self-evaluation skills, review and analyse the effectiveness of the activity plans to give feedback on the work planning and promote the continuous development of the school.
- 3.2 The management holds meetings of lesson planning and review with teachers regularly as it is keen on enhancing teachers' professional competence. Nonetheless, the management should lead teachers to further analyse and make use of children's assessment information, provide specific suggestions for improvement and design suitable learning activities in view of children's development and learning needs, in order to inform the curriculum and enhance children's learning effectiveness.