

School No.: 563889

Quality Review Report (Translated Version)

**Hong Kong & Kowloon Kaifong Women's
Association Wan Tsui Kindergarten**

G/F, Hei Tsui House, Wan Tsui Estate, Chai Wan, Hong Kong

17, 18 & 20 June 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 18 & 20 June 2024

- 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 With the support of the leadership team, the school holds meetings with the affiliated schools of the organisation regularly to carry out professional exchange on school development and administrative affairs. Affiliated schools also co-organise teacher professional development activities as well as arranging school visits to observe and learn from one another in curriculum planning and environment setup with a view to broadening teachers' horizons. New team members have joined the school in recent years. The management provides clear working guidelines and supports teaching in class, helping newly recruited teachers master the teaching requirements the soonest. The management cares for teachers and is open-minded to solicit views. Team members cooperate harmoniously. They are energetic, eager to learn and strive for progress, working together to promote the continuous advancement of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve the environment setup in enhancing the learning effectiveness of children. The school has established a school self-evaluation (SSE) mechanism under which the management steers teachers to review the progress of different work areas, and takes into consideration stakeholders' views and children's needs to formulate the direction of key work upon the analysis of the school development priorities. The school has regarded cultivating children's positive values and attitudes as well as strengthening the promotion of Chinese culture as its major concerns in recent years. It has devised work plans in aspects of teacher training, learning activity design, parent participation, etc. In this school year, the school introduces external support to enhance teachers' professional knowledge in positive education, and incorporates elements of moral education into thematic teaching. The work plans have been implementing in a step-by-step manner.
- 1.3 The school accepts and caters for learner diversity. An explicit mechanism is in place to facilitate teachers' identification of children's needs and the timely provision

of appropriate referral service and support. Through joint-school child support meetings, the school lets teachers engage in professional exchange on the specific needs and development progress of children, and teaching support measures, to take care of children with special needs in a more appropriate manner. The school keeps close contact with parents through various channels and develops a good relationship with them. It makes good use of external resources to organise workshops and parent-child activities for parents to understand the developmental characteristics of children and ways of fostering parent-child relationship, thus enhancing their competence in parenting. In tandem, the school recruits parent volunteers to assist in organising and implementing parent-child activities, and to serve as storytellers. Parents help take care of children in outings and large-scale festive celebrations. By doing so, parents can develop a sense of belonging towards the school and work together for nurturing children's healthy and happy growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school uses themes to design an integrated curriculum that covers different learning areas and encompasses children's acquisition of values and attitudes as well as skills and knowledge. The school arranges children to visit community facilities like parks, wet markets and recycling stations which are related to the thematic topics to connect the learning content with life. Moreover, diversified experiential activities are designed, including eating in the Chinese restaurant, visiting the Lunar New Year Fair and interviewing people serving at the school, to further enhance children's understanding of daily life, inspire an active exploratory spirit and nurture an attitude of gratitude. Children are provided with sufficient time for music, physical, art and free choice activities every day to facilitate their balanced development. During free choice, physical activity sessions and so forth, teachers talk leisurely to children in a natural language environment in order to provide more opportunities for children to learn and use different languages.
- 2.2 The school creates learning portfolios for children to maintain assessment information, activity observation records, children's works, etc., as evidence of their development in different aspects. Teachers design thematic assessments that tie in with the teaching objectives, and discuss relevant criteria to help conduct the assessments objectively. Besides, the school deploys formative assessments to

demonstrate the children's growth in various learning areas. Yet, the assessment items of music activities lack the connection across different grade levels, thus further review and revision on these items are recommended. To foster home-school communication, teachers put much effort into designing theme-related assessment items that can be evaluated at home and that involve children's social development, emotion expression and self-care abilities. In such way, parents can give feedback to school on the daily performance of their child while both parties communicate closely to grasp children's development in a more comprehensive way. Teachers appropriately follow up on children's learning based on the assessment results. They may further utilise the relevant information as reference to inform the curriculum.

- 2.3 The school has established a curriculum management mechanism. The management keeps track of the curriculum implementation by scrutinising curriculum documents, conducting classroom walkthroughs and lesson observations. The management leads teachers to have cross-grade level curriculum meetings to discuss the teaching content, the design of art activities, etc. Meanwhile, teachers are arranged to share their experiences of participating in lesson observation and evaluation of the external support programme, promoting professional growth of the team through teaching practices. Teachers review thematic teaching and propose specific suggestions for the thematic learning content and activity arrangements. They are advised to think and discuss the teaching strategies of other learning activities with a view to strengthening the teaching effectiveness.
- 2.4 The major concern of the school in this school year is cultivating children's positive values and attitudes. Teachers share moral stories with children during morning assemblies and gradually incorporate elements of positive education into different learning activities to facilitate children to learn good behaviour such as caring, respecting and being responsible. K2 and K3 children take turns to serve as caring ambassadors to learn to serve others. As observed, the caring ambassadors were dedicated to help peers change shoes and pack school bags when their peers were entering the campus, demonstrating their confidence as senior students. During physical activities, children of different abilities help and encourage each other. They take on the challenge to walk steadily on a balanced beam, fully displaying their mutual assistance and love among partners. Children take the initiative to suggest taking turns playing and sharing toys with their peers in the course of play, and learn to respect and show courtesy to others. This shows that children can

practise what they have learnt in daily life.

- 2.5 Another major task of the school in this school year is enhancing children's understanding of Chinese culture and building their sense of national identity. Children develop a strong physique with interesting Kung Fu exercises every morning. They also experience traditional culture and folk games like pitch-pot, Cuju and tie-dye in Chinese culture week and festive celebrations to learn about the meaning of festivals and customs. Furthermore, children are arranged to attend the national flag raising ceremony on important days to nurture their sense of belonging towards the country. From the good experiences gained in the past for implementing the work plans, the school is recommended to take a step forward by incorporating the learning elements of Chinese culture into the curriculum for children to understand Chinese culture in different themes, as well as experiencing and appreciating the culture and development of the country in daily life.
- 2.6 The school utilises its premises to exhibit children's works and place fun teaching aids on the walls to expand the learning space. Taking into account the diverse needs of children, teachers set up reading corners in which puppets are put in the K1 classroom and child project booklets are placed in the K3 classroom. Children love reading, flipping through project booklets of their peers as well as enjoying to read aloud or discuss storylines with teachers, thus they have built the reading interest and habit. Simple learning experiments and constructive materials are available in exploratory corners for children to explore, for example propelling a toy car with portable fans. When a car could not move forward, children actively think about reasons behind and try different methods to move the car, showing good exploratory and problem-solving skills. There are abundant art materials for children to choose by themselves and engage in creative activities such as drawing, doing origami and kneading playdough. Some of their works are of unique design and lifelike, which reflect that children are good at observation and have rich imagination.
- 2.7 Teachers prepare for teaching attentively. They place emphasis on children's life experiences and invite children to discuss and share daily affairs, making effective use of questioning to stimulate children's thinking. Meanwhile, teachers use voices and tone to present stories vividly and guide children to learn interpersonal skills from the storylines. Children conduct free choice activities in mixed-aged mode, during which K3 children take the initiative to help their younger peers, thus children can motivate one another to learn to bring out the best of learning effectiveness. Teachers schedule review sessions to let children demonstrate and share their play

experiences for inspiring them to think and extend their learning. For instance, teachers use the theme of wind to lead children to illustrate the position where fallen leaves are in their drawings and predict the wind direction. This activity not only consolidates children's understanding of the themes, but also encourages children to pay attention to details in everyday life.

- 2.8 The school introduces mixed-age physical and music activities. For the physical activities, teachers firstly guide children of two grade levels to learn basic physical skills through demonstration, and then set circuit games taking consideration of children's abilities. Children are engaged in the activities and unleash their creativity that they create their own ways to deliver bean bags, displaying favourable gross motor development and body coordination. Regarding the music activities, children like singing and following the beat to perform rhythmic movements and play musical instruments. Teachers are required to design games according to the learning objectives and abilities of children of different ages as well as adjusting the teaching strategies as necessary to enhance the effectiveness of music activities.

3. Recommendations for Enhancing Self-improvement of School

The school has established the SSE mechanism. It devises the major concerns and sets clear goals based on its context and children's needs. The school has to draw up success criteria that align with the task objectives and focus on the performance of children in better reviewing the effectiveness of the work plans. The management is required to keep on strengthening teachers' professional competence. With regard to curriculum planning, the management may incorporate the elements of Chinese culture into the curriculum systematically. Besides, they have to enhance the teaching effectiveness of music activities and refine the assessment design through teacher training, boosting the learning effectiveness of children to a further extent.