

School No.: 156752

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals
Liu Yan Tak Memorial Kindergarten**

G/F, Mei Wo House, Wo Che Estate, Shatin, New Territories

25, 26 & 28 April 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 25, 26 & 28 April 2023

- 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 keeps close liaison with the organisation. It holds meetings with the principals of the affiliated schools regularly and allocates work to coordinate different aspects of school affairs, which is favourable to the communication between affiliated schools and resource sharing. The experienced management team is familiar with the school operation and assigns work to teachers based on their preference, expertise and capabilities. Members of the school team discharge their duties in different positions and establish a good rapport at work. The management arranges appropriate induction programmes for new recruits, and to be supported by the experienced teachers. Together with the orientation training of the organisation, the new teachers are able to grasp the culture of the organisation and the work of teaching. The school makes good use of the resources of the organisation and external resources to arrange training activities for teachers and encourage them to join. After training, sharing and practice opportunities are provided to teachers so that the teaching team can apply what it has learnt, thereby enhancing its professional competence sustainably.
- 1.2 The school has developed the school self-evaluation mechanism (SSE). Teachers put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into daily work for continuous self-improvement. The school adopts a whole-school approach for all members to devise major concerns with joint efforts. After considering the trends in curriculum development and the organisation's culture, the school took moral education as the major concern of last school year. However, the implementation progress was impacted by the COVID-19 pandemic. Therefore, such major concern is being carried forward to this school year. The element of national education in activities throughout the year is strengthened as well, resulting in a smooth implementation of the plan. In tandem, the school sets the major concern of learning through play in light of the performance and needs of children. Last school year, the school developed children's creativity through play

and then reviewed the effectiveness of the plans according to children's development and teachers' implementation after the launching of the plans were launched. Efforts have been extended to the focus on developing children's problem-solving skills in this school year. The work plan is in full swing. The school takes multiple perspectives into account to promote the major concerns, with measures including teacher training, activity design and parent-related work. Such deployment is adequate and the effectiveness of the two plans has been observed.

- 1.3 The school emphasises the diverse needs of children. It has established an effective identification and referral mechanism while tapping external resources prudently to offer appropriate support to children in need. Adaptation period is arranged for newly admitted children so that parents can accompany their child to engage in activities together. Meanwhile, the school gradually increases duration of school hours depending on the adaptation of children in order to facilitate them in the transition to the new learning stage in a progressive manner. The school values home-school connection. Teachers maintain communication with parents through diversified channels while the parent-teacher association assists the school in disseminating information and gathering parents' views, acting as a bridge between parents and the school successfully. The school launches the programme of parent volunteer orderly. It understands parents' preferences at the beginning of the school year and assigns parents to help with corresponding school activities, such as book organising and outdoor visits.

2. Learning and Teaching

- 2.1 The school makes references to the teaching packages and uses picture books to design the thematic integrated curriculum which is comprehensive in content. The curriculum covers all learning areas and accommodates the cultivation of children's attitudes and acquisition of skills and knowledge. The school offers music, physical, art and free choice activities to children every day. The daily schedule is well-arranged and conducive to children's balanced development. A variety of visits is arranged for children to enrich their learning experiences. The school designs project learning based on children's interest and encourages them to learn proactively. When a project is completed, the school invites parents to take part in school activities to understand their child's learning in school. However, there are some difficult contents in homework across all grade levels and the amount of copying is

rather excessive for K2 and K3 as well. The school must examine and revise the homework design with a view to meeting the development of children.

- 2.2 The policy on the assessment of child learning experiences is well-developed. In accordance with the learning objectives, the school devises the assessment content and assesses children's performance in each learning area through continuous observation to reflect their development concretely. Teachers create learning portfolios for children to keep thematic assessments, observation records and children's works. They also conclude an overview of child development at the end of a school term and record children's growth systematically. The school distributes assessment information regularly to keep parents informed of their child's performance in a timely manner. It reviews the performance of each grade level on the basis of assessment data such that support will be given to individual child and teaching arrangement will be revised when necessary.
- 2.3 The school has formulated a sound mechanism of curriculum coordination, monitoring and review. The management leads all teachers to draw up the curriculum content as well as discussing the activity arrangement, selection of teaching aids and environment setting, etc., collaboratively. The management keeps abreast of curriculum implementation and provides suggestions to teachers timely through document scrutiny and classroom walkthroughs, which is beneficial for enhancing the effectiveness of learning and teaching. The teaching team has cultivated a reflective culture to reflect on teaching and review the curriculum regularly. It assesses the teaching effectiveness in light of children's performance and makes suggestions for improvement. The school also organises peer lesson observation to create more professional exchange opportunities for teachers, which is conducive to mutual learning and hence facilitating continuous improvement of teachers.
- 2.4 Last school year, the school took promoting moral education as its major concern. By holding teacher training and parents' talks, as well as launching parent-child moral award schemes, the school and parents jointly nurtured virtues of caring, politeness, observing rules and so forth in children. In this school year, the school stresses on enhancing children's understanding of Chinese culture and regards promoting national education as its major concern. Relevant elements have been incorporated into the curriculum. For instance, the school chooses picture books on the topic of Cantonese opera for teaching and designs the corner activities related to Chinese culture, thus letting children experience festivals and custom. The school

also conducts the national flag raising ceremony periodically to teach children about understanding and respecting the national flag and national anthem and thereby to help cultivate a sense of belonging towards the country among children.

- 2.5 The school has regarded enhancing children's creativity and problem-solving skills through play as its major concerns in recent years. Children are assigned to choose equipment to design games on their own in physical activity sessions, during which they explore the playing methods of items and solve problems with their peers together in challenging situations. As observed, children played with different materials including cardboards, plastic bottles and bean bags, carrying out activities in many ways of playing with a single item to unleash their imagination. During the free choice activities, teachers also let children explore the reflection of light and variation of shadows, etc. and keep a record of the findings. From having hands-on experience to making discoveries, the activities are conducive to cultivating children's attitude of inquisitiveness and truth-seeking.
- 2.6 The school decorates the campus meticulously and displays children's two-dimensional and three-dimensional works in classrooms and along the corridors in a bid to create an artistic atmosphere, thus facilitating children to appreciate and learn from one another. The campus is clean and comfortable. Children have adequate activity space. Teachers design various corner activities for children to consolidate and extend thematic learning. The reading corners are furnished with theme-related books where children take the initiative to read and record. Some teachers tell stories to attract children to participate in the reading corners. Children immerse themselves in the setting of role-play corners to play the characters of the picture books or show different scenarios such as waiting for a bus and exercising through gestures. All these help children exploit their imagination and exchange ideas with their peers. Teachers observe children's performance while intervening the activities at an opportune time to offer assistance and guidance. Some of the teachers play with children to provide more opportunities for interaction. During review sessions, teachers lead children to share what they have experienced and felt, supporting children to consolidate the acquired knowledge and broaden their interest in learning. Some teachers prompt children to talk about the difficulties encountered during play while encouraging other children to give solutions, thus stimulating children's thinking.
- 2.7 Teachers are kind and amiable. They care for and embrace children, as well as always praising and recognising children's good behaviour. In thematic teaching

activities, teachers explain clearly and facilitate children to understand the learning content with activities like games and role-play. Teachers also use questions to guide children to express their views. During music activities, teachers lead children to perform rhythmic movement along songs, sing and play musical instruments. Yet, teachers may adjust their volume so that children can better feel the aesthetics of music. Children make their own choice of materials or tools for the physical activities such as cycling and climbing. However, some children take part in rather static activities when using individual facilities and materials, leading to rather insufficient amount of exercise. Teachers are advised to give timely reminders in the course of the activities so that children can further develop their gross motor skills.

2.8 Children are obedient, polite, friendly and passionate. They are willing to express and share their views with others. Children love going to school. They are proactive and interested in learning as well as focused and fully engaged in the activities. Children are familiar with the routines of free choice activities. They enjoy participating in corner activities. Children get along well with peers to show good social development when playing games. In tandem, children possess favourable self-care abilities as they are able to pack their personal belongings, put on and take off their shoes by themselves and help teachers tidy up things.

3. Recommendations for Enhancing Self-improvement of School

The school has a sound SSE mechanism. It has embedded the rationale of SSE in its routine work. The school is required to revise the improper homework design so as to meet children's development. Teachers are recommended to pay more attention to children's responses in physical activities and give advice in a timely manner, with the aim of enhancing the effectiveness of activities.