

School No.: 564516

Quality Review Report (Translated Version)

**Hong Kong Young Women's Christian
Association Chiu Oi Wah Nursery School**

**G/F, Wing B & C, Un Fung House, Un Chau Estate, Sham Shui Po,
Kowloon**

28 November, 5 & 9 December 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 28 November, 5 & 9 December 2019

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 taps into the resources and networks of the sponsoring body to participate in professional exchange and training activities together with other affiliated kindergartens regularly. Thus, the teaching team's professional capacity is enhanced through learning from one another during visits among schools. The school also develops parent education resources and partnership with parents to foster children's growth collaboratively. The management has served the school for years and is familiar with the school's context. It leads the team to examine the needs of the school and monitor the implementation of various work while providing opinions and support in a timely manner. It often gives recognition to staff's work achievement and thus staff's self-confidence and their sense of belonging to the school can be boosted. Members of the team maintain close communication with one another and trust each other. They share the same goal and promote the school's development with great effort.
- 1.2 The school adopts the recommendations of the previous Quality Review to nurture children's interests and abilities in exploration and self-directed learning. The school's major concerns in recent years aim at promoting children's learning through play and facilitating children's affective and social development. It plans thoroughly with respect to teacher training, setting of school environment, activity design, etc., so that the work plans are implemented smoothly. The school aptly capitalises on external resources to join professional support programme. Training is arranged for some teachers and then practical experience are shared through peer lesson observations and internal meetings. The management guides teachers to apply what they have learnt. The whole team is motivated to progress together and effective measures are incorporated into daily activities. The school adheres to the inter-connected self-evaluation process, viz. planning, implementation and evaluation. It examines the effectiveness of different work from time to time and follows up in a timely manner to pursue advancement.
- 1.3 The school caters for children's diverse needs. It organises seminars, workshops

and provides information for children who are promoting to primary schools as well as their parents, so as to help them respond positively to the changes brought by further study. The school makes effective use of external resources to provide training for teachers to enhance their sensitivity on the needs of children with different backgrounds and development paces, thereby devising appropriate support strategies to facilitate children's growth. The teaching team is able to identify children with special needs according to the mechanism and maintain close communication with parents, so that children can receive referral and support services the soonest.

- 1.4 The school values home-school cooperation. Parents are allowed to enter the classrooms when they escort their children to school every day so that they can observe their children's learning environment and communicate with teachers. In light of children's backgrounds and family needs, the school organises a variety of parent education and parent-child activities, including workshops for promoting parent-child relationship and healthy development, school life experience day and voluntary services by parents. It strategically encourages parents to participate in these activities so as to help them enhance their parenting skills and understanding of the school curriculum. Parents concur with the education rationale of the school and trust the teaching team. They join hands with the school to foster healthy growth of children.

2. Learning and Teaching

- 2.1 The school designs the school-based curriculum by referring to different teaching materials and the curriculum framework of the sponsoring body. It selects themes that children are familiar with and integrates the learning content from different areas to design interesting and appropriate learning activities. The school arranges a balanced daily schedule for children to have adequate music, physical, art and free choice activities, which is conducive to their all-round development. The teaching team strives to promote children's learning through play. In recent years, it has strengthened the elements of play and exploration in the curriculum in regard to the arrangement of themes, activity design, setting of school environment, etc. It reduces thematic learning content and reserves room for teachers to design extended learning or project learning activities in light of children's interests. The teaching team revises the daily schedule and consolidates the originally fragmented free choice activity time for children to play and learn in different interest corners without

breaks while developing their exploration abilities and active learning spirit. The school-based curriculum is comprehensive and flexible. The teaching team arranges learning activities according to children's interests and abilities for children to develop positive values and acquire different skills from diverse learning experiences, so as to facilitate their whole-person development.

- 2.2 The school assesses children's performance by continuous observation and record keeping. The assessment is comprehensive and covers the objectives of all learning areas. Teachers develop learning portfolios, which include children's self-selected work, their activity observation reports and assessment records, for recording children's learning progress. Parents are enabled to understand their children's growth. The teaching team follows up the assessment results to adjust the thematic teaching content, which helps the school design appropriate curriculum and cater for children's individual needs. However, the school calculates mean values for children's performance from different assessment items and uses the values to make judgement on children's performance at the end of the school term. It fails to reflect children's development at different stages accurately. The school should improve the relevant arrangement so that the assessment information can record children's performance accurately while the effectiveness of using the assessment results to inform the curriculum design can be enhanced.
- 2.3 The school places emphasis on promoting children's learning through play. It has been promoting free play in physical and free choice activity sessions for three consecutive school years to develop children's exploratory spirit and inspire their different abilities. Last school year, under the guidance of external professionals, the team refined the daily schedule and developed teachers' skills of observing children and intervention in play through continuous teaching practices. Teachers reviewed the setting in the classroom based on children's performance in the interest corners. They improved the setting of interest corners with more materials while converting toys into new ones and designing new games for children to learn in a fun-filled and inspiring environment. Teachers let children take the lead in play activities. Children decided the play materials, play mates and duration of play according to their preference and abilities. Teachers respected the rules designed jointly by children and peers. They observed and gave encouragement to children. When necessary, they intervened the activities by questioning or taking the role of play mates for children to try different ways of play. They helped children solve problems and inspire their thinking. This school year, teachers further reinforces

the elements of exploration in the interest corners by adding facilities of sand and water. They also place potted plants at different corners of the campus and keep turtles and insects to increase children's opportunities of getting in touch with nature and encourage them to explore further. From observation, children show great interest in observing the growth of animals and plants. They play joyfully and have great motivation for learning. K1 children participate in activities independently and attentively. They take turns to share the equipment and toys with peers. K2 and K3 children often play together with peers to explore materials and exchange ideas. They build different models, showing their abilities in communication and imagination. Children like sharing with others. They often introduce their own works to teachers or share their play experiences and fully demonstrate their self-confidence, initiatives and creativity. The work plan is observed to be effective.

- 2.4 The teaching team noticed that social life of some children was affected by their fluctuated emotion. As a result, facilitating children's affective and social development was set as another major concern and relevant work plans were formulated in the past two school years. Teachers gain a deeper understanding of children's development through training. They accept children's unstable emotion and understand the psychological needs of children who are promoting to primary school. The aforesaid better understanding is conducive to designing more appropriate kindergarten-primary transition activities. The school teaches children different emotions as well as proper ways to express their emotions and get along with others through contextual scenario, story sharing, etc., on the weekly activity day. From observation, children are attentive in learning and calm. K2 children politely invite peers to play together during free choice activities. When participating in chess activities, K3 children observe rules and accept the results of victory and defeat. The work plan has achieved the expected results.
- 2.5 The school attaches importance to the professional development of the teaching team. Videos of children's play are used as the discussion materials for the team's professional exchange. Teachers are happy to share their experience and views. Such practice can facilitate the promotion of new teaching approaches and strategies and enhance the quality of education. The management works collaboratively with teachers to plan, design and review the curriculum in meetings, and monitors the curriculum implementation through lesson observations, classroom walkthroughs and scrutinising documents. When some teachers reflect on their teaching, they are able to review the activity design and implementation with reference to children's

performance, identify effective areas as well as areas for improvement, and feasible suggestion. By means of peer exchange and teaching practices, the teaching team may continue to enhance their skills of observing children and reviewing teaching by analysing children's performance so as to strengthen their reflective abilities.

- 2.6 Teachers are kind and friendly, and have good relationship with children. They adopt different strategies to cater for learner diversity, such as homework adjustment, seating arrangement and peer support, with a view to enhancing children's participation in the activities and their confidence in learning. The school arranges English activities for children. Yet, some teachers conduct the activities using a mixed-code of Chinese and English, and thus fails to set a language learning example for children. The school is suggested making further improvement to provide children with an authentic and meaningful English language environment so as to enhance the learning effectiveness. In the physical activities, teachers enable children to move freely in the venue and use different physical equipment for playing or skills training. Teachers observe children's performance on throwing, jumping, climbing, etc. They make timely demonstration or questioning to inspire children to think about different ways of play while developing their gross motor skills.

3. Recommendations for Enhancing Self-improvement of School

The management demonstrates its function of professional leadership. It leads the teaching team to actively respond to the development trends of kindergarten education by devising appropriate development plans and propelling the school forward progressively, so as to promote children's joyful and healthy growth. The management may continue to lead the teaching team to improve the design of child assessment and English activities through SSE. In tandem, based on the existing foundation, teachers' role in play should be studied and developed constantly for the most benefit of children.