

School No.: 564435

Quality Review Report (Translated Version)

**Hong Kong Young Women's Christian
Association Tai Hon Fan Nursery School**

**G/F, The Centre, 99 Queen's Road Central,
Central, Hong Kong**

12, 13 & 15 November 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 12, 13 & 15 November 2018

- 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 has close connection with other schools of the same sponsoring body under the steering of the leadership team. It collaborates with other schools to plan work including teacher training, parent education, curriculum development and so forth to share resources. The school has a clear organisation structure while the authorities and responsibilities of the management are clearly defined, hence the administrative and curriculum work are managed properly. The management is familiar with the school's operation. With close communication with teachers, the management allocates duties according to teachers' abilities, interests and preferences so as to develop their strengths. With a good atmosphere for collaboration, the teaching team displays team spirit to leverage work efficacy for continuous improvement in the quality of education and services of the school.
- 1.2 The school follows up the recommendations of the previous Quality Review by guiding teachers to review their teaching effectiveness from various perspectives. The school has entrenched a culture of School Self-evaluation (SSE) and is able to apply SSE to its routine work. The management leads the teaching team to use different channels to collect information and evidence to evaluate their work effectiveness objectively. They also formulate the annual development plan in light of the SSE findings and the trends of kindergarten education development. The school attaches great importance to children's moral development, which has been a major concern in recent years. Through various moral themes and relevant activities, the school facilitates children's understanding of good morality. Other than that, the school has strived to cultivate children's interest in reading, creativity and aesthetic sensitivity to appreciate things for the past few years. This is done by providing training for teachers, strengthening home-school collaboration, purchasing new books, etc. The school has a thorough action plan for implementing its work plan to achieve the major concern through diversified strategies.
- 1.3 The school establishes a clear guideline to enable teachers to know about their roles and responsibilities in supporting children with special needs, so that referral and

relevant follow-up services could be given in a timely manner. The school also capitalises on the professional support services from external organisations to provide on-site training for children with needs. Furthermore, teachers have the opportunities to meet with professional teams to strengthen their understanding of catering for children's individual differences, thus allowing them to take appropriate actions during daily activities. At the school, those teachers with relevant knowledge and experiences communicate and collaborate well with class teachers, addressing children's individual needs together.

- 1.4 The school regards parents as its partner. When formulating its annual work plan, the school actively considers parents' needs, for example, arranging parent-child workshops to deepen parents' understanding of its work plan for better coordination. The school maintains close ties with parents. It follows up parents' views proactively and takes the initiative to report the content and effectiveness of the annual work plan to parents, thus informing them of the development directions of the school. The parent-teacher association is willing to assist the school in organising and implementing parent-child activities, such as recycling of used books and school uniforms to help families in need. Parents fully engage in the school's activities with recognition and support for its work. The foundation for home-school cooperation has been firmly laid.

2. Learning and Teaching

- 2.1 The school devises its curriculum by referring to the *Kindergarten Education Curriculum Guide* and teaching packages, and adopts an integrated curriculum approach with themes. The curriculum content covers all learning areas, which could cater for the development and needs of children of different ages. As the school values the cultivation of children's ability in self-directed learning, themes in connection with children's interests and life experiences are selected for conducting project learning activities. Through diversified activities, children are encouraged to know things around them to acquire knowledge through exploration. The school properly taps external resources to organise visits and festive activities to enrich children's learning experiences. With a balanced daily schedule, the active and quiet activities are arranged alternately. While children are provided with sufficient time to engage in music, physical, art and free choice activities every day, they also have the opportunities to participate in whole-class, group and individual learning activities. Such arrangement is conducive to fostering children's whole-person

development.

- 2.2 The school develops learning portfolios for children to keep their observation records, theme-based assessment reports, final reports, etc. These records are evidence of children's learning performance. The school has clear assessment objectives which are in line with the principle of facilitating children's all-round development both physically and psychologically. Teachers grasp the way of using continuous observation to assess children's performance. Upon completion of the school term, the school integrates all the information to describe children's performance in a summative way. Teachers also inform parents of their children's learning progress. The school is able to make use of children's assessment information to inform curriculum planning and as a reference for catering for children's individual differences.
- 2.3 The school places emphasis on nurturing children's moral development and has set this as its major concern in recent years. The management and teachers map out the plan to incorporate moral education components into the curriculum and daily teaching, thus guiding children to learn the attitude of getting along with others through a wide range of activities, daily teaching incidents, etc. K3 children take turns to act as the "Pioneer of Politeness" and "Little Angel of Love", which enable them to learn to care about one another and develop right values. As observed, children are energetic and courteous with smiling faces. They greet people voluntarily. They not only learn and play together, but also love and care about one another. A joyful and harmonious atmosphere is in place. The effectiveness of the plan is observed.
- 2.4 The school has been actively boosting children's interest and confidence in reading. Recently, the school has provided training for teachers and parents to enhance their knowledge and skills in paired reading. In connection with the regular reading award scheme, the school has increased the number and types of picture books progressively to promote reading. In addition, teachers have set up comfortable reading corners in the classrooms and placed a large amount of high quality picture books. Such arrangement arouses children's interest in reading. To build up children's confidence in reading aloud, the school has encouraged children to participate in another reading scheme which provides children with the chance to read the picture books aloud to their peers, teachers and parents. As observed, children love reading, they pay attention to the connections between the words and pictures in the books and try to understand the meanings behind. The school has

effectively boosted children's interest and confidence in reading with appropriate strategies.

- 2.5 The school provided training for teachers last year to enhance their ability in leading children to appreciate artworks. Teachers are able to put what they have learnt into practice and display children's two-dimensional and three-dimensional artworks in various ways to create an artistic atmosphere throughout the campus. Under the gradual influence of art, children's interest in art creation is enhanced. They also learn to appreciate the artworks of others and their own, thus stimulating their creativity and thinking. Drawing reference from the experiences in the previous year, the school continuously arranges training to strengthen teachers' skills in leading children to create artworks this year. The school also invites parents and children to cooperate and collect used materials, such as plastic lids and tree branches, so that they could make creation together at school. Meanwhile, teachers teach children the concept of green living by recycling and reuse. Children are encouraged to make use of varied materials and their acquired skills to create artworks to unleash their creativity. The efforts of the plan pay off gradually.
- 2.6 The school has a mechanism for monitoring curriculum implementation. The management leads teachers to devise the curriculum across all grade levels. They also master curriculum implementation and give timely feedback and support to teachers by conducting classroom walkthroughs, scrutinising curriculum documents and attending meetings. Some teachers review their teaching effectiveness based on the teaching objectives, teacher-student interaction, children's performance, etc., and provide effective recommendations for improvement. However, some teachers' reflection on their own teaching are mainly confined to describing the arrangement of their teaching activities and seldom touch upon to what extent the learning objectives are achieved. The school is required to further improve teachers' abilities in conducting teaching reflections, so that the quality of learning and teaching could be continuously enhanced.
- 2.7 Teachers design the learning environment with great care. Different learning corners are set up in the classrooms by themes, with a view to stimulating children's learning motivation. Inside the corners, manipulation and exploratory learning materials are provided. Teachers devise diversified cooperative play for children to engage in interactive learning through communication and collaboration, thus facilitating their social development. In the exploration corners, hands-on experiments and exploratory games are in place. Children attentively participate in

different activities, such as mixing colours to observe the changes, using a torch to explore how light is refracted and transformed into seven colours of a rainbow when passing through a prism, and discovering the shape and internal structure of various types of beans. The school provides adequate opportunities for children to engage in imaginative play. Children fully engage in the activities by singing and dancing on the little stage. They also pile up tall buildings, ferries and others by using a variety of materials in the construction corners with their peers. Through the process, they are able to collaborate with others to develop their creativity. Most teachers observe and participate in children's activities. They pay attention to children's performance, and question promptly to inspire children's thoughts, thus arousing their curiosity. Children tidy up the materials properly at the end of the activities, demonstrating good self-care abilities.

- 2.8 Teachers are well-prepared for their teaching. They make good use of teaching aids such as pictures, real objects, multimedia to deepen children's understanding of the teaching content. Teachers speak clearly and logically with focus and tell stories with appropriate voice and tone. They stimulate children to think by using open-ended questions and encourage them to express their views. In tandem, children are taught to respect and listen to others' speeches carefully. When leading physical activities, teachers make optimal use of the venue to design different skills training activities and cyclical games. Children are provided with sufficient time and opportunities to participate in these activities. Teachers organise physical games with sufficient amount of physical exercises to facilitate children's gross motor development. They arrange singing, rhythm music, music appreciation, etc., in leading music activities. The learning process is relaxing and pleasurable.
- 2.9 Teachers are kind and friendly. They always praise children and maintain good rapport with them. Teachers attend to children's individual differences and keep close connection with parents. They often exchange skills of taking care of children so that group and individual guidance could be provided in a timely manner. They also design teaching aids with different levels of complexity to meet children's various learning needs. Children fully engage in the activities. They get along well with peers and learn joyfully in accordance with their own pace of development.

3. Recommendations for Enhancing Self-improvement of School

The school has been conducting SSE in a whole-school approach. The teaching team has been examining the school situation seriously to map out the development plan of the next

stage. Building on this good foundation, the management should lead teachers to formulate clear success criteria by gauging the task objectives. Such arrangement could review to what extent the objectives have been achieved with more concrete information and evaluate the effectiveness of the plan. Moreover, the management is required to continuously enhance teachers' ability in conducting teaching reflections, thus fostering the sustainable development of the school.