

**School No.: 563633**

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

**New Kowloon Women Association  
Sun Chui Nursery**

**1-8, G/F, Sun Wai House, Sun Chui Estate, Sha Tin, New Territories**

**17, 18 & 20 June 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: 17, 18 & 20 June 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 connects with the kindergartens under the same sponsoring body regularly to share information with one another through meetings. The kindergartens have inter-school parent activities, teacher trainings and professional visits which will facilitate their collective development. The management is experienced and familiar with the school operation. It organises appropriate professional development activities for teachers according to the school's developmental needs so as to enhance the professional competence of the team gradually. The school team is stable. Most teachers have served the school for years, hence they maintain close communication and have established mutual understanding with one another. The management allocates work properly according to teachers' expertise, qualifications as well as their preferences. Teachers are able to perform dutifully to ensure smooth daily operation of the school.
- 1.2 The school has established the school self-evaluation (SSE) mechanism for staff to participate in SSE in their daily work, so as to continuously practise the inter-connected self-evaluation process, viz. planning, implementation and evaluation. Upon completion of the school term, the team makes reference to the review data of various activities and children's performance to collaboratively examine the effectiveness of the annual work plans. After that, the team gives suggestions for improvement and formulates the major concerns for the next year in accordance with the development of the school and children's needs. In the last school year, the school organised diversified activities and parent education seminars to help parents grasp parenting skills. This year, it not only implements activities for parents continuously, but also follows up the recommendations of the evaluation of the work plans in the previous year to organise more parent-child activities. For example, the school designs games and artworks for parents and their children to unleash their creativity together and further enhance parents' participation, with a view to nurturing children through home-school cooperation.
- 1.3 The school has followed up some of the recommendations of the previous Quality

Review to set up an identification and referral mechanism for children with special needs. Teachers are good at observing children's performance. They also seek information of children's performance at home from their parents and refer children to professionals for assessment after obtaining parents' consent. The school provides appropriate support to children with special needs. Teachers record children's development progress clearly and make use of diversified teaching strategies to cater for children's needs, including adjustment of learning content and peer assistance. In general, teachers accept children's diverse needs and encourage children to make attempts with positive words. They also offer individual counselling in a timely manner to help children complete their learning activities.

## **2. Learning and Teaching**

- 2.1 The school has a curriculum coordination mechanism. The inter-school curriculum group under the sponsoring body first draws up the learning theme for each grade level collaboratively. The school then refers to the teaching packages to develop its school-based curriculum, as well as devise content related to children's daily life in light of their interests and abilities. The curriculum content is comprehensive that covers all learning areas. The school arranges a wide range of visits and experiential activities to enhance children's interests and let them learn in an authentic context. It also provides sufficient opportunities for children to engage in art, physical and free choice activities daily. However, K3 children are not provided with music activity sessions on a particular day of the week. The school must review the daily schedule and arrange enough time for music activities every day, with a view to helping children broaden their sensory experience and express their emotions to facilitate their balanced development.
- 2.2 The management grasps curriculum implementation through different ways, including scrutinising curriculum documents, lesson observation and attending curriculum meetings. It gives suggestions for improvement as reference for teachers. For example, senior teacher conducts collaborative teaching with the other teachers and provides comments to them after lessons according to children's performance. Teachers review to what extent the learning objectives have been achieved every day. They also observe children's performance in different areas and conduct teaching reflection to adjust the teaching strategies and progress, which heads in the right direction. The school arranges peer and cross-school lesson observation annually to provide teachers with the opportunities to exchange ideas

and learn from one another, which helps enhance teachers' professional capability.

- 2.3 The school ties in with the needs of curriculum development and takes strengthening teachers' skills in designing and conducting appropriate play activities for children as the major concern of this school year. The school encourages teachers to increase play elements in teaching activities to make learning with more fun. It also deepens teachers' understanding of learning through play by participating in external support programme, which is conducive to enhancing teachers' knowledge and skills. Teachers design interesting play activities to arouse children's learning interests. They even select some nostalgic games which are appropriate to children, such as throwing and catching bean bags and playing with pick-up sticks, so as to catch their attention and facilitate peer interaction. As observed, teachers can demonstrate the role of providers to offer children various kinds of play materials for their selection, encourage children to actualise their creativity and develop the ability in exploration. Teachers can observe children's performance in play and intervene promptly. Some teachers play with children together to extend children's thoughts. Children and their peers use different materials and ways to explore or create, showing enthusiasm in the activities and demonstrating good social development. Children can choose activities according to their own preferences, which is beneficial to the cultivation of their personal interests and positive attitude of self-initiated learning.
- 2.4 The school makes good use of children's work to decorate the classrooms, which shows recognition of children's performance as well as enhances children's self-confidence and their sense of belonging to the school. Teachers design corner activities in connection with thematic learning in the classrooms for children to choose activities for consolidation, exploration, simulation, etc., which is favourable for the development of their social skills through interaction with peers in the games. At the end of the activities, children pack items and put them back in proper position, displaying good self-care abilities.
- 2.5 Teachers explain the topics clearly and use questions to ensure that children have mastered the learning content. Some teachers even use effective questioning to guide children to think further. Teachers value children's learning interests. They use pictures or multimedia teaching materials properly to attract children's attention, which is effective in helping children learn joyfully. Yet, teachers may cause confusion when giving complicated instructions to children. They are advised to split their instructions to make sure that children receive their messages clearly and follow their instructions to take part in the activities, thereby achieving the expected

objectives. In addition, the school is recommended to formulate focuses for teachers' peer lesson observation, such as effective teaching strategies. As a result, teachers' sharing can be facilitated to further inform learning and teaching. Children have a proactive learning attitude. They are attentive on and devoted to the learning activities. They are also pleased to respond to teachers' questions, and share their personal feelings and life experiences.

- 2.6 The school makes good use of space to make special arrangement for music and physical activities in the indoor play area for different classes in different timeslots, so that children can have enough room to enjoy the activities. The school sets up different play facilities in the play area for children to take part in cyclical games or skills training. Teachers design physical activities with different levels to cater for children's diversity. Overall speaking, children can select physical activities that meet their abilities and have sufficient amount of physical exercises, which is conducive to their physical development. Children enjoy music activities. They listen to the rhythms of music to adjust the speed of their body movements. They also comply with teachers' instructions to play different musical instruments including the tambourines and the sleigh bells, and follow the melodies to perform the songs pleasantly. All these activities are beneficial to the cultivation of children's aesthetic development.
- 2.7 The school assesses children's performance by continuous observation and keeping records. It also develops learning portfolios for every child. The assessment covers children's abilities in listening, speaking, reading and writing, their physical development and artistic creativity, etc. It is able to reflect their performance in different learning areas and development progress in various aspects. The school encourages parents and children to give feedback. Parents express their feelings and views on children's learning performance or growth stages, while children convey their thoughts on their personal learning and life experiences. The assessment content can show children's characteristics and record their developmental stages as evidence of their growth. In tandem, teachers can adjust the learning content according to children's performance and development in order to tie in with their abilities and needs.

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

- 3.1 The school formulates its major concerns in view of the school context and children's developmental needs. Building on the existing foundation, the management can

lead the team to refine the SSE work continuously so as to attain sustainable development of the school.

- 3.2 The school must review its daily schedule to arrange suitable music activities for children on a daily basis, thereby providing them with a balanced learning schedule to facilitate their all-round development. The school is also advised to further devise the focuses for professional exchange activities so that teachers can share appropriate teaching strategies more effectively and learn from others to complement each other's strengths, with a view to enhancing the quality of learning and teaching in an ongoing manner.