

School No.: 563617

Quality Review Report (Translated Version)

**New Kowloon Women Association
Tsz Wan Shan Nursery**

G/F, Ching Yuk House, Tsz Ching Estate, Tsz Wan Shan, Kowloon

10, 11 & 13 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: 10, 11 & 13 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 receives administrative support from the leadership team. It also liaises with other kindergartens under the sponsoring body to develop the joint-school curriculum. The school supports teachers to pursue further studies by providing relevant information about professional development promptly. It also allocates human resources so that teachers are given training opportunities to facilitate their professional development. The management is willing to consider staff's views, and the team communicates among themselves closely. Staff discharge their duties properly and collaborate with one another to promote sustainable development of the school with concerted effort.
- 1.2 The school has developed the school self-evaluation (SSE) mechanism. The team reviews the effectiveness of daily activities continuously and raises suggestions for improvement. At the end of a school term, it makes reference to the reviews of daily activities, stakeholders' surveys, etc., to get a picture of the school's performance in different areas of work, thereby drawing up the development directions for the next year. The school follows up some of the recommendations of the previous Quality Review (QR) to formulate clear objectives for its major concerns. In recent years, the school has set its major concern as developing children's good living habits. It took promoting a healthy diet as the focus of the plan in light of children's needs last year. The school redesigned the menu for children to get nutrients in their meals to achieve a balanced diet. It also emphasised the concept of healthy lifestyle in teaching activities to enhance children's awareness of healthy diet and oral hygiene. This school year, the school sustains the related major concern. It focuses on children's physical development in accordance with the SSE findings and introduces external professional support to enhance teachers' skills in designing and conducting physical activities. The school also sets arousing children's interest in English learning as another major concern this year. It has drawn up relevant development plans, and some of the strategies are in line with the

task objectives.

- 1.3 The school has a mechanism to identify and refer children with special needs. It capitalises on external resources for children to receive suitable support as soon as possible. The school helps newly admitted children adapt to school life according to their different paces of development by flexible arrangement of lesson time. The school makes use of various channels, including meetings, telephone conversation and notices, to keep in contact with parents. It also invites parents to be volunteers to assist in implementing activities so as to deepen their understanding of school operation. In addition, the school arranges parent education seminars to enhance parents' knowledge in child development and strengthen their parenting skills. Parents are happy to take part in the activities and recognise the school's education rationale. They join hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school refers to the *Kindergarten Education Curriculum Guide* and teaching packages to devise its integrated curriculum based on real-life themes that children are familiar with. The curriculum content is comprehensive and covers all learning areas. The school often invites external organisations to provide various thematic seminars for children on-site. In tandem, it plans theme-related visits and experiential activities for K2 and K3 children from time to time, so as to enrich their learning experiences and enhance their understanding of the surroundings. With respect to the daily schedule, K1 and K2 children are provided with sufficient opportunities to take part in music, physical and free choice activities every day. However, K3 children do not have adequate opportunities to participate in music and physical activities on Wednesdays, which hinders their balanced development. The school should therefore improve the arrangement. The school arranges transition activities for K3 children to develop a general understanding of primary school life so that they can get psychologically prepared for the next learning stage. That said, the teaching materials used in the activities are rather difficult which cannot meet children's developmental needs. The school must delete the related content.
- 2.2 The school has a mechanism to coordinate the curriculum. Representatives from the kindergartens under the sponsoring body form the joint-school curriculum group to design the curriculum outline as well as write up the teaching plans and child assessment guidelines collaboratively. The school adopts the homework designed

by the joint-school curriculum group, yet some of the content for K2 and K3 is too difficult while K1 children have to complete stroke copying exercises in the second school term. Such arrangement does not meet children's needs so the school must delete the inappropriate content. Teachers adjust the teaching plans based on children's life experiences and coordinate the teaching content for each grade level through meetings. Teachers often reflect on their teaching. However, the follow-up measures suggested by teachers lack variety. The management may lead teachers to review the effectiveness of the curriculum implementation in light of children's performance, and reflect on the teaching effectiveness as well as raise corresponding suggestions from different perspectives, such as the activity modes, environment set-up and children's exploration opportunities. In this way, learning and teaching can be improved in an ongoing manner.

- 2.3 The school refers to the child assessment guidelines of the sponsoring body to assess children's performance by continuous observation and keeping records. The assessment is comprehensive and in line with the curriculum objectives. Teachers collect children's work and the observation records completed by parents alongside the assessment information, and keep the information in the learning portfolios as evidence of children's growth. At the end of the school term, the school informs parents of their children's development in different stages and their learning performance in different areas by checklists and written description. The school must still follow up the recommendations of the previous QR to report children's learning progress during the school term to parents in a timely manner, so as to let them grasp and follow up their children's needs the soonest.
- 2.4 The school has set developing children's good living habits as the major concern for two consecutive years. Last year, it took promoting a healthy diet as the development focus. Through learning activities, seminars and introduction of children's daily menu, the school enabled children to know about the importance of a balanced diet and oral care in cultivating them the habit of having regular meals and eating appropriate amount. Children were interested in the ingredients and took note of the daily menu. They also brushed their teeth in the morning and at night to maintain oral hygiene. This year, facilitating children's physical development becomes the focus of the plan. The school strengthens teacher training to enhance their understanding of basic body movements and their facilitation skills of physical play. Teachers demonstrate proper postures to children and observe children's performance during activities in order to understand how well children have mastered

the relevant movements and their physical development, and make adjustment accordingly. Children enjoy taking part in physical activities and are engaged in various types of physical play, hence they have sufficient amount of exercises. The plan has achieved the expected outcomes.

- 2.5 This year, the school takes enhancing children's interest in English learning as another major concern. The school increases children's exposure to English by arranging games and nursery songs singing for them twice a week, with a view to arousing their learning motivation. However, without holistic planning, the school fails to provide children with an authentic language environment and appropriate teaching materials to extend and consolidate their learning on other days of the week. This undermines the effectiveness of the plan. The school should review the overall planning, including the set-up of the language environment, material selection and activity design. It should also plan proper activities according to children's abilities and life experiences so as to facilitate children's language development.
- 2.6 Teachers display children's work along the corridors and in the classrooms. Some of the work is made by children and their parents collaboratively, which can encourage children to appreciate one another and enhance their sense of belonging to the school. There are various types of games in the interest corners for children to select according to their own preferences. They may read quietly, use props to play different roles and also build blocks with peers. Nevertheless, teachers may increase fine motor exercises and provide more art creation materials for K1 children to encourage children's further exploration and inspire their thinking and creativity.
- 2.7 Most teachers are well-prepared for their teaching, they use photos, real objects, short videos, etc., to attract children and arouse their interest in taking part in activities. Teachers make good use of questioning for children to express their thoughts, or design simple experiments and role-play activities, so that children can develop concepts through firsthand experience. Teachers teach songs in a step-by-step manner. They first let children listen to the music and read aloud the lyrics by following the rhythms. Afterwards, they let children sing, perform rhythmic movements and participate in games corresponding to the music, guiding children to learn progressively. Children are fully engaged in the activities and sing loudly and clearly. Teachers adjust the requirements of simple tasks for children with special needs. They also provide individual guidance to these children during group and free choice activities, helping them learn joyfully according to their own pace. The teacher-child relationship is good. Children greet teachers of their own accord and

always smile. Children also have good routines. They proactively put their schoolbags in appropriate place and tidy up their clothes by themselves. When having meals, they queue up to get food and tableware in an orderly manner.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school can formulate appropriate major concerns in accordance with children's needs. However, the management still has to demonstrate the role of planning and monitoring. When formulating the work plans, it should lead teachers to have careful deliberation and develop an overall action plan. When implementing the plans, it should guide the team to review in good time and adjust the work strategies when necessary so as to achieve the expected outcomes. The school introduces external professional support to enhance teachers' professional competence, which is a suitable deployment. Yet, the management is advised to steer teachers to summarise the experience to inform learning and teaching, with a view to fostering sustainable development of the school.
- 3.2 The team should review the overall curriculum arrangement, including the appropriateness of homework and the arrangement of activities for K3 to experience primary school life. It should remove inappropriate content and provide a balanced daily schedule for K3. The school must also follow up the recommendations of the previous QR to revise the arrangement of child assessment so as to inform parents of their children's learning and development in a timely manner.