

School No.: 566314

Quality Review Report (Translated Version)

**New Territories Women & Juveniles Welfare
Association Limited Pok Hong Nursery School**

Units 21-28, G/F, Pok On House, Pok Hong Estate, Sha Tin, New Territories

21, 22 & 24 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 21, 22 & 24 February 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 cares for the needs of children and their families while striving to provide appropriate education and support services to nurture children alongside their parents. With the assistance and guidance of the leadership team, the school has actively improved its facilities in recent years to create a school environment that is favourable for children's joyful learning and healthy growth. Through inter-school functional groups and joint-school professional development activities, the school maintains regular contact with the affiliated kindergartens of the sponsoring body. They exchange experience in the areas of promoting environmental education, values education, home-school cooperation and so forth as well as sharing teaching resources. The school brings together the achievements of individual kindergartens so as to foster its efficiency in implementing relevant work. The management understands teachers' abilities and needs, and assigns duties strategically to offer teachers the opportunity of demonstrating their talent in curriculum leadership while supporting the teaching of the newly recruited teachers adequately. The planning of professional training ties in with the development needs of the school and teachers. This includes helping teachers strengthen their skills in designing and implementing language and music activities, as well as mastering techniques for communicating with parents and providing child-rearing suggestions, hence enhancing the professional competence of teachers effectively. Teachers are keen on learning and proactively share what they have gained from training. They appreciate and support one another, thus a positive work culture has been entrenched in the school.
- 1.2 The school refines its work by self-evaluation and making reference to the recommendations of the previous Quality Review, such as enriching the settings of interest corners, improving the arrangement of children's summative assessments and strengthening the use of assessment and review information, thereby increasing the effectiveness of teaching continuously. In recent years, the school has put much effort into promoting moral education. It deploys strategies from different aspects

and carries out the work in a step-by-step manner. The management makes good use of external professional support to equip teachers, unites the team to achieve consensus and forms a task force for work coordination. The school reviews the work progress aptly. In view of the impacts of the pandemic, it devises corresponding strategies to cater for the physical and mental wellbeing of children and parents. On the whole, the school takes into account the needs of the stakeholders to draw up plans in the aspects of professional development, children's learning and home-school cooperation. It appropriately adjusts the implementation strategies and progressively intensifies the work to achieve results for the development plans.

- 1.3 Regarding the support for children, the school has set clear guidelines to identify and refer children with special needs as soon as possible. It has also brought in an electronic system to allow professionals and teachers to conveniently access and update the information, thereby providing children with timely follow-up and support in a more effective way. The school takes the initiative to form a trusted partnership with parents. It sets up different channels to communicate with them and collect their views while paying attention to and following up on their needs. For instance, it provides supplies and emotional support to parents amid the pandemic and conducts diversified parent education activities to help them improve the effectiveness in parenting. Parents are willing to complete simple parent-child tasks with their children, such as creating healthy snack recipes and practising green living at home, to facilitate children to apply and extend their learning. The school also invites parents to participate in volunteer services like serving as parent storytellers, making teaching aids and shooting behind-the-scene clips of festival activities. It makes the best use of parents' expertise to carry out school activities, which helps strengthen home-school cooperation and connection.

2. Learning and Teaching

- 2.1 On the basis of the curriculum outline of the sponsoring body, the school adopts a theme-based approach to design an integrated curriculum. Common themes centred on life experiences are planned and spirally arranged for children of all grade levels to foster their learning and development in different areas. According to the themes, teachers choose picture books that meet children's interests and needs, and use stories and games to guide children to understand and grasp the learning content.

In addition, the school utilises the resources to organise a variety of activities to help children link learning to their lives. For example, it invites nurses to school to explain the stages of fetal development to children, allowing children to better understand their own birth and growth. It also leads children to learn about community facilities and have first-hand experience in Chinese food culture by dining at a Chinese restaurant while the bus ride provides an authentic environment for children to learn proper boarding procedures and follow rules. The school's curriculum content is balanced and its daily schedule is appropriately planned that children are enabled to build positive values and attitudes, develop skills and construct knowledge through rich learning experiences.

- 2.2 With regard to the assessment of child learning experiences, the school grasps children's learning progress and development through continuous observation and recording as well as analysing children's work and performance. The management and teachers jointly set appropriate assessment items and criteria for the learning themes to reflect children's performance in different learning areas. In recent years, the school has added the sections of children's messages and parents' opinions into the thematic assessment reports to learn about the views of children and parents on that particular theme. It has refined the arrangement of summative assessments as well to clarify the assessment objectives. Teachers develop learning portfolios for children to properly maintain children's assessment information and their favourite artwork, which serve as evidence of their growth. They also make use of various ways, including daily communication, dissemination of thematic learning content and assessment reports on a regular basis, and meetings on parents' day to aptly inform parents of their children's performance at school.
- 2.3 The teaching team holds cross-grade level lesson planning meetings for every learning theme. The management leads teachers to discuss the learning objectives and activity design and plan the teaching content meticulously. Upon completion of a theme, teachers at each grade level conduct teaching reflection. Based on children's learning performance and the assessment information, teachers collaboratively review the overall arrangement and effectiveness of the theme and adjust the teaching strategies according to children's learning difficulties or render support for children's individual needs, thus improving learning and teaching continuously. The management keeps abreast of the curriculum implementation and teaching effectiveness through lesson observations, classroom walkthroughs and review meetings. They also give feedback and acknowledgement to teachers at an

opportune time. Teachers conduct peer lesson observations regularly to observe and learn from one another while making specific suggestions for improvement to peers, which is beneficial to elevate the teaching skills of the team.

2.4 The school has been vigorously promoting moral education in recent years. After mastering the relevant education rationale and skills in carrying out teaching activities from the external professional support programmes, teachers applied their acquired knowledge in K2 first. They added the elements of moral education into thematic activities and used picture books and games to cultivate positive values and attitudes in children, such as being grateful, cherishing everything and facing challenges with courage. In the previous school year, elements of moral education had been incorporated into the learning themes of all grade levels. The school then further reinforced its work by setting moral themes for morning assemblies and birthday parties. In light of the needs of children and parents, the school held parent-child activities and created school-based fitness exercises to encourage parents and children to complete simple learning tasks and exercise together such that amid the pandemic, they could build a healthy lifestyle and have a positive mindset in times of change. The school expands the scope of work this school year by attempting to connect moral education with music activities. As observed, teachers inspire children to think of scenarios in the ocean world through interesting stories. Children are busy creating body and limb movements. They play the roles of different kinds of marine life while performing rhythmic movements and playing games to the music. They simulate saving their peers from fishing nets and learn the importance of helping others and team cooperation through this experience. The effort of the school in recent years has paid off as a positive and constructive vibe on campus has been gradually created. The school may sum up the work effectiveness and the experience learnt to plan holistically the focus of cultivation, teaching strategies and assessment arrangements for each grade level so as to continue nurturing children's good virtues systematically.

2.5 The school strives to improve its facilities. The newly equipped drawing walls in the corridors expand children's creative space. Teachers also make good use of the recently installed climbing facilities in the lobby to let children carry out a greater variety of physical activities. Classrooms are thoughtfully designed and set up. Children enjoy and appreciate the creative artworks of themselves and their peers which are displayed in the exhibition areas. They also try to play the gadgets and musical instruments that they have concertedly made from recyclable materials.

Children love to go to the reading corners to read as the corners are comfortably-furnished and offer a wide selection of books. Numerous tools and materials are placed in an orderly manner in the art and craft corners for children to choose from according to their preference for their art creation. Children know how to clean and tidy things up on their own once they have finished creating. Besides, teachers encourage children to take the initiative to explore. They allow children to find out the things that are attracted to magnets or discover the relationship between the design of paper bridges and the load capacity by predicting, manipulating, or testing. Some of the activities designed by teachers are with different levels of difficulty so that children can choose freely the level that suits them. Clues for answers are also available to facilitate children's ability to self-directed learning. During the free choice activity sessions, children are able to participate in different corner activities of their own accord in general. Teachers observe and join children's play, such as making moisture desiccant bags or conducting wind speed tests collaboratively, and reading together. They also invite children to share their experience and feelings after the activities, thereby helping children consolidate their learning. Some of the teachers leverage children's response to inspire them to think and discuss further, fostering children's imagination and problem solving skills.

- 2.6 Teachers have a good rapport with children. They understand children's learning and provide individual support based on children's needs. Teachers use real objects to aid teaching purposefully and utilise the school environment wisely to design real-life activities, such as observing the energy labels of the air conditioners on campus so that children can associate their learning with their familiar school life. Moreover, teachers arrange activities like fun games and snack making for children to learn and use English in a meaningful and relaxed context. Teachers cooperate with one another and demonstrate good teamwork when leading activities, ensuring the smooth implementation of activities. Most teachers have good communication skills. They exploit stories to arouse children's interest in learning and tell stories vividly to immerse children in the story plots. They often ask children questions and play games with them to increase their participation and interaction. Children are enthusiastic and willing to attempt. Most of them are able to share their life experiences and express their feelings. Teachers always acknowledge children's effort and guide them to appreciate and respect their peers' virtuous behaviour and opinions. Children take the initiative to greet teachers and care about classmates who are unwell. They get along with peers, learning and playing together joyfully.

3. Recommendations for Enhancing Self-improvement of School

The school has achieved certain results in promoting moral education. The management may lead the team to consolidate the experience gained to plan holistically and refine continuously the work of cultivating children's good virtues as well as keeping on fostering children's moral development through diversified strategies. On the other hand, the school may build on the solid partnership with parents to further strengthen home-school cooperation so as to nurture children's growth together.