

School No.: 566306

Quality Review Report (Translated Version)

**New Territories Women & Juveniles Welfare
Association Limited Fanling Nursery School**

**G/F, Wing B & C, Chun King House, King Sing Court,
Fanling, New Territories**

30, 31 October & 2 November 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 30, 31 October & 2 November 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 leadership team is familiar with education affairs. It cares about and fully understands the school context as well as allocating additional resources and providing professional advice to the school in a timely manner, performing its leadership and supervisory roles proactively. The school and the affiliated kindergartens of the organisation form cross-school task forces in respect of the trends of educational development and major tasks of the schools. They pull together professional competence and collaborate closely for optimising the areas of moral education, language learning and so forth to keep up with the times. The school attaches importance to the cultivation of teachers. It plans training activities in consonance with the development directions of both the organisation and the school. It also responds to teachers' needs in teaching by encouraging them to participate in different kinds of courses, seminars or workshops and share what they have gained, thus facilitating their professional exchange and establishing a culture of learning community. In regard to a larger number of newly recruited teachers in recent years, the management has taken appropriate induction measures to help them adapt to the new working environment the soonest. Members of the school support one another and the team atmosphere is harmonious. They uphold the mission of the organisation and are committed to providing quality education and care services to children, taking forward the development of the school with concerted efforts.
- 1.2 The school has a sound school self-evaluation mechanism in place to put into practice the cyclical process of planning, implementation and evaluation effectively. The management leads the team to collect views of stakeholders through multiple channels for reference and reflection, examine the work effectiveness in various areas and make timely adjustments to its strategies. They are able to consolidate the experiences for determining the development direction of the next stage. The school concerns the social and emotional development of children amid the epidemic. By taking part in external support services, the school increases teachers' and parents'

understanding of the developmental needs of children, while incorporating the effective teaching tactics and activities into the school-based curriculum. Building on the achievements of last school year, the school deepens its work by selecting those values and attitudes related to treating others among the traditional Chinese virtues as the focuses of this school year, with a view to enhancing children's understanding of Chinese culture. The school deploys suitable strategies in aspects of teacher training, curriculum planning and parent involvement with thorough considerations, thereby achieving the expected effectiveness of the work plans.

- 1.3 The school accepts and caters for the diverse needs of children. It makes good use of internal and external resources to offer children adequate support, striving to create an inclusive atmosphere. Teachers continuously observe children's performance and provide suitable care and referral services to children in need as soon as possible through an explicit identification mechanism. Teachers adapt the assessment arrangement for children with special needs so as to properly demonstrate their learning progress and recognise their abilities and improvement. At the beginning of the school term, the school arranges an adaptation week for the newly admitted children and adjusts the school time according to the needs of individual children. Teachers pay attention to and assess children's progress in adaptation. They maintain close liaison with parents to appropriately assist children in integrating into school life. The school regards parents as partners and timely keeps them informed of their child's performance through a wide range of communication channels. Meanwhile, it organises parent groups and parent-child activities in accordance with its major tasks and parents' needs so that parents can know the educational rationale of the school and the development needs of children. Parents trust and appreciate the school's work. The school has formed a parent-teacher association with the aim of converging parents' strengths to facilitate home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum outline provided by the organisation to devise its curriculum and makes school-based adaptation in light of children's needs. Teachers select suitable picture books according to themes to design an integrated curriculum, covering all learning areas holistically. The effectiveness of the integrated curriculum is good. Teachers prepare thematic, physical, music and corner games dovetailing with the development of storyline. They also actively

organise visits, snack tasting, simple parent-child learning tasks and so forth to enable children to learn joyfully in interesting and coherent activities, enriching their learning experiences. The daily schedule of the school is well-planned. Children are given sufficient time to engage in different types of activities every day to foster their balanced development. Besides, the school puts effort into promoting children's active exploration and encourages them to learn through play. It has allocated more time for physical activities in recent years in order to provide ample opportunities for children to create their own games, thereby helping them foster their interest and ability in proactive learning.

- 2.2 The school has formulated a suitable policy on the assessment of child learning experiences. It ties in with the curriculum objectives to devise the assessment content. Continuous daily observation and record-keeping are adopted to assess children comprehensively. Teachers regularly conduct thematic assessments and write observation records to clearly reflect children's performance in various learning areas. They also maintain relevant assessment information and works in the learning portfolios to demonstrate children's growth systematically. At the end of a school term, teachers describe in detail children's development at different stages and provide parents with concrete suggestions to help them nurture their child, supporting children's learning with concerted efforts.
- 2.3 The school has established a clear curriculum management mechanism. The management keeps track of the curriculum implementation by observing lessons, attending meetings, scrutinising documents, etc. It leads teachers to conduct lesson planning meetings to discuss the activity content and corner settings according to the capability and interest of children of each grade level, implementing the curriculum collaboratively. The school designs thematic evaluation forms this school year and encourages teachers to review holistically from different perspectives such as teaching skills and environment set-up. However, the existing records mainly focus on describing activity arrangements. The management is recommended to steer the team to analyse the teaching effectiveness based on children's performance, render suggestions for improvement, and utilise the child assessment information aptly to inform the curriculum, thus enhancing the efficacy of curriculum evaluation.
- 2.4 The school regarded strengthening children's social skills and emotional expression abilities as its major concerns last school year. It participated in external support programmes to provide training for teachers and parents, helping them grasp the relevant rationale and strategies. Teachers are able to apply what they have

acquired. They make good use of story characters or plots to guide children to learn the vocabularies for expressing emotions and feelings as well as ways to solve problems. Moreover, teachers are good at using daily scenarios to teach children to take care of their needs and be considerate to others. Teachers meticulously design simple parent-child learning tasks and set goals such as being polite, helping others and showing respect for every month to motivate children to practise good behaviour in daily life while extending their learning to home. Regarding environment set-up, there is an emotion corner in each classroom, letting children share their daily moods with others. Additionally, the school posts messages about emotional management on campus for enhancing children's ability to be aware of emotional changes and reminding them the methods of controlling emotions. As observed, children are able to explain their feelings properly when encountering difficulties and seek help at an opportune time. They like playing and chatting with peers, and getting along well with each other. The plan facilitates children's affective and social development.

- 2.5 The school places emphasis on children's understanding of Chinese culture and traditional virtues, and regards this as its major concern this school year. Building on the current learning focuses of social and emotional development, the school further connects moral elements including "benevolence", "propriety" and "filial piety" with the themes systematically and incorporates them into the curriculum. For instance, in the theme of animals, children learn to take care of animals for practising "benevolence". In the theme of family, children are taught to respect and love their parents and elders for learning about "filial piety". The school strategically guides children to understand traditional Chinese virtues through thematic teaching and extended activities. In the meantime, the school has enriched the teaching content of music and arts by adding activities like appreciating Chinese music and designing blue and white porcelain patterns in which children can feel the beauty of traditional art through hands-on experiences and creations. In the theme of "food", teachers introduce Chinese food culture to children during morning assemblies. Children are pleased to share their thoughts and experiences. The school arranges for children to carry out the national flag raising ceremony. Children master the methods and steps of raising the flag and perform the warranted etiquette when playing and singing the national anthem. The school implements the plan from different perspectives, which is beneficial for boosting the work effectiveness.

- 2.6 The school has endeavoured to optimise its campus in recent years by renovating the premises and adding new space to display children's artworks in order to create a warm, comfortable and neat learning environment. With teachers' meticulous planning, every interest corner in the classrooms is furnished with abundant materials. The games are diverse and fascinating which stimulate children's learning motivation effectively. The school has followed up on the recommendations of the previous Quality Review to put efforts into improving the setting of exploratory corners. Explicit learning objectives are set for the exploratory corners. Teachers tie in with the picture books to design an array of simple experiments and exploratory activities. Children are eager to make attempts. They focus on using wooden sticks, straws or building blocks to construct a throwing device to send items to the destination. Children keep on exploring and testing and never get tired of this. They share their discoveries and successful experiences with peers, demonstrating strong curiosity and exploratory spirit. The imaginative play corner is attractively decorated where real-life scenarios such as a hot pot restaurant and a Chinese restaurant are in place for children to engage in the roles of cashiers, chefs and customers. Children are happy and content while unleashing their imagination. They take the initiative to read or discuss the story content with one another. Children also use varied materials to create arts and crafts and their artworks are full of childlike elements. They are active in joining various corner activities to construct knowledge through manipulation, creation or collaboration. In the course of the activities, teachers take part in children's play or intervene and inspire children when appropriate, facilitating them to think further. Some teachers make good use of questions to steer children to share interesting discoveries or extend children's play experiences, which are effective in fostering them to learn through play.
- 2.7 Teachers adhere to the principle of enabling children to learn through first-hand experience. They design enlightening learning activities based on children's interests and abilities, often arrange collaborative games and offer children sufficient time to express their thoughts, consolidating children's learning through interaction. Teachers possess good communication skills. Their explanations and instructions are clear. Some of them are able to deploy the tactics of role-play to map out lively contexts in different kinds of activities to attract children to listen attentively. During physical activity sessions, teachers provide a wide range of equipment and materials for children to choose freely and create their favourite games, as well as discussing the playing methods with peers. With the encouragement of teachers,

children make attempts to demonstrate their creativity and team spirit. Teachers design music activities relevant to the themes. They lead children to imagine and role-play while performing rhythmic movements and singing along with the melodies, enjoying the fun therein. The school has also put emphasis on increasing children's abilities in learning language in recent years. It cultivates children's interests and confidence in English learning by using stories, songs and games. The school may review the design and arrangements of the related activities so as to keep optimising the language learning environment for children.

3. Recommendations for Enhancing Self-improvement of School

The school strives for advancement proactively. The team promotes the sustainable development of the curriculum with concerted efforts. Building on this solid foundation, the management is advised to continue to steer teachers in reflecting on the teaching effectiveness with reference to children's performance, and use the assessment results of child learning experiences to inform curriculum planning.