

School No.: 566349

Quality Review Report (Translated Version)

**New Territories Women & Juveniles Welfare
Association Limited Yuen Long Nursery School**

4/F, Yuen Long Town Hall, 4 Tai Yuk Road, Yuen Long, New Territories

11, 12 & 14 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: 11, 12 & 14 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 sponsoring body attaches importance to the cultivation of children's active learning spirit and it sets clear school mission. The leadership team understands teachers' needs through meetings, school visits and appraisal supervision. It also organises training activities such as workshops and inter-school visits to enhance teachers' professional capacity. The school maintains close liaison with other kindergartens under the same sponsoring body. The management of the affiliated schools holds meetings regularly to discuss the curriculum outline together. Pulling together the concerted effort in their collaboration, a synergy effect has been created for promotion of the school's sustainable development.
- 1.2 The school has followed up the recommendations in the previous Quality Review. It has strengthened teachers' abilities in conducting music activities and using picture books to design activities so as to keep enhancing the teaching quality. The school has developed the culture of school self-evaluation (SSE), it reviews the effectiveness of daily work under the whole-school approach and devises major concerns with reference to the SSE results. The school put emphasis on enhancing children's expression abilities last school year, whereas its major concern this year is to reinforce the elements of free exploration in play activities. The school plans its development work from various aspects including arranging teacher training, revising daily schedule and improving activity design, which are pragmatic and feasible. The school has scheduled lesson observation being conducted by the management and among peers to facilitate the team's exchange of experience in teaching practice. It helps also the school evaluate the effectiveness of its work plans from the learning and teaching performance promptly, enabling the school to give feedback to the planning of school development through the inter-connected self-evaluation process, viz. planning, implementation and evaluation.
- 1.3 The school accepts children's diversity. It properly records and follows up the cases of children with special needs so as to provide them with appropriate support. The school cares about children's adaptation to different learning stages and helps newly

admitted children get used to the school life in a progressive manner. The school also holds seminars for parents to introduce them the admission mechanism and learning modes of primary education. Furthermore, it invites parents of graduates to share their experience in facilitating children's adaptation to future life in primary schools. It also arranges children to join activities in the primary schools in the same district so as to get them ready for the next learning stage.

- 1.4 The school values home-school connection. By means of diversified channels, it helps parents with a clear picture of the school's development plans and curriculum principles. The school invites parents to take part in voluntary work and organises parent-child activities to facilitate home-school communication and cooperation. Upon completion of a learning theme, the school invites parents to attend children's sharing sessions while disseminating children's learning information through the online platform for parents to learn about their children's learning content and progress. Parents trust the school and join hands with it to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school devises a child-centred curriculum by making reference to the curriculum outline of the sponsoring body and selecting picture books which are related to children's life experiences and interests. It designs the content of different learning areas and sets teaching objectives according to the story plots. Teachers are able to facilitate children's learning by designing fun-filled science exploration, language and mathematics play activities with their years of experience in planning activities with picture books. The school's curriculum is appropriate to children's abilities. Besides, the school's daily schedule is properly designed that children can have sufficient time every day to participate in different kinds of activities for facilitating their balanced development.
- 2.2 The school adheres to the rationale of learning by doing. It organises a variety of outdoor learning activities to lead children to acquire and consolidate knowledge through firsthand observation and experience, as well as connecting learning with their daily lives outside the school campus. The school actively taps external resources to enrich the curriculum content by introducing the elements of environmental protection, financial management, virtues and so forth in it, which are connected with children's life experiences and able to cater for their learning needs. Teachers incorporate these elements into daily teaching to optimise the effectiveness

of the integrated curriculum. Overall speaking, the school curriculum is comprehensive and balanced.

- 2.3 The sponsoring body arranges the affiliated kindergartens to form a Curriculum Steering Committee to support schools in curriculum development and review. The school has clear curriculum development directions. The management attaches great importance to the coherence of the curriculum of each grade level. It understands teachers' daily teaching through lesson observation, meanwhile giving teachers suggestions and guidance regarding their teaching design and strategies, demonstrating their roles as the curriculum leaders. Teachers take part in the work of the curriculum team in the school level, they discuss teaching objectives, content and activity design together. The management team facilitates professional exchange among teachers and enhances their abilities in devising and implementing the curriculum. Teachers have developed the habit of reflecting on their teaching. With reference to the reflection outline drawn up by the school, teachers assess the teaching effectiveness according to the major concerns of the year and improve the teaching arrangement in a timely manner. The school has a sound curriculum coordination, monitoring and review mechanism which helps enhance the effectiveness of the curriculum and teaching quality in an ongoing manner.
- 2.4 The school has been actively promoting children's learning through play for years. It increases play time, space and materials for children this school year. Teachers also adjust the design of thematic teaching and corner activities to help children acquire learning experience through observation, manipulation and interpersonal interaction during the play process. Teachers prepare the learning activities earnestly, they select teaching aids and toys purposefully to provide children with more firsthand exploration opportunities. The science exploration activities in the interest corners are attracting. During free choice time, children observe closely snails eating and crawling; push magnetic cars to move forward; or shake bottles which are connected together in different ways to observe the swirls caused by the flowing water, showing their inquisitive mind and curiosity. The school practises the principles of play in the physical activities. It has rearranged the set-up of the play area to let children choose different physical equipment to design how they would play with peers while practising different physical skills through play. Building on the existing foundation, the school may enhance teachers' observation skills so that they can take note of children's interests and their ideas evolved during the play process, hence to further maximise the effectiveness of learning through play.

- 2.5 The school strengthened children's expression abilities and took it as the major concern last school year. It led children to interview tourists and organised Chinese and western festive celebration activities for children to use languages in authentic contexts, so as to increase their opportunities of listening and speaking while bolstering their confidence in communicating with others. From observation, children are happy to chat with others and they share experiences fluently. Besides, the school has set up appropriate language learning objectives for each grade level and enhanced the graphic and textual display in the classrooms to help children consolidate their basic knowledge of written languages. In addition, the school continues to implement the reading programme to encourage parents to read with their children. It also invites parents to school serving as storytellers which helps arouse children's interest in reading and develop their reading habit.
- 2.6 Teachers are caring to children and have a good understanding of each child's personality and ability. They flexibly adopt strategies to support children's learning. In response to children's reaction and performance in lessons, teachers either provide individual guidance or encourage children to collaborate with each other. Teachers also put what they have learnt from training into practice to enrich the content of music activities. Teachers may keep acquiring the skills of organising and leading music activities so as to set clearer goals for the lessons. Children like playing with peers, they cooperate with each other in a drawing using big paintbrushes, they also engage in spinning top competition according to the rules as discussed among themselves. Children read and tell stories with peers, getting along harmoniously, demonstrating their good social development. Children are able to finish their lunch by themselves and help teachers clean up things after use, possessing good self-care abilities.
- 2.7 The school develops learning portfolios for children to collate and keep records of their assessment information properly. Teachers observe children continuously, they draw up the assessment criteria for assessing and recording children's performance according to the learning themes. The assessment is comprehensive. Teachers highlight key development objectives in the assessment items to emphasise children's developmental characteristics in different ages. It helps parents better understand their children's development progress. Teachers conclude children's learning and development performance every school term. Some teachers have an in-depth understanding of children's performance in different growth stages and are able to analyse children's development concretely. The school maintains close

communication with parents and reports children's performance to parents in a timely manner. The assessment information is also used to inform the curriculum and as reference for supporting children.

3. Recommendations for Enhancing Self-improvement of School

The school values team spirit and strives for enhancement to promote the school's sustainable development. It regards strengthening the free exploration elements in play as the major concern this school year. The school has laid the foundation for sustaining play activities in its provision of space, time and materials. The management may lead teachers to acquire the skills of child observation so that they can get hold of children's interests and ideas evolved during play activities for stimulating children's thinking and hence further enhances the effectiveness of children's learning through play.