

School No.: 563536

Quality Review Report (Translated Version)

TWGHS Chan Han Nursery School

Unit 2, G/F, Sau Fu House, Sau Mau Ping (I) Estate, Kowloon

4, 5 & 7 July 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: 4, 5 & 7 July 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 organisation of the school renders support in curriculum, training and other aspects. These support measures include forming different task groups with the affiliated schools of the organisation, conducting regular professional communication, organising activities as well as providing joint-school teaching resource websites, which is conducive to achieving resources sharing. The management allocates duties according to teachers' abilities and preference, resulting in smooth daily operation. With respect to assisting the newly recruited teachers, the school arranges experienced teachers as mentors to guide new teachers and get them familiar with the school operation, in addition to the induction training and lesson observations at peer schools assigned by the organisation. In tandem, the management interviews with the new recruits and provides feedback to them at the beginning of their onboarding, striving to foster their professional growth. The school asks teachers to participate in professional development activities such as joint-school teachers' development day, workshops on play and music activities and lets them share their learning afterwards at staff meetings with an aim to enhancing the professional competence of teachers.
- 1.2 Before the end of a school year, the management leads teachers to collect information to reflect the effectiveness of the major concerns, and then divide their work to compile school reports for summing up the school development. This school year, the school regards strengthening the free exploratory elements in play and boosting the effectiveness of music activities as its major concerns. The work plans are being promoted steadily by employing various strategies like teacher training, environment set-up and parent education.
- 1.3 The school team embraces and cares for children. It identifies children with special needs effectively and liaises with parents for making proper follow-up actions and referrals. Teachers keep contact with professionals while adjusting the learning objectives and assessment content for children in need for meeting children's

development. In order to assist the newly admitted children in adapting the school environment, the school takes a step-by-step approach to have parents accompanying their child to school until children can attend school independently. Moreover, the school creates pamphlets for introducing the teaching staff and showing photos of school activities to help children settle into school life as soon as possible. In supporting children's promotion to primary schools, the school organises parent seminars not only to disseminate information of primary school visits but also arrange adaptation activities for K3 children, so that children can get emotionally and psychologically prepared. The school places emphasis on supporting parents that it communicates with parents proactively and launches seminars and parent-child activities for them to understand the school curriculum, child development, tactics of taking care of children and so forth. Furthermore, the school collects parents' information at the beginning of a school term and invites them to serve as volunteers in different activities, including assisting in the making of glutinous rice balls and visiting supermarkets, in light of their preference, which is effective in exploiting the spirit of home-school cooperation.

2. Learning and Teaching

- 2.1 Based on the curriculum outline stipulated by the organisation, the school uses picture books as its teaching materials and organises an integrated curriculum in accordance with children's development, interest and life experiences. The curriculum is comprehensive in content and covers all learning areas, encompassing the cultivation of children's attitudes, skills and knowledge. The school assigns children to engage in activities in whole-class, group and individual modes when necessary and arranges visits and festive activities to enrich their learning experiences. Children are given opportunities to have music, physical, art and free choice activities every day. However, on the play days and during the period of primary one simulation activities, the school fails to provide sufficient time for children to take part in music and physical activities. The school is required to revise the daily schedule of these activities. Besides, there is a small amount of homework which is rather difficult for K3 children. The school must remove it.
- 2.2 The management supports teachers through meetings, scrutiny of documents and classroom walkthroughs. Members of the team review the curriculum regularly. Apart from examining the appropriateness of picture books annually, bringing the

matters to the attention of the organisation and taking follow-up actions, the team members also conduct teaching reflection on a routine basis, of which the content mainly describes the activities and the performance of children. Some of them advise on teaching arrangement, materials, etc. or document the teaching strategies they employed. The management may encourage the team to share experience and review on the teaching effectiveness more often and make concrete and feasible suggestions in a bid to further boost the teaching effectiveness.

- 2.3 The school draws up the content of the assessment of child learning experiences according to the curriculum objectives. Teachers keep records of children's performance through continuous observation and maintain thematic assessments, observation records, year-end assessments and other information in the learning portfolios which serve as evidence of children's development. Teachers distribute information periodically to keep parents informed of the learning of their child. Teachers also make reference to the assessment information to follow up on individual children's needs.
- 2.4 The school premises are bright and tidy with activity photos and artworks of children posted around the campus for them to recall the fun moments they had during games, exploration and creative work. There are sofas and puppets in the reading corners with a wide range of books placed in the corners to attract children to read. A variety of materials are put by categories in the art and craft corners for children to choose. Children put effort into drawing and enjoy doing creative works. In conjunction with the major concerns related to play, the school launches parent-child play day to increase parents' understanding of play while encouraging parents to allow children to unleash their creativity by using different materials to design their own games at home. Teachers set up simple experiments in interest corners for children to make predictions first, and then conduct iterative tests. Children are willing to explore in the course of the activities and demonstrate their curiosity. Meanwhile, teachers provide children with materials like wheels and building blocks to decide the playing methods on their own. As observed, children and peers engaged in constructive activities and role-play joyfully. They manipulated the materials to build a wall using building blocks or simulate a scenario of feeding animals. The effectiveness of the major concerns is shown gradually. Teachers observe children's performance during the free choice activities and give instructions and guidance occasionally. Teachers are recommended to join in children's play at an opportune time for enhancing teacher-child interaction, thus stimulating children's

imagination and creativity to a further extent. After play, teachers may conduct reviews with children to help them collate the learning experiences and provoke further thinking.

- 2.5 Teachers are amiable and kind that they encourage and guide children to practise good behaviour, leading to a good teacher-child relationship. During thematic activities, teachers have made use of questions to facilitate children to express their views. However, teachers focus slightly too much on explanation. They are recommended to give more opportunities for children to gain hands-on experience with a view to increasing children's participation and learning efficacy. With respect to enhancing the effectiveness of music activities, teachers jointly design various music activities upon training. The activities include steering children to use their imagination after listening to music, guiding children to express the music content with different postures or movements, or letting children play musical instruments. Children enjoy themselves very much and the effectiveness of the plan has been observed. Children take part in many gross motor activities during the physical activities. They stretch their bodies and minds and have ample amount of exercise with good body coordination. Yet, some activities such as sit-ups and push-ups do not meet children's needs. The management is required to lead the team to examine and revise the design of the physical activities in order to cater for the developmental needs of children.
- 2.6 Children are enthusiastic, polite, energetic and cheerful. They follow teachers' instructions and are attentive in learning while loving to express themselves. Children get along well with one another to show decent social skills. Children are independent at school that they can put on and take off their shoes by themselves, help pack items for afternoon nap as well as tidying up things properly on their own after activities, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school sets its major concerns for the next school year after evaluation. To strengthen the effectiveness of school self-evaluation (SSE), the school should avoid only using positive data from the stakeholder questionnaire surveys to assure the success of the work plans when assessing the plans. The management is required to lead the team to undertake comprehensive analysis of all information collected in order to grasp the actual school context and needs, serving as reference for devising

the major concerns in future. To facilitate the sustainable development of the school, the management is advised to guide teachers to embed the cyclical SSE rationale of planning, implementation and evaluation in routine work by adopting the whole-school approach.

- 3.2 Personnel changes have been experienced by the school and there is room for improvement in building rapport among team members at work. The management could employ various strategies such as observing lessons and attending meetings to gain a deeper understanding of the curriculum implementation and effectiveness of learning and teaching. Apart from rendering individual feedback on teachers' performance in teaching, the management may also arrange peer or inter-school lesson observations, study groups and so forth to foster the professional development of the team members.
- 3.3 The school is required to remove those rather difficult K3 homework and revise the daily schedule of the play day and primary one simulation activities to cater for children's developmental needs. It is necessary for teachers to examine and cancel the improper physical activities. They are recommended to provide more hands-on opportunities for children during thematic activities. Teachers are advised to conduct reviews after free choice activities to assist children in consolidating their learning experiences and inspire their thinking. The management may encourage the team to examine the activity effectiveness more often, and propose and implement recommendations, thereby improving the learning and teaching in an ongoing manner.