

School No.:564095

Quality Review Report (Translated Version)

TWGHS Chiap Hua Cheng's Nursery School

**3/F, Chai Wan Municipal Services Building,
338 Chai Wan Road, Hong Kong**

3, 4 & 6 December 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 3, 4 & 6 December 2018

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 has a well-established School Self-evaluation mechanism. The teaching team embraces the value of the inter-connected self-evaluation process, viz. planning, implementation and evaluation, and actively applies it to its daily work with the aim of attaining continuous improvement. The school upholds the spirit of child-centredness. It adjusts the planning and implementation of the curriculum in a systematic manner in light of children's different learning abilities and needs. To facilitate every child's learning and development, the school conducts timely reviews in order to strengthen the effectiveness of learning and teaching. The school has followed up the recommendations of the previous Quality Review. The management effectively leads teachers to conduct professional sharing and provides teachers with appropriate training. The team examines the school context and analyses the needs of different stakeholders. In recent years, the school has regarded enhancing teachers' abilities in creating child learning environment and adapting school-based curriculum as the school's development plans in which they are able to address the issue of children's individual differences. In this school year, the school has taken facilitating children's affective and moral development as its development plan. The school maps out proper strategies and implements the plan in a step-by-step manner while reviewing the effectiveness continuously, so as to promote school development.

1.2 The school is well-supported by the sponsoring body, and the management steers teachers to work collaboratively in providing quality education and care services for the families in the community. The authorities and responsibilities of the management are clearly defined. Through diversified channels, the management understands teachers' situations and needs. It also listens to teachers' views and provides them with timely follow-up and support. Teachers have sufficient opportunities to receive professional training according to their own experience and needs. A culture of professional exchange has also been established to enable

teachers to share their experience on teaching, classroom management and caring for children through meetings, peer lesson observation, etc., so as to enhance the teaching team's professional capacity.

- 1.3 The school utilises external resources to support the needs of children and parents. The school concerns about children's family and development background, and it collects parents' information through questionnaires before their children attend school. The school meticulously observes the learning and development of the newly admitted children. In accordance with the mechanism, it provides appropriate referral and follow-up services for children with different needs. Newly admitted children and K3 children who will be promoted to primary one are arranged with appropriate activities. The school develops close connection with parents through various communication channels. Parents participate in different parent education activities, and they borrow various resources from the parents' resource corner so as to grasp parenting knowledge. The school also arranges lesson observation and volunteering activities for parents to participate in their children's learning so that they are familiar with the developmental needs of children at kindergarten stage. With parents' trust and support, the school works collaboratively with parents in order to facilitate the healthy growth of children.

2. Learning and Teaching

- 2.1 To formulate the school-based curriculum, the school makes reference to the curriculum outline of the sponsoring body and adheres to the education rationale of child-centredness. The school integrates all learning areas by themes and selects appropriate picture books and real-life topics which are of interest to children. The school conducts project activities to encourage children to carry out in-depth exploration on the topics that interest them. It also organises festive events and visits for children and facilitates K3 children to participate in community services, so as to enrich their learning experiences. The school's curriculum is comprehensive with fun-filled and diversified activities that tie in with children's daily life experience, thereby promoting children's whole-person development. With respect to daily schedule, the school arranges sufficient time for children to engage in music, physical and art activities every day. Children are also provided with sufficient opportunities to engage in free choice activities which promote their self-directed learning.

- 2.2 Based on the goals of the school curriculum, the school devises a comprehensive assessment mechanism to assess children's learning experience and performance. The school adopts a continuous assessment approach by observing and recording children's daily activities. The school develops learning portfolios for children to maintain records of their work and thematic assessment information. There is a summative assessment in each school term to summarise children's performance in difference areas. Teachers meet with parents to get them informed of their children's learning progress and provide them with suggestions on promoting children's learning and development. Besides, the school collates and analyses children's learning assessment information and uses it as references for adjusting the strategies of catering for learner diversity and refining the curriculum.
- 2.3 The school has a sound mechanism of curriculum coordination, monitoring and review. The management gives timely feedback to teachers by means of classroom walkthroughs, lesson observation and scrutinising curriculum documents. Teaching demonstrations are offered to teachers when necessary to ensure effective implementation of the curriculum. The school cares about children's diverse learning needs, and it took enhancing their learning abilities as its major concern last year. In accordance with children's developmental characteristics, prior knowledge and diverse needs, the management guides teachers across grade levels to conduct collaborative lesson planning, devise learning objectives for thematic and physical activities, design corresponding learning content and assessment items, and discuss appropriate teaching strategies so as to cater for children's individual differences effectively. Teachers reflect on the effectiveness of activities according to children's performance, and they adjust their teaching flexibly to enhance children's learning effectiveness. The school is planning to promote the aforesaid practice to other learning activities. The work plan is on the right track.
- 2.4 The school has regarded facilitating children's affective and moral development as its major concern for this school year. It has acquired relevant story books, so that teachers can make use of the stories to guide children to understand and deal with their emotions while encouraging them to develop empathy and practise good behaviour. Teachers grasp the characteristics of children's affective development and infuse affective education into daily activities. Teachers set up an emotion corner to provide a quiet space for children to share their personal feelings with teachers or peers. They also encourage children to learn and play with peers so as to enhance their interpersonal communication skills. From observation, children

are able to voice their wishes of playing with peers politely. When they are upset, they are able to calm down under teachers' comfort and encouragement, and they will then participate in the learning activities again. The school has arranged K3 children to serve the community and express sympathy to people around them. This is conducive to cultivating children's positive values and attitudes.

- 2.5 The school appreciates the importance of children's physical development. It utilises school venue properly and creates fun-filled scenarios when designing suitable physical games for children. During morning exercises, children follow teachers to perform body relaxation and start their school day in a pleasant atmosphere. Children like bouncing balls, cycling, practising movements such as under-arm throwing, over-arm throwing and catching. They also engage themselves in the group games arranged by teachers and collaborate with peers in harmony. Teachers incorporate different elements such as music appreciation, pitch exercises, playing musical instruments and so forth into music activities to nurture children's interest in music. Some teachers are able to connect the aforesaid elements effectively by adopting an integrated approach and engage children in rhythmic movements according to the song rhythms. The management is advised to lead teachers to further strengthen the effectiveness in carrying out music activities through focused peer lesson observation and critique.
- 2.6 Enhancing teachers' abilities in planning the classroom environment was another major concern of the school in the previous school year. Teachers set up diversified corner activities that tie in with the learning themes of each grade level. A wide variety of materials, including fine motor training materials, toys and teaching aids, are prepared in the corners. The activities are designed with different levels of complexity and children are allowed to manipulate and explore freely on their own. Teachers make the best use of space to exhibit children's works and create a harmonious atmosphere by using children's activity or family photos. Children choose to participate in different corner activities according to their preference. They explore different materials eagerly, water plants on a regular basis, engage in role-play at the imaginative play corner, construct blocks with peers and add favourite accessories to create their own games. Teachers observe children's performance during play activities and give timely encouragement and appropriate guidance. They also recapitulate the learning content of the day with children and review the status of their corner activities together. Teachers are advised to invite children more often to share their experiences and feelings after activities, so as to

consolidate their learning experience.

- 2.7 Teachers use real objects, puppets, toys as teaching aids to grasp children's attention and arouse their interests. They take note of children's individual needs and facilitate their learning by adding graphics in the teaching materials, using verbal commands, adapting the level of questioning and allocating children into different groups as appropriate. Teachers often express care to children with appropriate body language. They speak amiably to encourage and praise children, respecting and accepting their diverse needs. Children trust teachers and seek teachers' assistance proactively when they encounter difficulties. Teachers tell stories to children in a lively and fun way, and have good interaction with children. Children like reciting nursery rhymes, and they are happy to respond to teachers' questions. Children are eager to communicate with peers and demonstrate much passion and interest in learning.

3. Recommendations for Enhancing Self-improvement of School

The teaching team teaches and takes care of children attentively by accepting and catering for their diverse needs. It maintains close communication with parents in order to render support. This is crucial for the healthy growth and all-round development of children. Based on this foundation, teachers are advised to continue to share their good practices. With the guidance from the management, the whole team could continue to enhance its professional capacity, so as to contribute to the well-being of children.