

School No.: 563552

Quality Review Report (Translated Version)

TWGHS Fong Shiu Yee Nursery School

F12, 1/F, Commercial Centre, Tin Ma Court, Lung Cheung Road, Kowloon

26, 27 & 29 November 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: 26, 27 & 29 November 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 leadership team is visionary and has clear school missions and goals. It provides suggestions on the school's annual plan as well as facilitates the connection and collaboration between the school and other affiliated schools of the sponsoring body, enabling them to make reference to the successful experience from one another to promote school development. The management examines the school context continuously to grasp the opportunities and challenges of school development. It responds to the school's current needs promptly, such as helping the team achieve consensus and formulating appropriate development directions together through the support programme and exchange activities. Teachers' duties, authorities and responsibilities are well-defined. In addition to daily teaching, they also take up roles in different functional groups, while maintaining close communication with the management to promote progress of the school with concerted effort. The school's documents are organised and filed systematically. The documents are important reference for the team's work to facilitate the implementation of daily matters more effectively.
- 1.2 The sponsoring body values teachers' professional growth. It draws up the objectives for teachers to participate in the professional development programme every year. The management encourages teachers to equip themselves through appropriate training. It not only arranges teachers to attend training activities organised by the sponsoring body and the school, but also provides views and information on teachers' individual development. In tandem, it recommends teachers to attend courses that tie in with their interests and needs of their work. The school pays attention to the adaptation of new teachers and implements the induction and collaborative programmes for them to get familiar with the work environment and daily routines the soonest, so that teachers can support one another in teaching, home-school communication and other routine operation. In addition, senior teachers from the affiliated schools of the sponsoring body form a district network group. The group discusses the strategies of school development, shares the

experience in supervising and supporting teachers and exchanges teaching skills through meetings, which can strengthen the leadership of senior teachers and enhance the work effectiveness. The school has a comprehensive mechanism of teacher training which helps build a professional team, so that teachers' work can cater for the development of the school.

- 1.3 The school follows up the recommendations of the previous Quality Review (QR) to adjust the arrangement of peer lesson observation for teachers and improve the arrangement of music activities. The school has a well-established mechanism of school self-evaluation (SSE). The team continuously conducts SSE. It makes use of objective indicators to evaluate the work, reports and reviews the progress of various plans in daily meetings, as well as consolidates the experience to devise the work focuses for the upcoming year at the end of the school term. In recent two years, the school has taken building team spirit, implementing moral education and developing music activities as the major concerns. By analysing the changes of its context and children's performance, and based on the experience accumulated from school development and teaching practices, it formulates the expected objectives in a concrete manner which meet the school-based needs. The school collaborates with external groups and introduces teacher training as well as teaching resources to implement the work in an orderly manner. The major concerns for some school years are coherent, such as the plan about fostering children's moral development. This shows that the school can inform the planning work for the next school year through evaluation and practise the inter-connected self-evaluation process, thus the plan can be developed continuously for sustainable improvement of the education quality.
- 1.4 The school maintains close communication with parents and arranges gatherings for them to support one another and share parenting experience. The school also organises seminars to provide parents with information to enhance their parenting skills. In addition, the school organises parent volunteer activities, with clear objectives of informing parents of its curriculum, the implementation of the annual plan and children's learning progress. The school caters for learner diversity and capitalises on external resources to solicit efforts from multi-disciplinary collaboration. It also discusses the grouping strategies in class and adjusts the teaching content through meetings in order to support children's individual needs effectively. The school has put in place an identification and referral mechanism for children with special learning needs. The operation procedures are clear and

systematic, so that children can receive necessary services at an early stage. The school gets K3 children prepared in terms of self-care and emotional management to equip them for the primary school life. The rationale is proper whereas the arrangement is appropriate.

2. Learning and Teaching

- 2.1 The school develops the school-based curriculum by making reference to the curriculum outline and teaching themes of the sponsoring body, and selecting real-life topics and stories according to children's abilities, interests and life experiences. The curriculum is comprehensive which covers all learning areas. The school's daily schedule is organised systematically, providing children with sufficient opportunities to engage in music, art, physical and free choice activities daily to facilitate their balanced development. In view of children's developmental needs, the school sets appropriate learning objectives in connection with children's different starting points or learning paces. Teachers flexibly arrange whole-class, group and individual learning opportunities for children. They also adopt a flexible teaching mode, which enhances the teaching effectiveness and caters for learner diversity in an effective manner.
- 2.2 The management discusses the learning focuses, teaching strategies and environment set-up collaboratively with teachers through meetings. In accordance with the focuses of the development plan for this school year, it infuses relevant content of moral education into each theme. The management understands the effectiveness of curriculum implementation through lesson observation and scrutinising curriculum documents. It conducts teaching demonstration when necessary and arranges focused peer lesson observation, providing teachers with the opportunities to observe and learn from one another, so that the teaching effectiveness can be enhanced through sharing and exchange of views. Teachers have good reflective ability. They review children's performance in alignment with the learning objectives, while giving concrete suggestions for improving teaching effectiveness. The management scrutinises teachers' teaching reviews and provides suitable feedback.
- 2.3 The school caters for children's developmental needs. It took helping children understand their personal emotions and striving to develop their civic-mindedness as the major concerns last school year. The findings reviewed by teachers show that children try to seek help from teachers or peers to manage negative emotions. They

also handle public properties with care. Building on the results in the previous year, the school adds the elements of moral education in the learning themes this school year. It assigns duties for children to encourage them to help one another, which is conducive to developing their sense of responsibility. As observed, children get along harmoniously. They also respect and cooperate with one another.

- 2.4 The school has followed up the recommendations of the previous QR. It makes good use of the music room and arranges children to engage in music activities in groups, providing children with sufficient space to perform rhythmic movements. In order to enhance the effectiveness of music activities, the school sets improving teachers' skills in conducting music activities as the major concern this school year. Teachers master the activity design and use appropriate skills to help children experience the fun of creating body movements in response to the rhythm. Children are devoted during the process and grasp the learning content. The expected learning effectiveness has been achieved.
- 2.5 Teachers set up different learning corners in the classrooms based on the teaching themes. Children are provided with sufficient opportunities to select activities in different corners daily. The materials in each learning corner are diversified while the fun-filled activities are designed with different levels of complexity. As observed, children select the learning materials and games according to their own interests and abilities, and acquire knowledge and skills through manipulating teaching aids. Children select different materials to make three-dimensional craft work. They collaborate and share with others and build blocks with peers. Children engage in games together with peers in the imaginative play corner, for example, having birthday parties. They are engaged in chatting and playing together.
- 2.6 Teachers teach conscientiously. They use real objects, multimedia teaching aids, etc., to assist in their teaching, which can effectively sustain children's learning interests. Teachers make good use of questioning to stimulate children to think and express themselves more frequently. They often give positive feedback to children to enhance their self-confidence. During free choice sessions, teachers observe children's performance and play with them to facilitate their learning. Teachers know children's developmental needs well. They adjust the learning objectives, content and strategies in order to cater for learner diversity effectively. As observed, children respond to teachers' questions actively. They are good at expressing their own thoughts and feelings. They also possess good self-care abilities, for example,

they tidy up after activities.

- 2.7 Taking into account of the curriculum objectives, the school formulates the policy and content on the assessment of child learning experiences, which include clear assessment items and criteria for teachers to assess children's performance objectively. The school conducts child assessment by means of continuous observation and records. It reports children's performance to parents in a timely manner. The school also invites parents to share their children's performance at home to help teachers have a good grasp of children's overall learning and development progress. The school has developed learning portfolios for children to record information including children's thematic assessment, anecdotal observation and summative assessment. Teachers submit the curriculum review every year according to children's learning performance. They point out the difficulties faced by children during the learning process as reference for the sponsoring body to revise the curriculum. Such practice is conducive to informing curriculum planning.
- 2.8 The school attaches great importance to providing children with sufficient amount of physical exercises during physical activities. It places diversified play facilities in the venue for children to engage in skills training and games in groups, ensuring that children have sufficient opportunities to take part in the activities. Teachers encourage children to adjust the difficulty levels of the activities to stretch their potential and develop their learning attitude of making attempts courageously. Overall speaking, the physical activities of the school is beneficial to the development of children's gross motor skills.

3. Recommendations for Enhancing Self-improvement of School

Under the steering of the leadership team and the management, the school can plan the task objectives and strategies properly to promote its development. It can also keep refining the school-based curriculum to enhance the effectiveness of learning and teaching in consideration of children's developmental needs. The school is advised to explore the directions for continuous development to perfect the quality of education and services.