

**School No.: 564133**

# **Quality Review Report (Translated Version)**

**TWGHS Fong Shu Chuen Nursery School**

**Portion of G/F, Causeway Bay Community Centre, 7 Fook Yum Road,  
Causeway Bay, Hong Kong**

**31 October, 4 & 9 November 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 31 October, 4 & 9 November 2022**

- 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 maintains communication with the affiliated kindergartens of the sponsoring body. Through joint-school meetings, teachers discuss the curriculum development and exchange their experience on the implementation of major concerns, thereby soliciting professional capacity to promote the development of the school. The management has served the school for many years and is familiar with the school context and operation. It keeps close liaison with teachers and assigns duties according to their abilities and expertise, and leads the team to plan the development directions of the school, demonstrating sound leadership. The school arranges for teachers to attend school-based and joint-school training activities to facilitate their professional growth. It has followed up on the recommendations of the previous Quality Review to organise focused peer lesson observations that are tie in with the school development plan with a view to gaining an understanding of the effectiveness of its work as well as improving teachers' mastery of the relevant curriculum rationale and teaching skills. The school encourages teachers to share and apply what they have learnt through meetings and daily communication. The team has good vibes, and works together to enhance the quality of education and services provided by the school.
- 1.2 The school has established a self-evaluation mechanism. The management leads teachers to collect evidence from different channels for reviewing the school context and evaluating the implementation of various tasks from multiple perspectives. It consolidates the effectiveness and the experience at the end of the school term with the aim of building consensus among the teaching team and formulating the development directions for the upcoming year. Taking into account the curriculum development trends of kindergarten education and the results of teaching reviews, the school sets the major concerns according to its context. In the recent two years, it has regarded promoting children's learning through play as the focus of development and aimed at providing more opportunities for children to explore

proactively during play. Through strategies like teacher training, daily schedule arrangement and space planning, the school takes the plans forward from different aspects. The objectives of the school's development plan are clear. The team reviews the effectiveness of the work and makes timely adjustments to the strategies so that the plans can be implemented in a step-by-step manner.

- 1.3 The school accepts the diverse needs of children. It has established a clear mechanism to identify and refer children with special needs to enable them to receive appropriate professional support. The management draws up strategies on supporting children with teachers. Taking the kindergarten-primary interface as an example, apart from providing information to parents about admission to primary one and organising appropriate transition activities for K3 children, the school also invites graduates to share the primary school life and arranges primary school visits and experiential activities, thus helping children get prepared for transitioning to primary one and gradually adapt to the new learning stage. The school values the communication with parents and uses various channels to maintain contact with them, such as introducing the rationale and work of its major concerns through parent bulletins to deepen parents' understanding of the school's development directions and curriculum. Parents recognise the school mission and are willing to participate in the school activities. They work in collaboration with the school to foster children's growth.

## **2. Learning and Teaching**

- 2.1 The school upholds the education rationale of child-centredness. It makes reference to the curriculum framework provided by the sponsoring body to develop a school-based curriculum according to children's developmental stages and needs. Teachers select picture books that relate to children's life experiences and interests as well as adopting a thematic approach to design an integrated curriculum. The curriculum content includes all learning areas which cover the acquisition of attitudes, skills and knowledge for children. In order to strengthen children's understanding of the themes, teachers arrange visits to community facilities or invite external organisations to hold thematic seminars in school so as to enrich the relevant learning experience of children. The school caters for learner diversity. Teachers observe and analyse the abilities and needs of individual children to review and revise the learning objectives and teaching content. They also deploy strategies such as

environment set-up refinement, homework adaptation and grouping arrangement to care for children's learning and reinforce the effectiveness of teaching. Children have adequate time to participate in music, physical, art and free choice activities every day. The arrangement of the daily schedule facilitates children's balanced development.

- 2.2 The school's policy on the assessment of child learning experiences is clear. Teachers develop the assessment content for each grade level in accordance with the curriculum objectives. They refer to the assessment guidelines to continuously observe, record and analyse the performance of children in various areas and assess their learning progress comprehensively. Children's learning portfolios keep the assessment reports, observation records, work analysis, etc. systematically. Teachers summarise children's performance in different stages at the end of the school term, and meet with parents to let them know about their children's learning progress. The school consolidates and makes use of learning assessment information to inform curriculum planning so as to achieve the goal of promoting assessment for learning.
- 2.3 The school has set up a mechanism for curriculum coordination, monitoring and review. The management observes lessons, scrutinises teaching documents and attends meetings on a regular basis to monitor the implementation of the curriculum effectively. It develops the curriculum content with teachers of all grade levels, discusses with them the design of activities and environment set-up, and gives them timely suggestions and support. Teachers are able to review their teaching according to the daily performance of children, and aptly reflect on and improve their teaching skills. Upon completion of a theme and of a school term, teachers evaluate the effectiveness of the curriculum collectively, put forward concrete suggestions and take appropriate follow-up actions. This is conducive to enhancing the quality of learning and teaching. The school reports on the implementation of the curriculum to the sponsoring body, which serves as a reference for curriculum refinement.
- 2.4 The school keeps pace with the trends of curriculum development and has made promoting children's learning through play its major concern in recent years. It organises teacher training and peer school visits to enable teachers to master the skills of choosing equipment and designing games. It also conducts peer lesson observations to foster the learning and exchange of experiences among the team. Each class is arranged to play in the physical or outdoor venues every day. Physical equipment and household recyclable materials like plastic bottles, tin cans and toilet

paper cores are also provided for children to choose the equipment and materials according to their preference and create play on their own. As observed, children love to play with peers to unleash their creativity. For example, they use the physical equipment to set up different kinds of obstacles, and then try to get through them by applying their acquired techniques or basic movements, demonstrating their problem-solving skills and body coordination. Teachers roam around and support children during the activities. Nonetheless, they are required to carefully observe the abilities and performance of children and make appropriate intervention to inspire children to think and explore, so as to further enhance the effectiveness of promoting children's learning through play. Besides, teachers are advised to invite children to share their findings and ways of solving problems in the review sessions so that children can extend their experience and consolidate their learning.

- 2.5 The school has created a pleasant learning environment for children. Teachers plan the classroom interest corners thoughtfully. There are different types of corner activities with fun games and abundant materials, which effectively help children develop various skills. Teachers make good use of the classroom walls to design collage games, easel paintings, theme-related games, etc., to expand learning space for children. For the theme "Food", teachers of each grade level set up imaginative play respectively, such as a Chinese restaurant, barbecue site and kitchen, and provide rich materials. Children simulate drinking tea and eating dim sum in the Chinese restaurant. Some children play as waiters to bring out Chinese tea sets and tea leaves to serve the customers while others act as cooks to make dim sum like siu mai and barbecued pork buns from light clay. Such activities deepen children's learning of the thematic content, facilitate their communication and interaction, and help them gain an understanding of the Chinese food culture. Various teaching aids are placed in the practical life corner, where children concentrate on spreading the jam on a toy bread with care and scoop the beans with different spoons patiently. Through manipulating the teaching aids, they strengthen their motor coordination of the fine muscle groups, master life skills and enhance self-care abilities. The school continues to refine the design of exploratory activities. In order to foster children's curiosity and learning interests, children are enabled to choose to complete simple tasks that are of an appropriate level of complexity, such as observing the process of dyeing flowers or the shapes and characteristics of leaves, and making simple records. Children get along well with their peers. They participate in the activities based on their own abilities and preference, follow the rules of corner activities and

enjoy playing all kinds of games with friends joyfully. After the activities, they sort out and tidy up the place quickly.

- 2.6 Teachers are kind and soft-spoken. They give timely encouragement and praise to children. Teacher-child relationship is good. Teachers are well-prepared for lessons. They make good use of real objects, pictures and self-made teaching aids to support teaching. They express vividly can attract children to listen to the teaching content attentively. In recent years, the school has gradually refined the design of music activities. The teaching procedures are clearly planned, and singing, rhythmic movement and social play are arranged to enrich children's music experience. As observed, children love to sing and can move their bodies to the beat of music. However, the learning objectives of the music activities at different grade levels are mostly the same while the musical elements are slightly inadequate. The management is advised to lead teachers to set more appropriate learning objectives for music activities in light of the developmental characteristics of children at their grade levels and strengthen the musical elements of the activities to further nurture children's aesthetic development.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 To keep pace with the development trends of kindergarten education, the school refines its school-based curriculum continuously. The teaching team has been actively promoting children to explore of their own accord through play by deploying suitable strategies from different aspects in recent years. Yet, for the development plan about the exchange and collaboration of the teaching team, the strategies devised are mainly routine work. The school is recommended to formulate appropriate strategies and success criteria that correspond to the targets of the plan so that the expected outcomes can be achieved.
- 3.2 The management is advised to lead the team to strengthen the role of teachers as observers, interveners and inspirers to further enhance the effectiveness of children's learning through play. In order to foster children's aesthetic development, the management may guide teachers to set proper learning objectives for music activities which tie in with the developmental needs and abilities of children.