

School No.: 564150

Quality Review Report (Translated Version)

TWGHS Fong Tam Yuen Leung Nursery School

Flat 1-5, G/F, Tin Yue House, Tin King Estate, Tuen Mun, New Territories

28, 29 & 31 October 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: 28, 29 & 31 October 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 Under the steering of the leadership team, the school keeps close contact with the nursery schools under the sponsoring body. It makes good use of the joint-school resource sharing platform for teachers to share teaching materials and activity design. The school also organises diversified professional exchange activities, such as cross-school lesson observation and joint-school teaching experience sharing, which can pool efforts for the implementation of work in regard to administration, curriculum, child support, etc. The principal works collaboratively with the senior teacher with due care. They offer appropriate guidance for teachers and provide new recruits with proper induction programme so as to help them adapt to the working environment the soonest. They also allocate duties suitably and encourage teachers to stretch their strength through empowerment and accountability. The school puts in place clear guidelines and a well-developed filing system. The daily operation is smooth. The school capitalises on external resources to implement various kinds of work effectively. With high spirits, the teaching team is committed and willing to bear responsibility. Members of the team support and encourage each other. They collaborate to implement the child-centred curriculum and provide appropriate care services, while being innovative to seek continuous progress.
- 1.2 The school has followed up on the recommendations in the previous Quality Review. It strengthens the communication with parents and organises a variety of activities for parents to deepen their understanding of their children's learning and skills of getting along with their children. The school has a systematic mechanism to identify learner diversity and provide referral services according to children's needs as soon as possible. By means of training and external professional support, the school helps teachers adopt suitable strategies to cater for children's diverse needs. Besides, the school designs parent-child assignment for each grade level to facilitate children's development on senses as well as gross and fine motor skills. Learning materials on life skills are available at the school for parents to borrow. This can encourage parents to take part in relevant activities with their children and work with

the school to assist children in developing life skills. The school observes and evaluates the learning progress and needs of newly admitted children, and takes appropriate follow-up actions for children with individual needs while maintaining close liaison with parents. K3 children are arranged with primary one adaptation activities which is conducive to getting children psychologically prepared for promoting to primary schools. Parents fully support the school's education rationale of learning through play and are glad to assist the school in implementing activities. Building on the mutual trust between parents and the school, they nurture children's healthy development with concerted efforts.

- 1.3 The school's self-evaluation (SSE) mechanism has been well developed. The SSE culture is embedded in daily operations, improving the work in different aspects continuously. The management leads teachers to collect evidence and review the work effectiveness in each area by means of collective discussion. The annual work plans are formulated in accordance with children's learning needs and the school's development pace. In recent two years, the school has been promoting free play to inspire children's different abilities. Last school year, the school provided training for teachers to reinforce their knowledge of designing relevant activities while implementing free play in K2 and K3 classes. This school year, the school makes reference to the review results and enhances the environment set-up and teachers' teaching skills so as to further inspire children's thinking. The school plans to promote the practice of free play to K1 in a progressive manner. Another major concern of the school in these two years is to enhance catering for learner diversity. Last school year, the school placed emphasis on adjusting the teaching content of the learning themes so that children with different abilities could be engaged in the learning activities. This school year, it provides more support for teachers and parents to care for children's emotion, develop their positive values and facilitate their social development. The school has developed clear objectives for the work plans with comprehensive deployment, it reviews and follows up in an orderly manner to achieve the expected objectives of the work plans.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the curriculum materials of the sponsoring body to devise the school-based curriculum. The themes are designed according to children's life experiences and interests. The integrated learning activities are comprehensive. In connection

with the activity schedule, the school arranges sufficient opportunities for children to engage in music, physical and free choice activities every day which is beneficial to their balanced development. The school places emphasis on letting children construct knowledge through firsthand experience. Elements of sensory exploration are infused into the activity design. For instance, there are models of written characters made from different materials for children to sense the forms of the characters by touching. Children are also guided to express their feelings towards sounds through physical movements and they gain better understanding of their own bodies from the activities. These activities not only facilitate children's sensory development, but also enable them to develop an initial understanding of matters. The teaching team grasps the characteristics of children's learning and is able to design a curriculum which meets children's learning and developmental needs.

- 2.2 The school arranges children from two grade levels to share a classroom and conducts free choice activities in mixed-age mode. Children have sufficient space and opportunities to play together. Since last year, the school has been implementing free play in K2 and K3 classes to foster children's active learning attitude and inspire their different abilities. Teachers practise the rationale learnt from training. They turn part of the classroom into free play corner and place diversified materials such as wooden boards, short bamboo sticks, small tyres, carton boxes and blocks therein for children to use freely according to their interests and preference. Children take control of play and determine the materials, content, methods and playmates of play. Teachers observe earnestly and intervene in a timely manner. They ask questions to inspire children's solutions to the problems while recording children's imagination, communication, collaboration and problem-solving abilities demonstrated during play. The recorded information is used as training materials for the team and evidence for reviewing the effectiveness of the work plans. After summarising the experiences, the school further reinforces teachers' role in play this school year. In addition to improving the environment set-up and purchasing extra materials, teachers debrief the play with children at the end of free choice sessions. They invite children to introduce their work and demonstrate the play created by themselves for children to learn and appreciate one another. As observed, some children explore the characteristics of particular materials first and then mix other materials to build a "panda crawling race course". Some children build blocks with peers and engage together in imaginative play, such as running a restaurant and playing musical instruments. Besides asking questions to guide children to express

their ideas, some teachers are even able to facilitate children's learning through play by summing up and sorting out on the matters discovered by children and their ideas emerged from play.

- 2.3 The school adopts the assessment mechanism of the sponsoring body. It assesses children's performance by means of continuous observation and keeping records. The assessment is comprehensive, covering the learning objectives of all themes and developmental objectives at different ages. The child assessment information includes the analysis and assessment forms of activity observation which shows children's continuous learning performance and development progress in different stages. The school conveys the assessment results to parents in a timely manner and lets them have an in-depth understanding of their children's performance at school via face-to-face discussion. The school collates and compiles the performance of all children in different areas, thereby acquiring a whole picture of the overall development of children. By making reference to the child assessment information in reviewing the curriculum and annual work plans, the teaching team can grasp the work effectiveness in an objective and comprehensive way, hence following up on the areas that require further attention promptly.
- 2.4 Teachers care about children. The team notices children's diverse needs through daily observation. As a result, it has placed greater emphasis on catering for learner diversity since last school year and regarded it as one of the major concerns. The school strives to adjust the content of thematic teaching. It divides children into groups with reference to the assessment information, and designs thematic learning activities by taking into account children's abilities and needs in each group. Teachers adjust the objectives and content of activities, for example, planning ahead conversation topics and questions with different levels of difficulty. They also adopt various teaching strategies such as preparing more pictures and real objects for children's observation and manipulation to help them comprehend the learning content while giving them options during questioning. As observed, children with different abilities participate in the activities. They are fully engaged and respond actively. Teachers often give recognition to children's efforts which can reinforce their learning motivation effectively, resulting in positive effectiveness of the work plans.
- 2.5 The school has a sound curriculum coordination, monitoring and review mechanism. The management leads teachers to observe and analyse children's needs as well as understand the trends of kindergarten curriculum development in an ongoing manner,

thereby formulating the direction and pace of school-based curriculum development and arranging teachers' professional development activities. The management understands the situation of curriculum implementation through classroom walkthroughs, lesson observation, meetings, etc. The management sets a role model for teachers and conducts trials with teachers on new teaching approaches and strategies. They forge ahead by demonstrating the role of leadership and support. Teachers devise teaching plans meticulously and plan ahead different strategies and environment set-up so as to cater for learner diversity. When teachers conduct reflection, they are able to make use of children's performance to review to what extent the activities have achieved the objectives, identify effective practices and areas for improvement, and propose concrete and feasible suggestions.

- 2.6 Teachers make use of theme-related story books to conduct storytelling and read aloud with children. They also design activities extended from the story, such as measuring height for children and marking children's birthdays on the calendars. The activities are related to children's everyday life, making learning meaningful and fun-filled. During music activities, teachers guide children to engage in playing, singing, manipulating musical instruments, etc. Yet, there is no strong connection between some play activities and the characteristics of the songs. Children are therefore not able to sense the elements of music such as the changes of melodies and beats effectively through the activities. The school may review the design of music activities and enhance teachers' skills in conducting music activities, so as to improve the teaching effectiveness. Teachers actively show concern about children's affective needs by means of holding children's hands, hugging and greeting with gentle voices from time to time, so that children can feel teachers' care and develop a sense of security. In handling children with unstable emotions, teachers remain calm and cheerful to accept children's emotional needs and listen to them patiently, which helps divert their unhappiness and worries. Teachers give commendation frequently and point out children's good deeds concretely in order to facilitate children's positive behaviour.
- 2.7 The school lays emphasis on the development of children's self-care abilities. It provides various kinds of opportunities for children to learn to take care of themselves and serve peers on the campus. Teachers design a wide range of teaching aids for children to imitate actions in the interest corners, such as trimming fingernails, pouring tea from a teapot and fetching food from a pot to a bowl using a ladle. The design of the teaching aids is related to everyday life and can train

children to take care of themselves while developing their fine motor control as well as eye-hand coordination abilities. As observed, K1 children learn to wipe their tables after meals, and K2 and K3 children help teachers put back desks and chairs after activities. After taking afternoon naps, children tidy up their bedding by themselves proactively, showing good self-care abilities and confidence in handling matters independently.

3. Recommendations for Enhancing Self-improvement of School

The school has a team of staff who keeps making further improvement and cares for children. Under the steering of the management, the school adheres to the education rationale of child-centredness to provide children with a favourable learning environment and experiences. The school may continue to refine the design of music activities through the cyclical process of SSE. Building on the present experiences, the school is recommended to keep exploring and developing teachers' role in play, so as to further enhance children's learning effectiveness through play.