

School No.: 563560

Quality Review Report (Translated Version)

TWGHS Fong Lai Ming Nursery School

**5/F and Roof Playground, Tai Po Community Centre,
Heung Sze Wui Street, Tai Po Market, New Territories**

24, 25 & 27 October 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: 24, 25 & 27 October 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 school was founded on the mission of the organisation. It caters for children conscientiously. The leadership team keeps track of the school operation through meetings and gives timely advice and support. The affiliated kindergartens of the organisation liaise closely with one another and share experiences among themselves in curriculum development and supporting children. The school also makes good use of this advantage to arrange various internal training activities and organise peer lesson observations on the major concerns to enhance the professional competence of the team. The school has a well-defined organisational structure. The management is open-minded and willing to consider opinions from teachers. It allocates duties properly in light of teachers' preferences, strengths and experience. Team members discharge their duties in different positions and unleash their full potential, promoting school affairs with concerted efforts.
- 1.2 The school has established a sound mechanism for school self-evaluation. The management leads the team to review the school context together and devise the major concerns according to the organisation's development direction and the children's needs. They also review the progress and effectiveness of the tasks on a regular basis. The school has regarded refining the design of music activities as its major concern for two consecutive years. In last school year, it arranged training activities to help teachers understand the concept of designing music activities. They also revamped the working group and deliberated lesson plans collaboratively to improve the activity arrangements. In this school year, the school further enhances external professional support and improves the design of the music activities through regular professional sharing. It also introduces simple parent-child games on rhythmic movement and pulls together parents' efforts to carry out the plan, leading to a steady implementation of relevant work.
- 1.3 The school caters for learner diversity. It has established a clear identification and referral mechanism and utilises external resources properly so that children can

receive proper support as soon as possible. The school puts much effort into organising adaptation activities before school starts to facilitate children to be familiar with school life as soon as possible. It assigns teachers to lead group games so that they can have a preliminary understanding of the development and needs of newly admitted children. Meanwhile, the school and parents share their views on children's performance with each other after group games. The school also distributes well illustrated booklets about the adaptation to school life and joins hands with parents to help children adapt to school life. After admission, teachers observe children attentively to get a grasp of their adaptation, and then design progressive school hours based on the individual needs of children. Teachers also maintain close liaison with parents to discuss strategies that help children settle in, which is helpful for children to integrate into school life gradually. Besides, the school arranges kindergarten-primary transition activities systematically and raises children's self-confidence through promotion ceremonies. In tandem, extension activities for stories are arranged to familiarise K3 children with the learning mode of primary school and changes to the daily schedule, thereby getting them psychologically prepared for promoting to primary school.

- 1.4 With a wide range of channels, the school keeps close communication with parents and they compare notes with each other on the performance and learning of children. The school also carries out activities like face-to-face meetings and lesson observations to inform parents of its work and development plans. Additionally, the school takes the initiative to follow up on parents' views and organises seminars and workshops that dovetail with their needs, in a bid to enhance their parenting skills. Parents recognise and support the school. They are willing to serve as volunteers to assist in conducting visits and demonstrate the making of festive food. Parents and school jointly foster children's growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline devised by the organisation, the school designs an integrated curriculum that is comprehensive in content. The topics selected are related to children's daily life and meet their development and interests as well as accommodating the cultivation of values and attitudes and acquisition of skills and knowledge in children. Children have sufficient time to take part in music, physical, art and free choice activities every day, resulting in a balanced daily

schedule. The school attaches importance to the experiential learning of children. It organises visits, field trips, field studies of the community and so forth according to the themes to enrich children's learning experiences. The school also holds festivities and lets children experience traditional art, with a view to enhancing their understanding of Chinese culture.

- 2.2 The school assesses children's performance through continuous observation. The assessment content is in alignment with the learning objectives and reflects the development of children in different aspects. Teachers are arranged to participate in training provided by the organisation to grasp the relevant assessment guideline and criteria. Teachers distribute assessments and observation records to parents regularly while giving advice on children's development when necessary in order to facilitate parents to know about and take follow-up action on children's performance. The school identifies children's learning needs by referring to the assessment information to inform curriculum planning.
- 2.3 The school has established a mechanism of curriculum management and monitoring. The management keeps track of the curriculum implementation by attending curriculum meetings, scrutinising documents, conducting classroom walkthroughs, etc. It renders timely guidance and suggestions for follow-up as well. The management leads teachers to jointly map out the learning content, activity design and environment setup of the themes, and conduct reviews upon completion of a theme. The review tools of the school facilitate teachers to examine the teaching effectiveness and propose suggestions for adapting teaching strategies in light of children's performance.
- 2.4 Since last school year, the school has been regarding refining the design of music activities as its major concern for two consecutive school years. It has organised teacher training and formed a working group for professional communication. The design of music activities is being revised steadily according to the acquired knowledge. Teachers introduce activities with real-life contexts and enhance the elements of rhythmic movement in the activities to arouse children's interest in creating body movements in response to music. As observed, children were pleased to carry out rhythmic movement to pretend to be different animals, involving themselves in the activities.
- 2.5 Teachers make good use of the space on the walls and along the corridors to exhibit children's works and activity photos. Teachers also let children participate in classroom decoration to increase their sense of belonging to the school, such as

designing the name tags on school bag shelf, the notices of corner rules, and preparing props in imaginative play corners. The school flexibly utilises the venues, for instance, to open up adjoining classrooms to create more activity space for children. Mixed-age free choice activities are arranged for children in different grade levels to play together, thus promoting their social development. Teachers of different grade levels plan the interest corners together and provide abundant materials for children to manipulate and explore. In accordance with children's interests and developmental needs, the corners are furnished with books and teaching aids with various levels of complexity. The corner activity design addresses children's learning from two grade levels. Children imitate the scenario of going to a teahouse. K3 children play the roles of waitpersons and customers whereas K2 children serve as cooks to make mooncakes, practising what they have learnt from the thematic activities. Children of different grade levels interact with each other and learn through play. Teachers observe children's performance. They provide guidance and join in children's games from time to time to foster children's learning. During the review sessions, teachers guide children to revisit what they have learnt that day and share their experiences of participating in the interest corners. Teachers are recommended to employ various strategies such as inviting children to introduce their works, showing activity photos and asking follow-up questions, for steering children to share their feelings and discoveries, thus helping children collate what they have found as well as consolidating and inspiring children's learning.

- 2.6 Teachers are kind, friendly, caring and patient. They care for children's feelings and needs, leading to a good teacher-child relationship. Teachers put much effort into teaching preparation. They use pictures and self-made teaching aids to facilitate teaching and stimulate children to focus on learning using vivid facial expressions. When teachers are conducting thematic activities, children take turns to manipulate the teaching aids. Yet, the waiting time is generally long. Teachers could review the existing arrangements to enhance children's participation. Teachers arrange circuit games and activities with free choice physical equipment for children. The amount of exercise is sufficient to foster children's physical development. However, teachers are required to take note of the routine for switching venues and give specific instructions to children, providing favourable conditions for activity implementation.
- 2.7 Children are energetic and cheerful. They are active and love going to school. They are able to answer teachers' questions and share their life experiences

confidently. During free choice activities, children learn, explore and create in different interest corners. They proactively invite their peers to play together and get along with one another. Children also take care of their younger peers to demonstrate satisfactory social development. Children put on and take off their shoes by themselves, tidy up their clothes and take turns to help clean up after lunch meals, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school taps the assessment results properly and devises the major concerns in conjunction with the development direction of the organisation and developmental needs of children. The school deploys appropriate strategies to facilitate its sustainable development. Building on this foundation, it could lead teachers to review the design of thematic activities with a view to reducing wait time for children to manipulate the teaching aids and enhancing interaction between teachers and children. The school could also improve the bridging arrangement of switching venues after the physical activities to promote effective learning in children.