

**School No.: 564176**

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

## **TWGHs Kwan Fong Nursery School**

**Unit 120-129, G/F, Fu Yuen House, Chuk Yuen (South) Estate,  
Wong Tai Sin, Kowloon**

**24, 25 & 27 June 2024**

**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 June 2024**

**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 Pooling the professionalism of the teams from the affiliated kindergartens of the organisation, the leadership team holds cross-school working group meetings, joint-school mutual visits and observation sessions, etc., to assist the schools in sharing experiences in curriculum implementation and teaching with one another on a regular basis, thus attaining synergy effect to facilitate school development and professional growth of teachers. The management has served the school for years and is familiar with the school context and daily operation. With its extensive experience in administrative management and curriculum planning, the management gives full play to expert leadership effectively to guide the team to adhere to the rationale of child-centredness for providing education and care services to children in the vicinity. The school strives for progress while maintaining stability and enhances the teaching quality of the team continuously. It brings in external resources and organises internal professional learning community focusing on the major development direction and teachers' needs. By means of studies, application of acquired knowledge and review of efficacy, teachers strategically strengthen their expertise in promoting learning through play. Newly recruited teachers are mentored by experienced teachers and have plenty of opportunities for cooperating with adept peers regarding teaching arrangement in a bid to grasp the teaching requirements and adapt to the working environment the soonest. Overall, team members have developed rapport at work. They work in close collaboration and encourage one another, committing themselves to supporting children's learning and developmental needs.

1.2 The school has built a good culture of school self-evaluation (SSE). It thoroughly upholds the cyclical concept of SSE in daily tasks. The management leads teachers to analyse child assessments, teachers' reviews, parent's opinions and other information systematically and refines strategies continuously for increasing the effectiveness of various types of work. Taking account of factors like the school

context and needs of children, the school has regarded arousing children's exploratory spirit through play as its major concern in recent years. The school has stipulated concrete and explicit goals for the plans and deployed comprehensive and detailed implementing measures in aspects such as teacher training, curriculum planning and parent education. A mode of play in line with the school features has been developed in a step-by-step manner. Teaching team members examine the progress of the plans regularly and jointly confer about improvement solutions with the aim of offering children exploratory, joyful and profound learning experiences. The plans have achieved the expected work objectives.

- 1.3 In the spirit of "education for all", the school takes care of children of different backgrounds and needs attentively and establishes a clear identification and referral mechanism for children with special needs to receive support the soonest. In tandem, the school creates an atmosphere of care and acceptance on campus, allowing children to grow healthily in an inclusive environment. Teachers keep contact with the multi-disciplinary service teams to discuss tactics of catering for children diversity. Teachers adjust the teaching and assessment content as well in light of children's abilities for keeping up with the developmental pace of children and facilitating their learning. Furthermore, the school arranges a flexible adaptation period and proper kindergarten-primary transition activities for children who have just been admitted and those who are about to be promoted to primary school respectively. By doing so, the school assists children in getting prepared emotionally and psychologically for the smooth transition to new environment and stage of growth.
- 1.4 The school is active in launching parent-related work. Apart from furnishing parents of newly admitted children with a thorough child-rearing programme that helps them grasp the basic skills in nurturing children, the school also organises a variety of seminars and parent-child activities to deepen parents' knowledge of the children's developmental characteristics, emotional management, moral education and so forth. The school makes good use of different channels including parents' day, workshops and quarterly newsletters to keep parents informed of its curriculum features and development focuses. Parents support and trust the school, showing a sense of belonging to it. Parents are willing to serve as volunteers. For example, they share their occupation to children at school and assist in outdoor learning and large-scale activities. They are key collaborative partners of the school for driving its sustainable development.

## **2. Learning and Teaching**

- 2.1 The school designs an integrated curriculum based on the curriculum outline of the organisation by adopting picture books that centre on the themes and are closely related to children's life experiences. The curriculum cultivates positive values and attitudes in children as well as constructing their skills and knowledge. The school encourages children to gain more awareness of things around them and enhance self-care abilities through practices. With diversified fine motor activities and simple learning tasks in routine learning, the school facilitates children's establishment of self-confidence and hence children are able to take care of themselves and serve others gradually. The school carries out project learning activities on traditional Chinese delicacies, arranges visits to temples with Chinese architectural characteristics and so forth in order to guide children to learn about and appreciate the culture of our country. As for the daily schedule, the school's arrangement is appropriate and balanced that children are provided with music, physical, art and free choice activities every day to foster their all-round development. Mixed-age learning sessions are also available for children to have more opportunities to collaborate with peers of different ages for strengthening their social skills.
- 2.2 The school formulates thematic assessment items according to the learning objectives of all learning areas. Teachers adopt continuous observation to assess children's performance in different aspects and also conclude children's development at the end of a school term. Parents are aptly informed of the learning progress of children, and are given specific recommendations for promoting children's learning. In view of the major tasks in recent years, the school compiles observation records in terms of children's abilities in active exploration through play. Such information is analysed in detail to understand precisely the situation of children and the effectiveness of implementing the major concern, providing reference for adjusting curriculum planning and implementation strategies in the next year.
- 2.3 The management exploits its duties of curriculum management and fully grasps the progression of the curriculum and the major concern by scrutinising teaching documents, participating in meetings, conducting lesson observations, etc. The management also leads teachers to refine teaching plans and environment set-up, rendering suitable guidance and support to them. Teachers keep making reflection. They take record of children's performance and the activities properly after teaching, and consolidate successful experiences in a systematic manner. Additionally,

teachers propose focused solutions for enhancement and follow-up based on the areas for improvement, thereby increasing the quality of learning and teaching unceasingly.

2.4 In recent years, the school has been striving to increase the exploratory elements in play. It first sharpens teachers' expertise by joining external support programmes, and draws on the experience of peer schools regarding environment and equipment set-up with a view to knowing about the features of various activity designs. Further, it takes into account the school-based circumstance and characteristics of children for carrying out feasible arrangements. In the last school year, the school started a trial run of incorporating more games in some physical activities. Teachers adjusted the teaching strategies and measures in the course of implementation in order to cultivate children's interests and abilities in active exploration progressively. The school expands the time for games in the physical activities in this school year. It also lets children discover the nature and purpose of an array of real-life materials in free choice activities. As observed, children put together different kinds of eco-friendly items and large building blocks freely in the constructive corners. They created new methods of play with their peers while improvising to make toys, including cars and fire extinguishers with recycled paper, to decorate the scene as per their imagination enthusiastically, committed to doing role-play. During physical game sessions, children are allowed to choose from diversified objects to create games by themselves. Children are confident and independent-minded. They keep proposing alternatives to revise the design regarding the means of putting materials and amount to be used through mutual negotiation. They eventually reach a consensus and jointly build a challenging track. In addition, children encourage each other and control their body in a flexible way that they try hard to step across obstacles and reach the finishing line on the track. They attempt to explore methods of levelling up the games as well, demonstrating an active and earnest learning attitude.

2.5 Teachers design self-care corners meticulously where teaching aids with different levels of complexity are placed to develop children's life skills such as pouring water, opening locks and arranging flowers. All these are conducive to strengthening children's fine motor control and eye-hand coordination. Teachers turn the role-play corners into an aircraft cabin or a bus compartment based on the themes. Children wear uniforms and pretend to be pilots, flight crews or bus captains, gaining knowledge related to transportation and occupation during play. Elements of emotional education are incorporated into the reading corners. Children read amid

a comfortable environment or manipulate items in a calm down box. They learn to ease their mood through sensory exploration experience.

2.6 Teachers care for children and teach them patiently. Teachers adopt suitable measures to take care of children's emotions and needs. During teaching activities, teachers make good use of relevant pictures and real objects to attract children to listen and observe attentively. Teachers always pose questions for motivating children to express their ideas. Besides, children are guided to suggest matters worth recalling and for further inquiry when revisiting their experiences in outdoor learning. In the concluding sessions after physical play, teachers invite children to share their discoveries and feelings towards their own play. Teachers are yet to provide even more opportunities for children in consolidating what they have learnt, thus extending their learning. During free choice activities, children love to engage in big brush painting freely or create patterns on drawing papers with paint-dipped food, handprints and so on, showing their rich imagination. In music activities, teachers lead children to sing and perform rhythmic movements as well as introducing games to help children unleash their creativity. Children are proactive and self-motivated. They enjoy communicating and collaborating with others. Children are able to let others speak first while looking forward to giving opinions. Children also encourage and appreciate their peers during play, showing that they get along well with one another and possess good social development. The school has become a big family for teachers and children to get together in harmony. The management and teachers endeavour to foster an atmosphere of mutual support and care on campus, jointly nurturing children to thrive in love.

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

Adhering to the school mission, the team puts effort into building a caring and harmonious environment, taking care of and cultivating children duly to lay a good foundation for their learning and growth. The school has achieved significant results in the aspect of promoting children to learn through play and active exploration. It may keep on utilising the cyclical SSE process, viz. planning, implementation and evaluation for continuous enhancement of quality of education, striving for perfection and pursuing excellence.