

School No.: 565210

Quality Review Report (Translated Version)

**Hong Kong Society For the Protection of
Children Mr & Mrs Thomas Tam
Nursery School**

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29, 30 April & 3 May 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: 29, 30 April & 3 May 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 keeps abreast of the development trends of kindergarten education. It effectively leads the team to draw up the blueprint of the school to actualise the education rationale of child-centredness. The management strives to enhance teachers' professional competence by actively introducing appropriate external training and organising effective internal sharing activities. It also establishes a sound induction mechanism for new recruits to cater for their training needs. The school attaches great importance to knowledge transmission, it systematically records effective training experience for teachers' reference in their teaching. The management is open-minded and it welcomes teachers' views. It assigns duties to teachers according to their expertise and abilities, with authority delegated suitably to teachers for exploiting their strengths in teaching and the functional groups. The teaching team is enthusiastic about early childhood education and has established a mutual communication culture. Team members work collaboratively to implement different areas of work in administration, curriculum, child support, etc., to keep enhancing the education quality.
- 1.2 The school has followed up the recommendations of the previous Quality Review by adjusting the teaching strategies according to children's performance in physical activities. It has also provided children with timely intervention during daily activities to cater for their developmental needs. The school has a well-developed school self-evaluation (SSE) mechanism. The team understands the SSE rationale and is able to practise the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The school puts efforts to enhance the effectiveness of learning and teaching. It set strengthening children's social skills by implementing cooperative play and mixed-age activities as the major concern last school year. This school year, it enhances children's creativity through free choice games. The school is able to plan its work systematically from the aspects of teacher training, teaching design refinement, parent education, etc. It can set specific objectives and adjust the teaching strategies based on children's performance.

The effectiveness of the plan is significant.

- 1.3 The school embraces children's diverse needs. It adheres to the rationale of "education for all" for creating an inclusive campus culture. The school has a clear identification and referral mechanism for children with special needs. It actively cooperates with external professionals to provide appropriate support to children in need as soon as possible. The school arranges training activities for teachers to strengthen their ability in catering for children's diverse needs. Teachers discuss the ways to support children together and plan suitable strategies in order to help children integrate into the school life joyfully and healthily.
- 1.4 The school informs parents of its curriculum features and children's learning through various channels, including lesson observation, tea gatherings and school newsletters. It organises seminars in accordance with parents' needs and sets up a resource corner for parents where books and reference materials on child-rearing are provided to enhance their parenting skills. Parents agree with the school's rationale and support its curriculum development. They actively participate in parent-child as well as voluntary activities and express their views proactively. They work collaboratively with the school as partners for promoting school development.

2. Learning and Teaching

- 2.1 The school aims at cultivating children's whole-person development. It makes reference to teaching packages and the curriculum outline of the sponsoring body to devise a comprehensive and balanced curriculum in line with children's development. The school flexibly arranges alternate active and quiet whole-class, group and individual learning activities, meanwhile organising appropriate visits for children to enrich their learning experiences. It effectively integrates the content of different learning areas and sets up an inspiring learning environment to engage children in games and activities under a relaxing atmosphere. Children can also learn to think, express emotions and care for others through interaction with teachers, peers and the environment. The school places emphasis on arousing children's interest in reading. It selects interesting picture books that are appropriate to children's age development. In addition, teachers adopt lively storytelling skills and arrange appealing drama activities to encourage children to read. The school also invites parents to tell children stories in order to promote the reading culture through home-school cooperation.
- 2.2 The school grasps the importance of using assessment to foster children's learning.

It understands children's learning performance in different stages through continuous observation. Meanwhile, it gets the comprehensive picture of children's development progress in different areas through teachers' analysis and conclusion. The school summarises children's assessment results objectively as reference for improving the curriculum. In addition, teachers meet with parents promptly to inform them their children's overall learning performance and to distribute the assessment information. Teachers also provide parents with suggestions to facilitate their children's development based on children's needs and interests.

- 2.3 The school has an effective curriculum management mechanism. The management leads teachers to design the scheme of learning themes. It also conducts lesson planning and professional exchange with teachers for discussion on adjusting the curriculum content for each grade level, so as to meet children's learning abilities and interests. In addition, the management understands curriculum implementation through attending meetings, scrutinising documents and observing lessons. It identifies teachers' professional development needs, demonstrates teaching, and makes concrete and appropriate suggestions to help teachers enhance their teaching effectiveness continuously. The school has established the mechanism of teaching review. Teachers reflect on their teaching with reference to children's performance. They also review the content of thematic teaching and the coherence of the curriculum between grade levels in good time to effectively inform curriculum planning.
- 2.4 The school values the development of children's social skills and set it as the major concern last school year. Teachers applied their knowledge gained from training to design a wide range of fun cooperative play activities for children to play with peers together during free choice sessions, with a view to facilitating their interactive learning. Teachers also arranged mixed-age activities across grade levels for children to learn to take care of and respect one another. Children get along well, and learn to reach consensus among themselves through negotiation. Teachers often praise children for their good behaviour with concrete examples and guide them to appreciate peers, creating an accepting and inclusive atmosphere on the campus.
- 2.5 The school stresses on cultivating children's creative thinking. Children improvise lyrics and movements during music activities, or create contexts and design scripts for drama activities. Children also participate in creative activities at the interest corners with the use of texts and art materials. This school year, the school takes play as the strategy to let children explore freely in the classrooms and outdoor play

area, so as to further develop their creativity. The school has set up a constructive play corner in the classroom and provides unwanted domestic materials there for children to take part in block building and design different games creatively. As observed, children are engaged in the activities. They use the corner materials to build the community, roads, cruise, and so forth delightedly. Teachers place wooden boxes, water pipes, bamboo strips and other materials in the outdoor play area. Children make use of these materials to construct a toll booth, or pretend to make ice-cream. They also explore the sounds generated when colliding different materials and create melodies. Teachers observe children patiently to understand their performance during their play time. Teachers intervene in a timely manner and use questions to inspire children's thinking effectively. Upon completion of the play activities, teachers guide children to share their ideas of the design of play activities, as well as interesting experiences in play, helping children revisit their learning. Children are self-disciplined that they pack teaching aids and toys properly after activities to keep the classroom clean and tidy.

2.6 The school purposefully plans the activity venues according to the curriculum content in order to provide children with sufficient space for diversified activities. Children can build up their physique and do morning exercises with parents in the outdoor play area, and take part in skill training and free choice activities with peers happily. The school displays children's individual and cooperative artworks on the campus for them to appreciate one another. It also teaches children to protect the natural environment by letting them take care of the fish, plant vegetables and fruits in the garden. That increases children's opportunities to be in touch with animals and plants, cultivating in them the virtue of cherishing the environment.

2.7 Teachers collaborate closely during teaching. They flexibly adjust the activity arrangement and cooperate effectively in leading activities in response to children's performance. They have good communication skills that they speak clearly and explain in an orderly manner. Teachers respect children's thoughts and listen patiently to children's sharing. They are pleasant, friendly, and caring for children's needs. They provide individual support to children from time to time and design teaching aids with different levels of difficulty to take care of children's diversity.

3. Recommendations for Enhancing Self-improvement of School

The school has a mature SSE mechanism. The management leads the team to implement the inter-connected self-evaluation process, viz. planning, implementation and evaluation

in order to foster continuous advancement of the school. By making reference to the review findings, the school plans development directions and implementation strategies that are in line with its context, formulates major concerns with specific objectives, refines teaching design and enhances teachers' teaching skills. The school may continuously develop its school-based curriculum by adhering to the child-centred rationale and provide an inspiring learning environment for children to unleash their potential, laying them a foundation of lifelong learning.