

School No.: 565008

Quality Review Report (Translated Version)

**Hong Kong Society for the Protection of
Children Ocean Shores Nursery School**

LG2, Phase 3, Ocean Shores, 88 O King Road, Tiu Keng Leng, Kowloon

5, 6 & 8 July 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: 5, 6 & 8 July 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 Under the leadership of the school sponsoring body, the school has formed a number of functional groups with the management of the affiliated schools to work on different aspects of the school's affairs with collective wisdom. They draw up clear guidelines for administration and curriculum to facilitate the development of the school with concerted efforts. The management is open-minded and willing to communicate with the team, accepting and respecting the views of the staff while providing timely guidance and support, leading the team to actively communicate and support each other, creating an open and harmonious working atmosphere. The school concerns about the professional development of teachers and makes good use of external resources to plan different modes of training activities according to the development direction of the school and the needs of teachers. It also follows up on the recommendations of the last Quality Review and has arranged professional development programmes with focuses in a timely manner, including peer lesson observation and group discussion, to promote learning among teachers, so as to enhance the professional competence of the teaching team and continuously improve the school performance.
- 1.2 The school's self-evaluation (SSE) mechanism is well established and the management leads the team to implement the cyclical SSE process of planning, implementation and evaluation into daily operation. The management also leads the team to consolidate information from the results of questionnaires, meeting reviews and child assessments to holistically analyse the effectiveness of the work in different areas, examine the school context, explore the direction of improvement and follow-up actions, and jointly formulate a development plan for the coming year. It is evident that the SSE culture has been embedded in the school. In recent years, the school has set promoting children's interest in learning English and enhancing children's language expression and problem-solving skills through play as the major concerns. The school understands the development of itself and the needs of

stakeholders, and makes thorough planning through teacher training, curriculum planning and parent education, and regularly adjusts strategies and resources as necessary to obtain a smooth implementation of the work plan.

- 1.3 The school concerns about the diverse needs of children and makes good use of its resources to provide appropriate referral and professional support services to children in need. It attaches importance to home-school cooperation and keeps liaison with parents through a variety of channels. It also invites parents to visit the school and engage in school activities, such as on-site lesson observation and serve as volunteers, so that they can understand their children's school life and their knowledge on the rationale of the school curriculum is enriched. In addition, the school organises various parent talks and workshops to provide parents with appropriate information to enhance parenting competency. The parents trust the school, are happy to participate in school activities and support the development of the school.

2. Learning and Teaching

- 2.1 The school adheres to the education rationale of child-centredness with reference to the curriculum guidelines of the sponsoring body and teaching packages, it has developed a school-based integrated curriculum that covers all learning areas and adapts the learning content to the developmental needs and life experience of children. The school also attaches importance to cultivating children's active learning attitudes. Through modules such as project learning and the arts, interesting experiential activities are designed based on topics of interest to children to arouse their curiosity about things around them and give them opportunities to explore and create. Children are given adequate opportunities to engage in music, physical, art and free choice activities on a daily basis to promote their balanced development.
- 2.2 The school uses the information of child development and assessment of child learning experiences guidelines compiled by the school sponsoring body to set clear and specific assessment items that are in line with the learning objectives of the school-based curriculum, and adopts continuous observation to assess children's performance in various areas using thematic assessment forms and children's activity observation records. At the end of the school term, teachers collate and synthesise information, summarise children's developmental profiles, collect information such

as children's works and activity reviews, so as to produce learning portfolios to provide parents with comprehensive reports on the children's development at various stages and ways to further support the children. In addition, the school regularly invites parents to record their children's learning attitudes and self-care abilities at home, which helps the school understand children's development from different perspectives, follow up on their individual needs and facilitate home-school cooperation. The school systematically analyses children's assessment data to review the effectiveness of the curriculum and the major concern, which forms a basis for providing feedback on learning and teaching and for planning the development direction of the school. Thus, the assessment data are used effectively to promote children's learning.

- 2.3 The school has a proper curriculum management mechanism in place. In line with the characteristics of the school-based curriculum, the management leads teachers to develop teaching objectives and content for each grade level by participating in grade level meetings, reviewing curriculum documents, etc. The management also monitors the implementation of the curriculum through classroom walkthroughs. It demonstrates to teachers the skill of interacting with children, guides them to understand the requirements of the school and enhances the teaching skills of the team. Teachers compile schemes of work conscientiously with specific objectives and clear procedures to facilitate the smooth delivery of activities. They are reflective, and always review activities and teaching effectiveness in light of children's learning performance for making practical suggestions. The school holds regular curriculum meetings to integrate teachers' teaching reflections and children's performance at all grade levels to make timely adjustments to teaching arrangements and inform the curriculum planning.
- 2.4 The school attaches great importance to children's language development. With the promotion of children's interest in learning English as a major concern in the previous school year, the school has arranged teachers to attend external professional training to learn how to design fun English activities with themes that are relevant to children's life experience and interests. In this school year, for connecting English activities with themes, the English learning content of K1 has been redesigned to help children apply their learning in different contexts. The school is developing in the right direction by designing English activities of different levels in this way progressively. As observed, the design of English activities at all levels was interesting. Children get more exposure to English in relaxed and authentic

contexts through games, nursery rhymes and stories. In addition, teachers try to infuse English into daily activities, such as guiding children to introduce dates and weather, expressing their moods, etc., in English, so as to build up their confidence in using simple English to communicate with others.

- 2.5 The school understands the trends in early childhood education and focuses on enhancing the effectiveness of learning through play. In recent years, the management has led teachers to study the rationale of free play and try preliminarily to implement constructive play with relaxed restrictions. With the experience gained, the school has focused on the development of children's language expression and problem-solving skills through play in this school year. In response to teachers' feedback on previous activities, the school has arranged external professional training with workshops, peer lesson observations, etc., to strategically enhance teachers' skills in designing and implementing play. Teachers actively use what they have learnt to set up spacious corners in each classroom with eco-friendly objects of different types and materials for children to play together with their peers according to their interests, such as building castles, lifts and playing drums. Children enjoy themselves and like to share their ideas with others. They are keen on using various materials and different methods to solve the challenges arose in the construction process. During activities, teachers observe children aside. At the end of activities, teachers use questions to guide children to share their learning experiences. The management could continue to lead the team, through regular opportunities of professional sharing, to guide teachers to understand children's needs by participating in children's play and to extend and scaffold children's learning in a timely manner so that teachers can perform their role more effectively.
- 2.6 The school utilises the campus space well to display various children's artworks, including individual rubbings, collaborative collages and three-dimensional artworks created by parents and children. It promotes children to appreciate and learn from each other. In the classrooms, teachers plan the environment carefully and set up various corners according to themes. In the static zones, children concentrate on creating artworks, reading books silently or exploring with senses seriously through experiments. In the dynamic zones, children work with their peers to construct, play simulations, etc. The corners are well organised so that various activities can be carried out without interfering with each other. The materials are ample and diversified, and arranged in an orderly manner to attract children to play according to their interests and abilities. During free choice activities, children participate in

corner activities according to their own plans, demonstrating active learning ability, while they also observe the rules and play with pleasure.

- 2.7 Teachers are friendly and caring. They always give children commendation, build a good relationship with them, creating a relaxed and enjoyable learning atmosphere. Teachers use pictures and toys to support teaching, and motivate children to learn by guiding them to imagine interesting scenarios. Teachers collaborate well and deliver messages clearly to help children grasp the requirements of the teachers. Teachers often ask children questions, give them plenty of time to think, listen patiently, respect children's ideas and encourage them to express their views by giving positive feedback.
- 2.8 Children enjoy going to school. They show interest and curiosity in learning and are happy to participate in a variety of activities. They are polite, self-disciplined and take the initiative to clean up, put on shoes by themselves, etc., displaying self-care abilities to a certain extent. Children have a wealth of prior knowledge, are observant of their surroundings and demonstrate good verbal expression abilities, and some even have a good grasp of individual prescribed learning content. To further cater for children's learning needs, teachers are suggested to flexibly adapt the content and pace of teaching to children's characteristics during activities to effectively embrace their diversity.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the rationale of SSE, identifies and plans its school-based development direction which is in line with its mission and the needs of children. It implements the SSE cycle strategically for self-improvement. It is advisable for the school to continue in leading the team to further enhance their teaching skills through the well-established SSE mechanism to facilitate teachers' effective role in play and to cater for the diversity of children. In addition, the school could take into account the professionalism and capabilities of parents, pool their strengths and gradually encourage them to participate in formulating and planning home-school cooperation activities to promote quality kindergarten education.