

School No.: 565300

Quality Review Report (Translated Version)

**Hong Kong Society for the Protection of
Children Portland Street Nursery School**

4/F, 387 Portland Street, Mongkok, Kowloon

11, 12 & 14 March 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: 11, 12 & 14 March 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 management keeps abreast of the development trends of kindergarten education, and has a clear position on the school's development directions. It fully demonstrates the duties of professional leadership and monitoring, and capitalises on resources to arrange appropriate professional development activities for the school team. In addition, the management co-organises teacher training and exchange visits with kindergartens under the same sponsoring body. Such arrangement is able to provide teachers with the opportunities of learning from one another and exchanging their teaching experience to keep enhancing the team's professional competence. All members of the school team up to establish the culture of collaboration and sharing. With the well-established resource management system, they pass on experience effectively so as to promote the school's continuous progress with concerted efforts.
- 1.2 The school follows up the recommendation of the previous Quality Review by making use of the child assessment information to inform teaching and curriculum design in order to enhance the effectiveness of learning and teaching. The school self-evaluation (SSE) culture has been well-embedded in the school. The teaching team can put the rationale of the inter-connected self-evaluation process, viz. planning, implementation and evaluation into routine work. The school reviews the work progress in different areas through collaborative discussions. It understands the school-based needs to formulate the annual development plan in light of the school context. Last year, the school took promoting children's physical development and enhancing their creativity, imagination and expression ability through drama activities as the major concerns. It reinforced training to improve teachers' skills in designing and conducting activities, while reviewing and revising the plan continuously to align with children's developmental needs. The teaching team is able to incorporate effective strategies into regular teaching activities to enhance the quality of the curriculum in an ongoing manner. This year, the school

has taken arousing children's interest in language learning and enhancing the effectiveness of language learning as the major concern. The management leads teachers to formulate appropriate work strategies which are in line with children's developmental needs. Different work has been implemented smoothly and the effectiveness has been observed gradually.

- 1.3 The school has a clear identification and referral mechanism. It properly utilises resources from its sponsoring body and the community, so as to provide appropriate care and effective support services to children with special needs. Teachers accept and care about children with different needs, and also maintain close connection with parents, enabling children to grow up under meticulous care and guidance. The campus is therefore filled with a caring and inclusive atmosphere. The school values home-school collaboration and develops partnership with parents. It gets parents informed of their children's learning progress and the school's development directions through lesson observation, parent education seminars, forming parent volunteer teams, etc. Parents consent to and support the school, and promote children's healthy growth collaboratively with the school through home-school cooperation.

2. Learning and Teaching

- 2.1 The school devises a comprehensive, balanced and integrated curriculum by making reference to the curriculum guidelines of the sponsoring body as well as children's developmental needs and interests. Different learning areas of the curriculum are connected with themes. In addition, the curriculum content is closely related to children's daily life while covering the cultivation of children's attitudes, learning of skills and knowledge. The school attaches great importance to children's moral development. A monthly theme is set to incorporate moral education into daily teaching with relevant stories. There is also an award scheme to work with parents in encouraging children to practise good behaviour continuously. The school provides children with individual, group and whole-class learning activities every day. The daily schedule is balanced and appropriate with active and quiet activities arranged alternately. There is also sufficient time for music, physical and free choice activities to foster children's physical and psychological development. Every year, the school selects one of the learning themes, and arranges grade level teachers' discussion, and then teachers make large-scale artworks together with

children. In this connection, children can unleash their creativity, develop cooperative spirit and also gain different learning experiences.

- 2.2 The assessment information of the school reflects children's development progress in an effective manner. It is taken as reference for understanding children's needs and adjusting the curriculum, so as to achieve the aim of assessment for learning. Teachers observe and record children's learning and development progress in different learning areas continuously. In addition, they describe and analyse children's performance by using photos and observation records. Upon completion of the school term, teachers summarise children's development progress in different aspects. Teachers and parents share children's respective performance at school and home with each other through student handbooks. The arrangement helps understand children from various perspectives and facilitate home-school communication. The school formulates the assessment content in view of the learning objectives. The information is comprehensive which helps parents get a better understanding of the physical and psychological development of children.
- 2.3 Last year, the school implemented drama activities. Through participating in external support programmes, it infused drama elements into teaching and improved teachers' skills in conducting drama activities, so that children were able to unleash their creativity and imagination as well as enhancing their expression ability. As observed, teachers incorporate drama elements into teaching activities. They make good use of voices, limb movements, etc., to catch children's attention when conducting activities. They also help children engage themselves in the scenarios through storytelling to make the activities more appealing. Under the guidance of teachers, children discuss the arrangement of different roles as well as create dialogues and story plots to unleash their imagination and creativity.
- 2.4 The school regarded promoting children's physical development as another major concern last year. Teachers are able to apply what they have learnt to design diversified physical activities with specific objectives. They are also able to integrate physical skills into sequenced games to ensure that children have sufficient amount of physical exercises. Children are keen on the activities and fully participate in various physical activities. There is a spacious outdoor play area in the school which enables teachers to design different gross motor activities for children to relax their bodies and minds. However, there are too many children in each class so collision among children often occurs when they are playing sequenced games in the indoor activity room. Teachers may set up various activities flexibly

and provide children with sufficient space for conducting physical activities, so as to avoid undermining the effectiveness of the activities due to overcrowding.

- 2.5 This year, enhancing the effectiveness of language learning for children has been regarded as the major concern. The school strengthens teachers' skills in designing and conducting language learning activities through training. It also refines the design of language learning activities through continuous review and revision on the teaching arrangement as well as corner set-up. Teachers create real-life language learning scenarios and increase the opportunities for interaction and exchange through storytelling and games. The activities designed by teachers can cater for children's abilities to arouse their interests. The language corner activities arranged by teachers are diversified and fun-filled, which enable children to select according to their own interests and abilities. Moreover, teachers interact and talk with children in English in the English corners so that children can learn through relaxing play activities and build their confidence in speaking English.
- 2.6 The school's curriculum monitoring and review mechanism is well-developed. The management is clear about the development directions of the curriculum and can effectively lead teachers to develop a school-based curriculum which adopts the child-centred principle. Teachers discuss the teaching plans and design of corner activities through collaborative lesson planning. The management monitors curriculum implementation to provide teachers with timely suggestions and feedback through classroom walkthroughs, scrutinising teaching documents, classroom observation, etc. Such arrangement is conducive to improving the teaching effectiveness. The school team has established the culture of conducting teaching reflections and sharing. Teachers exchange their teaching through peer lesson observation. They regularly reflect on their teaching to conduct comprehensive teaching reviews, and adjust the teaching content and strategies in light of children's performance, teaching arrangement, etc. They can also make concrete improvement measures on teaching with a view to providing reference for designing activities in the coming year, so as to continuously refine the curriculum design and teaching strategies.
- 2.7 Teachers diligently arrange the campus, display children's individual and collective work to foster their sense of belonging to the learning environment. Teachers actively put the curriculum rationale of learning through play into practice and design classroom corner activities that are in line with the learning themes. The activity design can encourage children to play together with their peers, meanwhile catering

for children's development pace by providing different levels of complexity. Children like engaging in role-play with peers in the imaginative play corner, or take part in observation, simple experiments and so forth in the exploratory corner. They often talk with others in a relaxing atmosphere during activities. Besides, they help one another and get along well with peers, demonstrating good social development. The school lets children bring the games and teaching aids designed by teachers back to their home and encourages parents to play together, enabling parents to understand that play is an effective way for children to learn.

2.8 Teachers are well-prepared for their teaching. They introduce the themes using the whole-class learning and arrange extended activities in groups according to children's interests, which can effectively arouse children's curiosity and extend their interest in learning. During group activities, teachers provide opportunities for all children to share and express themselves so as to facilitate interpersonal interaction. Children are engaged in various activities. They like to share their life experience, showing their abilities to understand the content and express views. Teachers ask questions by connecting with children's life experience skilfully to encourage them to express their thoughts and feelings. They also listen and respond to children's sharing patiently. When conducting music activities, teachers create scenarios and design different music games to unleash children's imagination. They also carry out activities such as performing rhythmic movements and beating time with musical instruments with children. Different activities are linked up in a natural and smooth manner, creating a strong atmosphere for learning.

3. Recommendations for Enhancing Self-improvement of School

The school has been striving for improvement. The management leads the teaching team to practise the SSE rationale in daily work, and effectively analyse the development trends of the school and education. It then formulates the development plan building on the current situation to continuously improve the quality of education. The school may make use of the existing effective SSE mechanism to keep reviewing and improving the activity arrangement, so as to enhance the teaching effectiveness of the physical activities. As a result, the school can make ongoing advancement in curriculum development and teaching to pursue for excellence.