

School No.: 565296

Quality Review Report (Translated Version)

Hong Kong Society for the Protection of Children Sham Tseng Nursery School

**Room 501, Level 5, Commercial Block, Bellagio, 33 Castle Peak Road,
Sham Tseng, New Territories**

15, 16 & 18 January 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: 15, 16 & 18 January 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 maintains close communication with the management, they discuss work of administration management and the directions of school's development collaboratively to explore feasible work plans. The management keeps abreast of the trends of early childhood education, taps resources of its sponsoring body and external organisations properly, and plays its leadership roles to steer the teaching team to improve the quality of education and services continuously with the rationale of child-centredness upheld. The school has prepared concrete rules and guidelines of work, setting out clearly the authorities and responsibilities of staff as well as their work requirements. Teachers collaborate effectively and are willing to share what they have learnt in training and the insights from teaching with others, forming themselves into a learning community.
- 1.2 The school has followed up the recommendations of the previous Quality Review. It has strived to improve the effectiveness of physical activities in the past two years to foster children's physical development. The school has arranged appropriate training for teachers to refine the design of physical activities in a step-by-step manner. It has also exerted the strength of home-school collaboration to encourage parents to help their children develop the habit of doing physical exercises. The major concern for this year is enhancing children's interest in language learning. The school arranges training and experience sharing for teachers to improve the ability of them all in leading language activities. The school sets specific development directions and clear task objectives, while deploying appropriate work strategies and reviewing the effectiveness of the work plan in a timely manner for follow-up actions. In this way, the inter-connected self-evaluation process, viz. planning, implementation and evaluation is fully executed to foster continuous improvement of the school.
- 1.3 Parents trust and support the school with recognition to the school's education rationale. They actively participate in parent education seminars as well as parent-

child activities, joining hands with the school in supporting children's healthy growth. The school maintains frequent communication with parents, it invites parents to come to school for lesson observation and serve as volunteers to familiarise them with their children's learning through different channels. The school is able to build an inclusive culture and attend to children's diversity. It observes children's needs continuously and keeps close contact with parents so as to arrange referral services for children in need, and to support their learning and development as early as possible.

2. Learning and Teaching

- 2.1 The school devises its curriculum by making reference to teaching packages with children's developmental needs taken into consideration. The curriculum content is comprehensive and appropriate that it covers all learning areas. The school provides children with different learning experiences that children can take part in whole-class or group activities every day. They can also have sufficient time for music, physical, art and free choice activities, while engaging themselves in storytelling sessions and excursions frequently. The school intentionally increases the opportunities for children to participate in free exploration and allows them to choose the ways to play in a relaxing atmosphere so as to enhance the effectiveness of learning through play. Teachers lead children to carry out projects according to their interest springing from the content in thematic learning, enable them to emerge different ideas throughout the process of data collection and organisation, discussion and creation. The school values children's aesthetic development, it, and holds an additional "Art Week" every year for children to jointly create various kinds of artworks as well as boosting their creativity.
- 2.2 The school observes children's learning and development continuously. It informs parents of their children's performance and progress in different learning areas with assessment and observation records. The school has developed learning portfolios for children, with their assessment information and work properly maintained, to serve as evidence of children's growth. The content of the summative assessment of the school is comprehensive that are able to reflect children's development progress at different stages. Teachers have meetings with parents every school term to offer them recommendations on facilitating children's development. The school is also able to make good use of children's assessment information to inform the

curriculum and teaching design.

- 2.3 The management coordinates the curriculum, leads teachers to design the curriculum outline and teaching activities, and also understands the curriculum implementation through attending meetings and scrutinising documents. Teachers conduct collaborative lesson planning to discuss the design of teaching activities. They review teaching in a timely manner to reflect on the effectiveness of the activities. They also observe and exchange teaching skills through peer lesson observation to improve their teaching effectiveness. The management adjusts the focuses of lesson observation based on the major concerns of the year and teaching needs of teachers, provides teachers with concrete suggestions for helping them enhance their professional capacity.
- 2.4 The school has arranged training for teachers in the past two years to deepen teachers' understanding of children's physical development with a view to helping them design physical play activities and make use of appropriate physical equipment to develop children's strong physique. Teachers apply what they have learnt to enrich the elements of physical activities in the curriculum and adjust the teaching strategies of physical activities progressively. For example, they break down complicated movements into a few basic inter-connected skills to help children master these movements in a gradual manner which will in turn enhance the teaching effectiveness. Teachers utilise the venue space properly to increase children's opportunities to take part in physical activities. Teachers explain and demonstrate the skills clearly, and render careful instruction to children according to their level of mastery of the basic movements in order to help them achieve the expected learning objectives. Children enjoy physical activities, they have sufficient amount of physical exercises and try out different skills with joy. The school has incorporated effective teaching strategies into daily physical activities. It has also improved the teaching design, adjusted the teaching strategies and informed the design of the curriculum in good time based on the review results.
- 2.5 The school has formed teachers into a core group this school year for participating in training related to designing and leading language activities. The school formulates objectives of language learning according to the abilities of children of different grade levels, the core group then designs teaching activities to arouse children's interest in language learning through storytelling, singing and games. The core group members also demonstrate teaching, share their teaching skills with the teaching team. From observation, children are eager to take part in language

activities and they can use language in an authentic language environment, demonstrating self-confidence in expressing their thoughts. The school devises plans with clear goals in order to lead the teaching team to design collaboratively fun-filled learning activities that are related to daily life for helping children develop listening and speaking abilities gradually.

- 2.6 The school displays activity photos around the campus. Children are willing to share their memorable learning experience shown in the photos with their parents and peers. Teachers also use children's artworks to decorate the environment, it not only beautifies the school campus, but also enables children to appreciate others' creative works. Teachers design various interest corners in the classrooms according to the learning themes, let children consolidate their learning through manipulating teaching aids. Teachers also make good use of the lobby area, they use recycled materials to design and organise a variety of play activities for children's free exploration. To tie in with the objectives of language learning, teachers provide paintbrushes and writing tools in the interest corners to encourage children to express their thoughts in different forms and practise the words they have learnt, and enable children to freely record their play experiences and the ideas of designing play activities.
- 2.7 Teachers prepare for lessons seriously, they use real objects, pictures and teaching aids to assist in their teaching, which are able to arouse children's learning interests. Teachers guide children to discuss around the thematic content, and encourage them to express their views. Teachers may yet strengthen their skills in leading thematic discussion, and follow up children's responses in good time to further enhance the effectiveness of interactive learning. Teachers are able to cater for children's diversity. Apart from providing children with individual guidance and support, teachers design teaching aids with different levels of complexity, enabling children to construct knowledge and develop skills through manipulating teaching aids according to their own abilities. Teachers conclude learning experiences with children daily, which can help them organise and consolidate their knowledge in a timely manner.
- 2.8 Children learn and participate proactively in various activities. They are self-disciplined. They take turns for activities and are used to raising hands before speaking. Children demonstrate good self-care abilities, they can tidy up items properly upon completion of each activity, change their shoes, and make the beds by themselves after getting up. Children can plan to take part in various activities

during free choice time. They like playing with peers and often talk to teachers actively, displaying good social development.

3. Recommendations for Enhancing Self-improvement of School

The school team has been making concerted efforts in planning the development directions of the school. It grasps the work effectiveness and focuses on follow-up plans through the cyclical self-evaluation process in fostering the continuous improvement of the school. The school actively develops its curriculum to enhance the effectiveness of physical and language activities. It also increases free exploratory elements in the teaching design to facilitate children's self-directed learning. Teachers are advised to strengthen their skills in leading children's discussion through continuous professional exchange, so as to help children extend their learning and stimulate their thinking.