

School No.: 565270

Quality Review Report (Translated Version)

**Hong Kong Society for the Protection of
Children Sze Wu Shu Min Nursery School**

**G/F, Wings B & C, Kwong Sun House, Kwong Ming Court,
Tseung Kwan O, New Territories**

2, 3 & 5 December 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: 2, 3 & 5 December 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 promotes school development effectively. It leads the school to organise joint-school principal meetings with the nursery schools under the sponsoring body so as to solicit professional capacity and implement various work in regard to administration, curriculum and child support. Moreover, the leadership team organises joint-school teacher training and exchange activities while developing a platform for resource sharing, with a view to promoting the affiliated schools to learn from each other and keep up with the times. The management respects and listens to the views of staff. It allocates duties properly for teachers to exploit their strengths. It leads teachers to build on successful experiences of the school and encourages them to apply their acquired knowledge, helping them to leverage their creative innovation in promoting the curriculum development. The school sets up a sound induction mechanism to provide appropriate assistance for new recruits to adapt to the working environment as soon as possible. Teachers get along harmoniously and they are willing to express their views to provide children with joyful learning experiences. They collaborate with one another to enhance the quality of education.
- 1.2 The school develops a mechanism to identify the special needs of children and provide referral services in light of the needs of children. It also lends learning materials for life skills training to parents for them to engage in perceptual motor activities with their children. Thus, parents are enabled to join hands with the school to assist children in developing skills. The school observes the emotions of newly admitted children and works with parents to help children adapt to school life. On one hand, it arranges children and parents to visit primary schools. On the other hand, it invites alumni to the school to share their primary school life, thereby helping children get psychologically prepared for promoting to primary schools. Besides, the school follows up children with special needs after they promote to primary schools to help them adapt to the new learning environment the soonest. The school

keeps close communication with parents by actively handling and following up the comments of parents. It organises parent education seminars and provides parenting information for parents to grasp the skills of parenting as well as getting along with their children. Parents trust and support the school. They are happy to assist in carrying out activities. The school has laid a solid development foundation for home-school cooperation.

- 1.3 The school has followed up the recommendations of the previous Quality Review. It sets focuses for lesson observation in accordance with the major concerns, which facilitates teachers' professional exchange. Moreover, it makes effective use of children's performance and evidence collected from various perspectives to review the effectiveness of teaching and take improvement measures for follow-up. The management leads teachers to evaluate different areas of work and formulate the annual work plan in light of the developmental needs. The school takes cultivating children's morals as the major concern for these two school years. Last school year, it provided training for teachers and organised parent education activities to deepen their understanding of moral education and the relevant skills. This school year, the school strengthens moral education by means of picture book stories and home-school cooperation to help children practise good behaviour in daily life. Based on the development foundation, the school draws up implementation strategies and uses appropriate tools and evidence to review the effectiveness of the work plan. It follows up and plans relevant improvement work consistently so as to achieve the objectives of the work plan.

2. Learning and Teaching

- 2.1 The school plans the school-based curriculum by adhering to the principle of child-centredness. By making reference to the teaching packages and the curriculum information of the sponsoring body, it designs an integrated curriculum with real-life themes and adds project activities according to children's interests to cultivate their active learning attitude. The school arranges visits that tie in with the themes to enrich children's life experiences and enhance their understanding of community facilities, thereby connecting learning with daily life. The school designs diversified and interesting parent-child activities to enhance children's learning effectiveness through home-school cooperation. It designs a daily schedule that active and quiet activities are arranged alternately. Children have ample time for

participating in music, physical, art and free choice activities every day. The curriculum is comprehensive and balanced, which is conducive to cultivating positive values and attitudes in children while acquiring skills and constructing knowledge.

- 2.2 The school's major concern in these two school years is to promote moral education for children. Since last school year, the school has set focuses for moral education based on the needs of children. It has infused relevant learning content in thematic teaching, birthday parties and parent-child activities to create appropriate learning contexts and atmosphere. Children are provided with adequate opportunities to share their practical experience of good behaviour. Teachers keep records of children's sharing into a booklet and place it in the reading corner for children to read and revisit their learning performance. This school year, the school integrates the effective strategies into daily work. It ties in with the learning themes to select picture book stories which have appealing illustrations, interesting content and clear messages, in order to design learning activities related to moral education. Teachers are good at using various skills such as facial expressions, movements and intonations in telling stories. They ask questions to guide children to observe and think. They also arrange role-play, story creation, etc., to help children foster positive values and attitudes towards life. Children enjoy listening to stories and they are willing to express their thoughts. They get along harmoniously with peers. They practise good behaviour such as sharing, gratitude and readiness to help others through activities. The school formulates clear objectives for the work plan. Building on the development foundation, it adopts appropriate strategies to further enhance children's learning effectiveness.
- 2.3 The school develops the assessment content of child learning experiences in accordance with the curriculum objectives. The guidelines and criteria of the assessment are prepared to help teachers grasp the skills of observing and assessing children's performance. The school ties in with the major concern to set observation and assessment items in relation to moral education. It encourages parents to record children's behaviour and performance at home such as observing and recording their children's expression of gratitude to others and their reflection on daily conduct. The school develops learning portfolios for children to keep records of children's work and the assessment information based on continuous observation. The portfolios are well-planned which reflect children's learning from multiple perspectives. Teachers consolidate the information from different aspects and

summarise children's learning performance in the areas of attitudes, skills and knowledge every school term to inform parents about the learning progress of their children. The school uses the assessment results to inform teaching and evaluate the effectiveness of the work plan, which fulfils the purpose of assessment for learning and facilitating children's physical and psychological development.

- 2.4 The school's curriculum management is effective. The management leads teachers to discuss and draw up the curriculum content, teaching plans and assessment items for each grade level. It understands the curriculum implementation through lesson observation and scrutinising children's work, and gives teachers timely guidance and support. Teachers reflect on their teaching effectiveness from time to time and review the extent to which the objectives have been achieved. They understand children's learning needs by observing their performance, thereby adjusting teaching strategies and improving the design of teaching aids. Through the cyclical process of curriculum planning, implementation and evaluation, the school promotes the sustainable development of learning and teaching.
- 2.5 The school utilises the space flexibly to provide children with whole-class, small group and individual learning activities. Teachers tie in with the learning themes to decorate the classrooms and set up a number of learning corners where learning materials for observation and manipulation are prepared. There are also different forms of play to cater for children's learning needs. Children enjoy taking part in experiments. They also engage in chess activities, role-play and constructive play with peers. They are committed to different activities while constructing knowledge through play. They have many opportunities to engage in cooperative play with peers to facilitate their social development. After activities, children tidy up the materials on their own to keep the venue neat and clean, showing good self-care abilities. Teachers observe children during activities and provide timely intervention and assistance in light of the individual needs of children. They lead children to look back on their learning after activities and share their feelings and experiences in order to consolidate what they have learnt. The school establishes an inspiring learning environment to facilitate children's active learning.
- 2.6 The school has launched the parent-child reading programme for years. It organises story broadcasting activities to encourage parents to help their children prepare for story sharing. This can pool the efforts of parents to help children cultivate reading interests and enhance their confidence in verbal expression. Teachers place fun-filled books and activity record booklet in the classrooms. Children take the

initiative to read, and share the content of the books and the experiences of learning activities with peers and teachers. They express themselves clearly and logically while showing interest in reading. The teaching team is able to build on the work experience of fostering children's artistic creativity to design diversified and fun-filled music and art activities. Children like singing. They follow the beats to engage in rhythmic movements and express feelings through body movements. They also use unwanted materials and apply acquired skills when creating artworks to unleash imagination and creativity. The artworks created by children independently or collaboratively are displayed in the classrooms and along the corridors. Children look at the artworks from time to time and appreciate each other. The school organises the "Art Week" activities on various themes every year to show children's creative work and encourage children to introduce their work to parents as they visit the school, creating a favourable arts learning atmosphere on the campus.

2.7 Teachers arrange physical skills training according to children's physical development. They provide materials for children to select and create physical games. Children climb, jump and roll over seriously, showing good body coordination. They also unleash their creativity by setting sequenced games with physical facilities and other materials while setting the rules of play by themselves. They cross the tunnels and single-plank bridge, throw bean bags, etc., enjoying the fun of activities. When the activities are over, children are provided with opportunities to share their experience of designing games. Teachers praise children and guide them to review areas for improvement. They encourage children to carry out their plans and keep improving.

2.8 The school cares about learner diversity. The management often discusses with teachers about deploying appropriate strategies to take care of children. Teachers provide individual guidance and adjust homework in light of the needs of children. They encourage children to help and love each other. A caring and inclusive culture has been created on the campus, which is conducive to developing children's confidence in learning. Teachers use real objects, pictures, etc., as teaching aids. They extend children's learning in view of the topics of children's interests. Yet, some extended content fails to meet children's life experience and abilities. Teachers should pay more attention when they select the topics. They should connect more with children's prior knowledge when they give explanation so as to meet children's abilities.

3. Recommendations for Enhancing Self-improvement of School

The school builds on successful work experience in the past while keeping abreast of the development trends of education. It provides a rich learning environment for children so that they can learn through play and foster active learning attitude. The school implements ongoing SSE work. It is believed that the school's curriculum design will be enhanced unceasingly and the professional capacity of the team is solicited to promote the school's continuous improvement. Thus, children can grow up healthily and learn joyfully in a caring atmosphere on the campus.