

School No.: 562963

Quality Review Report (Translated Version)

**The Salvation Army
Lei Muk Shue Nursery School**

**G/F, Wing B & C, Yeung Shue House, Lei Muk Shue Estate,
Kwai Chung, New Territories**

3, 4 & 6 December 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 3, 4 & 6 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 school upholds the mission of its sponsoring body in fostering children's whole-person development. It strives to create a stimulating learning environment for children to receive appropriate education and care. The management has rich experience in early childhood education and possesses extensive professional knowledge, which are effective in building consensus among the teaching team and leading teachers to keep abreast of the latest development, so as to collaborate to refine the school-based curriculum. The management values staff development and clearly understands the needs for teachers' professional development. Therefore, it plans suitable training for teachers and arranges them to participate in planning work according to their strengths, experience and preferences, with a view to unleashing their potential in leadership. An appropriate induction mechanism is also in place for experienced teachers to help new recruits understand the rationale of the school curriculum and teaching strategies, so that the new recruits can adapt to their work as soon as possible. The school team is committed to promoting the continuous development of the school with concerted effort.
- 1.2 The school has established an effective self-evaluation (SSE) mechanism and the SSE culture has been embedded in the school. The management attaches great importance to the SSE work. It leads teachers to collect stakeholders' views from different channels to review the effectiveness of various work. It also refers to the SSE findings and reviews the school's current situation, in a bid to formulate work plans that meet the priorities and needs of the school based on its context. When formulating the development plan, the school is able to take children's needs into consideration and adhere to the belief of learning through play for children. In recent two years, the school has taken promoting children's free exploration as its major concern. It works out plans with clear objectives and arranges various work strategically. In view of the progress and effectiveness of implementation, the school adjusts the strategies in a timely manner. The effectiveness of the work has

been remarkable.

- 1.3 The school has a sound identification and referral mechanism. Teachers can arrange children with special needs to receive suitable support services at an early stage, as well as enable these children to get along harmoniously with peers and engage in school life in an inclusive campus. The school also provides relevant information and parent education to parents in need to assist them in understanding their children's developmental characteristics, so as to foster children's healthy growth through home-school cooperation. It maintains close liaison with parents through meetings, e-newsletters, etc., and informs parents of its education rationale and development directions through publications and the school website. The parent-teacher association, which has been established for years, is an effective platform for home-school communication and collaboration. It can help the school collect and follow up parents' views. The school arranges parent education based on the annual development focus. For example, it organises outdoor parent-child play activities in connection with the major concern about promotion of play, with a view to encouraging parents to understand the importance of play to their children's learning through taking part in fun-filled play. Parents recognise and support the school, and become important partners for the school's continuous development.

2. Learning and Teaching

- 2.1 By making reference to the curriculum outline of the sponsoring body, the school plans its integrated curriculum with real-life themes. The curriculum is comprehensive which covers all learning areas and addresses children's all-round development. The school places emphasis on developing children's exploratory ability. It often arranges children to carry out projects on topics that are of their interests and encourages them to observe the characteristics and changes of surrounding things. Through the process of exploration, children construct knowledge by using senses, thereby developing their creativity and problem-solving skills. In tandem, the school extends children's learning space proactively, enabling children to go out of the campus to take part in outdoor exploration in beaches, parks, etc. Children can therefore get exposed to nature to develop their love for animals and plants. Festive activities, visits and so forth are also arranged to enrich children's learning experience effectively. The school provides children with whole-class, group and individual learning opportunities daily. Meanwhile,

children have sufficient opportunities to engage in music, art, physical and free choice activities. Their balanced development is thus facilitated.

- 2.2 The school designs the content on the assessment of child learning experiences in accordance with the curriculum objectives. Teachers refer to the assessment guidelines of the sponsoring body and adopt the method of continuous observation and recording to assess children's performance in different areas in an appropriate manner. Upon completion of each school term, teachers collate the assessment information and summarise children's performance, as well as give concrete suggestions to support children's development and learning in the report. The school has developed learning portfolios for children. It maintains children's assessment information properly and informs parents of their children's progress by meeting parents in a timely manner. The management can lead teachers to analyse children's assessment information thoroughly which serves as the basis for supporting individual children as well as adjusting teaching and the curriculum, thereby upholding the rationale of assessment for learning.
- 2.3 The management is dedicated to enhancing teachers' professional competence. It took enhancing teachers' ability in exchange and collaboration as the major concern last school year to build a culture of learning and cooperation in the team. The management can perform its role of curriculum leader. It often leads teachers to discuss and design activities together, which includes strengthening the element of free exploration in play for children. This can help teachers deploy effective strategies of learning and teaching, so as to adhere to the principle of child-centredness. The management gains a clear understanding of the effectiveness of curriculum implementation through lesson observation and scrutiny of curriculum documents, as well as explores strategies that can improve teaching. Meanwhile, it arranges relevant training or assigns experienced teachers to share their experience to promote professional exchange, with a view to enhancing the teaching effectiveness of all teachers effectively. Teachers have established the habit of making teaching reflections. They can review the effectiveness of learning and teaching from children's performance in concrete terms. In addition, they collate and analyse the review information in order to provide feedback to the activity design, teaching skills, environment set-up, etc. The management reports the effectiveness and experience of developing the school-based curriculum to the sponsoring body, while raising suggestions to improve the curriculum. This helps inform the curriculum planning of the sponsoring body.

- 2.4 Last school year, the school regarded its major concern as facilitating children's free exploration. The school sets up a core group to explore and devise strategies that can facilitate children's free exploration in a focused manner, including increasing play materials, time and space. Teachers provide diversified materials, especially adding natural items such as twigs and stones. Also, they set up a small sand box for children to explore the texture of sand and draw inside. They even provide children with sufficient time to engage in individual or cooperative play. Teachers relax the rules of activities and encourage children to explore freely. They observe children's performance and guide children when necessary, so as to inspire children for further exploration. Children are engaged in various kinds of play. They are creative and combine different materials flexibly. For example, they make a human figure with a smiling face by using twigs, leaves, stones, etc. Children play happily with peers, demonstrating good social development. The expected objectives of the plan have been achieved. The school has also incorporated effective strategies into its regular school-based curriculum.
- 2.5 Building on the foundation of promoting play in the previous school year, the school has further strengthened the elements of exploration and play in the existing project activities, and has taken enhancing children's learning ability as the major concern for this school year. The management reinforces teachers' relevant knowledge through professional exchange. It also leads teachers to plan activities for children to have adequate opportunities to explore freely during exploratory activities, thereby developing their exploratory ability. Teachers make good use of questioning, environment set-up and materials to stimulate children's learning motivation. As observed, children show strong interest in the topics of project activities. For instance, K3 children are curious about the ways of making paper and are eager to ask teachers questions. They proactively manipulate various materials, find out answers with multiple senses, and develop the ability of observation, comparison and recording through exploration. Children keep proposing interesting ideas throughout the process of exploration. They practise and make attempts to add materials such as fruit peels and flowers in paper pulp and observe the changes carefully. They also make paper with colours and fragrances of their preferences. K1 children explore the relationship between light and shadow during manipulative activities. They take the initiative to observe the image of things in the mirror, showing their interest in learning. Teachers can continuously review the effectiveness of implementation according to the preset objectives, while adjusting

the work strategies in a timely manner. The effectiveness of the plan has been observed.

2.6 The school decorates the campus based on themes to facilitate children's learning. It also places potted plants and children's work around the campus and displays numerous photos of children's activities, which not only fill the learning environment with great fun, but also help children develop a sense of belonging to the school. Teachers make flexible use of venues to provide children with adequate play space. They also set up various interest corners in the classrooms, where diversified materials are in place. The design of teaching aids is interesting and appealing to children, which enables children to develop their cognitive ability, fine motor skills as well as eye-hand coordination ability from manipulation. As observed, children enjoy drawing and their rich ideas are reflected in their artworks. They collaborate with peers to use cartons and paper boxes to build a house with compartments, and play together in the house. This becomes an interesting imaginative play that displays children's imagination in full. Children learn in a harmonious and inspiring environment, thereby gaining integrated and comprehensive learning experiences.

2.7 Teachers are kind and friendly. They often encourage children to express their feelings, which effectively enhances children's verbal expression ability. Teachers listen to children's needs patiently. They use diversified strategies such as individual guidance and adjustment of learning content to cater for children's diversity in an effective manner. Teachers can grasp the instruction opportunity to provide children with timely appreciation and encouragement. Meanwhile, they nurture children's positive values and attitudes gradually and systematically. Teachers get hold of the learning objectives, focuses and procedures of the activities. They develop mutual understanding with one another during teaching and show good collaboration, hence the activities are implemented smoothly. Teachers can generally make proper intervention by observing children's performance, helping children construct knowledge. They also lead children to share their experiences after play, so as to extend their interest in play and ideas of creation through the interaction between teachers and children as well as among children, while consolidating their learning. Children observe rules and show courtesy to others. They are willing to share their works with peers and teachers, demonstrating self-confidence. They are engaged in singing with peers and feeling the rhythms of melodies, enjoying the fun of music activities. When taking part in physical

activities, children are eager to try different physical play, including climbing rope net and bouncing balls. Their gross motor skills are developed.

3. Recommendations for Enhancing Self-improvement of School

The school upholds the education rationale of child-centredness. It leads the team to respond to the development trends of kindergarten education and children's needs proactively, and formulate development plans that focus on play and free exploration. Building on a solid foundation, the management shares a common vision with teachers. It may continue to make self-improvement through the inter-connected self-evaluation process, viz. planning, implementation and evaluation. In tandem, it may make concerted effort to strive for excellence through conducting reflections and pursuing advancement continuously, with a view to providing children with joyful and effective learning experience.