

School No.: 563064

Quality Review Report (Translated Version)

The Salvation Army Lok Man Nursery School

1/F, Block H, Lok Man Sun Chuen, To Kwa Wan, Kowloon

9, 10 & 14 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 9, 10 & 14 June 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 team, the school engages in cross-school collaboration and professional exchanges with other kindergartens under the school sponsoring body, such as discussing curriculum, publishing magazine, and designing activity to support children's learning at home, to promote resource sharing and facilitate school development. The management has served the school for many years and has a good grasp of the characteristics of the curriculum of the sponsoring body, and is happy to share with the team, passing on valuable teaching experience. The management can delegate the duties properly, appointing experienced or competent teachers as functional group leaders to co-ordinate various teaching tasks so as to assist the management in improving the quality of learning and teaching in the school. The teachers try to keep abreast of trends in curriculum development by attending training from the sponsoring body and external professionals. They also form professional learning communities to share their training and support each other, fostering a positive learning culture.
- 1.2 The school has established a self-evaluation mechanism. The management leads the teachers to analyse the school situation, research for the community resources, and take into account the views of different stakeholders, so as to review the effectiveness of the work and take appropriate follow-up actions, thereby setting the annual major concerns together. In view of the impact of the 2019 Coronavirus epidemic on children's physical and emotional development, the school has regarded strengthening the physical element of the curriculum as its major concern in the recent two years. In this school year, the school has also designed a variety of art activities as a means to help children learn to express their emotions. The school has been implementing the plans in an orderly manner through teacher training, teaching activity refinement and home-school cooperation.
- 1.3 The school accepts and cares for children with diverse needs. It is able to inform parents about their children's situation at an early stage and provide referral and on-

site services in a timely manner to effectively support children and parents. The school also arranges teachers to attend training related to catering for children's diversity and promotes interdisciplinary collaboration to enhance the effectiveness of their work in supporting children's learning and development. The school attaches importance to home-school liaison and uses multiple channels to communicate with parents and understand their needs. The Parent-teacher Association serves as a bridge of communication between the school and parents, reflecting parents' views to the school. It produces videos for parents to demonstrate how the parent-child games are played, and actively assists the school in implementing activities. The school also invites parents as representatives to join the joint school parent organisation, involving them in organising parent-child activities, empowering parents across different schools to promote parent education. In the last school year, the school was devoted to strengthening its support to parents and had regarded it as a major concern. It held seminars and workshops to help parents learn to deal with their emotions, communicated with parents more frequently so as to understand their needs in raising their children. It also set up parent support groups to facilitate parents to help each other and share their parenting experience. Building on the foundation, the school was able to develop strategies which focused on the needs of parents during the epidemic and provided support to parents effectively and in a timely manner.

2. Learning and Teaching

2.1 The school designs the curriculum with reference to the curriculum outline of the sponsoring body and the Kindergarten Education Curriculum Guide. The curriculum content covers various learning areas comprehensively. The school selects themes that are of children's interest and adopts a project approach to help children develop positive values, construct knowledge and learn skills through information gathering, discussion and outings. The school places emphasis on children's moral development and incorporates relevant elements into the curriculum, such as discussing the advantages of portable cups to bring out the importance of environmental protection, exploring the theme of parrots to teach children to take care of and love small animals. Through a variety of learning activities, children are able to develop good moral characters and positive attitudes towards life. The school allocates sufficient time for music, physical, art and free

choice activities for children every day, providing them with different learning experiences. However, the school cannot offer K3 children a balanced daily schedule during kindergarten-primary transition activity. Some of the language and early childhood mathematics homework are also too difficult. The school must revise the relevant daily schedule and cancel the inappropriate homework arrangements so as to be in accordance with the development of the children.

- 2.2 For the recent two years, the school has regarded strengthening the physical element of the curriculum to improve children's health as its major concern. In the last school year, teachers added more gross motor movement into music activities, such as rhythmic movement and playing percussion instruments to increase children's chances of participating in active play. In view of the home learning arrangement, the school then designed appropriate parent-child physical activities, musical and rhythmical movement and drum playing activities to encourage children to maintain their exercise habits. In this school year, teachers enrich the content of physical games with reference to the training they received in the previous school year, providing opportunity for children to take part in circuit training or group obstacle games that require different skills such as balancing, climbing and jumping. The school is able to implement the plan progressively and adjust its strategies in response to the change of learning modes. During the physical activity sessions, small blocks and buttons are provided for the children to engage in independent exploration. Children participate in constructive activities and tactile play which mainly involve fine motor skills, but are low in physical activity level. To better achieve the objective of promoting children's health, the school is recommended to review the relevant arrangements and further enhance the design of physical activities.
- 2.3 The school has set caring for children's emotions as another major concern for this school year. It arranges training for teachers to use art activities to facilitate children to express their emotions. Teachers also select children in need to try out the programme in small groups. During the small group activities, the children participate in self-portrait drawing, clay creation and free colouring activities. While the children are attending the activities, the teachers observe, chat to, and help them to learn to express their emotions. The teachers then work with the parents to explore appropriate support strategies to relieve their children's emotions. The project has achieved its early stages of success, but the epidemic has delayed the progress. The school may draw on the trial experience and incorporate effective strategies into thematic or free choice art activities so as to attain the desired goal of

helping all children of the school.

- 2.4 The school has a robust assessment mechanism for assessing children learning experiences, which covers different developmental areas comprehensively. The teachers gain understanding of children's learning progress through continuous observation of their performance and analysis of their work. The teachers also learn about the children's relationships with their families, living habits, interests, etc. through parent questionnaires, thus understanding children's development from multiple angles. Teachers record children's learning in a daily learning log, summarise their stages of development each school term, share their performance at school with the parents on a regular basis and give advice on facilitating children's learning. The school has created a learning portfolio for children and save their assessment information properly as evidence of their growth. In addition, the school makes good use of the data from the children assessment to analyse the effectiveness of major concerns and teaching, informing the development planning and curriculum design of the school.
- 2.5 The management is responsible for coordinating the curriculum and leading the team in designing and modifying the curriculum content and teaching activities according to children's abilities and life experiences. Through classroom walk-throughs, document reviews and participation in teaching meetings, the management understands the curriculum implementation and gives advice to teachers in a timely manner. The management also collects teachers' successful experiences in conducting thematic activities as reference to further enhance the curriculum concurrently. Teachers discuss the effectiveness of teaching and learning in grade level and functional group meetings, and perform individual teaching reflections to review the design of activities and understand the areas for improvement based on children's performance, thereby improving the quality of learning and teaching continuously.
- 2.6 The school has a well-planned environment to facilitate children's learning. Teachers place objects related to the learning themes in the classroom for children to gain hands-on experience through observation and manipulation. They also let children discuss and share their findings to enhance their understanding of the learning themes and facilitate their verbal expression skills. The diversified materials in the art corner include not only general art materials but also recyclable natural and household materials, like branches and paper boxes. The materials are arranged in an orderly manner so that children can easily choose what they need for

their artwork creation. Children have good self-care abilities. They tidy up their own materials and utensils after completing their artwork. Teachers involve children in designing and setting up imaginative play corners. With the help of teachers, children work together to create gazebos using paper and blocks, design menus and shop signs for juice shops, etc., during which they can give full scope to their creativity and develop their social skills.

2.7 The teachers are skilful in leading musical activities. They guide the children to participate in rhythmic movements with lively songs, to engage in musical play by imitating animal postures, and to sing nursery songs related to the themes. Children enjoy the activities. They recognise rhythm and can use singing to express different emotions such as happiness and fear. When leading theme discussions, teachers use appropriate objects, pictures and news to stimulate children's interest in learning and their motivation to share their thoughts. They also ask children questions according to their life experiences and help them express their ideas or what they have seen and heard. Children are curious and often take the initiative to ask questions in order to understand the causes of matters. They are willing to try solving problems in learning and play as well. In helping children to understand early childhood mathematical concepts such as shape and weight, teachers let children observe and manipulate real objects and teaching aids. Such practice helps children understanding the comparatively abstract concepts through authentic experiences. Children have a good learning attitude and are actively involved in a variety of activities.

3. Recommendations for Enhancing Self-improvement of School

The school cares for parents and children and uses various strategies to support their needs. The school can design diversified and developmentally appropriate thematic activities for children, and the team is recommended to continue optimising the design of physical activities and provide sufficient amount of exercise for children during physical activities. There is also a need to improve the arrangement of kindergarten-primary transition activity by revising the relevant schedule and assignments to further enhance the effectiveness of learning and teaching.