

**School No.: 563170**

# **Quality Review Report (Translated Version)**

**The Salvation Army Pak Tin Nursery School**

**G/F, Wing C, Fu Tin House, Pak Tin Estate, Pak Wan Street,  
Sham Shui Po, Kowloon**

**27, 28 February & 2 March 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 27, 28 February & 2 March 2023**

**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 liaises closely with the affiliated kindergartens of the organisation and always has professional sharing on curriculum and administrative management with other schools. The school has a clear organisational structure and well-defined division of labour. The management leads various task forces to plan and implement the scheduled work collaboratively, leading to smooth daily operations. In light of the organisation's culture, school development as well as children's needs, the school arranges a wide range of training activities for teachers while letting them to share what they have learnt from training with each other in regular meetings, thus facilitating the enhancement of the team's professional competence. The management bears an open mind in communicating with teachers and creates a harmonious and inclusive work environment. The school has established an explicit appraisal system to help teachers reflect on their own performance at work. Furthermore, the management taps the appraisal meetings to understand teachers' training and operational needs. Members of the team discharge their duties properly and promote the advancement of the school with concerted effort.
- 1.2 The teaching team recognises the rationale of school self-evaluation (SSE) and applies the inter-connected SSE process, viz. planning, implementation and evaluation into its daily work. It reviews children's performance and analyses stakeholders' questionnaires through regular meetings in order to understand the room for improvement of the school and strives for advancement. In consideration of the trends of curriculum development and the school-based needs, the school has regarded promoting moral education and helping children learn through play as its major concerns in recent two years. The team proposes development plans from different stakeholders' perspectives and deploys measures from the aspects of teacher training, curriculum design and parent education while reviewing the implementation of the plans aptly, which are conducive to achieving the expected outcomes of the plans.
- 1.3 Teachers care for children. They respect and embrace the diverse needs of children.

The school has built an explicit mechanism to identify and refer children with special needs so as to provide them with appropriate support as soon as possible. It also regularly informs parents of children's learning progress and areas for improvement. Children's development is supported by home-school collaboration. The school shows concern for the newly admitted children and adjusts the school schedule at the beginning of the school term in a flexible way based on the adaptation of individual child, which is favourable for children to develop a sense of security in the school gradually. Teachers maintain close communication with parents by meeting them during the daily drop-off and pick-up, writing learning journals, etc., so that parents can understand their children's daily learning. Parents support and recognise the education rationale of the school. They are willing to take part in and offer assistance to the school activities, resulting in harmonious home-school cooperation. Parents and the school work together to nurture children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school adopts real-life themes to devise its integrated curriculum which covers various learning areas by making reference to the curriculum information set by the organisation. Based on the topics which are of interest to children, teachers guide children to gather and share relevant information. Teachers also carry out diverse activities to deepen children's understanding of the topics and enrich their learning experience, as well as cultivating their attitude towards active learning and acquiring skills and knowledge. The school makes use of the environment and community resources in organising outdoor learning activities so as to provide children with off-campus learning experiences. Children are given sufficient time for music, physical, art and free choice activities every day. However, some learning content and homework in Chinese language of K3 are rather difficult. K1 children are also asked to complete the exercises of imitating alphabets. The school must remove the inappropriate homework and learning content of K3 and K1 so as to cater for children's developmental needs.
- 2.2 The school has a well-developed mechanism for the assessment of child learning experiences. It takes into account the curriculum objectives to formulate children's assessment content in all learning areas. The management leads teachers to refer to the assessment guidelines of the organisation while adopting continuous observation to evaluate children's performance on a regular basis. The school lets children

conduct a brief self-evaluation on their works and encourages parents to fill out the home observation record. All these are beneficial for teachers to conclude children's development at different stages at the end of the school term. Teachers report children's learning to let parents know about their children's developmental progress and render suggestions for improvement specifically in light of children's developmental needs. The school analyses the teaching effectiveness using the child assessment information, thus informing curriculum design of the school.

- 2.3 The school has a curriculum management mechanism in place. The management is responsible for coordinating the curriculum and keeps track of the implementation of curriculum through attending lesson planning meetings, conducting daily classroom walkthroughs and scrutinising curriculum documents, with a view to giving advice and prompts about the design of learning activities and implementation thereof, hence demonstrating its functions of curriculum leadership and monitoring. Teachers reflect on the teaching activities periodically and examine their effectiveness according to children's learning performance, individual teaching skills, activity design and other aspects. Some teachers are able to give suggestions for improving the activity design. The management values teachers' feedback on teaching and is considering ways to save and consolidate teacher's reflection and recommendations of teaching enhancement in a systematic manner, in a bid to make follow-up action and serve as reference to future curriculum design. The school is heading for the right direction, which is believed to contribute to enhancing the learning and teaching quality of the team.
- 2.4 The school has committed to promoting children's learning through play and has taken this as the major concern for the last two years. Due to the epidemic, the delivery of the plan had been disrupted last year, and therefore the school continues to regard helping children learn through play as its major concern this school year. Members of the team exchange their acquired knowledge from training and discuss play design through collaborative lesson planning. They demonstrate enthusiasm for practising what they have gained in a variety of activities during the daily schedule so as to increase children's interest and motivation in learning. As observed, children were given teaching aids in acting as insects to flutter. Through role-playing, children were allowed to search for words related to spring and sing nursely rhymes happily, enhancing their interest in reading words. Meanwhile, teachers create stories and games in accordance with children's life experiences and assist them in grasping the spatial concept of inside and outside. In addition,

teachers design games which tie in with the topics. They observe children's performance during games to understand their prior knowledge of the topics and the expected exploring directions while creating extended activities on the basis of children's learning interest. Teachers arrange reviews of learning activities and post-corner activities for children every day to help them consolidate their learning experiences, such that children can gain new knowledge and skills therein, thus improving the effectiveness of learning through play.

- 2.5 The school attaches importance to children's moral development. It actively organises various activities to promote the development of children's positive values. The management leads teachers to map out the foci of moral development coinciding curricula of all grade levels, including cultivating in children the value of appreciation and admiration from the topic of "nature", fostering their attitude of perseverance under the topic of "sport". In tandem, the school launches parent-child activities and encourages parents to record children's good behaviours in a booklet for giving praises while enabling children to evaluate themselves according to their own performance. Parents and the school collaborate to promote moral education. It was observed that children served as little helpers in the lobby in the morning to help the juniors enter to campus. They got along well with peers in daily life and often learnt and played together. Children cherished classroom objects and took care of the small animals and potted plants in the exploratory corners. When praying and sharing news articles during morning assembly, children express care for their family members, the community and nature. They take the initiative to pray for their peers and family members who are not feeling well. All in all, the plans are carried out smoothly and positive results have been achieved.
- 2.6 The teaching team puts effort into setting up the school environment. It provides adequate activity space for children and makes proper use of the lobby and classrooms to exhibit children's individual and collective artworks to facilitate mutual appreciation and learning among children. As observed, teachers set up interest corners for all grade levels under the theme of "costumes". There was a variety of Chinese costumes available in the role-play corners of K2 and K3 classes for children to wear so as to give children a basic understanding of the characteristics of traditional Chinese costumes. Children's findings and queries were recorded on the display board, helping teachers design extended activities. In the art and craft corner, children make hats and necklaces with diversified materials to unleash their creativity. They also learn to knit clothes with paper strips to demonstrate good eye-

hand coordination development. During music activities, teachers choose songs with varied melodies and beats and play ensemble songs with children in an interactive way. Children enjoy singing and playing musical instruments. There is flexibility in the use of venues as teachers arrange for children to take turns to participate in physical games in the lobby and outdoor area and use suitable equipment to foster children's physical development, ensuring that children have sufficient amount of exercise during the activities.

- 2.7 Teachers prepare for their teaching earnestly and use real objects, pictures and books to assist in carrying out the activities, contributing to strengthening children's interest in learning. Teachers generally possess good questioning skills and give children time to respond. Some of the teachers can even ask follow-up questions based on what children have shared to stimulate children to think more and to have more discussion. Children are attentive and engaged in the learning activities. They treat others politely in daily life and love to cooperate with peers while being able to follow the classroom rules. Besides, children show good hygiene as a whole as they proactively wash their hands and tidy up after use, resulting in satisfactory self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school strives for ongoing advancement and refines its learning and teaching continuously through curriculum evaluation. The management is advised to lead the team to file and collate teaching reflections and suggestions for improvement in a systematic manner for the team to keep and access the information and pass on good activity design and teaching experience, which is conducive to the school's curriculum development as well as enhancing teaching quality. Furthermore, the school must also review and revise the learning content of K3 and K1 that is rather difficult and devise appropriate homework to accommodate children's learning and developmental needs.
- 3.2 The management guides the team to embed the rationale of SSE into its daily work and set forth the major concerns that meet the school context. Further to the existing efforts on the work plans, the school may regularise the effective task strategies, pass on and retain the positive experience while constantly analysing its needs from multiple perspectives to plan the future development direction of the school.