

School No.: 523364

Quality Review Report (Translated Version)

The Salvation Army Ping Tin Kindergarten

Ground Floor, Ping Shing House, Ping Tin Estate, Lam Tin, Kowloon

30 May, 3 & 5 June 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: 30 May, 3 & 5 June 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 often organises joint-school principal meetings and teacher training activities for the affiliated schools under the sponsoring body to facilitate professional exchange among the schools, hence enabling the team to keep pace with the times. The management has good collaboration and it maintains close communication with staff, providing them with timely encouragement and supervision. Training information and plan of effective teaching are well organised for record, which help pass on experience and promote the development of learning and teaching. The school allocates appropriate duties for teachers to facilitate their professional growth through empowerment and accountability. It also sets up an appropriate induction mechanism that experienced teachers are arranged to support new recruits to familiarise them with the school's curriculum content and teaching approaches the soonest. Teachers are willing to share their teaching experience and views on the curriculum. Moreover, they actively apply what they have learnt from training, and collaboratively provide children with joyful learning experiences so as to achieve the goal of whole-person education.
- 1.2 The school has followed up the recommendations of the previous Quality Review. The management leads teachers to collect evidence in order to evaluate the school's work effectiveness in various areas, meanwhile formulating the annual work plan in accordance with the school's development needs. In recent years, the school has regarded arousing children's learning interests and motivation as its major concern. It plans appropriate implementation measures to increase play elements in activities. It also reviews the work effectiveness and makes adjustment accordingly. The school arranges internal professional sharing and inter-school lesson observation to strengthen teachers' abilities in designing activities. Teachers enrich the play set-up of the interest corners in each classroom and organise play activities for children to experience the fun of group games across grade levels. They adjust the implementation strategies this school year to celebrate festivals through play. Another major concern of the school is to strengthen home-school communication

and cooperation. The school organises diversified seminars and parent-child activities for parents to help them understand the school's curriculum and effective parenting approaches. It has established the parent-teacher association this school year to further reinforce home-school liaison and promote home-school cooperation. Parents trust the school and consent to its education belief of learning through play. They are pleased to assist in school's activities and work together with the school to foster children's healthy growth.

- 1.3 The school cares about children. It plans appropriate care services, such as setting up a mechanism to identify children's special needs and providing children with referral services in meeting their situations. In addition, the school provides training for teachers, it solicits support from external experts to help them cater for children's diverse needs by using different strategies so that children can receive support as early as possible. The school observes the emotion of newly-admitted children and offers appropriate individual support to properly help them adapt to school life.

2. Learning and Teaching

- 2.1 The school's curriculum is comprehensive and covers all learning areas. Children explore everyday life topics through project activities. They develop positive attitudes, acquire skills and knowledge through discussion, play, visits, etc. The school provides children with sufficient free choice, music, physical and art activities every day. It organises individual, group and whole-class learning activities for children. The daily schedule is arranged properly. The school stresses the cultivation of children's virtues. It infuses learning elements such as cherishing and caring for others in the curriculum. A reward programme is also put in place that parents and teachers give children concrete commendations to encourage them to practise good behaviour. The curriculum content is appropriate, with levels of difficulty in line with children's abilities. The teaching team has been revising the homework design since this school year and gradually reducing the amount of copying tasks for K2 and K3 children so as to meet their abilities. The improvement measure heads in the right direction.
- 2.2 The school adopts continuous observation to assess children's learning performance by adhering to the curriculum objectives. It develops learning portfolios to maintain records of children's assessment information and works properly, serving as evidence of their development. Teachers summarise children's learning and

development in a timely manner. They meet parents every school term to distribute children's assessment information to let parents understand their children's learning performance promptly, and give suggestions on facilitating children's learning. Teachers also make reference to relevant assessment information to adjust the curriculum content.

2.3 The management coordinates the curriculum and leads teachers to devise the curriculum outline. Through scrutinising documents, walking through classrooms and attending curriculum meetings, the management monitors the curriculum implementation and gives teachers teaching advice. Teachers review the activity design and teaching skills in a timely and effective manner, and take follow-up actions accordingly. The management, in response to teachers' needs, demonstrates teaching and guides teachers to devise teaching plans, which helps improve teaching quality. To facilitate in-house exchange among teachers, the management encourages teachers to share their knowledge gained from training while arranging peer lesson observation for them to learn from each other's successful experience so as to enhance their professional competence.

2.4 The school attaches importance to strengthening the play elements in the curriculum. The management shares with the team the roles of teachers in children's play and examines the ways to increase the play elements in teaching activities. In the previous school year, the school launched a Play Day. It made use of all classrooms and neighbouring outdoor area for children to participate in art, scientific exploration and physical play activities across grade levels. The design of the play activities was fun-filled and able to cater for the abilities of children of different ages. Children got to know new playmates in the activities, through which they developed social competence. The school has learnt from the experience, it increases children play opportunities in festive activities this school year. The management arranges teachers to observe and exchange experience in peer schools. It starts to relax the rules of interest corner activities so as to help children unleash their creativity. There are sufficient teaching resources for teachers to design learning activities. The classrooms are filled with different games and interest corners, children may make use of toys freely for their constructive play. Besides, the school has also adjusted the daily schedule for children to visit the classrooms of the same grade level in different timeslots to take part in diversified corner activities so as to enrich their play experiences. Teachers suitably design the exploratory corner. Children conduct experiments attentively, they observe the results of mixing different colours

or the sinking and floating of objects. They also take part in sensory exploration activities to understand the textures of different materials and goods in daily life with their senses. The school understands the importance of play for children's learning, the team actively explores ways to strengthen the play elements in activities and the environment for enhancing the effectiveness of learning and teaching.

- 2.5 The school environment is neat and tidy, materials are placed in an orderly manner to facilitate children's participation in learning activities. Teachers make good use of the campus space to conduct physical activities such as skill training, sequenced games and tricycle riding, with a view to helping children build up strong physique. Teachers also put different plants in the classrooms, children water the plants and observe their growth every day. It increases children's opportunities of getting in touch with the living things in nature. The school makes effective use of the classrooms and assembly hall to display children's work, creating an artistic learning environment. Children are encouraged to appreciate and learn from each other, which helps arouse their interest in art creation.
- 2.6 Teachers care about the needs of children and provide them with timely individual guidance. Teachers design teaching aids of different levels of difficulty and adopt other strategies to facilitate children's learning. Teachers encourage children to express their thoughts and often talk with them or ask questions to guide them to speak. Children are given sufficient time to think and respond to teachers' questions. Besides, teachers provide children with more speaking opportunities by inviting them to share theme-related information and their favourite items. Teachers also encourage K3 children to find out words related to the learning content from books and in the classrooms to arouse their interest in texts, as well as enhancing their understanding of the connection between written languages and daily life. The school also arranges activities for K3 children to foster their smooth transition to primary education, such as arranging children to write their handbooks and inviting parents to prepare snacks for children, so that K3 children can experience primary school life. Yet, in the "Self-Challenge" activity, children are requested to dictate vocabulary items by memory. This arrangement does not meet the developmental needs of children in the kindergarten stage. The school should improve the design of the activities so as to help children get psychologically prepared for promotion to primary education.
- 2.7 Children are active learners who are able to plan their learning activities during free choice time, they are eager to participate in thematic discussion. They have

developed a sense of responsibility, they clean the tables on their own after using teaching aids and finishing snacks. Moreover, they help teachers tidy up materials after music and physical activities to keep the campus clean and tidy, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The management leads the team to put the school self-evaluation rationale, viz. planning, implementation and evaluation into effect. It has enhanced the teaching effectiveness based on the development plans and strengthened home-school communication and cooperation with significant impact. The school may continue to revise the homework design and kindergarten-primary transition activity arrangement by adjusting relevant learning content, so as to further improve the curriculum planning.