

School No.: 605620

Quality Review Report (Translated Version)

The Salvation Army Shui Chuen O Kindergarten

G/F., Ho Chuen House, Shui Chuen O Estate, Shatin, New Territories

19, 20 & 22 March 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: 19, 20 & 22 March 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 has opened for two years. Given the completion and intake of the public estates in the same district, the school has commenced operation to provide education and care services for children in the neighbourhood. The management has worked for the sponsoring body for years and is familiar with the culture and school mission of the sponsoring body. In the early days of the school, the management received professional opinions from the leadership team and other affiliated kindergartens under the sponsoring body with regard to resource allocation, administration affairs and curriculum development. In light of the needs of the families and children in the community, the management properly formulates school policies and work procedures which serve as the foundation for learning and teaching, home-school cooperation, child support, etc.
- 1.2 The management allocates duties appropriately. Staff members understand the authorities and responsibilities of their own and cooperate with one another while discharging their duties properly. Given that the class structure has been well developed, the school progressively establishes a professional ladder for the teaching team. In this connection, staff can be empowered and therefore have more opportunities to unleash their potential in different positions. The school makes good use of the resources of the sponsoring body to equip the team. For example, it arranges staff to attend the joint-school meetings and participate in training activities in order to understand the development directions of the sponsoring body as well as the sector, thereby planning the school-based curriculum. Moreover, the school arranges internal sharing to help new recruits adapt to the working environment and facilitate professional exchange among the team.
- 1.3 The school has developed a mechanism to plan, monitor and revise various daily work in an ongoing manner so as to implement the inter-connected self-evaluation processes. At the end of the school year, the management leads the team to analyse the overall school context and evaluate the effectiveness of the annual work plan according to children's performance, the review information, stakeholders' survey,

etc. The school regarded developing a school-based curriculum and building partnership with parents as the core work when the school was founded, and has set them as the major concerns for the past two years consecutively. For the first year, the school focused on understanding the needs of children and parents, setting up the workflow and communication channels, formulating the curriculum framework and strategies to promote home-school cooperation. This school year, the school improves continuously and makes adjustments based on the initial results of various development work. The work plan has been implemented smoothly.

- 1.4 Teachers accept and respect the uniqueness of children. They identify and refer children with special needs under the mechanism. The school also taps external resources properly through participation in on-site professional support services in order to provide assistance for children with special needs. The school strives to develop work related to parents. It kept close communication with parents through different channels last year to understand the backgrounds and needs of children; it collaborated with social workers to organise parent education activities and form parent groups so as to help parents enhance their parenting skills and encourage them to support one another. This school year, the school further rallies the efforts of parents by forming a group of parent volunteers. Parents are arranged to tell stories on-site, assist in making teaching materials, conduct excursion activities for children, etc., whereby parents' understanding of their children's learning and the school's operation can be deepened. Parents trust the school. They cooperate with the school based on its education directions to nurture children's healthy development.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum information of the sponsoring body. It takes into account of the school context such as children's family backgrounds, needs, abilities and interests to develop a school-based curriculum. The school makes use of everyday life events to design integrated learning activities. The curriculum content is comprehensive. By means of the thematic and project learning approaches, the school provides children with diversified learning experience. The teaching team also proactively arranges various visits and experiential activities for children to widen their horizons and deepen their understanding towards the learning themes. With respect to the daily schedule, the school provides sufficient opportunities for children to participate in music, physical and free choice activities to facilitate their balanced development. The school

arranges K3 children to visit primary schools, attend seminars and workshops, etc., in order to help them have good psychological preparation before moving on to the next learning stage. However, during the activities for K3 children to experience primary school life, the school arranges dictations and tests for them and the teaching materials are too difficult while children in half-day classes are not provided with daily music and physical activities. The school must rectify these arrangements which do not meet children's developmental needs.

2.2 The school endeavours to develop a school-based curriculum and has regarded this as the major concern for the past two years. The focus of last year's major concern was to devise the curriculum framework and learning focuses for the sake of understanding the needs of children. This school year, the school continues the relevant work by revising the design of the curriculum framework and enriching the curriculum content continuously. Besides, teachers have observed that some children are not always confident of communicating and expressing themselves. Therefore, teachers put emphasis on strengthening children's motivation and abilities of using language. The school provides suitable training for teachers to enhance their knowledge in regard to children's developmental needs and language ability. It also increases children's opportunities of applying language through the set-up of interest corners. In planning the learning schedule, the school reserves sufficient time for children to interact with teachers in different activities or explore together with peers. In this connection, children are able to communicate and exchange ideas in an authentic and language-rich environment. As observed, children are happy to share their experience with teachers and peers. K2 children express clearly and coherently. Some K3 children have unique ideas on surrounding things and display creativity. The school takes into account of its context to develop the curriculum progressively and respond to the needs of children. The effectiveness of the annual work plan has been observed.

2.3 The school has developed a steady curriculum management mechanism. The management and experienced teachers demonstrate the role of curriculum leadership to lead teachers to plan different theme-based learning activities and reflect on the teaching effectiveness according to children's performance. Teachers devise teaching plans with great efforts and design different kinds of activities. They create theme-based learning environment for children to explore and construct new knowledge. Upon completion of a learning theme, teachers review the effectiveness and make suggestions for improvement. They follow up the

comments given by the management during lesson observation and meetings to improve their teaching. The team is suggested to further review the overall homework design and arrangement so as to improve the pre-writing exercises which are carried out in a slightly hurried pace for K1 children in the second school term, and reduce the amount of copying Chinese words which is considered a bit excessive for K3 children.

- 2.4 The school campus is neat and tidy with good lighting. There are potted plants around the campus, making the environment comfortable. Teachers set up the classrooms based on themes and place real objects such as twigs, seeds, small insects, etc., for children to observe or touch. Children express joyful emotions during activities, filling the campus with great vitality. They are interested in observing and recording the appearance of flowers and small insects as well as the growth of seeds. In the role-play corner, teachers place books of which stories have been told to children previously and display the story content with simple graphics and texts. There are also costumes of different characters for children to wear in role-play. Children try to speak out the dialogues during role-play which is like acting in a drama, thereby nurturing their ability and confidence in expression. Children enjoy playing with peers. They use different materials to design activities on their own and explore the characteristics of materials while sharing their experience with peers and teachers naturally. Children are engaged in art creation and their work is unique and creative. They are concentrated on the fine motor activities and read silently, displaying their gentleness.
- 2.5 Teachers treat children with love and talk with them patiently, building good communication and interaction between one another. Basically, teachers are able to use open-ended questions to guide children to think and encourage them to express their thoughts and feelings. They also provide individual guidance for children in need. Most teachers observe children's performance during free choice activities, and provide timely intervention and assistance. Teachers may engage in children's play more often to inspire children's thoughts and unleash their creativity. Children enjoy their school life and are engaged in learning. They try to look for solutions on their own when they encounter problems, showing active attitude. They are obedient and polite. They take the initiative to express gratitude. Children are friendly and willing to follow teachers' instructions. They have good self-care abilities as they clean up of their own accord after activities. They are also cooperative to help teachers and peers tidy the classroom.

2.6 The school makes reference to the assessment policies of the sponsoring body. It assesses children's learning and development conditions by using continuous observation. The assessment content aligns with the curriculum objectives. Teachers develop learning portfolios for children to maintain records of children's work, summative assessment reports and the observation reports of children's activities. In view of children's performance, teachers give comments and suggestions for parents' reference and follow-up. The school also distributes questionnaires to parents to collect their feedback on their children's performance at home so as to understand children's development progress from different angles. The school is required to formulate clear assessment criteria and guidelines for teachers' reference when they conduct assessment so as to enhance the objectivity of the assessment information of all children. The sponsoring body is currently reviewing the assessment policies and tools, with a view to enhancing the effectiveness of assessment for learning and informing the curriculum development.

3. Recommendations for Enhancing Self-improvement of School

With concerted effort, the school team has laid a good foundation for different work of the school. Teachers design the curriculum meticulously under the guidance of the management and keep reflecting and seeking refinement during the curriculum implementation. Based on this foundation, the school is required to constantly revise the homework design and the activity arrangement for children to experience primary school life so as to enhance the appropriateness of the curriculum. The school should also provide teachers with clear child assessment criteria and guidelines while perfecting the relevant systems to bring about greater benefits for children's learning and development.