

School No.: 563099

Quality Review Report (Translated Version)

The Salvation Army Tai Wo Hau Nursery School

**215, 217, 219 & 221-232, 1/F, Fu Keung House, Tai Wo Hau Estate,
Tsuen Wan, New Territories**

28, 29 & 31 October 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 28, 29 & 31 October 2024

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 a well-defined management mechanism. The leadership team conducts meetings to keep track of the school development and support administrative management, curriculum and other affairs. The school has close liaison with the affiliated schools of the organisation, facilitating the sharing of training and curriculum resources while also having joint-school meetings regularly to modify administrative guidelines, curriculum, homework, etc., striving to enhance the quality of education. A clear code of practice is put in place for staff members to manage both routine work and unexpected situations. The relevant procedural measures are being upheld, leading to smooth operation of the school. The school has explicit policy for the continuous professional development of teaching staff to support teachers' further studies and training. Teachers are encouraged to enhance their artistic knowledge and skills through different means such as enrolling in relevant interest classes and appreciating cultural performances. The school has faced staff turnover in recent years, with some members being less experienced. It is fortunate that team members support one another and are committed to uphold teachers' professionalism. The management promotes peer communication and occasionally invites seed teachers to join the support programmes to share what they have acquired. The management discusses and reflects with teachers after lesson observation to help new teachers understand teaching requirements and adapt to the work environment.

- 1.2 With respect to the school self-evaluation (SSE), the management leads teachers to identify areas for school improvement in view of the development trends of kindergarten education curriculum and with reference to the opinions of stakeholders. In recent years, the school continues to regard promoting national education and strengthening children's moral development as its major concern. The school has formulated work plans from the aspects of school administration, teacher training, learning activities and parent participation, with some efforts having begun to yield results. In this school year, the school is planning to introduce external resources to cultivate children's moral character. Specific development objectives and implementing strategies are subject to discussion by the team members.
- 1.3 The school identifies and supports children with special needs effectively. Designated support teachers prepare activity observation reports for children with special needs on a regular basis and evaluate their performance based on the goals and progress set by supporting professionals, and provide updates to parents. The school, supporting professionals and parents maintain close communications to cater for children's needs and render appropriate assistance collaboratively. In the meantime, the school makes every effort to help newly admitted children. For instance, it adjusts the schooling arrangement for individual children, arranges the daily schedule with a step-by-step approach as well as coordinating group activities for children, thereby facilitating them to develop partnerships with their peers and get engaged in school life strategically. The school organises parents' day and lets children gain experience on-site in primary schools during the primary one adaptation activities. These measures are conducive to children's understanding of primary school life. The school keeps contact with parents through various channels. Parents are familiar and agree with the teaching methods of the school. They support the school's implementation of its work plans and collaborate to foster

children's healthy growth. The parent-teacher association has been established for years and is well-developed. It organises different kinds of parent-child activities every year and parents are actively involved. Under the coordination of the organisation, a joint parent association has been formed to enhance cohesion among parents from the affiliated schools of the organisation. They work together to promote priority tasks and facilitate children's all-round development.

2. Learning and Teaching

- 2.1 The school devises themes and learning objectives in accordance with the curriculum outline of the organisation and adjusts the teaching content in light of children's interest. The curriculum content accommodates children's cultivation of values and attitudes as well as acquisition of skills and knowledge, covering all learning areas. Teachers introduce the learning content with real-life themes. They organise visits and invite both parents and children to collect information in order to help the latter learn about things related to the themes. The school provides sufficient time for music, physical, art and free choice activities every day, and has been informed of the necessity to ensure that children have opportunities for art activities every day during the primary one adaptation activities. However, a small amount of homework content of Early Childhood Mathematics for K3 is rather difficult. The school is recommended to conduct screening and revision with a view to connecting the content with the real-life learning themes.
- 2.2 Having regard to the assessment guideline of the organisation, the school maps out its assessment items and criteria. Teachers adopt continuous observation to assess and record children's learning performance and create learning portfolios to maintain observation reports, children's work and other information. In tandem, teachers prepare learning logs about the learning performance of each class every day and

upload them onto the school's e-platform, keeping parents informed of children's progress on thematic learning. Teachers consolidate child development assessment reports and distribute to parents on a regular basis. They invite parents to fill out a checklist regarding children's behaviour at home and carry out face-to-face meetings to communicate children's development with parents. That said, it is not appropriate for the school to indicate children's performance in English learning using grades. The school should review its practice of Chinese and English teachers recording children's performance separately, and is recommended to consolidate similar assessment items and revise the English assessment forms in a bid to reflect the learning performance of children in a simple and clear way.

- 2.3 The school has established a curriculum management mechanism. Teachers conduct collaborative lesson planning and submit teaching plans on a regular basis under the mechanism. The management gets hold of and informs curriculum implementation through classroom walkthroughs, document scrutiny, meetings, etc. The school has followed up on the recommendations of the previous Quality Review to arrange peer lesson observations and set foci thereof, guiding teachers to share teaching experiences with one another. Teachers reflect on their teaching every week but seldom review the teaching effectiveness based on children's performance. The management may seize the opportunities for professional exchange to provide foci and principles of teaching reviews for team members' reference, thus strengthening their reflection skills. The management could also lead teachers to evaluate the teaching design and activity arrangement and propose specific strategies for improvement so as to facilitate learning and teaching.
- 2.4 The school has taken enhancing national education as its major concern in recent years, for instance, to organise the national flag raising ceremony on important days for children to learn about the national flag and anthem, and devise themes of project

activities about Chinese culture so that children are facilitated to gain a basic understanding of traditional art and food culture through experiential activities. Relevant learning elements such as stories of filial piety and appreciation of festive songs are incorporated into the curriculum. Some of the activities have been adopted in the routine work. Additionally, the school works with the affiliated schools of the organisation to update the Chinese culture learning booklet in an ongoing manner and organise joint-school showcase of projects. The school also leverages the support of the joint parent association to pool the strengths of parents from other schools to establish partnerships with traditional stores in the city, designing heritage self-guided walking tours that incorporate simple site observation tasks for parents and children, collaborating with parents to increase children's interest in learning Chinese culture.

- 2.5 In last school year, the school brought in resource packs of picture books to nurture good character, including observing rules, honesty and sense of responsibility, in children with the aid of simple learning tasks at home. As observed, teachers made good use of nursery rhymes and visual cues while children complied with the rules of interest corners and were willing to follow teachers' instructions. In review sessions, teachers guided children to revisit their behaviour on that day and gave feedback afterwards, which was conducive to cultivating children's proper values and attitudes. The school is planning to participate in another external support programme in this school year with the aim of introducing teaching resources and incorporating more elements of moral education for nurturing children to be good citizens. The work plans are still at a preliminary stage and concrete implementation strategies are yet to be discussed. The team is recommended to formulate explicit foci on school-based moral education in light of the school context and children's performance in moral development and seek consensus as soon as

possible. By doing so, these foci can be integrated into the current curriculum and the work plans can be implemented.

2.6 The school environment is clean and comfortable with children's works exhibited along the walls, corridors and in classrooms. The decoration is in good order and ties in with the themes, creating a learning atmosphere. There are different interest corners in the classrooms. Materials are manipulative with some of them attached to the function of answer checking to help children consolidate learning. Children are willing to play with and talk to their peers, love to take part in art activities as well as using tools to create their own works with concentration. The school sets up the reading corners meticulously where theme-matching books are exhibited. Teachers tell stories in the corners from time to time. Children listen to the stories with enthusiasm and readily share the book content with their peers, demonstrating an interest in reading. Yet, the playing methods of some corner games lack variety. Teachers are recommended to improve the activity design to make the activities more fun, thus attracting children to further exploration.

2.7 Teachers have patience, care for children and maintain a good relationship with them. Children love to go to school. They tidy up things patiently after activities while being able to put on their socks and shoes by themselves, possessing good self-care abilities. Teachers are articulate and explain with real objects and pictures. They let children manipulate teaching aids to understand the learning content. Children willingly respond to teachers' questions and share their thoughts. Teachers are advised to assist children in collating the discoveries and difficulties encountered during games to extend children's learning. In music activities, teachers lead children to perform rhythmic movements and play musical instruments. Children are engaged in singing and moving their bodies to show an interest in the music activities. There are three zones in the physical activity venue that are furnished

with climbing frames, large soft building blocks and other equipment. Children are divided into groups and take turns to conduct activities in these zones, experiencing the fun of various physical activities. It is observed that children were energetic and dynamic. They selected physical equipment by themselves to design circuit games in the mat area. The amount of exercise is sufficient. Teachers, however, may adjust the ways to play and complexity levels of large-scale physical equipment based on the needs of children of different ages, as well as paying more attention to children's movements, and giving instructions with a view to providing appropriate feedback.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 To strengthen the effectiveness of SSE, the team could sharpen its self-evaluation skills, make good use of and analyse information of child assessments, evaluation of teaching performance, daily observation and so forth with a view to grasping the development of the school in every school year in a focused manner. The management should guide teachers to map out specific task objectives and success criteria at the earliest for helping team members implement the work plans, promoting the continuous development of the school.
- 3.2 The school is required to review the design of mathematics homework of K3 and revise the way of reporting children's performance in English learning. The management is advised to enhance teachers' skills in guiding children to explore and think, and improve their abilities of reflecting the teaching effectiveness for refining the teaching design and increasing the teaching effectiveness as a whole.