

**School No.: 563099**

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

## **The Salvation Army Tai Wo Hau Nursery School**

**Units 215, 217, 219 & 221-232, 2/F, Fu Keung House, Tai Wo Hau Estate,  
Tsuen Wan, New Territories**

**29, 30 April & 3 May 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 29, 30 April & 3 May 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 makes good use of the support on administration and curriculum from the sponsoring body for promoting its development. Mutual visits with peer schools are arranged to promote professional sharing. The management keeps an open mind in communicating with the teaching team and is willing to consider the views of team members, leading the team to progress further in respect of curriculum, child support, etc. The school attaches importance to teacher training. It has followed up the recommendations of the previous Quality Review by carrying out peer lesson observation progressively which facilitates teachers to learn from one another effectively. In addition to capitalising on the training activities organised by the sponsoring body and external organisations, the school strengthened school-based training to meet the needs of teachers with different years of work experience last school year. The school arranges experienced teachers to help new recruits grasp teaching skills through teaching demonstration. Meanwhile, the school actively promotes the leadership development of middle leaders by strengthening their leading role in the functional groups. The school arranges the functional group leaders to plan the tasks and organise school-based training activities with their members so as to enhance their management abilities gradually. A harmonious relationship is developed within the team. The team is responsible and committed to promoting school development with concerted effort.
- 1.2 The school embeds the self-evaluation process into its routine work. The teaching team works collaboratively to evaluate the effectiveness of work of all domains and the major concerns by means of daily observation, parents' views and the learning performance of children. It takes follow-up actions based on the results. In general, the school is able to analyse the development foundation and opportunities so as to formulate the development directions for the coming year. Last school year, the school regarded promoting children's language development as its major concern. It enhanced children's interest and ability in language learning through strengthening

teachers' ability in designing and conducting language related activities. The first step was to provide relevant training for some teachers, then let those teachers share what they had learnt with all teachers, thereby enhancing the teaching skills and abilities of the team. Building upon the existing development foundation, the school maps out strategies from the perspectives of revising the design of children's activities, parent education, etc., to implement the work plans in different aspects progressively this school year. The strategies are appropriate and positive impact has been observed.

- 1.3 Teachers care about children's needs. Through daily observation of children's behaviour and performance, teachers identify children in need and provide support in no time. The school fully utilises different channels to maintain close communication with parents in order to keep them informed of their children's performance in a timely manner. The parent-teacher association serves as a good communication platform to enhance the connection among parents and assist the school in organising activities, with a view to facilitating home-school cooperation. The school values parents' views and follows them up actively. It also enhances parents' parenting skills through diversified activities. Parents fully consent to the school's development directions and trust the school. They are willing to take part in volunteer services and support the school's development.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum information of the sponsoring body to plan the learning objectives and content of all learning areas. The curriculum is comprehensive and balanced. In accordance with children's interests and abilities, teachers conduct project learning with children on topics of things happened around them. A wide range of activities such as outdoor visits and festive celebration is also arranged. Teachers guide children to observe and explore in the activities. Through manipulation, practices and play, children's self-directed learning is facilitated. The curriculum is conducive to nurturing children's creativity, self-confidence and curiosity. The daily schedule of the school provides children with sufficient music, physical, art and free choice activities. Yet, a small part of content in the area of Early Childhood Mathematics for K3 children is rather difficult. It is advised that the school should revise the content accordingly.
- 2.2 The school has a sound curriculum management mechanism which coordinates,

monitors and reviews the implementation of the curriculum systematically, with the aim of facilitating curriculum development continuously. In addition to scrutinising curriculum documents and teachers' reflections, the management understands the curriculum implementation and gives feedback to teachers through lesson observation, classroom walkthroughs, etc. The school provides new recruits with sufficient support for their teaching so as to help them adapt to the working environment as soon as possible. The school encourages teachers to share and exchange their teaching experience as well as arranges training for them. Through different channels, teachers' teaching skills and reflective abilities are enhanced continuously.

- 2.3 The school adopts the approach of continuous observation to review children's development progress in various aspects. The school makes reference to the guidelines of the sponsoring body as well as child development information to formulate the development objectives and assessment items for each grade level, which are in accordance with the principles of children's all-round development. The school provides teachers with clear guidelines. Teachers are familiar with the objectives and criteria of the school's assessment policy. By means of quantitative and qualitative approaches, the school assesses and records children's development progress and summarises their performance in different areas of development at the end of each school term. The findings are also reported to parents so that they can grasp their children's development progress and receive parenting suggestions. The school develops learning portfolios for children in order to gather observation records, children's work, self-evaluation information of children, etc., as evidence of the development progress of each child.
- 2.4 The school has set promoting children's language development as its major concern in these two years. First of all, the school arranged some teachers for training last school year to let them master the knowledge and skills of designing and conducting language related activities, and then carried out trial teaching. Next, these teachers shared what they had learnt with all teachers so as to enhance the teaching skills and capabilities of the team. This school year, the school has extended the implementation of the work plan to let all teachers take charge of language related activities. Teachers design activities systematically. Through arranging activities of singing nursery rhymes, playing games and observing pictures, a relaxing and pleasant learning environment is fostered. In addition, teachers adopt appropriate strategy of small group teaching to increase opportunities for children's participation.

There are games set up at the language corner for children to use different words through manipulation in a meaningful context so as to consolidate language learning. Teachers also design some games for multiple players to facilitate the conversation among children so as to foster their language and social development. The school has organised workshops for parents this school year to enhance their storytelling and questioning skills. Through parent storyteller activity, parents are invited to have storytelling at school to arouse children's interest in reading. By adopting diversified strategies to enhance children's language abilities, positive impact of this development plan has been observed.

- 2.5 The school makes effective planning of the use of venues. To take an example, the school uses classrooms flexibly for conducting group learning activities to increase opportunities for children's participation. Children are also provided with abundant physical activity space for participating in skills training and free play so that they have sufficient opportunities for doing physical exercises. Teachers design learning corners in light of project learning and the needs of children. The activities are designed with different levels of complexity for children to develop self-learning abilities through play. Simple-structured materials are prepared in the corners to inspire children's imagination and encourage them to engage in free play. There are also teaching aids for training children's self-care abilities and fine motor skills, thus developing their good habits. Children choose to participate in the activities in different corners according to their preferences. They play in an orderly manner. There is also a project learning corner in the classroom. Teachers discuss the corner set-up with children in consideration of their interests. They invite children to collect materials related to the project topics for placing in the corner and design the corner using children's ideas. Teachers guide children to reflect on the operation of the corner, and gradually enrich and improve the corner set-up by making reference to children's observation and discovery, displaying the spirit of child-centredness. The school implements measures such as parent storytellers and book borrowing scheme to encourage children to read. However, the design of the reading corner in some classrooms could be further enhanced, such as the way of storing and displaying books, to further arouse children's interest in reading.
- 2.6 Teachers are friendly and amiable. They are patient to children and care about them. They often show appreciation to children. Teachers use project learning and sensory play to increase children's involvement in the activities effectively so as to enhance the learning effectiveness. Teachers are good at using pictures, hand

puppets and other teaching aids for narrative purpose during teaching activities in order to add more fun to the activities. Teachers communicate effectively and give clear teaching instructions. The activities are arranged in an orderly manner. Teachers ask questions to guide children to observe and think. When children are participating in free choice activities, teachers intervene and join children's play so as to inspire children to make further attempts. Teachers cater for children appropriately in light of their needs. The physical activities arranged by teachers are able to provide children with sufficient amount of physical exercises. Teachers also give feedback to help children improve their body movements in view of their performance. Yet, the school arranges children to write a rather excessive amount of vocabularies. It is advised to reduce the amount of copying so as to create room for children's learning and let them have more time to learn through play.

2.7 Children enjoy going to school and are engaged in various activities. They have good communication skills and are willing to share their ideas with peers. For example, they use their imagination by creating stories and telling peers stories based on the images shown on a dice. Children are able to coordinate different parts of their bodies easily and freely. They are agile and committed to physical activities with confidence. Children are friendly and polite. They take the initiative to greet people and get along well with others. Children are familiarised with daily routines. They have good discipline when engaging in and switching activities. They also possess good self-care abilities such as cleaning up materials after activities.

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

The school could continue to arrange peer lesson observation according to the needs of teachers and development focuses. It could set the focuses of lesson observation to lead teachers to exchange in a more in-depth manner so as to enhance their professional capabilities continuously. The school could also review the arrangement of children's vocabulary copying, revise the small part of learning content in Early Childhood Mathematics for K3 children and improve the set-up of the reading corner, with a view to further catering for children's development and enhancing the learning effectiveness.