

School No.: 563102

Quality Review Report (Translated Version)

The Salvation Army Tai Yuen Nursery School

G/F, Tai Ling House, Tai Yuen Estate, Tai Po, New Territories

25, 26 & 28 February 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: 25, 26 & 28 February 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 formulates a clear direction of development. The sound administration and curriculum management mechanisms are able to facilitate the teaching team to enhance the work effectiveness and pass on experience. The management fully demonstrates its professional leadership, and provides the team with guidance and support in connection with administration and teaching. The management also appropriately deploys work to ensure that all team members can perform their respective duties while unleashing their talents and managing daily operation in a proper manner. According to the developmental needs of the school, the management has regarded training new recruits as its major concern in these two years. Building on the foundation of the school-based curriculum development and making good use of the training resources of the sponsoring body, the school arranges training and professional exchange activities strategically. It also provides teachers with suitable induction and supervision so as to continuously enhance the professional capacity of the team. The team is able to keep abreast of the trends of kindergarten education development with good collaboration. It creates an open atmosphere for exchanging views among team members. With concerted efforts, the team promotes the school's continuous improvement collaboratively.
- 1.2 The school has developed an effective school self-evaluation (SSE) mechanism and possesses a thorough understanding of the cyclical SSE process. The management leads all teachers to analyse the school development progress and make suggestions for improvement by means of collaborative discussion, with a view to formulating annual plans. The school actively promotes the work of learning and teaching. Last year, it took enhancing children's interest and confidence in language learning as its major concern. The management led teachers to form a core group and improved their skills of leading language activities through training and teaching practices. Seminars were also arranged for parents to enhance their understanding on children's language development. The efforts of the work plan have begun to

yield results. To tie in with the developmental needs of children, the school has introduced professional support this year to strengthen teachers' ability of designing art activities as well as their facilitation skills, with the aim of arousing children's interest in art activities and unleashing their creativity. The teaching team is active and determined. It is able to formulate appropriate development plans in consideration of children's needs with comprehensive planning. The team takes steps to implement the work plan while reviewing its work effectiveness in a timely manner for the school's continuous advancement.

- 1.3 The school cares about children's needs. It identifies children with special needs and provides them with referral services in an effective manner. Through individual guidance, peer support, home-school cooperation, etc., teachers render support to children in need and help newly admitted children adapt to school life progressively. The school considers parents as partners and connects with them through different channels to exchange children's life at home and school with each other. The school also invites parents to take part in parent-child activities, attend parents' day and education seminars, etc., so as to enhance their parenting skills. The parent-teacher association has been established for years to aptly help the school organise parent-child activities. The school is trusted and supported by parents. With mutual cooperation, the school and parents work together to nurture children's growth.

2. Learning and Teaching

- 2.1 The school upholds the education rationale of child-centredness. It devises the school-based curriculum by making reference to the curriculum outline of the sponsoring body and children's life experience and interests. The curriculum content is balanced and appropriate. It covers all learning areas comprehensively while considering the developmental needs of children, the cultivation of children's attitudes and values as well as the acquisition of skills and knowledge. The school adopts the project learning approach which guides children to collect information, conduct experiment and discussion etc. In this way, children are motivated to explore and discover things in their surrounding on their own initiative. Moreover, the diversified interest corners in the school are able to enhance and extend children's learning. There are also different visits and experiential activities arranged for children to enrich their life experience. A proper daily activity schedule is able to provide a regular routine for children, also adequate time for music, physical, art and

free choice activities every day. The arrangement can help facilitate children's all-round development.

- 2.2 The child assessment system is able to achieve the objective of assessment for learning. The content of assessment ties in with the learning objectives. The school adopts the approach of continuous observation. Teachers record and analyse children's learning and development progress in different areas. They also invite parents to observe the behaviour of children at home so as to give both teachers and parents a better understanding of children's progress. At the end of the school term, the school consolidates relevant assessment information to evaluate children's performance and provide suggestions on developmental needs with a view to facilitating children's learning. The school has developed learning portfolios for children to maintain records of child assessment information, activity observation records, feedback and so forth. The portfolios are comprehensive that can be used as the evidence of children's development. The school also meets with parents for them to know the developmental needs of their children. The school collates and analyses different child assessment information which can be served as reference for teaching design and curriculum adjustment, thereby enhancing the quality of learning and teaching continuously.
- 2.3 The school sets a clear curriculum development direction with an effective monitoring and review mechanism. The management coordinates curriculum, attends curriculum meetings, scrutinises teaching plans of teachers and walks through lessons regularly to understand the implementation of curriculum and teaching effectiveness while giving teachers appropriate feedback. Teachers discuss the learning focuses of themes and design corner activities together. Take into account the preferences of children as well as their interests, they suitably extend the learning content. The management regularly shares teaching experience with the school team and reviews teaching effectiveness in accordance with children's performance, thereby offering concrete suggestions. The school collects teachers' views on the implementation of the curriculum on a regular basis as feedback to the sponsoring body so as to revise the curriculum outline continuously and spare no effort to enhance teaching quality.
- 2.4 The school took developing children's interest and confidence in learning language as its major concern last year. It set up a task force to explore the language learning needs of children in a focused way, meanwhile reviewing and adjusting the language teaching plan and content of the school comprehensively. The school strengthened

teacher training by participating in external support programme. It also organised seminars to enhance parents' understanding on child language development. Teachers continue to refine the design of activities. They make use of stories, language games effectively and strengthen the set-up of interest corners to arouse children's interest in language learning. During the teaching process, teachers are able to create a relaxing atmosphere to encourage and provide sufficient opportunities for children to express their thoughts. Children possess good comprehension and language expression abilities. They often suggest interesting ideas and speak with confidence. The work plan has shown good progress.

- 2.5 This school year, the school enhances children's creativity and interest in art through a wide range of art activities. The school actively reinforces teacher training to enhance teachers' skills in designing art activities. The art activities designed by teachers are fun-filled and related to the learning themes, such as using real vegetables and fruits to design clothes and using unwanted materials to make transportation vehicles. Teachers provide children with diversified materials, appropriate demonstration and guidance which are effective to encourage children to unleash their creativity and stimulate their imagination. After the activities, teachers let children share their work with one another. Children are willing to create with different materials and their work is creative.
- 2.6 The school sets classrooms in accordance with the learning themes. Teachers use children's activity photos and artworks to aptly set up the learning environment. There are various corner activities for children in the classrooms such as fine motor training, cooperative play and exploratory activities. The activities are designed with different levels of complexity. Children engage themselves in the activities that are chosen of their own choice. They like playing exploratory games with peers, enjoying simulation activity of taking transportation vehicles, etc. Children put the things back by categories after activities, demonstrating good self-care abilities.
- 2.7 Teachers teach children patiently. They start a learning topic of children's interests. Through effective questioning and sensory play, teachers encourage children to explore things around them. They can also adjust the pace of teaching in light of children's reaction, which is effective in stimulating children's curiosity and extending their learning interests. Teachers observe children carefully during free choice activities, some teachers play with children and intervene in a timely manner to support different needs of children. The school arranges some classes to learn in a mixed-age mode strategically so as to increase the opportunities for children to

interact and collaborate with one another. From observation, children of different ages learn and play together. They are self-disciplined, obedient and polite. They help each other and get along well with peers, showing good social development.

- 2.8 Teachers utilise venues properly to design diversified and sufficient physical activities for facilitating children's gross motor development. The physical activities are suitably organised. Teachers often encourage children to make different attempts and increase the level of difficulty in view of children's performance. They also adjust the arrangement having regard to the actual circumstances to ensure that children have sufficient gross motor exercises. Teachers create different contexts for music activities. They lead children to unleash imagination through songs, rhythmic movements, music instruments, etc., so as to let children feel the music rhythms and melodies under a relaxing and pleasurable atmosphere.

3. Recommendations for Enhancing Self-improvement of School

The school has a sound foundation with a teaching team striving for advancement. Each work plan is devised immaculately and appropriate teacher training is in place to enhance the effectiveness of teaching in an ongoing manner. The management embraces a clear rationale and direction in respect of administration and curriculum development work. It may continue to guide the team to strengthen the exchange and collaboration among teachers through effective SSE while joining hands in pursuit of excellence in promoting different development work.