

School No.: 563110

Quality Review Report (Translated Version)

The Salvation Army Tin Ping Nursery School

**Unit 106-110, G/F, Wing B, Tin Hor House, Tin Ping Estate, Sheung Shui,
New Territories**

18, 21 & 23 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 18, 21 & 23 November 2022

- 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 maintains close connection with the affiliated kindergartens of the sponsoring body. The management collaborates with representatives of peer schools and participates in the working teams organised by the sponsoring body for the continuous exchange of experience on administration, school development as well as care and support services, with a view to optimising the effectiveness by sharing resources together. The management values the professional growth of teachers. In addition to arranging for teachers to attend regular training activities organised by the sponsoring body, the management ties in with the school's development plans to bring in external professional support and conduct peer lesson observations that align with the plans. Thus, promoting the mutual observation and learning among teachers as well as enhancing the teaching effectiveness of the team in a continuous manner. The school has a well-developed induction mechanism whereby newly recruited staff is supported by experienced staff, such that the new recruits can be devoted to their work and grasp the job requirements. The management is open-minded. It actively fosters collaboration and communication among the team and addresses views of the staff seriously for reaching consensus, exercising team spirit. A proper filing system is in place to facilitate the sharing of teaching resources among teachers, passing on school-based experience and strengthening the work effectiveness of the team.
- 1.2 The school puts the self-evaluation rationale into practice in daily operations. The team timely reviews tasks in all areas through regular meetings. It proposes practical and feasible suggestions for improvement and takes follow-up actions while concluding the effectiveness of work at the end of the school term, thereby charting a development direction for the upcoming year. The school has regarded developing children's exploratory spirit as its major concern in recent two years. It encourages children to explore their surroundings freely to cultivate in them an attitude of active learning. Last school year, the school first enhanced teachers'

skills in designing and conducting exploratory activities, and then launched a trial run in K2 and K3 classes. This school year, the school has extended the experience to all classes. Teachers leverage their acquired knowledge to plan learning activities and decorate the environment for each grade level to increase opportunities for children to explore. The school implements its plans systematically and positive results have been seen.

- 1.3 The school caters for children's diversity. It has developed a mechanism to identify their different needs the soonest and made good use of external resources to provide children with appropriate professional support. The school also offers training to teachers to improve their skills in taking care of children with special needs. The school attaches importance to home-school communication. It liaises with parents closely through various channels, including sending daily teaching logs to parents via emails to inform them of their children's learning. In view of the major concerns, the school arranges focused lesson observations for parents to help them keep abreast of teachers' teaching and school's development. The school collects parents' views through parent-teacher association (PTA), optimises administrative arrangements and plans parent education activities in light of parents' needs. PTA acts as a bridge of communication between parents and the school. With the prudent use of parents' professional expertise and capacity, the school invites parents to be volunteers to assist in implementing school activities, demonstrating the efficacy of home-school cooperation.

2. Learning and Teaching

- 2.1 The school devises curriculum with reference to the curriculum outline of the sponsoring body and covers all learning areas while encompassing the development of children's attitude, skills and knowledge. The school devises learning themes according to children's life experiences and abilities. Children learn from observation and experiential activities in project learning. Subtopics of project are identified regarding children's interests, providing children with opportunities to explore freely. The school incorporates elements of Chinese culture into the curriculum. For instance, it enables children to learn about Chinese Kung Fu, Chinese dance and lion dance during traditional festivals, strengthening their understanding of Chinese culture. The daily schedule of the school is well-planned that children have sufficient time to engage in music, physical and free choice

activities, which is effective in promoting a balanced development for children.

- 2.2 The school records children's performance through continuous observation and in accordance with different developmental objectives. It analyses children's performance and keeps track of their learning progress. Children's attitude, skills and knowledge are covered in the assessments made by teachers who summarise children's progress in each learning area at different stages and meet with parents regularly to let parents grasp the pace of children's development. The school encourages parents to record children's performance at home with the parent questionnaire. As such, teachers understand children's development from different aspects. The school creates learning portfolio for every child, which comprise information such as teachers' observation records, children's self-evaluation and parent questionnaires, as evidence of children's development. The school analyses performance of children at different stages and gives suggestions to cater for their developmental needs. It also uses the assessment results to serve as reference to adjust the curriculum.
- 2.3 The school has a sound and effective mechanism of curriculum coordination, review and monitoring. The management has extensive experience in leading teachers to develop a child-centredness curriculum efficiently. Teachers conduct collaborative lesson planning to conceive project learning activities as well as sharing their experience in leading activities and children performance. Through routine lesson walkthroughs and scrutiny of activity plans, the management often advises teachers on ways of enhancing teaching effectiveness. Teachers have reflections on teaching regularly. They review the performance of children and record children's development in various areas clearly. Teachers also examine their teaching effectiveness in light of children's performance and make specific suggestions for improvement to inform the curriculum.
- 2.4 In recent years, the school has been nurturing children's exploratory spirit actively. It encourages children to carry out learning through observation and verification. Last school year, teachers were arranged to participate in supporting programme to strengthen their skills in designing exploratory activities. Under the programme, seed teachers motivated children to explore firstly on features of materials, then gave support to children on choosing suitable materials for design and production in a bid to let children complete learning tasks by means of observing and doing. All these were conducive to enhancing children's abilities in exploring and problem solving. This school year, the school encourages teachers of all grade levels to infuse the

element of exploration in learning activities. As observed, children tried using assorted tools to compare the length of objects. They picked things in the classrooms and corridors. They used coloured pencils, building blocks and beans as measuring tools. Children then recorded and presented the lengths of these objects. During children's sharing, teachers stimulated children to think of the pros and cons of various measuring tools and eventually came to a conclusion with children about the proper ones. Children gain knowledge and skills through practice. The effectiveness of the development plan is seen.

- 2.5 The school has made good use of the school premises, where the common play area, learning areas in the classrooms as well as the activities are fun-filled. Children can choose from a wide range of plentiful materials and have sufficient opportunities to select a variety of activities every day. Taking into account the major concerns, there are diversified activities, including cooperative play and exploratory games, in the learning corners of the classrooms. These activities are designed to address the developmental needs of children, who can develop exploratory spirit according to their preference. Meanwhile, teachers design corner activities that tie in with project learning. For instance, hat is considered as the theme of project for K1 children. Teachers guide children to learn about different kinds of hats in terms of their shapes, materials used and functions. Teachers also place those hats in the corner activity for children to observe, so that children can gain a better understanding of hats so as to consolidate their learning. Children from various grade levels are assigned to take part in the corner activities together. There are diverse learning foci in the activities which provide opportunities for children of different grade levels to interact and collaborate, thus promoting their social development and learning outcomes. Teachers carefully watch children's participation in the free choice activities and play with them while supporting their varied needs timely. Teachers also record children's performance to serve as evidence of their development.
- 2.6 Teachers speak articulately and in a systematic manner. They are passionate about teaching and well prepared for lessons. Teachers encourage children to explore and discover the characteristics of things through senses and sharing. They also extend learning themes based on children's interests to arouse children's curiosity and sustain their interest in learning effectively. Teachers aptly use questions to motivate children to respond and share their life experiences and pursue the questions to stimulate children to express their ideas, which are conducive to increasing

children's oral and thinking abilities. Teachers teach children with special needs patiently. In view of children's individual needs, teachers offer them appropriate support such as dividing them into groups to learn according to their abilities. Group training is also provided to support children's emotional and behavioural performance.

- 2.7 Children are engaged in an array of learning activities. They are attentive and perform well in routine training. They are willing to share their thoughts and are capable of clear verbal expression. Interaction among children of different grade levels is often seen. They get along well and help each other. Children are courteous. They know how to put things back by themselves after activities and assist teacher in tidying up and sorting materials, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school carries out project learning through things that are of children's interest and their needs. It strives to enhance the effectiveness of learning and teaching of teachers, such that they can guide children's learning systematically. Having regard for the kindergarten curriculum and the developmental needs of children, the school devises the major concerns. However, when drawing up the annual work plans, the school is required to map out objectives for the work plan and then set concrete and appropriate success criteria that coincide with the objectives. By doing so, all stakeholders can further grasp and examine the plans to promote the school's continuous development.