

School No.: 562947

Focus Inspection Report (Translated Version)

The Salvation Army Jat Min Nursery School

1/F., Jat Min Chuen, 15 Jat Min Chuen Street, Shatin, New Territories

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**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school and the affiliated schools of the organisation form a group to devise the curriculum outline. The management leads teachers to draw up an integrated school-based curriculum according to the school context and children's learning needs. The curriculum content covers all learning areas to help children develop positive values, acquire skills and construct knowledge. Adopting a project learning approach, teachers guide children to explore content that is related to life experiences and of interest to them through observation, exploration, discussion, etc., strengthening children's learning motivation. The school schedules ample time for children to engage in music, physical, art and free choice activities every day to facilitate their balanced development. Teachers organise visits for children to enrich their learning experiences in person. Besides, the school attaches importance to the cultivation of children's moral development. For instance, with caring as a theme, the school arranges for children to distribute food to their neighbourhood in need in the community as well as offering opportunities for K3 children to learn to take care of their younger schoolmates, thereby encouraging them to practise good deeds. Furthermore, the school endeavours to enable children to understand our country by meticulously planning learning activities featuring Chinese culture such as assisting children in gaining knowledge about food, craftsmanship and geographical conditions of China. The national flag raising ceremony and traditional festival celebrations are also held to enhance children's sense of national identity.
- 1.2 The school formulates a systematic policy of the assessment of child learning experiences. Teachers map out the assessment content based on the teaching objectives. They make reference to the assessment criteria stipulated by the organisation to observe the developmental progress of children in an ongoing manner

and keep records in formative and summative ways. In tandem, teachers maintain assessment forms, observation records, etc., in the learning portfolios of children, which serve as evidence of children's growth. Parents are invited to school regularly to exchange observation of children's performance, both at school and at home, with teachers. Parents and the school jointly cater for children's development. Teachers consolidate and analyse the assessment information in order to follow up on the strengths and areas for further development of children, as well as informing curriculum planning.

- 1.3 The school environment is clean, comfortable and well-equipped. Teachers prepare a variety of teaching aids that suit children's life experiences and design fun-filled corner activities. Children make soap foam with whisks and crush eggshells using a mortar and pestle. They simulate trimming their fingernails as well. All these can build up their fine motor skills, eye-hand coordination and so forth. Children pretend to look at the views through a monocular. They choose natural materials for assembling patterns, or make a boat using clay, straws and other materials. Marbles are gradually put in the boat for exploring the phenomena of floating and sinking. Children take the initiative to make attempts and actively express their views, demonstrating confidence. An atmosphere conducive to learning is created. There are tents, cushions, etc., in the reading corners. Children flip through the books with their peers and share story content with one another to show their interest in reading. Plentiful materials are placed in the art corners. Children are keen to create three-dimensional work with playdough and draw big brush painting, during which they are attentive. Children love learning and respond to teachers' questions proactively. They treat others with courtesy and follow the classroom routines. Children accommodate the needs of their peers that they help and care for each other while getting along well, possessing good social development.

- 1.4 Teachers are conscientious in teaching and communicate clearly. Teachers raise questions with different levels of complexity and give sufficient time for children to think, inspiring them to share their views. Teachers care about children and often acknowledge children's efforts in positive phrases, leading to a harmonious teacher-child relationship. Teachers are good at illustrating learning content with real objects. They show a wide range of tableware, raw and cooked eggs, etc., to help children understand the relevant concepts. In music activities, teachers lead children to move their body, perform rhythmic movements following the rhythms and unleash their creativity. Children are also guided to tap musical instruments along with the music and get the beat, resulting in favourable learning effectiveness. Children imitate delivering food and picking fruits during physical activities so that they have an adequate amount of exercises and develop skills including balancing, running, jumping and climbing. During free choice activity sessions, teachers observe children's learning and are engaged in children's play. After activities, teachers are advised to collate play experiences with children and guide them to conclude their feelings towards the activities in a bid to consolidate the new knowledge.
- 1.5 The school fully implements the cyclical self-evaluation process of curriculum planning, implementation and evaluation. The management is familiar with the development of the school-based curriculum. It discusses the teaching foci with teachers and renders guidance at opportune times. Teachers prepare teaching plans and set up corner activities. They also conduct reflection on a regular basis to provide concrete suggestions in light of children's performance during teaching reviews and experience sharing meetings for exchanging teaching strategies with each other as well as carrying out observation and collaboration among peers to foster the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The teaching team stays united and strives to provide children with quality kindergarten education. Teachers are advised to collate play experiences with children and guide them to conclude and consolidate the new knowledge, hence continuously enhancing the quality of learning and teaching.