

School No.: 157678

Quality Review Report (Translated Version)

The Salvation Army Fu Keung Kindergarten

**Units 121-140, G/F, Fu Keung House, Tai Wo Hau Estate, Tsuen Wan,
New Territories**

28, 29 November & 1 December 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 28, 29 November & 1 December 2023

- 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 leadership team supports the school. Through regular meetings, it understands and monitors the school affairs and advises on the school's development direction. The school's administrative structure is well-defined so that school members discharge their duties properly, resulting in smooth daily operations. The management actively supports teachers, given the personnel changes that have occurred in recent years. In addition to providing in-class assistance and teaching demonstrations, it also regards team building as the major concern of this school year. On the one hand, induction activities are systematically organised to facilitate the newly recruited teachers' understanding of the school culture and curriculum characteristics so that they can adapt to the work environment the soonest. On the other hand, diversified channels allow staff members to express their views, building an open and communicative atmosphere for honest cooperation. The school arranges training regularly and encourages team members to share their teaching strategies. In recent years, the school has formed several working groups. It assigns duties according to the abilities and expertise of teachers while empowering teachers appropriately to let them take part in coordination work, which is beneficial to the professional growth of teachers.
- 1.2 The school has established a stable school self-evaluation (SSE) mechanism. The management leads the team in practising the rationale of SSE in daily work. They collect stakeholders' views through different channels and analyse children's performance to examine the work effectiveness in each area. In recent years, the school has considered enhancing the efficacy of project learning as its development foci. In the last school year, it focused on strengthening the elements of exploration and play in activities to inspire children's active exploration. The work has delivered initial results. Building on last year's foundation, the school arranges lesson observation and teaching demonstrations to enhance teachers' teaching skills in this school year. The direction is clear. The school formulates major concerns

with regard to the mission of the organisation and its development needs and deploys proper strategies. The work is being carried out steadily.

- 1.3 The school emphasises and cares for children's diverse needs. It has a clear identification and referral mechanism and utilises external resources to facilitate children with special needs to receive professional assistance as soon as possible. To cater for non-Chinese speaking (NCS) children, the school records Cantonese nursery rhymes for children to listen to and sing at home, helping NCS parents support their child's learning. School notices in English are also available for parents to understand the school curriculum and daily matters. The school cares about the needs of newly admitted children and those about to be promoted to primary school. It holds various adaptation activities to facilitate their smooth transition to the new learning stage. The school attaches importance to parent education. It conducts talks and workshops regularly to enhance the parenting skills of parents. In tandem, it invites parents to serve as volunteers so that parents can understand the rationale of the school about nurturing children and the learning of their child. The parent-teacher association (PTA) has been formed to pool parents' efforts further. Apart from collecting parents' views by means of surveys before the implementation of work plans, the PTA also assists the school in planning parent-child activities that suit children's developmental needs. All these are conducive to fostering children's growth by home and school together.

2. Learning and Teaching

- 2.1 With reference to the curriculum information of the organisation and different teaching materials, the school selects content that is in line with children's life experiences to formulate an integrated curriculum. The curriculum content covers all learning areas, facilitating children to build positive values and attitudes as well as acquiring skills and knowledge. In these two school years, the school has promoted project learning in each grade level. Teachers use the thematic learning content as an introduction of activities to guide children in discovering the themes that they are interested in exploring. Then, they set the extended activities with children together, which is favourable for arousing children's interest in learning. The school uses community resources to arrange visits and on-site experiential activities that tie in with topics of project learning to enrich children's learning experiences and extend their learning. Children are given sufficient opportunities

to participate in art and free choice activities daily to foster their balanced development. However, the school must provide enough time for children to take part in daily music and physical activities during the period of primary one adaptation activities. Regarding the homework, the amount of copying for K2 and K3 children is rather excessive, and some pieces of language homework for K3 are too difficult while there are a few calculation drills in Early Childhood Mathematics. The school is revising the relevant homework in a step-by-step manner to meet children's development.

- 2.2 The school places emphasis on the moral development of children. It helps children develop positive values through stories and spiritual activities, and acknowledge children's performance with specific praises and rewards, effectively encouraging them to behave righteously. Moreover, in conjunction with the moral education project of the organisation, the school invites parents to help children set personal behavioural goals based on different moral themes and keep records of children's good deeds in daily life, such as friendliness, respect and appreciation. Home and school join hands to cultivate children's positive values. As observed, children got along well. During activities, they took the initiative to help their peers and were willing to share their toys, showing good affective and social development. Through national flag raising ceremony, festive activities and booklets of Chinese culture, the school helps children learn about our country and Chinese culture as well as gradually developing a sense of national identity.
- 2.3 The school refers to the curriculum objectives and children's developmental characteristics to devise appropriate items and objective criteria for the assessment of child learning experiences. Teachers adopt continuous observation to assess children's performances and develop learning portfolios to keep assessment forms, observation records and children's work. Teachers periodically report to parents about children's development to keep parents informed of their child's performance in various areas and make specific suggestions on fostering child development. The school systematically collates and analyses the child assessment information. Teachers render support to children in light of the needs of individual children. They also adapt the curriculum content and teaching design based on children's performance.
- 2.4 The management attends teaching meetings, scrutinises documents, performs in-class collaboration to keep track of the curriculum implementation. It also gives timely feedback to teachers. Teachers reflect on their teaching regularly and make

concrete suggestions according to the development and needs of children. Such suggestions include adapting the teaching content and the levels of complexity in teaching aids to increase children's learning efficiency. The school has a proper curriculum management mechanism. The management demonstrates its curriculum leadership proficiently to lead the team to practise self-evaluation in teaching while utilising the assessment information to review the curriculum's effectiveness. The school also forms working groups to assist the management in coordinating the curriculum implementation at each grade level and following up on the suggestions about teaching reviews, hence refining curriculum planning continuously.

- 2.5 In the previous school year, the school regarded strengthening the elements of exploration and play through project learning as its major concern. It enhanced the team's skills in environment setup and activity design by drawing on the experience of the affiliated schools of the organisation in implementing project learning, along with sharing of good practices and training. As observed, materials in the interest corners were plentiful and in alignment with the topics of project learning. Children explored these materials by observation and manipulation. For instance, some children manipulated sweaters, fleece jackets and pieces of velvet cloth to feel different textures and some children compared raw and cooked rice. Furthermore, teachers set up exploratory activities relating to daily life, such as providing different materials for designing devices that protect eggs and exploring light and shadows with torches. These activities enabled children to discover things through exploration and cultivated their curiosity. In this school year, the school focuses on enhancing teachers' questioning skills. On-site lesson observations and teaching demonstrations are conducted to lead teachers to observe children's reactions and performances during project learning. By asking different questions, including guiding children to know about things, understand the cause and effect relationships and make predictions, teachers stimulate children's further thinking and exploration and extend their learning. The school reviews the activity design continuously and the result has been observed gradually.
- 2.6 Teachers are pleasant and friendly. Teachers care for children, respect their views and pay attention to their emotional development. The teacher-child relationship is good. Teachers communicate clearly. They make use of pictures, dolls, real objects, etc., to arouse children's interest in learning. They also adjust the teaching schedule and offer individual guidance to children in response to their learning needs.

During music activities, teachers guide children to imagine. Children love performing rhythmic movements and singing to different rhythms to enjoy the fun of music activities. The school makes good use of the play venue for children to carry out physical activities. Teachers lead children to master various movements in an organised manner. Children eagerly participate in the activities, showing favourable body coordination and good gross motor development. Children possess self-care abilities as they queue up when switching activities and take the initiative to put back the items used after corner activities. Teachers arrange for children to take turns to serve as group leaders. Children strive to complete the assigned tasks, displaying a sense of responsibility.

3. Recommendations for Enhancing Self-improvement of School

The management synergies teachers' efforts to promote curriculum development and creates an enriched and interesting learning environment for children to explore and grow happily through play. The teaching team enhances children's learning efficiency by reviewing the teaching effectiveness based on children's performance. Upon such a solid foundation, the school is required to improve the daily schedule during primary one adaptation activities and continue to lead the team to examine and revise the homework design to meet the development of children.