

School No.: 563129

Quality Review Report (Translated Version)

The Salvation Army Tsuen Wan Nursery School

1/F, Clague Garden Estate, 22 Hoi Shing Road, Tsuen Wan, New Territories

22, 23 & 25 May 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 22, 23 & 25 May 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 school receives support from the leadership team and maintains close communication with the kindergartens under the same organisation through regular meetings. The school's development direction, work allocation and coordination as well as follow-up of tasks in various areas, are discussed during meetings to promote the school's continuous development. The school has a clear organisational structure in which staff members of each rank have well-defined duties. Team members discharge their duties properly. There is an explicit code of practice to ensure that work can be implemented appropriately, which is effective in promoting the school affairs.
- 1.2 The management is proactive in leading the team and is willing to listen to staff's views for taking timely follow-up action as well as creating a harmonious school environment for candid communication. There have been significant personnel changes at the school in recent years. Hence, the school has regarded enhancing the team's cohesion as its major concern. With the prudent use of resources from the organisation, the school forms groups and arranges a wide range of training for newly recruited teachers, developing a culture of learning community. In regard to duties allocation, the management arranges experienced teachers to assist and guide the new teachers as well as conducting lesson observations and debriefings to help the new joiners understand the teaching skills and daily teaching. The teaching team recognises the education rationale and development direction of the school. Team members create a harmonious work atmosphere and a good morale, promoting the development of the school with concerted effort.
- 1.3 The school has established a school self-evaluation (SSE) mechanism. The management leads the team to follow up on tasks in various areas and the implementation of the development plans at an opportune time, practising the rationale of SSE in the routine duties. Based on the school's context and by making reference to views of stakeholders, the school deploys diverse strategies to put

forward the work plans. This school year, the school considers cultivating children's good character as the focus. It launches different thematic moral education activities and parent-child activities to foster children to build positive values. The plans are implemented in a step-by-step manner.

- 1.4 The school caters for children's diverse needs. It has a clear identification and referral mechanism and taps external resources to keep track of and support children with learning needs. Teachers liaise with parents closely to delve into the development of children in need, provide suitable counselling and care to children according to their needs, thereby instilling confidence in children to learn. The school arranges adaptation activities for newly admitted children. Such measures facilitate children to integrate into school life progressively. The school regards parents as partners and communicates with them through diversified channels including daily drop-off and pick-up, phone calls and lesson observations, such that parents are informed of their children's performance. Furthermore, the school invites parents to serve as volunteers to assist the school in implementing activities according to their preferences and expertise. Therefore, parents can better understand their children in the school and know about children's learning. The parent-teacher association helps the school hold large-scale events while organising parent-child activities with the school together. Additionally, the school encourages parents to form parent groups and hold level-based parent-child gatherings, exploiting parents' resources to strengthen home-school cooperation. The school works well with parents. They have good relationship and jointly promote the school's development.

2. Learning and Teaching

- 2.1 Based on the curriculum information of the organisation, the school formulates a comprehensive and balanced curriculum with content closely related to children's interests and life experiences. Through real-life themes and in the way of project learning, the school lets children explore topics that are of their interests. In tandem, the school connects learning with visits, experiential activities and parent-child simple learning tasks, helping children construct knowledge, develop skills and cultivate positive values and attitudes in an integrated manner. The school's daily schedule is balanced that children are given sufficient opportunities to take part in music, physical, art and free choice activities every day. Yet, some learning content

in Language and Early Childhood Mathematics for K3 is relatively difficult. The school is reviewing and revising the abovementioned content so as to make it more suitable to children's needs and development.

- 2.2 The school proactively promotes children's moral development and regards it as the major concern of this school year. It creates a school atmosphere in nurturing children's character holistically through award schemes, parent-child activities and daily practices. The curriculum has already covered elements of moral education. To strengthen children's learning of positive values, the school sets out bi-monthly moral themes, including being organised, caring and polite, to help children develop a good attitude towards life. As observed, children behaved with courtesy, showed mutual help and understanding as well as getting along with one another. They were also self-disciplined and followed the rules, engaging in learning orderly. After activities, they took the initiative to tidy up, showing good self-care abilities. For the purpose of promoting Chinese culture, the school designs booklets with other affiliated kindergartens of the organisation to help children gain an initial understanding of the country, Chinese culture and art. Together with a theme of "Chinese month", the school guides children to learn traditional culture by visiting, practising and conducting project learning. In the integrated learning activities, children gradually experience the traditional sentiment of cherishing family reunions and cementing ties with family and friends. The activities have achieved positive results.
- 2.3 The school has a clear assessment mechanism of child learning experiences in place. Teachers record and assess children's performance through continuous observation according to the assessment items provided by the organisation. Assessment content is comprehensive and aligns with the curriculum objectives. The school develops learning portfolios for children to maintain assessment forms, observation records and other information, with the addition of parents' thoughts and children's self-evaluation, to reflect children's learning and development from multiple perspectives. In light of individual children's pace of development, teachers render suggestions meticulously and assist parents in keeping track of and supporting children's learning. The management and teachers analyse the assessment information to inform the activity design, thereby optimising assessments for learning.
- 2.4 The school's mechanism of curriculum coordination, monitoring and evaluation is well-developed. Teachers discuss the arrangement of learning activities and review

the effectiveness of activities on a regular basis. Meanwhile, the management reports the findings of evaluation in the joint-school meetings, informing the curriculum design of the organisation. The management plays a leadership role in the curriculum development both internally and within the organisation. The management monitors the implementation of the curriculum and gives advice and suggestions for improvement through conducting lesson observations and classroom walkthroughs, scrutinising teaching reflections and attending meetings in an ongoing manner. Teachers have developed a reflection habit of writing teaching journals daily to record children's learning. They also reflect on their teaching every week, reviewing the effectiveness of the learning activities. Most of the teachers are able to propose specific suggestions for improvement in terms of activity design, possessing good reflective abilities.

- 2.5 The school campus is bright, tidy and neat with a comfortable environment. The school utilises indoor and outdoor play areas in a flexible way for arranging music and physical activities for each class. Children have ample space to play. Materials are plentiful and diverse, stressing on learning through different senses and manipulation. Children fully enjoy the pleasure of learning through play. The school often designs teaching aids with natural materials. It encourages children, together with their families, to collect items found in nature like flowers, grass, stones, as well as basic necessities, and bring them back to school for exploration. Children can take care of and observe insects and plants on campus. They also play percussion using natural objects, gaining more exposure to nature. As observed, children enjoyed carrying out different kinds of activities and loved playing with their peers. Being curious about things, they were willing to make attempts and kept exploring actively and perceptively. The activity design is effective in facilitating children's learning and development.
- 2.6 Teachers are amiable. They always encourage and commend children, leading to a good teacher-child relationship. Teachers design a great variety of music activities with identifiable learning goals. Children associate the lyrics with interesting scenarios to perform rhythmic movements along the melodies and tap the beat by following the rhythms so that they can enjoy the fun of music. Teachers have good communication skills and give clear and systematic instructions. Teachers provide children with opportunities to play in a self-directed manner during the activities and observe children attentively in order to understand and embrace their varied ideas. Teachers also join in children's games to make timely interventions so as to unleash

children's creativity and enhance their communication and problem-solving skills. Some teachers make good use of children's work to guide them to think while encouraging children to express their thoughts, grasping children's findings and responses aptly. With the help of revisiting the scenes of the games, teachers let children share and exchange their experiences with each other and facilitate inspiration among them. The school may further strengthen teachers' skills in designing and leading activities through peer lesson observation and mutual visits.

- 2.7 The school is effective in creating a relaxing learning atmosphere for children to have joyful exploration and learning through play. Children are engaged in all kinds of activities and show interest in learning. They are willing to share their personal opinions, life experiences as well as abundant ideas with teachers, peers and others. Some of the children are able to create their own way of playing with peers during the physical activities, demonstrating confidence and having a great time in the activities. Children have experience in setting up physical activities by choosing different equipment freely. The school is recommended to review the materials and design of some game zones, preventing children from spending a lot of time in carrying out quiet games during the physical activity sessions, so as to ensure that children have sufficient amount of exercise and promote the effectiveness of learning and teaching.

3. Recommendations for Enhancing Self-improvement of School

The school adheres to the rationale of child-centredness. It strives to promote a curriculum that is conducive to children's self-directed exploration. Together with parents' efforts, the school actively nurtures children's positive values. The management leads the team to practise the inter-connected self-evaluation process, viz. planning, implementation and evaluation. As there have been a number of new recruits in recent years, the management may organise focused peer lesson observation to further sharpen teachers' teaching and activity arrangement skills. Moreover, the school is advised to complete the adjustment of K3 homework and learning content by the end of this school year, thereby refining the curriculum planning.