

School No.: 563340

Quality Review Report (Translated Version)

Evangelical Free Church of China - Verbena Nursery School

**Podium Level, Block 1, Verbena Heights, 8 Mau Tai Road,
Tseung Kwan O, New Territories**

10, 11 & 13 October 2023

**Kindergarten Inspection Section
Education**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 10, 11 & 13 October 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 understands the school's development direction and work progress through regular meetings. The school maintains close liaison with the affiliated kindergartens of the organisation. It conducts joint-school principal meetings and teachers' professional development activities periodically to foster communication with peer schools. The school organises training in accordance with school-based development and the individual needs of teachers, and encourages teachers to share what they have learnt from training, playing an active role in providing impetus for teachers to keep abreast of the latest development. In view of the relatively large number of newly-joined teachers in recent years, the school has arranged systematic induction activities and training while preparing code of practice, such that the new recruits can gain a picture of their duties and the characteristics of the school-based curriculum, hence grasping the work requirements the soonest. The management keeps close contact with teachers and is willing to listen to, accept and respect the opinions of them. The management knows teachers' capability and excels at people management that it allocates tasks appropriately while properly empowering teachers so that they can exploit their strengths.
- 1.2 The school adopts a whole-school participation approach to conduct school self-evaluation. The management convenes meetings with teachers on a regular basis to jointly devise the major concerns, map out implementation strategies and evaluate the effectiveness of work plans in order to promote continuous development of the school with concerted efforts. The school has regarded cultivating children's reading interest as its development focus in recent years. Training has been provided for teachers and parents to select suitable books and improve storytelling skills. Hence, parents and the school work together to help children develop reading habit. The school has also considered facilitating children's physical development as another major concern. Apart from optimising the activity design of physical education lessons, the school also organises parent workshops and parent-

child sports day and so forth, increasing opportunities for children to develop a strong and healthy body. The school maps out relevant implementation strategies in the aspects of children, teachers and parents, which is favourable for smooth implementation of work.

- 1.3 The school caters for the diverse needs of children meticulously and builds a caring and inclusive school culture. The school provides training for teachers to assist them in grasping the developmental characteristics of children, with a view to enhancing their skills in taking care of children with special needs. Teachers take the initiative to inform parents of the learning progress and support measures of their child. By doing so, parents can support their child's learning and offer suitable assistance at home. The school regards parents as partners that it communicates closely with them through diversified channels. In tandem, the school takes on board and follows up on the views of parents with an open mind. It also leverages parents' efforts, which are pulled together by the parent-teachers association, to organise activities. The school helps parents understand its direction of work which aligns with children's development, thereby fostering the growth of children collaboratively.

2. Learning and Teaching

- 2.1 The school selects themes which are of children's interest to devise its integrated curriculum. The curriculum is balanced in content and it accommodates children's life experiences while covering all learning areas holistically, which is conducive to cultivating positive values and attitudes in children, as well as helping them acquire skills and knowledge. Teachers arrange for children a wide range of activities, including field trips, snack tasting and drama appreciation, to enrich children's learning and facilitate their whole-person development. The school attaches importance to strengthening children's understanding of Chinese culture and facilitates them to learn traditional virtue through sharing with them the life stories of Chinese historical figures and fables. Meanwhile, children experience Chinese culture through eating longevity noodles, creating blue-and-white porcelain, participating in shadow play, etc. Last school year, teachers led K3 children to carry out project learning using the theme of 24 solar terms, during which they made black bean tea with red dates to get a taste of the relationship between the 24 solar terms and daily life. Moreover, the school is devoted to nurturing children's aesthetic

development. The school introduces longer art activity periods on Fridays. It offers abundant materials and allows children to apply different skills in creation in order to unleash their creativity.

- 2.2 The school has a well-established mechanism for the assessment of child learning experiences. Teachers carefully create learning portfolio for every child to maintain assessment information, observation records, work analysis and so forth as evidence of children's learning and growth. The school invites parents to observe children's performance at home in order to learn about children's physical and psychological development from multiple perspectives. It also arranges regular meetings and communication to inform parents of their child's development, enabling parents to take follow-up action based on teachers' concrete recommendations and work with the school for fostering children's growth. There are explicit criteria for the school's assessment items, facilitating teachers to assess children's performance objectively. The school is able to collate and analyse the child assessment information, which can be served as the basis for informing curriculum planning. It revises the curriculum content and teaching strategies aptly for continuous improvement.
- 2.3 The school has developed a sound mechanism of curriculum coordination, monitoring and review. The management plays an active role in curriculum leadership. It keeps track of the curriculum implementation and supports teachers aptly by various means while providing teaching suggestions to enhance the quality of learning and teaching. The teaching team evaluates the teaching and analyses children's performance in every theme. It adapts the teaching strategies or learning content timely when necessary. The school is aware that some learning content of K3 in the second school term is rather difficult and thus is scrutinising the content for revision, which is heading for the right direction. The school holds curriculum review meetings regularly and examines the effectiveness of curriculum by utilising information such as children's assessments, teaching reflections and parents' feedback. The school may improve the existing peers lesson observation and set foci of lesson observation according to the needs of teachers or its development projects, pursuing more in-depth professional exchange of teachers.
- 2.4 The school endeavours to promote reading. It has taken cultivating children's reading interest as its major concern in recent years. The school deliberately introduces reading periods in the daily schedule so that children have more time for reading and sharing the story content with one another, creating a reading atmosphere

on the campus. Teachers encourage children to share the story plots with parents and invite K2 and K3 children to record videos based on the content of picture books so as to enable children to further express themselves. The school strives to build a language environment by setting up reading corners in the lobby and classrooms while placing a variety of theme-related, quality books in an orderly manner. Reading corners of the classrooms are furnished with cushion mats and are comfortably decorated, with equipment to play the videos of stories prepared by children, stimulating their interest in reading. In addition, trained parents are invited to be storytellers at school and carry out parent-child reading at home whereas the school organises book crossing activities. Parents and the school join hands to develop children's reading habit. During free choice activity periods, children read in the reading corners and enjoy the fun of reading. They also engage in role-play at the "story table" using puppets. Children communicate with others proactively. K1 children are able to express their thoughts while K2 and K3 children can even describe the development of stories clearly and share their feelings, which demonstrates good language expression abilities of children, reflecting the high effectiveness of the plans.

- 2.5 The school has aimed to facilitate children's physical development in recent years. It arranges training for teachers to know about children's needs in terms of physical development and to grasp the skills in designing relevant activities. As observed, teachers designed limb coordination activities and then let children play trampolines and slides, ride tricycles, etc. , during which children showed good body coordination. Teachers are recommended to apply what they have learnt from training to improve the design of some physical activities with a view to enhancing the effectiveness and the fun of gross motor games as well as providing more opportunities for children to collaborate with each other and get further involved in activities.
- 2.6 The school makes prudent use of its environment to post many kinds of children's artworks and exhibit their creations for attracting their mutual appreciation. The school is flexible in making arrangements that K1 can carry out free choice activities in the lobby whereas K2 and K3 share two classrooms to play games. These broaden children's learning space. Teachers design interest corners and use the walls in the classrooms thoughtfully to place diversified and manipulative materials, encouraging children to explore and learn. Teachers enrich children's experiential learning with real objects. For instance, a toy sink tap with running water has been installed at the home corner of K1 class for children to wash their tableware.

Moreover, there are tea pots and tea leaves in the role-play corner to guide K3 children to imitate enjoying tea at a Chinese restaurant.

2.7 Teachers are amiable and always praise children. A good relationship is built between teachers and children. Teachers adopt a variety of teaching strategies wisely including games and sensory exploration activities to arouse children's learning interest. Teachers communicate clearly. They let children discuss with one another and encourage children to exchange views during the activities. Teachers are able to ask proper questions to guide children to think and solve problems. After activities, teachers are required to assist children in collating and summarising what they have learnt in a bid to consolidate or extend their learning. Children are keen to learn. They actively take part in different types of activities and often express their views and thoughts of their own accord. Children abide by the rules and are polite. They are attentive in class and love listening to stories. Children can put on and take off their shoes, and take the initiative to tidy up toys and items after activities, demonstrating good self-care abilities. They always play and learn with peers to show favourable social development as well. During music activities, teachers lead children to have rhythmic movement activities. Children enjoy singing while creating movements alongside the lyrics and to the beat, expressing their emotions through music.

3. Recommendations for Enhancing Self-improvement of School

In accord with children's needs, the school formulates work plans to promote the development of the school continuously. It is necessary for the school to chart clear objectives for the major concerns, and then devise suitable success criteria appropriate to the objectives to keep track of the progress of work accurately, thus informing planning for the next stage. Besides, the school may improve the design of some physical activities and refine the existing arrangement of peer lesson observation, deepening the professional exchange among teachers.