

School No.: 563471

Quality Review Report (Translated Version)

**The Association of Evangelical Free Churches
of Hong Kong – Evangelical Free Church of
China – Po Nga Nursery School**

No. 117-124, G/F, Hing Wo House, Po Nga Court, Tai Po, New Territories

15, 16 & 18 October 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 15, 16 & 18 October 2019

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's administrative structure is well-defined with clear authorities and responsibilities. Its daily operation is thus smooth. The leadership team understands and monitors the school's operation through visiting the school, attending meetings, etc. With the support of the sponsoring body, the school is involved in professional exchange with other kindergartens under the sponsoring body by means of joint-school teacher training and meetings. Moreover, the school actively follows up the recommendations in the previous Quality Review. It continuously arranges peer lesson observation and encourages the team to discuss and share their knowledge on different pedagogical topics. It enables new recruits and experienced teachers to observe and learn from one another with a view to promoting professional development. The management strives to create an atmosphere for open communication and often discusses curriculum development with teachers so as to build consensus among the team. It also gives concrete suggestions and feedback in a timely manner to support the work of learning and teaching. With candid communication and mutual cooperation, the team promotes steady development of the school effectively.
- 1.2 The school's self-evaluation (SSE) mechanism is well-developed. The management leads the team to adopt the evidence-based approach to review the effectiveness of the work plans with reference to the results of daily review, the feedback of stakeholders, etc. In accordance with the school context, the management and the team devise the annual development direction together. In these two school years, the school aims to facilitate children's diverse development by promoting learning through play and has taken it as its major concern. In the first year, the work plan mainly focused on supporting teachers to know and conduct play activities. This school year, the school responds to the SSE results and continues to strengthen teacher training as well as adjust the strategies of arranging play activities. The work plan is in progress. Besides, the school regards nurturing children's reading habit as another major concern for this school year.

The school has attached great importance to reading. Building on this foundation, the work plan aims at promoting the culture of reading through teacher training, parent seminars, shared-reading programme for children, etc. According to its current development plans, the school is able to realise the inter-connected SSE process of planning, implementation and evaluation as well as plans its work from the perspective of all stakeholders, which is conducive to the implementation of those plans.

- 1.3 The school cares about and accepts children's diverse needs. The teaching team makes reference to its teaching reflection, assessment of child learning experience, etc., to examine the development of the children and devise support strategies, such as adjusting homework and grouping arrangement so as to help children with different needs. The school sets up a clear identification and referral mechanism. It also encourages teachers to take part in relevant training so that they are able to identify and support children's individual needs as early as possible. In accordance with children's needs, the school regarded facilitating children's emotional expression through arts as the major concern in last school year. The school capitalises on external resources to help children in need and unleash their creativity by engaging them in a wide range of activities. Children's work is diversified. They get along cheerily and enjoy the inclusive school life.
- 1.4 The school values home-school cooperation and regards parents as its partners. By means of various channels such as meetings, webpage and periodicals, the school keeps close contact with parents to let them know the development direction of the school. Based on the focuses of school development, the school arranges seminars and parent-child activities for parents to provide them with parent education. Hence, they can implement work plans together. The school makes good use of parent resources. The parent-teacher association has been set up for years to assist in organising school activities actively. In addition, the school invites parents to be volunteers and arranges lesson observation for parents so that they understand their children's learning at school. Parents support the school's education goals and are willing to participate in school activities. Parents and the school cooperate with each other to foster children's growth.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the information related to child development to design the integrated school-based

curriculum based on themes. Through visits, information collection, observation, discussion, etc., children are enabled to enhance their curiosity about surroundings as well as inquisitive abilities. The school curriculum is comprehensive and balanced, covering the cultivation of children's positive attitudes and acquisition of skills and knowledge. Children are provided with sufficient opportunities to take part in free choice, music, physical and art activities every day, which ties in with the school's mission of whole-person education. Yet, when the school arranges primary one transition activities for K3 children, some content of the homework is slightly difficult and fails to provide children with sufficient free choice activities on particular days. The school is required to improve such arrangement so as to meet children's development and needs.

- 2.2 The school adopts daily continuous observation and record keeping to assess children's learning. The assessment items meet the learning objectives. Upon completion of a theme and school term, parents can understand the learning progress of their children concretely. The school also keeps children's artworks and clearly records their activity performance according to observation. It illustrates children's development positively and gives parents concrete suggestions to foster children's growth. The school collates the assessment information of children's thematic learning systematically so as to follow up individual children's learning needs as well as to inform the curriculum and teaching arrangement, which helps enhancing the effectiveness of learning and teaching.
- 2.3 The school has a sound mechanism to coordinate, monitor and review the curriculum. At the stage of curriculum planning and evaluation, the management leads teachers to plan and reflect on the arrangement of teaching and activities in a concrete way through meetings of lesson planning, teaching review for each grade level, etc. The management understands and monitors the implementation of curriculum effectively via lesson observation, lesson evaluation, scrutiny of teaching documents, etc. It also provides suggestions for improvement as well. Most teachers are able to use children's performance to review the effectiveness of learning in their teaching reflection. It is conducive to informing teaching arrangement. However, some teaching content and the mathematics homework designed for K3 children are considered a bit difficult. The school should review and adjust them accordingly so as to select learning content which is relevant to children's life experience and arrange homework that meets children's abilities.
- 2.4 In these two school years, the school sets developing free play as the major concerns.

It gradually implements the plans in regard to strategies such as teacher training and arranging sufficient free choice activity time and materials. The school includes play weeks in the middle of the school term in addition to increasing children's free choice activity time daily in this school year. Therefore, children can have more opportunities to engage in constructive, imaginative and creative activities by manipulating blocks, paper boards, beads and other materials. Currently, the management is leading the team to devise the assessment tools for the plan, as well as ways to reflect children's learning process in play. As the school devises children's learning progress based on themes and the play weeks are newly added in the midst of thematic weeks, the school is advised to make corresponding adjustment according to the deployment of the plan and take the coherence of the curriculum schedule in consideration, so that the curriculum and development work could be planned in a more comprehensive manner.

2.5 To tie in with the school's curriculum objective of enhancing children's inquisitive abilities and the development direction of promoting learning through play, teachers set up a number of interest corners in the classrooms to place diversified materials. There are abundant materials put in place for children's manipulation and children are encouraged to observe and make attempts. Teachers actively relax the rules of corner activities in order to let children design the way to play freely. As observed, children are concentrated on their creative work individually to select a variety of art materials to do art and craft works. They also engage in constructive activities with peers by using plastic cups, paper rolls, clothespin, etc., and unleash their imagination to play in different scenarios. These activities help facilitate children's interpersonal interaction and let them exercise their creativity and develop team spirit. During children's free choice activities, teachers observe and ask questions to understand children's performance. In addition, teachers encourage children to share their experience and thoughts at the end of the school day. The teaching team may continue to study teachers' role in play to enhance the effectiveness of the activities.

2.6 Another major concern of the school in this school year is to nurture children's reading habit. The school devises strategies from the perspectives of different stakeholders. It arranges training to strengthen the paired-reading skills of teachers and parents while enhancing children's reading interest through shared-reading, parent-child reading and other programmes. Teachers place abundant books in the classrooms and some of them are related to the themes. Children read alone or with peers after meals. The plan is at an initial stage and the effectiveness of it is yet to

be observed.

- 2.7 Teachers are kind and amiable to children. They often encourage children with positive words. Teachers support children's diverse needs by different strategies such as adjusting homework arrangement and encouraging peer support. During thematic activities, teachers use questioning to guide children to observe and share their thoughts. Yet, some teachers use rather difficult vocabularies in teaching that children have difficulties to understand. The management may continue to enhance teachers' teaching skills through peer lesson observation and regular study. The music activities for children designed by teachers are filled with rich musical elements. Children enjoy the fun of music through singing, rhythmic movements, manipulating musical instruments, etc. Teachers also arrange various physical play for children and conduct the play activities when the music venues are vacant. Hence, children are provided with sufficient space to train different skills and develop gross motor abilities.
- 2.8 Children are obedient and polite. They get along harmoniously with peers. Children often play together and show their good social development. They enjoy going to school and participate in activities proactively. Children are committed to play activities, such as making a string of beads and building blocks attentively, showing their agile fine motor. Children possess good self-care abilities. Most of them are able to wear and take off shoes and socks as well as eat by themselves. They clean up the materials after activities and put the chairs back to the original position when leaving their seats. They develop good living habits.

3. Recommendations for Enhancing Self-improvement of School

The school pursues continuous progress and development through applying the inter-connected SSE process. However, the school should examine the planning of work in a holistic manner when devising its major concerns and revise the learning schedule in accordance with the development plans. In formulating the success criteria, the school should take children's performance as the basis for assessing the effectiveness of the work plans in addition to the consideration from the perspective of teachers and parents, so as to devise success criteria in correspondence with the objectives of the major concerns. In addition, the school must select teaching content which meets children's development and abilities as well as adjusting the homework in early childhood mathematics for K3 children and that of the primary one transition activities, with a view to adhering to the education rationale of child-centredness and enhancing learning and teaching in an ongoing manner.