

School No.: 566780

Quality Review Report (Translated Version)

Evangelical Free Church of China - Tin Yan Nursery School

**Shop 122, 1/F, Tin Yan Shopping Centre, Tin Yan Estate,
Tin Shui Wai, New Territories**

13, 14 & 16 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 January 2025

☒ **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 effectively performs its supervisory guiding roles in school development through regular meetings and school visits. The school and the affiliated kindergartens of the organisation jointly hold periodic meetings while co-organising training activities to foster exchange among one another and pool professional capacity. The management is passionate about education and has extensive experiences in addressing school policy properly. It excels at people management to allocate duties to the staff appropriately, resulting in the smooth daily operation of the school. The management offers suitable induction and support to newly recruited teachers as well as arranging teachers to participate in different training activities in connection with the education development trends and school context, enhancing the education quality of the school steadily. The school has a proper filing system that keeps resources in an orderly manner, with clear and complete guidelines for teachers to handle daily and teaching matters efficiently. All these are favourable for passing on experiences. Team members have candid communication with one mind. They work closely together to create a quality learning environment for children.

1.2 The school forms a school self-evaluation (SSE) group to guide the team to jointly chart a development direction for the coming year based on the SSE findings, along with following up on the implementation of work plans continuously. In the last school year, the school regarded promoting learning through play for children as its

major concern. It made good use of external professional support and equipped seed teachers well to encourage them to practise what they have learnt, allowing children to explore freely in play. The school strives to cultivate children's music literacy in this school year. After considering the needs of different stakeholders, the school purposefully organises teacher training, music appreciation for children, parent-child experience and other activities, deploying adequate strategies from various perspectives to assist children in accumulating music experiences. Through diversified channels, the school keeps stakeholders informed of its development directions and the relevant effectiveness in a bid to increase transparency of its decisions, build consensus and pool the strengths of the stakeholders, driving the school forward with concerted efforts.

- 1.3 The school cares for the diverse needs of children meticulously. A well-established identification and referral mechanism is in place to render appropriate follow-up services to children at the earliest. The teaching team tailors its teaching to children's abilities on a case-by-case basis. It gets hold of the circumstances of children and their families through interviews and home visits. By providing specific recommendations, the teaching team shares methods of supporting children's growth with parents. The school formulates effective strategies to assist newly admitted children in gradually integrating into school life. For instance, at the beginning of a school term, the school adopts a flexible lesson time and allows parents to accompany children to school. Besides, the school sets learning themes and organises visits for K3 children to know about primary school in the first school term, and holds adaptation activities on a borrowed primary school campus in the second school term to facilitate children's understanding of the difference between primary school and kindergarten. Hence, children can engage in the new learning environment smoothly in the future.

1.4 The school regards parents as its partners. Depending on the diverse needs of parents, the school has established several communication channels such as an online platform and a parent-school liaison booklet to keep close contact with parents. Meanwhile, the school handles and follows up on parents' views systematically to enhance the mutual trust between home and school. Parents believe in the school and are eager to serve as volunteers to support school activities with their strengths. The parent-teacher association plays a bridging role. It gathers opinions for the school and organises parent-child activities. It also searches out community resources for the school's reference when planning learning activities, fostering home-school communication and cooperation. The school invites external organisations to provide suitable and diversified parent seminars and workshops for strengthening parents' competence in parenting, working with parents to support children's happy growth together.

2. Learning and Teaching

2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school devises its school-based curriculum. It designs a great range of activities that integrate different learning areas, and plans a proper daily schedule to nurture children's comprehensive and balanced development in ethical, intellectual, physical, social and aesthetic aspects. The school utilises resources from external organisations and the community to hold field trips dovetailing with themes proactively, including visiting a bus depot, shopping in a supermarket and sending Christmas cards at a post office, motivating children to learn about their surroundings and thereby learn through experience meaningfully. The school attaches importance to children's mental health. In addition to telling bible and moral stories, it regularly organises activities for children to share things that they

are grateful for the day, cultivating children's positive values and attitudes in terms of caring, appreciating and respecting others. Traditional virtues, art and culture, and other elements are incorporated into the teaching of different themes. During the Mid-Autumn Festival, Lunar New Year and other festivals, the school invites children and their parents to join celebrations to learn about the festival customs together, allowing children to gain exposure to Chinese culture and build a sense of national identity from an early age. However, the school is required to remove the rather difficult learning content and homework for K3 in the second school term to meet the developmental needs of children.

2.2 The school has developed a mechanism for the assessment of child learning experiences. Teachers set the objectives and content for thematic teaching, and at the same time discuss the assessment items and criteria. The management examines the teaching plans of each grade level and makes appropriate adjustments to the assessment criteria to ensure objectivity. Teachers conduct continuous observation and make explicit descriptions of children's abilities and performance in activities. Teachers invite parents to share the interpersonal interactions of their children at home and write appreciation notes for children, hence understanding children's development from multiple perspectives. Teachers retain the assessment information in the learning portfolios as evidence of children's growth. Teachers also regularly meet with parents and provide follow-up suggestions with regard to promoting child development as necessary. Meanwhile, the teaching team analyses the overall learning performance of children which serves as a reference for revising the teaching content and strategies to inform the curriculum.

2.3 A specific curriculum management mechanism has been put in place. Team members periodically carry out collaborative lesson planning across grade levels to devise spiral thematic learning objectives and grade-specific learning foci. They

also design activities based on children's prior experiences and interests. Teachers generally possess the capability for self-reflection and improvement. They can observe and grasp children's performance, then propose concrete suggestions for improvement in the aspects of teaching objectives, strategies, procedures, etc. The management always conducts classroom walkthroughs. In tandem, it monitors the implementation of curriculum closely through meetings and document scrutiny, giving advice to teachers on refining learning and teaching. The management arranges for teachers to observe and learn from the interest corner setup of one another, encouraging them to share and discuss teaching experiences to enhance professional competence. The management motivates teachers to put the rationale of SSE into practice in routine tasks, pass on good experiences and address areas for advancement, thereby fostering a culture of continuous self-development and collaborative curriculum development.

- 2.4 The school acknowledges play as an effective way of arousing children's learning motivation and thus regarded the promotion of relevant work as the major concern of the last school year. In addition to organising large-scale mixed-age play days for birthday parties and festival celebrations, teachers place various constructive toys and eco-friendly materials in the interest corners, allowing children to proactively explore different ways to play or engage in constructive activities. Teachers act as facilitators to carefully observe children's performance in the activities and lead them at opportune times. Teachers also assist children in sharing experiences of the challenges and difficulties they encountered during the concluding sessions, encouraging them to appreciate one another or discuss solutions to problems. With teacher-child interaction, teachers gather children's feedback on improving the play experience, exploring ways to update the content and mode of all play materials, sustaining children's interest in play. Children design structures such as castles on

their own during play, demonstrating their creativity. Children possess empathy and are willing to consider the opinions of others. They are active in attempting to solve problems, showing a steady development of cognitive and social skills.

2.5 Children's works, photos and so forth are exhibited on campus for them to appreciate from time to time and revisit learning. In view of the approaching Lunar New Year, spring couplets and paper cutting created by children are posted in the classrooms and along the corridors while lion dance heads, gongs, drums and other traditional games are available in some classes, filling the campus with festivity of traditional Chinese festivals. There are sufficient teaching resources in the classrooms. Teachers meticulously select play materials to decorate fun-filled and manipulative interest corners. They design teaching aids of different levels of complexity to accommodate children's diverse needs. As observed, children happily simulated selecting toppings on an order sheet at a noodle shop, or shopping at a supermarket based on a checklist, unleashing their imagination and revising the vocabulary learnt at the same time. In the exploratory corner, children tested vacuum-sealed bags for ingredient preservation. Alternatively, they used simple tools to squeeze fruit juice to make paint, deepening their understanding of food while grasping life skills like using zipper bags and grinding bowls. Besides, children carefully cut paper with scissors and quickly pick up macaroni with chopsticks, showing good eye-hand coordination skills. They are interested in the wide range of play during free choice activities. The classrooms are always full of joyful atmosphere.

2.6 Teachers often encourage children to express themselves and give sufficient wait time to children after asking questions. Teachers respect children's opinions and actively support children in implementing their ideas during play, fostering them to be independent and confident. To cultivate a reading interest in children, teachers recommend interesting books to them from time to time, motivate children to tell

stories to one another or act out the content of picture books to their younger schoolmates in birthday parties. All these are conducive to enhancing children's language expression abilities. The school flexibly utilises space to arrange physical activities for children. Teachers collaborate and share the work to lead warm-up exercises and place activity items swiftly to ensure children have sufficient time for play. Children play with their peers freely in different areas and have an adequate amount of exercise, filling the venue with laughter. The school regards cultivating children's music literacy as its major concern in this school year. Teachers apply their acquired knowledge from training, select rhythmic songs and lead children to sing and move musically in a vivid way, thus guiding children to feel the rhythm and beat. Children enjoy music activities and swing their bodies along to songs, or react to specific rhythms by clapping their hands or stamping their feet. They express their emotion with body movements and show creativity. The major concern has been delivering results in a gradual manner.

3. Recommendations for Enhancing Self-improvement of School

The school fosters a caring and harmonious school culture. The team is cohesive and strives for advancement. The management may, through a stable SSE mechanism, continue to steer teachers to promote curriculum development by adhering to the child-centredness approach. It should also remove the rather difficult learning content and homework for K3 in the second school term to offer quality kindergarten education.