

**School No.: 566780**

# **Quality Review Report (Translated Version)**

**The Association of Evangelical Free Churches  
of Hong Kong – 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**

**21, 22 & 24 January 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: 21, 22 & 24 January 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 upholds the school mission in fostering whole-person development of children. Under the effective support of the leadership team, the school ties in with the development trends of early childhood education and formulates school-based development strategies and measures. It also deploys resources to increase manpower to create space for teachers to participate in professional development activities as well as to take forward the school development plan. The administrative management of the school is in place. The management is able to perform the leadership roles and strategically empower teachers to exploit their leadership potential. It selects teachers with experience in curriculum development to assist in planning of work so as to enhance their professional competence. The induction mechanism of the school is effective. The management supervises new recruits' teaching and arranges experienced teachers to share their experience to them, allowing the new recruits to receive appropriate guidance and support. The management discusses aspects related to teaching with teachers frequently and maintains close connection with them, creating a harmonious working atmosphere. The school suitably strengthens the professional capacity of the teaching team to enhance the education quality of the school continuously.

1.2 The school has established a well-developed school self-evaluation (SSE) mechanism and set promoting the school to move forward as the objective. It leads teachers to review the strengths and weaknesses of the school comprehensively as well as identifying the school's developmental needs and priorities. In addition, it makes proper use of the SSE information to devise plans that tie in with the school's development. The school has followed up the recommendations of the previous Quality Review (QR). It takes facilitating children to learn through play as the core work by improving the design of play for interest corners and strengthens teachers' skills in conducting music and physical activities. The results of the work have been observed. The school set enhancing children's interest in language learning

as its major concern last school year. It enhanced teachers' ability in designing language activities through adopting external professional support. Building on the work experience from last year, the school has steered teachers to deepen their learning by continuously refining the design of language activities for this school year. The outcomes are significant.

- 1.3 The school caters for children's diverse needs meticulously. It sets up an effective mechanism for identifying and referring children with special needs. The school strategically plans care and support services and strives to build an inclusive and harmonious learning environment. It taps community resources flexibly to strengthen support for those children and helps teachers grasp the skills in taking care of children in need through teacher training. In addition, the school supports parents of the children with special needs through parent education seminars, parent groups, etc., to let parents know about appropriate parenting skills and exchange experience in looking after their children so as to foster mutual support among them.
- 1.4 The school values home-school cooperation. It develops various channels to maintain close communication with parents. It also informs parents of the content and the results of its development work through school newsletters and website. The school suitably collects and reflects parents' views through the parent-teacher association, and organises activities collaboratively with parents while performing its bridging role for home-school communication in full. The school also capitalises on parents' expertise and talents by inviting them to share their experience related to the learning themes with children at school to broaden children's horizons. Parents trust and support the school. They are willing to provide suggestions, meanwhile consent to and support the school's development directions. They are key partners of the school in promoting school development.

## **2. Learning and Teaching**

- 2.1 In accordance with the school mission, the school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages, and selects real-life topics as learning content to devise its theme-based integrated curriculum. The curriculum covers all learning areas. The school encourages children to take the initiative to explore through play. It taps community resources properly to arrange diversified visits for children to gain different learning experience. The curriculum content is comprehensive. The school values children's moral development. Teachers guide children to practise good behaviour in daily teaching incidents.

Besides, they use stories, nursery rhymes, contextual discussions and so forth in nurturing children's positive values and attitudes towards life. The school arranges adequate daily time for music, physical, art and free choice activities for children, together with whole-class, group and individual learning opportunities, which helps foster children's whole-person and balanced development.

- 2.2 The school devises the content for assessment of learning experiences in accordance with the curriculum aims. It assesses children's performance by continuous observation and records. The school encourages parents to observe their children's self-care, behaviour and attitudes in daily life to enable teachers to understand children's performance at home. The school is able to summarise the assessment information and conclude children's performance to enable parents to know about their children's learning and development progress in a timely manner. The school develops learning portfolios to maintain records of children's assessment information and work properly as evidence of children's growth. The management steers the working group for reviewing the children's assessment to ensure that the content of assessment items and criteria discussed by teachers is in line with child development. The management also makes use of the child assessment data to inform the curriculum and improve the design of the curriculum continuously, with a view to achieving the objective of assessment for learning.
- 2.3 The school set enhancing children's interest in language learning as its major concern of last school year. It arranged training for "Seed teachers", and organised collaborative lesson planning, lesson observation and evaluation, so as to enhance teachers' professional capacity in designing and implementing language activities. This school year, the school has extended the development work to the whole school. The management leads teachers to apply their experience to refine the teaching design and improve the skills. As observed, teachers provide more opportunities for children to listen and speak by creating a language-rich environment as well as designing play and diversified activities. Under a relaxing and natural atmosphere, children are willing to communicate with peers, and also express their feelings and thoughts with words or drawings. Children are fully engaged in fun-filled English activities that are related to real-life experience to recognise words and phrases used in daily life. They also respond to teachers' instructions and questions in simple English, showing their interest in learning English.
- 2.4 The school has a proper mechanism of curriculum management. The management thoroughly grasps the curriculum implementation through classroom walkthroughs,

vetting teaching documents, etc. The management possesses extensive professional knowledge. It often guides teachers to know the development of early childhood education, and fosters peer exchange and collaboration, thereby making continuous improvement in curriculum planning, implementation and evaluation. Teachers conduct teaching reflections regularly to evaluate their teaching effectiveness. They also review curriculum design based on children's performance during peer lesson observation and curriculum meetings so as to take follow-up actions and make suggestions for improvement.

- 2.5 The school arranges venues in a flexible way. It creates an appropriate learning environment for children to engage in different activities. A variety of interest corners are set up and arranged suitably in classrooms for active and quiet activities. Teachers design learning materials with different levels of complexity. They also provide toys with different ways of playing and challenge levels to cater for children with different abilities. From observation, children engage in imaginative play with peers to play different roles. They demonstrate good social development through sharing toys and conversing with peers. Children also enjoy the fun of engaging in activities individually. They read attentively and create freely using various art materials, showcasing their rich ideas in creativity.
- 2.6 The school responds to the recommendations of the previous QR and *Kindergarten Education Curriculum Guide* to reinforce the exploratory elements of the interest corners; provide manipulative materials and tools that are appropriate for children's interests and developmental characteristics. The school also encourages children to learn from multiple senses and discover phenomena from observation as well as helping children develop preliminary exploratory skills in prediction and comparison. In addition, teachers provide children with low-structured materials, and encourage them to select freely and design the play they love. As observed, children are eager to explore materials and make good use of recycled materials, for example, they use cartons to make a mini train that can carry peers and role play the process of taking a train with peers. Teachers observe children's performance during play and offer guidance when necessary. They encourage children to share their experience after activities. Building on existing foundation, teachers are advised to help children consolidate the knowledge and skills newly acquired from play through teacher-child interaction, thereby extending children's exploratory ideas.
- 2.7 Teachers are able to select topics related to children's life and use multimedia, hand puppets and real objects to assist in their teaching in order to stimulate children's

learning motivation and curiosity. Teachers respond to children's questions promptly and also use appropriate questions to inspire children to think and encourage them to express their thoughts. Teachers arrange suitable physical skills training according to children's physical development. They infuse basic physical elements including walking, crawling, etc., into thematic learning activities by means of play to enable children to develop their gross motor skills and enhance their body coordination. Moreover, teachers design activities with different elements of music. Children participate well in singing and respond to beats and rhythms with body movement, they enjoy the fun of music activities. Teachers accept and respect children in gracious manner. They effectively cater for children's diversity through strategies like individual guidance, prompting, grouping arrangement, etc. Children are engaged in varied learning activities and show confidence when facing challenges. They trust teachers and seek for help of their own accord when having doubts.

### **3. Recommendations for Enhancing Self-improvement of School**

The school has developed a stable management structure and an effective SSE mechanism. It formulates an appropriate development plan and promotes whole-school participation for striving to enhance the quality of education and child care. The management has a good grasp of the progress of school development. Based on the foundation of curriculum development, the management is able to lead the teaching team to strive for advancement and innovation as well as facilitating children's self-directed learning. The management is advised to provide on-going guidance to the teaching team to solicit their professional capacity by peer collaboration, and refine the strategy of learning through play. By implementing the inter-connected self-evaluation process, viz. planning, implementation and evaluation in development work, the school can help children grow up healthily and unleash their potential.