

School No.: 564850

Quality Review Report (Translated Version)

ELCHK Amazing Grace Nursery School

3/F, Sai Ying Pun Community Complex, 2 High Street, Hong Kong

13, 14 & 16 June 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: 13, 14 & 16 June 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 strives to put the education mission of child-centredness into practice. It maintains close liaison with the leadership team and receives professional guidance and support. Through the joint-school management meetings, the management conducts professional exchanges with the affiliated kindergartens in curriculum development, support for children and other aspects to keep abreast of the development trends in kindergarten education and bring in a new vision of education to lead the school to keep up with the times. The management has extensive experiences and forms functional groups to coordinate various tasks. There is a proper filing system to facilitate the daily operations and passing on of experiences. The management provides appropriate induction and training for the newly recruited teachers, enabling them to grasp the core elements of the school-based curriculum so that the team can achieve a consensus the soonest. Team members share common beliefs and propel the continuous advancement of the school with concerted efforts.
- 1.2 The school has established a stable school self-evaluation (SSE) mechanism and practises the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work. The school has followed up on the recommendations of the previous Quality Review to allow teachers to be more involved in planning the school development and review the work effectiveness in a timely manner. In response to the development needs of the school, the management leads the team to jointly formulate major concerns, deploy suitable implementation strategies and set specific success criteria. Building on the past development, the team puts effort into encouraging children to conduct personalised exploration according to their own interest in project learning this school year, with a view to arousing their learning interest and cultivating their attitude of active learning. Another major concern of this school year is to foster children's physical development through play. The school aims to build up a healthy body in children and offers more opportunities for children to choose and design physical games

freely. The work plans have been implemented step by step, and their effectiveness has been observed.

- 1.3 The school caters for children's diverse needs. A proper identification and referral mechanism is in place to help children with special needs receive support at an early stage. Regarding the interface between kindergarten and primary education, the school provides parents with information of primary school admission and arranges sharing sessions with the graduates. In tandem, the school encourages K3 children to take part in the experiential activities organised by primary schools while designing learning activities for them to have a basic understanding of the learning mode of primary schools and be psychologically prepared. The school communicates closely with parents and sets up different channels for them to understand the curriculum characteristics as well as their children's performance at school. The parent-teacher association has been established for years. It assists the school in organising activities and conveys parents' suggestions to the school. The school then takes follow-up actions appropriately. Thus, the association is effective in promoting home-school communication and cooperation. Parents recognise the school's education rationale. They actively participate in the regular activities of the school such as the sharing sessions of children's learning experiences, parent-child activities and parent volunteering services, hence joining hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school respects the uniqueness of each child and emphasises their all-round development. The school designs its curriculum in an integrated approach of which the content covers different learning areas and centres on children's life experiences. Moreover, the school arranges community experiential activities and visits to provide children with an authentic learning environment. Teachers guide children to carry out project learning, during which they allow children to take the lead in learning as children can choose to explore the content of their own interest. Through learning-by-doing, children cultivate their positive values and attitudes as well as developing skills and constructing knowledge. The school arranges the daily schedule meticulously that children are provided with sufficient time for music, physical, art and free choice activities every day. Children are also allowed to play mixed-age games in the mornings. They can freely go to the classrooms, corridors and music

room to carry out activities related to life skills and others, thereby interacting with peers of different grade levels. Children design games with building blocks, prepare ingredients by chopping vegetables and removing corn from the cob, and create artwork of wool knitting. Such an array of activities helps nurture children's active learning and fosters their physical, social and creative development.

- 2.2 In respect of promoting Chinese culture, teachers integrate children's ideas to design interesting real-life content in the thematic learning. Taking the Lunar New Year as an example, children use different materials to design spring couplets, learn the meaning of the Lunar New Year's greetings as well as making and tasting traditional snacks. Children also visit Dried Seafood Street and Flower Market to know about the customs of preparing reunion dinner and displaying flowers during the Lunar New Year. Furthermore, the school holds the national flag raising ceremony on important days to help build a sense of national identity in children.
- 2.3 The school assesses children's learning experiences through continuous observation and record-keeping, and creates learning portfolios for them. Teachers record children's performance during exploratory activities in terms of children's observation, their interesting ideas proposed when in doubt and their actual solutions to problems while letting children describe their learning process in drawings or words. Thus, children's creativity, exploratory and problem-solving skills during games are reflected from multiple perspectives. Teachers hold sharing sessions on children's learning experiences of each learning theme, and parents are welcome to attend so as to understand how children construct knowledge through exploration and practice. Children's developmental progress in different learning areas is illustrated comprehensively through the assessment forms that teachers employ to present children's performance. Teachers also collect and analyse the assessment information to serve as reference for supporting children's learning and adapting the curriculum.
- 2.4 There is a well-developed curriculum management mechanism in the school. The management and teachers jointly design the thematic outline, focusing on developing children's potential and interests. Afterwards, teachers write teaching plans, prepare teaching aids for interest corners, select appropriate reading materials for children and so forth. The management understands and monitors the curriculum implementation through conducting classroom walkthroughs and scrutinising curriculum documents. It regularly reviews with teachers the teaching effectiveness against children's performance while flexibly adjusting the activity

arrangements in consonance with children's learning pace. As shown in the teaching reflections, teachers attach importance to the extension and integration of learning. They are able to observe children's discoveries in thematic learning, and then design activities accordingly to stimulate children's curiosity and motivate them for in-depth exploration. As the teaching reflections on thematic learning are highly effective, the management is advised to keep leading the team in applying such practice to other learning activities so as to promote the school's priority tasks and enhance the professional competence of the team continuously.

2.5 The school draws on past good experiences of promoting project learning to facilitate children to conduct personalised exploration of their interested topics this school year. Teachers arrange learning activities for children in groups or by individuals to enhance their participation, while at the same time reducing unnecessary intervention for children during games. Teachers have sharpened their capability of observation by training such that they can capture and record children's discoveries in games, thereby accommodating children's interests and fostering the development of their thinking skills and various abilities. The school sets up a comfortable reading environment, with a large collection of books. Reading materials like theme-related picture books and photographic guides are displayed in the corner to establish a reading atmosphere effectively. As observed, children have developed a reading habit. They take the lead in flipping through the pages to look for inspiration. They are willing to explore with peers and are eager to express their ideas. When encountering problems, some children propose plans for verification and have the courage to search for solutions. In the course of events, teachers play the role of a learning facilitator to provide children with timely guidance to think and explore to a further extent.

2.6 In this school year, another major concern of the school is fostering children's physical development. During the mixed-age game sessions, children play constructive games by moving, combining or constructing the wooden building blocks of different shapes and sizes at will. They work together to combine or stack step boards and slides to create versatile circuit games. They make transportation tools and show their happiness when they succeed in moving their peers or items to destinations. Children not only unleash their creativity, but also run and jump actively in the games. During the physical activity sessions, teachers provide children with different equipment and items to focus on practising their gross motor skills, body coordination and agility. In addition, teachers incorporate imitation

rhythmic movement into music activities for children to stretch their body and carry out activities involving different amounts of exercise. Children are energetic. They love taking part in physical activities and have favourable body coordination. Teachers may remind children to maintain correct posture during activities and build this good habit so as to explore different playing methods.

- 2.7 The school premises are comfortable and bright, with decorations that are full of childlike fun. Teachers guide children to draw pictorial style guidelines and classification charts of items, illustrating ways of carrying out activities and spots for storing items. These help children learn to follow the rules and cultivate a habit of keeping tidy. Teachers plan the corner activities thoughtfully. They design meaningful learning context and offer plentiful materials to facilitate children to learn through play. From observation, K3 children think of and draw graduation invitation cards attentively. They discuss with one another the content of the card and plan their own performances. Teachers lead K2 children to buy ingredients from a shop, during which the children apply the mathematical concepts. They then go back to the school to make and share the snacks with peers. K1 children draw patterns on different textures of plastic sheets, paper, etc. and explore the possibility of utilising various materials in creation. Their fine motor control is also developed therein. In the activities, children are passionate about getting hands-on activities, showcase their imagination and have the courage to solve problems while teachers are able to notice and follow the ideas that children sprang up to extend children's different skills.
- 2.8 Teachers are caring. They keep an open mind to appreciate and accept children's opinions. Children are confident and willing to share with teachers and peers their experiences and feelings. They have mastered the basic life skills as they leverage tools to prepare ingredients with agility, spread the jam on the beard, clean the desks with rags and sweep the floor with whisk brooms. They also take the initiative to place and put back play items before and after games, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

Under the guidance of the management, the team ties in with the development trends in education and the needs of the school to set forth the major concerns, comprehensively plan the work objectives and implementation strategies while reviewing and following up

on various tasks aptly. The team has successfully built up an atmosphere of sharing and a willingness to try. The management may continue to lead teachers to further enhance the teaching quality through professional exchange and reflection, hence driving the school forward steadily.