

**School No.: 564818**

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

**ELCHK Kin Ming Nursery School**

**Wing B & C G/F Ming Sing House, Kin Ming Estate,  
Tseung Kwan O, New Territories**

**7, 8 & 10 June 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 7, 8 & 10 June 2022**

**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 management of the school strives to build up the team with an expectation that members will accept each other and make an effort to progress in their professional work. Teachers are required to share their learning with the whole teaching team after trainings and a culture of sharing has been established. School meetings are held monthly to keep teachers informed of school policies and plans, and to build a culture of reflection in the team through teacher sharing on the design and review of learning activities. The school provides staff with a clear understanding of the organisation's vision and job requirement, and arranges for the staff to reflect on areas for improvement through self-evaluation, coupled with regular coaching and annual appraisals by superiors, so that the staff understand what is expected of them by the management. During performance appraisal interviews, the staff are given the opportunity to express their job preferences and their professional development needs, which serve as a reference for the management in the allocation of duties and help the school organise appropriate professional development activities for teachers.
- 1.2 The school's self-evaluation mechanism works smoothly and the management leads teachers to discuss and formulate the development plan for the coming year. The school has followed up on the recommendations of the last Quality Review (QR) to assess the effectiveness of the implementation of the major concerns by using children's performance as a success criterion. In the last school year, the teaching team felt that teachers did not have a good grasp of 'Nature and Living' and wanted to enhance their understanding of this learning area in order to develop children's curiosity and spirit of exploration. Teachers learned through training the skills of organising exploration activities and incorporating exploration elements into thematic and corner activities. In this school year, the school continues to nurture children's spirit of exploration as its major concern, together with developing good character through experiential learning as well as reading. The school has arranged training and injected resources on reading, gardening and cooking to encourage children to learn to take care of plants and engage in cookery. After two years of

running the programme, children have enjoyed the exploration activities and the programme has been effective.

- 1.3 Teachers care for children, are sensitive to their development and their diversity. They liaise closely with support organisations to arrange appropriate services for the children in need. The school provides adequate support for the children newly admitted to school through parents' meetings and a progressive arrangement in school timetable to allow children and parents to adjust to the new phase together. In terms of supporting children's transition to primary schools, talks are arranged to help parents and children psychologically prepare for facing the challenges of entering into primary schools actively. The school also maintains communication with parents through handbooks, instant messaging, face-to-face conversations during drop-offs and pick-ups, and provides parents with a wide range of information, including school newsletters for introducing the current development of the school, information that help parents choose a primary school and parenting information displayed in the Parent Resource Corner. The school arranges parent education activities such as seminars and parent-child workshops to enhance competence in parenting. The school recruits parent volunteers to assist with school activities, facilitating home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school's integrated curriculum is designed with reference to the teaching packages and covers all the learning areas to provide children with a comprehensive and relevant learning experience. The school not only provides ample time for musical, physical and artistic activities, but also places emphasis on fostering an active learning attitude among children and provides sufficient opportunities for free choice activities. The school upholds the rationale of child-centredness and selects topics that match children's interests for project approach. Through a variety of activities, the school allows children to learn about and explore things around them and build their knowledge. Under the influence of the epidemic, the school has adjusted the learning content and updated the themes to meet the interests and developmental needs of children. However, some tasks for K3 are too difficult and must be removed.
- 2.2 Teachers use continuous observation and record-keeping to assess children's learning performance. At the end of the term, a summative assessment report is distributed to inform parents of their children's performance in all the learning areas. In

addition, teachers also kept specific records of children's learning for each unit, but the assessment items only covered some learning areas and were not comprehensive. The school should plan the assessment of children systematically to ensure that it meets the teaching objectives and reflects the child's development in a holistic manner. It is also advisable for the management to further lead teachers in collating and analysing assessment data for providing feedback on the curriculum planning.

- 2.3 The school's curriculum coordination, management and monitoring mechanisms are working smoothly. The management leads teachers in setting the direction of curriculum development in the light of the needs of children and the trend of curriculum development, and to discuss the curriculum objectives, activity plans and evaluate the effectiveness. Through lesson walk-throughs and reviewing lesson plans, the management gets hold of the teaching and curriculum implementation genuinely. The management plays the monitoring and supporting role through lesson observations to assess the effectiveness of teaching and learning. Teachers routinely use teaching reflections to record the arrangement of activities and children's performance, and make suggestions for improvement, which help enhance the quality of teaching.
- 2.4 The school's major concern is to nurture children's spirit of exploration. The training enhance teachers' understanding of nature and ecology, equips them with the skills to design and conduct activities, and record the implementation of activities and children's learning performance for carrying out evaluation at school meetings. Teachers have included different exploration activities in each theme, and in line with the learning content of "Nature and Living" of the curriculum, they have obtained different kinds of plants and seeds, created small gardens in the corridor space and on the classroom windowsill, and designed different activities for children to develop their spirit of exploration through visual, olfactory and touch experiences. They have also increased the number of reference and tool books on different topics in the library corners and encourage children to look through them at their own time to build up their knowledge. Children enjoy sharing their experiences, actively participating in learning activities, seeking answers on their own and demonstrating curiosity in the process of exploration.
- 2.5 The school arranges for children to participate in a variety of hands-on activities to cultivate attitudes of patience, self-discipline and concentration through the cultivation of vegetables and herbs. When caring for the plants, children spontaneously add nutrients to the plants according to the instructions, and when

necessary, they do not mind taking the trouble to repeat the process, striving for the exact amount required by the instructions. Children observed closely and recorded the changes in the plants with great attention to details. Children are courteous, used to initiate conversation with others, are willing to help each other and enjoy learning and caring for plants with their friends. Furthermore, children are able to follow teacher's instructions and assist in tidying up and cleaning up the classroom, keeping the environment clean and tidy, demonstrating good self-care abilities and the confidence in handling tasks independently.

- 2.6 Teachers set up the environment with materials around the theme and designed the exploration activities according to children's interests, helping them to use their senses to experience different things. They also make good use of the school environment to display children's artworks and photos of activities to enhance their sense of belonging to the school. Materials in the corners are well-organised and the activities are designed to be manipulative and to suit the interests and abilities of children. The art corner has a wide range of materials and relevant books to attract children's participation in creation. Children's artworks are full of character. The music games are fun and allow children to appreciate the beauty of music through imaginative and playful activities. Children demonstrate good eye-hand coordination skills during physical activities, are flexible and enjoy trying out challenging skills training.
- 2.7 Teachers' attitude is warm and friendly, with clear instructions and commendations to guide and encourage children to participate actively in the activities. They make good use of questions to enhance interaction between teachers and students, and encourage children to think. They strive to create a harmonious learning atmosphere, providing opportunities for children to choose from time to time and respecting their wills. Observations show that children often take the initiative to commend their peers, demonstrating good social skills.

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

The school's commitment to promoting children's spirit of exploration through the sustainable development of the programme over the past two years has been effective. The school's child-centredness rationale for curriculum design and learning environment is conducive to the development of children's active learning skills, but some tasks for K3 are too difficult and must be removed. For the assessment of children, the school should plan systematically to ensure that it meets the teaching objectives and reflects the child's

development in a holistic manner. It is also advisable for the management to further lead teachers in collating and analysing assessment data for providing feedback on the curriculum planning.