

School No.: 563862

Quality Review Report (Translated Version)

Emmanuel Church Shatin Nursery School

G/F, Cypress House, Kwong Yuen Estate, Shatin, New Territories

19, 20 & 22 May 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: 19, 20 & 22 May 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 pays attention to the school affairs and the needs of the teaching team. Through regular meetings and school visits, it provides timely guidance and support to facilitate school development. The management understands teachers' experiences and expertise and properly assigns duties based on the school's daily operations. In tandem, it arranges experienced teachers as mentors to guide new staff so that the new recruits can get familiar with the job the soonest. The management values the communication with the team members. It keeps an open mind to listen to and consider their views, leading to a harmonious atmosphere. The school provides diversified training for teachers and encourages them to practise what they have learnt in their daily teaching, thereby continuously enhancing the team's professional capacity.
- 1.2 The school has established a well-defined mechanism of school self-evaluation (SSE). At the end of a school year, the management leads various task groups to review the work effectiveness and discuss the development plans of the next year. The school regards fostering children's interest in language and mathematics learning as its major concerns of this school year. Teachers set up a rich language learning environment and design interesting activities to increase children's opportunities for oral expression. The school also equips teachers with knowledge of children's development of mathematical concepts and strengthens their skills in designing activities through external professional support services. Furthermore, teachers are

scheduled to observe lessons at peer schools and then share their strategies for teaching improvement during internal meetings. The above-mentioned work plans have been implemented step by step.

- 1.3 The school accepts learner diversity. It brings in interdisciplinary professionals to render appropriate guidance to children with special needs while maintaining liaison with support officers to follow up on children's development. The school holds meetings for parents of newly admitted children to help them understand how to support their children's adaptation to the school environment and to get along with peers, as well as to introduce the curriculum characteristics to help them understand their children's learning styles. In respect of the interface between kindergarten and primary education, the school arranges project learning for K3 children, allowing them to learn about primary school life through experiential activities and explore solutions to problems, thus getting ready for promoting to primary one. The school regards parents as prominent partners and keeps close contact with them through different channels. Meanwhile, a wide range of parent-child activities, talks and workshops are held. Parents are encouraged to take part in these activities so as to understand the developmental needs of children and grasp parenting skills, thereby enhancing their competence in parenting. The school opens the campus for parents to keep them informed of their children's learning through lesson observation. Parents also serve as volunteers in festive activities to demonstrate making mooncakes, dumplings, etc., and assist with school activities to help children learn about Chinese culture, fostering home-school cooperation.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages and based on children's life experiences, the school designs an integrated

curriculum which covers all learning areas, cultivating positive values in children as well as facilitating their acquisition of knowledge and skills. To arouse children's interest in traditional Chinese custom and festive activities, teachers draw up learning themes of Chinese culture and design activities using the interesting content of the picture books. The school organises outdoor visits from time to time to enrich children's learning experiences. For instance, it brings children to visit community recycling stations to learn proper waste separation and treatment, thereby developing their environmental awareness at an early stage. That being said, the management is required to review and revise the daily schedule of the second school term to ensure that children have balanced learning opportunities every day.

2.2 The school has established a mechanism for the assessment of child learning experiences. Members of the teaching team jointly set specific assessment items and objective criteria in alignment with the learning goals of themes. Teachers adopt continuous observation to comment on children's performance. They create a learning portfolio for each child to maintain information such as thematic assessment forms, parent-child worksheets and children's work in an orderly manner. Teachers keep written records of children's development in different learning areas every day after the learning activities and conclude children's overall learning performance at the end of a school term to give parents suggestions for supporting children as necessary. Parents are invited to complete the assessment forms and moral character booklets on children's behaviour at home, so that both parents and the school can understand children's development from different perspectives. Teachers regularly utilise assessment information to review the effectiveness of learning and teaching, informing curriculum planning.

2.3 The management attends curriculum meetings to discuss with teachers the thematic learning content and activity design. It also scrutinises documents and observes

lessons to monitor the curriculum implementation and keep track of children's learning. Most of the teachers are able to reflect on the activity's efficacy based on the learning objectives and offer concrete suggestions for improvement. Through meetings, the management gives proper guidance and advice to teachers on teaching strategies, environment setup and other aspects. Moreover, it organises peer lesson observations to foster communication, which is favourable for enhancing teachers' professional capacity.

2.4 The school regards cultivating children's interest in language learning as its major concern. Teachers design language activities aligned with themes. They hold interesting activities like singing nursery rhymes and telling stories to allow children to gain exposure to Putonghua and English amid a relaxing and joyful atmosphere and in real-life context. For example, children learn common words and phrases to lay the foundation for gradually using languages. As observed, children listened to the stories attentively and responded to teachers' questions properly. During free choice activities, they took the initiative to invite their English or Putonghua teachers to play with them, talked to teachers and peers in simple sentences, and were willing to introduce their paintings and express their feelings in English, demonstrating confidence and competence in communicating with others. The plan has achieved the expected results.

2.5 Another major concern of the school in this school year is nurturing children's interest in mathematics learning. Teachers apply what they have learnt from training and make good use of the content of picture books to design interactive games, guiding children to identify the characteristics of an object by observing, touching the real thing and manipulating teaching aids, and then categorise the object based on its size, weight and so forth. Teachers meticulously design manipulative mathematics teaching aids, helping children to apply and review simple calculations

to unlock the locks challenge. As observed, children had developed an interest and motivation to learn mathematics steadily.

2.6 The environment of the school is tidy and bright. It utilises corridor walls to post children's works and photos while displaying the results of project learning, which helps them review the learning experiences. Teachers put effort into planning different corner activities and set scenarios of games that connect with the real-life experiences. Children visit the imaginative play corners together and simulate using an Octopus card to enter and exit a ticket gate of an MTR station, as well as waiting for trains on the station platform. Children also actively offer their seats to those in need, hence practising observing rules and demonstrating care for others through role-play. Plentiful materials are available in the exploratory corners of each classroom to attract children to visit the corners and engage in different simple experiments. For instance, children observed the formation of a whirlpool when shaking a bottle of water. They also perform tests on translucent and opaque items, showing curiosity and an inquisitive mind. Some self-made teaching aids are attached with answers for children to check themselves, helping them grasp and consolidate their learning. Picture books related to the learning themes and Chinese culture are neatly displayed in the reading corners for children to read according to their preferences and enjoy the fun of reading with their peers.

2.7 Teachers are kind and have a good relationship with children. They always give proper compliments to children to create an appreciative and harmonious learning atmosphere. Teachers have good communication skills. They incorporate elements of drama into learning activities and interpret the storyline with lively and interesting voices, facial expressions and body movements while guiding children to immerse themselves in the characters to share the relevant life experiences. In the concluding sessions, teachers encourage children to share the creative process and

feelings with their peers, which is conducive to consolidating their learning experiences.

2.8 Teachers divide the venue for gross motor activities into different zones for children to play physical games in groups. However, teachers are advised to pay attention to the use of space when planning activities and give timely guidance to children in view of the situation so that children can gain a better play experience and have fun in the physical activities. During music activities, teachers lead children to sing, play musical instruments and design body movements to the melodies, keeping children engaged throughout the session. At the end of activities and before and after eating, children take the initiative to put away toys and learning materials, queue up for picking meals and clear the table, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has established an SSE mechanism. It sets development directions that tie in with children's needs and deploys strategies such as the design of teacher training activities to promote the major concerns devised in this school year. When formulating development plans, the management may set success criteria in a focused manner according to the work objectives for fostering the grasp of the progress and effectiveness of priority tasks, thereby informing the planning of the next stage. The management is advised to lead teachers in revising the daily schedule for all grade levels in the second school term to meet the developmental needs of children at the kindergarten stage.