

School No.: 566012

Quality Review Report (Translated Version)

First Assembly of God Church Tin Chak Nursery

**G/F, Wing B & C, Chak Sun House, Tin Chak Estate, Tin Shui Wai,
New Territories**

29, 30 October & 1 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 October & 1 November 2024

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 cares about and supports the school development. It understands the operation and needs of the school through regular meetings and allocates resources to facilitate the implementation of work in all domains. The management has extensive experiences in administration and is familiar with the school context. It is willing to accept new ideas and actively brings in external support programmes to lead the team to perform various tasks. The school attaches importance to the professional development of teachers. Apart from arranging joint-school and school-based training activities, the school also organises Mainland exchange tours to broaden teachers' horizons and enhance their professional competence. The school has a clear organisational structure. There is a delineation of roles and responsibilities where team members discharge their duties properly. In tandem, a proper filing system has been put in place for teachers' easy access and reference to the relevant information, which is conducive to the transfer of experience and knowledge. The management assigns experienced teachers to help the new recruits integrate into the team and grasp the teaching requirements of the school as soon as possible. Team members have a shared educational mission and work harmoniously to drive the school forward with concerted efforts.

1.2 The school has followed up on the recommendations of the previous Quality Review. The management has led the team to make use of the performance indicators to understand the stage of development of the school and make reference to the

curriculum documents to devise annual plans that are in line with the school context. In these two years, the school has been regarding improving the learning environment and promoting Chinese art and culture as its major concerns. The objectives of the plans are clear and suit children's needs. The school deploys appropriate strategies in different aspects such as teacher training, environment setup, activity design and parent education. It also convenes regular meetings to report the work progress, and also conduct timely reviews and follow-ups on the pace of implementation, which helps the plans to achieve the expected results.

- 1.3 The school accepts learner diversity. It has established an explicit identification and referral mechanism to let children with special needs receive the necessary services the soonest. The school caters for children's physical and mental well-being. It obtains a deep understanding of children's situation and living habits at home to render suitable suggestions to parents, ensuring children to have appropriate support. The school maintains close contact with parents through multiple channels to keep parents informed of their children's performance at school. A series of school-based parent workshops is designed to encourage parents' active participation, hence enhancing their competence in parenting. The parent-teacher association has been formed for years and serves as a bridge of communication between parents and the school. The association also assists the school in organising diversified activities and supports the work of the school, fostering home-school liaison in an effective manner.

2. Learning and Teaching

- 2.1 The school devises the curriculum outline in view of children's developmental needs and abilities, and designs an integrated curriculum using real-life themes. The curriculum content covers all learning areas, facilitating the cultivation of positive

values as well as the acquisition of skills and knowledge in children. Teachers arrange field trips and experiential activities based on the learning themes to increase children's understanding of the learning content. They also carry out project learning according to children's interest and let children collect information together. Thus, children construct knowledge through exploration and personal experiences. The school puts emphasis on children's moral development. It employs various activities and stories to let children learn about positive values including responsibility, caring and respecting others. Children are provided with sufficient opportunities to take part in music, physical, art and free choice activities every day in the school's balanced daily schedule.

2.2 Teachers formulate the assessment items of child learning experiences in alignment with the curriculum objectives. They grasp children's performance through continuous observation and set clear assessment criteria to enable teachers to keep track of children's development objectively and accurately. Teachers analyse the children assessment information to understand their learning progress, which serves as a reference to inform the curriculum. Moreover, the school creates learning portfolios for children to retain not only thematic assessment information, but also the observation records of children's activities, with comments on their performance in the activities. At the end of each school term, teachers summarise children's performance in different learning areas and inform parents of their children's stage development through face-to-face meetings.

2.3 The school has established a well-defined mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to formulate a curriculum outline and conduct collaborative lesson planning to discuss teaching aids, design of interest corners, assessment content, etc. Teachers are responsible for preparing teaching plans. The whole school shares the same theme as a core

while teachers of each grade level set different topics and design learning activities in view of children's development. The teaching plans are then submitted to the management for scrutinising and reviewing comprehensively so as to ensure the vertical coherence of the curriculum. The content of the teaching plans is specific, stating the learning foci, teaching schedule, teaching aid design and so forth, which helps teachers implement activities. Through daily classroom walkthroughs, lesson observation and scrutiny of documents, the management keeps track of the curriculum implementation and gives timely feedback. Teachers of each grade level conduct reviews upon the completion of a theme and they reflect on the activity effectiveness in accordance with children's performance. Some teachers are able to make concrete suggestions for improvement to inform learning and teaching. However, the teaching reflection is mainly on the thematic activities. The management could continue to lead the team to extend the scope of reflection to other learning activities in order to further enhance the effectiveness of learning and teaching.

- 2.4 The school fully utilises and flexibly allocates the campus space for children to carry out activities in groups in different zones, promoting children's learning. A rich variety of teaching aids and materials are available in classrooms and are neatly placed for children's easy access and tidy-up, which is conducive to cultivating children's self-management. The school has been regarding improving the learning environment as its major concern in these two years. In the last school year, the school joined external support programmes to arrange training for teachers to increase their knowledge and skills in setting up interest corners in classrooms so that children's learning effectiveness could be enhanced through environment setup. Teachers set up different theme-related learning corners in classrooms and along the corridors where the activities are designed to suit children's development and cater

for their diversity. There are teaching aids of different levels of complexity for children to select in the corners. The materials in the exploratory corners are plentiful for children to manipulate, observe and compare, initiating children's active learning effectively. Different scenes and suitable props are set up in the imaginative play corners for children to role-play. Children and their peers immerse themselves in the roles, such as hairdressers shampooing and trimming a customer's hair, chefs cooking and astronauts taking rocket launch, fostering their language and social development through interactions. Teachers created comfortable and quiet reading corners in classrooms. They put mini sofas and books that are related to the themes to attract children to read attentively. Building on the solid foundation laid in the last school year, the school strengthens the coherence of the curriculum in this school year. It also uses checklists to evaluate the effectiveness of activities and environment setup, and makes revisions accordingly. As observed, children enjoyed the corner games. They consolidated their learning and acquired relevant knowledge by manipulating teaching aids.

2.5 Promoting Chinese art and culture has been another major concern of the school in these two years. In the last school year, the team incorporated the related content into the curriculum. Tying in with the themes, school-based learning activities both inside and outside the campus, including museum visits, experiential activities and workshops on traditional culture were planned, so as to nurture a sense of national identity in children. In this school year, the school extends the scope to the aspect of art. Through traditional art and craft works, experiential activities, etc., the school deepens children's understanding of traditional Chinese culture. Children's works like blue and white porcelain and ink paintings are displayed around the campus to let children have an initial understanding of Chinese art by appreciating and gaining hand-on experiences. The effectiveness of the plan is evident.

2.6 Teachers are conscientious about teaching and prepare well. They design different learning activities meticulously and make good use of pictures and real objects to facilitate teaching. Teachers give clear explanation and demonstration while using vivid tones to attract children to listen attentively, thus promoting children's learning. In music activities, teachers create scenarios to guide children to listen to music and imagine. For instance, teachers let children imitate the movements of fish, divers, etc., or children can design different movements together. As observed, children sang enthusiastically, performed rhythmic movements to the rhythm of music, and enjoyed the fun of the music activities. Teachers plan diversified physical activities that have an adequate amount of exercise, fostering children's gross motor development. Teachers may design somewhat challenging activities in response to children's abilities to increase children's participation. During free choice activities, teachers observe and join in children's games. They give guidance and assistance when necessary. In review sessions, teachers guide children to describe briefly the course of their activities. It is suggested that teachers could grasp the meaningful scenes during children's play to encourage children to share their experiences and discoveries, hence further consolidating and extending what children have learnt.

2.7 Children are courteous, obedient and studious. They listen carefully to teachers' words and answer questions proactively. They are keen to express their views and share their experiences, showing curiosity about learning. Children plan and record their participation in corner activities, demonstrating an active attitude towards participation. Children get along well with peers and play together happily. They are willing to share toys and work in collaboration to complete the activities, possessing good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

The school devises appropriate major concerns according to the school context. When formulating work plans, the school is advised to set specific and focused success criteria for the team to evaluate the effectiveness of the plans accurately. This is beneficial for informing the work of the next stage. The school has established an effective curriculum management mechanism. It strives to develop the school-based curriculum and drives its continuous improvement. The management may continue to lead teachers to sharpen their skills in guiding children to review learning through teaching practice and professional exchange, thus further assisting children in summing up experiences and consolidating their learning.