

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**

15, 18 & 21 February 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: 15, 18 & 21 February 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 maintains liaison with the leadership team and is supported by the leadership team in terms of its development directions, manpower planning, resource utilisation, etc. The management has served the school for years, so it has rich experience in administration. The principal and two senior teachers cooperate and share the work, leading teachers to discharge their duties. The school's daily matters are therefore operated smoothly. The management is familiar with the community and establishes a good network for communication with other organisations. Last year, the management planned professional development activities for "middle level teachers" in association with other schools. It broadened staff's horizons through seminars, workshops, school visits, etc., and enhanced their knowledge and skills in resource management, curriculum leadership, interpersonal communication and so forth. Through participating in training, teachers learn the primary one orientation measures taken by primary schools in the same district. This helps teachers review and improve the arrangement for facilitating the interface between kindergarten and primary school, including organising appropriate activities for children to experience school life of primary one, so as to help children begin their primary school life with joy.

1.2 The school cares about and accepts children, meanwhile utilising external resources to support their diverse needs. The school has established an effective mechanism to identify and refer children with special needs. Teachers maintain close communication with parents, enabling children in need and their families to receive assistance the soonest. The school arranges teachers to keep in contact with professionals from external support programmes and exchange views on the conditions of children with special needs. Teachers make reference to the views from the professionals in a timely manner, which is conducive to enhancing their abilities in making observation and catering for children. The school values home-school cooperation and provides parent education activities when necessary so as to

help them grasp parenting skills. Recently, the parent-teacher association has been formed to further reinforce home-school communication. The school considers views collected by the association and co-organises parent-child activities with the association to deepen parents' understanding of their children's learning and life at school. Parents and the school work closely to foster children's growth.

- 1.3 The school consents to the school self-evaluation (SSE) concepts. The management leads teachers to put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into practice in different work, including the curriculum, annual work plan, child support services, etc. The school has regarded developing children's interest in English learning as its major concern for two consecutive years. Last year, it arranged training to enhance teachers' ability and confidence in conducting activities. This year, it has devised interesting English activities related to daily life for children under the assistance of external professionals. In addition, the school has put efforts to enhance the effectiveness of corner activities and taken this as another major concern. The school adjusts the daily schedule for children so that the period of their free choice activities is longer and continuous. It also works out guidelines for teachers to plan classroom space and set up interest corners effectively. The school maps out the objectives for the plan and deploys strategies in accordance with its context, hence the work plan has been carried out smoothly.

2. Learning and Teaching

- 2.1 The school devises its school-based curriculum by making reference to different teaching materials and adopting an integrated approach with themes. The curriculum content is comprehensive, covering all learning areas. The school places emphasis on children's moral education and cultivation in spirituality. It passes messages such as caring for others, appreciating one another, cherishing things and being grateful to children through morning assemblies, sharing of Bible stories, worshiping activities, etc., with a view to helping them develop positive values and attitudes. In respect of the daily schedule, children are provided with whole-class, group and individual learning activities every day, meanwhile they have the opportunities to engage in music and art activities. The school arranges sufficient physical and free choice activities for children from Monday to Thursday. However, the time for free choice activities is slightly insufficient for some classes on Friday

according to the daily schedule. Moreover, the school arranges marching and group games for children during physical activities, resulting in inadequate gross motor activities and exercises on basic physical skills and movements. It is necessary for the school to improve the daily schedule arrangement on Friday, so that children can have abundant opportunities to engage in free choice and gross motor activities on a daily basis to facilitate their balanced development.

- 2.2 The school arranges fine motor activities and line drawing exercises for K1 children to help them develop eye-hand coordination and fine motor controlling skills so as to prepare them for writing. Yet, the progress of line drawing exercises for K1 children in the second term is rather hurried, whereas the assignment content for K2 and K3 children is a bit difficult. Such arrangement fails to meet children's developmental needs. The school must cancel inappropriate assignments and design activities in line with children's developmental needs, thereby extending children's interest in learning.
- 2.3 The school assesses and records children's performance in different learning areas by means of continuous observation. The assessment content ties in with the learning objectives. Teachers collect children's work and record children's performance in activities. They analyse the information to know about children's learning progress, and conclude children's development progress in different stages at the end of the first and second term. The school develops learning portfolios for children to maintain records of their assessment information and work as evidence of children's growth. The information is reported to parents during the meetings with teachers on parents' day. Currently, the school is able to know about the general picture of children's learning from the assessment information and takes it as reference for reflecting on the teaching effectiveness. The management may yet lead teachers to further utilise relevant information properly to adjust the teaching strategies and evaluate the appropriateness of the learning content, with a view to informing curriculum design.
- 2.4 The school has taken nurturing children's interest in English learning as the major concern for two consecutive years. Last year, the school strengthened training for teachers to enrich their strategies in teaching English and make the activities more amusing. The school has continued to provide teacher training this year to bolster teachers' confidence in conducting English activities. Starting from K1, teachers design diversified activities for children to get exposed to English in a meaningful and authentic language environment through games, singing nursery rhymes,

experiencing life and so forth. As observed, K1 children are devoted to the play activities and listen to teachers' explanation happily. They attempt to make responses by using body language or repeating the simple vocabularies after teachers' demonstration. Children are interested in the activities. The effectiveness of the plan is seen initially.

- 2.5 The school puts in place a well-defined mechanism of curriculum coordination and monitoring. The management understands curriculum implementation and provides timely instructions to teachers regarding their teaching by means of scrutinising documents, classroom walkthroughs, lesson observation, etc. It leads teachers to devise the curriculum at the meetings and can generally review the teaching effectiveness by using the school-based framework for reflection developed in the previous year. Yet, the management should guide the teaching team to review the design of the teaching activities carefully, so as to devise more specific and appropriate teaching objectives for the activities and make focused reflection according to children's performance. In this way, the effectiveness of curriculum review can be enhanced.
- 2.6 The school premises is well-lit and tidy. The teaching items are stored properly that they can be retrieved easily. Teachers make good use of the corridors and walls to display children's work for children to appreciate and learn from each other. In alignment with the themes, teachers decorate the walls and interest corners in the classrooms meticulously. The school improves the arrangement of the corner activities in consideration of another major concern for the year in order to enhance children's learning initiative. In addition, it purchases various teaching materials and toys, and adds wall tiles made from building blocks at the corridor to create an attractive learning environment with abundant materials for children. Teachers set up different interest corners in the classrooms, providing children with various types of games to select according to their own interests. Children love constructing blocks and are attentive in creating craft work. They also enjoy the fun of role-play. K2 and K3 children interact and talk with peers during the games through which their language and social development are facilitated. As observed, children obey the corner rules and take part in the activities joyfully. After the activities, they are able to pack items of their own accord. K2 and K3 children record their completed activities, and then make simple sharing on the activity process and revisit their learning under the guidance of teachers. Teachers offer children encouragement and prompts to stimulate children to imagine and express their thoughts, enabling

children to learn through play. The effectiveness of the work plan has been observed.

- 2.7 Teachers let children learn through multiple senses and connect the learning content with children's prior experience. Teachers explain and demonstrate clearly, and use facial expressions, voices and actions properly to catch children's attention. Teachers arrange singing and games for children during music activities. Yet, they place too much emphasis on explaining the rules of the games during the activities but seldom guide children to take note of the music elements in the games. The school may enrich children's experience in music elements and guide children to express their feelings on relevant songs or rhythms, so as to develop their abilities in expression and music appreciation. The school divides children into two groups to carry out physical activities in the indoor play area. Children play slides, ride bicycles and use physical equipment to develop their limb coordination on one side of the venue, while teachers lead children to conduct physical games on another side of the venue. Nevertheless, the waiting time for some children is rather long, which reduces the opportunities for them to take part in the activities and results in insufficient amount of physical exercises for them. The school is advised to improve the situation to make sure that children have enough opportunities to take part in physical activities.
- 2.8 Children enjoy going to school. They are energetic and lively, and are devoted to learning. They demonstrate good sociability and get along with peers in harmony. Children often stay together. They are willing to offer help to teachers and greet others voluntarily. K2 and K3 children like to express their views and propose their ideas on their own initiative. After lunch and snack time, children sort and return their tableware, and wipe their mouths with a towel by themselves. After afternoon nap, children fold quilts and put on their shoes on their own, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school conducts the SSE work conscientiously and can formulate appropriate task objectives and work plans according to its developmental needs. The management may lead the teaching team to make good use of the *Performance Indicators* to identify more specifically to what development stage the school is at, so as to deepen their SSE skills. The management is also required to follow up the recommendations of the previous Quality

Review to keep strengthening its role of curriculum leadership, lead teachers to improve the design of assignments and learning activities, and enhance the effectiveness of curriculum review, with a view to improving the quality of learning and teaching.