

School No.: 565423

Quality Review Report (Translated Version)

**Hong Kong Christian Service
Central Nursery School**

3/F., Mongkok Complex, 557 Shanghai Street, Kowloon

22, 23 & 25 April 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 22, 23 & 25 April 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 organisational structure of the school is clear and sound. The leadership team understands the current situation and needs of the teaching team by attending meetings, visiting the school, taking part in large-scale activities and so forth. It leads the school to develop continuously through the provision of adequate guidance and support. There is close contact among the affiliated schools of the organisation that they jointly organise teacher training, parent-child activities, art exhibitions for children, etc., to give full play to their team spirit. These practices not only improve teachers' professional competence but also enhance cohesion among parents, to unleash the potential of children with concerted efforts. The management is devoted to education. It has extensive experiences and knows the development history of the school well to set proper annual plans. The management is adept at putting the right man on the right job. It assigns duties to teachers appropriately to empower them to excel and accumulate experiences, hence building a learning community. Members of the school work as one to uphold the school mission of promoting life education and strive to provide quality kindergarten education with a view to laying a solid foundation for children's learning and growth.
- 1.2 The school has established a proper school self-evaluation (SSE) mechanism. The management leads teachers to examine the school context in regard to the foundation and opportunities of the school while gathering and collating the views of stakeholders to determine an appropriate development direction. In recent years, the school has been fostering children's moral development through drama activities whereas it considers enhancing the learning effectiveness of children in the learning area of Early Childhood Mathematics and enriching children's experiences in sensory exploration as its major concerns in this school year. The school forms relevant task groups to systematically map out and implement the plans. It arranges training for seed teachers first and then conducts peer lesson observation to let members of the teaching team share and exchange good teaching strategies, pursuing

self-improvement continuously. In tandem, parents are invited to take part in workshops and observe lessons at school to deepen their insights into and recognition of the school's development foci. With parents' support and cooperation, the school can facilitate children's learning effectiveness. The teaching team deploys specific and feasible strategies in different aspects, keeps reviewing the work progress based on children's performance and makes timely amendments for achieving remarkable results from the plans.

- 1.3 Teachers hold the beliefs in caring for and respecting children. They accept children's diverse needs and take effective support measures. Teachers make transition arrangements for children who are newly admitted and those who are about to be promoted to primary one to improve their self-care abilities and social skills so that they can embrace new learning stage with confidence. Besides, the school makes good use of various resources to formulate follow-up plans for children with special needs and their families, provide the necessary guidance and care to facilitate children's integration into school life, get along and learn happily with their peers. Parents trust and support the school. They are willing to participate in parent education activities and eager to serve as volunteers to assist in carrying out different school activities to enrich children's life experiences. Thus, the school and parents work together to support children's healthy growth.

2. Learning and Teaching

- 2.1 The school is committed to the education rationale of fostering children's whole-person development. It devises a comprehensive and balanced curriculum of which the content meets children's interests and abilities while connecting all learning areas with real-life themes to provide children with meaningful and diversified learning experiences. The school instils in children positive values and attitudes by not only creating a campus atmosphere of friendship, respect and inclusion, but also organising a wide range of activities to enable children to practise virtuous behaviour such as cherishing life, caring about others and the society, and having the determination to solve problems. Promoting national education is also of great importance to the school that it integrates the relevant elements naturally in the school-based curriculum. Teachers select simple and interesting picture books as an introduction for children to learn about traditional custom, art, ancient inventions, etc. Moreover, teachers organise experiential activities and games, including making handicrafts, exploring folk games and enjoying cultural performances, to

arouse children's interest in things of our country, thereby learning and appreciating Chinese culture willingly. The school plans its venues flexibly for children to have ample space in carrying out individual, group and whole-class activities, thus enhancing the learning effectiveness. Active and quiet activities are alternately arranged in the daily schedule and children are provided with sufficient music, physical, art and free choice activities every day to foster their all-round development.

- 2.2 The school has formulated an explicit policy on the assessment of child learning experiences. Teachers map out comprehensive assessment content in alignment with the curriculum objectives and observe children in daily learning activities continuously. Teachers follow clear criteria to assess children's performance in an objective manner. They create learning portfolios for children to systematically maintain various types of assessment forms, observation records, artworks and so on to present children's development in all areas. Teachers communicate closely with parents to deepen parents' understanding of their children's learning progress. They discuss about ways to support children so that children can seek improvement unceasingly according to their own pace. The school consolidates and analyses the assessment information on a regular basis to evaluate curriculum planning and the implementation effectiveness of the work plans as well as adjusting the teaching content and strategies as needed, hence achieving the goals of assessment for children's learning.
- 2.3 The school has in place a well-developed mechanism to coordinate, monitor and evaluate the curriculum. The management leads teachers to refer to the curriculum information of the organisation to draw up a school-based curriculum in view of children's learning needs and the school development. In consonance with the curriculum outline, teachers prepare teaching plans with specific objectives and explicit steps which are conducive to their carrying out of various teaching activities. The management keeps track of the curriculum implementation and gives timely feedback to teachers by attending curriculum meetings, scrutinising teaching documents and observing children's activities. Teachers examine children's learning effectiveness against the teaching objectives and make concrete suggestions for improvement about activity design, teaching strategies, etc., to refine the effectiveness of learning and teaching in an ongoing manner.
- 2.4 In recent years, the school has regarded fostering children's moral development through drama activities as its major concern. Teachers observe children's daily

performance and select suitable moral foci and picture books to guide children to learn virtues such as honesty, caring for others and cherishing everything from the experiences of the protagonists. Furthermore, teachers let children experience the feelings of the characters to build their empathy through role-play and guide children to solve problems. Teachers utilise lively tones, facial expressions and gestures to tell stories, along with appropriate costumes and props, to facilitate children's involvement in the story scenarios and increase their engagement. Children are willing to participate in activities. They listen patiently to what the characters have to confide and then comfort the characters. Alternatively, children imitate the story scenes with their peers to learn to actively communicate and collaborate with others to complete simple learning tasks, unleashing team spirit.

- 2.5 The school environment is clean and comfortable, with comprehensive facilities in place. Teachers meticulously set up fun-filled interest corners that tie in with themes and provide diversified and inspirational materials for children to develop an attitude of active learning through play. Teachers make good use of the walls in the classrooms to display children's creation and activity achievements. They also invite children to decorate the interest corners, which is effective in creating a learning environment full of childlike fun. As observed, children played the role of a researcher in the imaginative play corner to take care of plants and observe their growth carefully. Children fertilised the plants with crushed eggshells or made bookmarks with dried flowers to practise the living habits of less consumption and optimal use of resources. Children conducted interesting experiments in the science corner. For instance, they used the peels of different fruits to make small boats and tested if an item floated or sank, or they gained a basic understanding of acoustic transmission by observing the vibration of chenille stems on paper cups, thus cultivating their inquisitive mind through exploration. Teachers keep insects or animals in classrooms for children to take turns to take care of them so as to nurture the virtues of cherishing life and bearing responsibility in children. Teachers provide plentiful art materials and tools for children to use freely and inspire their creative ideas. Children's works are distinctive, showing originality and uniqueness. Teachers observe children's performance and render timely assistance and guidance. During the activity review sessions, children describe clearly their play experiences or introduce the ideas behind their own art and craft works, demonstrating favourable expressive skills. Some teachers ask follow-up questions in view of children's responses, which is conducive to guiding children's further

thinking and strengthening their acquired knowledge.

- 2.6 To keep up with the implementation of the major concern of this school year, the school refurbishes one of the classrooms. It sets up a variety of interest corners as well as purchasing teaching aids that are manipulative and of different levels of complexity to enhance the learning effectiveness of children in the learning area of Early Childhood Mathematics and enrich children's experiences in sensory exploration. Children explore the concepts of quantity, shapes and space through observation, touching and other means. They play games like sequencing and sorting to increase their interest in learning mathematics. On the other hand, children read the "rub and smell" fragrance storybooks and share their discoveries with their peers, thoroughly enjoying themselves. Children and teachers take turns to ring bells and match the bells with their sound volume and pitch. Therefore, children learn to identify the characteristics of sound. In addition, children choose an array of teaching aids for fine motor skills and self-care abilities according to their interests and pace of learning for grasping life skills. Children follow corner routines and they are attentive and engaged during the corner activities. They take the initiative to tidy up items and clean the desks with mini brooms, showing self-discipline and self-management.
- 2.7 Teachers are kind and amiable. They have a good rapport with children and always praise children for their positive behaviour. Teachers are passionate about teaching. They understand the development and learner characteristics of children and design lively and interesting activities to motivate children to construct new knowledge through their senses and first-hand experiences. Teachers select current news that is related to children's life experiences and share it with children. In light of the abilities of children of each grade level, teachers use images, pictures and so forth to illustrate the content for deepening children's understanding. Meanwhile, teachers set suitable questions to inspire children to think and respond. In this way, children know more about the society and cultivate an active attitude towards caring about their surroundings. There are diversified facilities and items in the indoor play area for children to develop skills like balancing and moving, and improve body agility by riding tricycles, climbing cargo net and learning different physical techniques. Teachers also encourage children to explore new ways of play with their peers using wheels, wood boards, etc., hence igniting children's creativity. Children are energetic. They enjoy taking part in physical activities to show good gross motor skills and body coordination. During music activities, teachers guide children to act

like animals and plants or perform rhythmic movements in accordance with the rhythm of the songs while singing, playing musical instruments and waving scarves to the melodies, thereby developing children's aesthetic sense in joyful music games.

3. Recommendations for Enhancing Self-improvement of School

The school team moves with the times and upholds the core value of child-centredness to create a caring campus environment and devise interesting real-life learning content to foster children's all-round development. The school has established an SSE culture and practised the inter-connected self-evaluation process, viz. planning, implementation and evaluation in different aspects of work. It may keep building on its existing achievements and strengths to strive for the best and attain perfection continuously.