

School No.: 565385

Quality Review Report (Translated Version)

**Hong Kong Christian Service
Times Nursery School**

**G/F, Shop B & 1/F, Times Tower, 391 – 407 Jaffe Road,
Wan Chai, Hong Kong**

6, 7 & 9 November 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 6, 7 & 9 November 2018

- 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 utilises the resources of its sponsoring body by seeking the leadership team's advice on the direction of school development and administrative management work. Through joint school meetings and training, information of the kindergarten sector and insights on curriculum development are shared with other schools under the same sponsoring body. School policies are then formulated and implemented with a view to keeping abreast of the times and upholding its mission of child-centredness. The management is familiar with the culture and operation of the sponsoring body. It is able to explore resources and appropriately deploy manpower to support the school's development and deal with daily operations effectively. Teachers are enthusiastic about learning and they actively pursue further studies. Apart from participating in external training, teachers also exchange their teaching experiences through meetings and peer lesson observation with other schools and within the school. A professional learning community is formed. The management even leads teachers to share their good practices with the sector to promote their professional growth effectively. Members of the school team discharge their duties properly with mutual trust and support for one another. Together they make a concerted effort to enhance the education quality of the school.
- 1.2 A mature School Self-evaluation (SSE) mechanism is in place. The management strengthens staff's understanding of SSE and their reflective capabilities strategically, enabling them to practise the cyclical process of planning, implementation and evaluation in their daily work. They review the effectiveness of different school work and school development from time to time based on evidence. They would then think about improvement measures for the purpose of self-improvement. The management is able to lead the school team to reach a consensus when formulating the development plans, taking into account the latest development of the society, SSE findings, school's existing conditions and external opportunities.

- 1.3 The school adheres to the principle of "education for all". Its major concern for the past two years was to create an inclusive campus, with a view to catering for the needs of non-Chinese speaking (NCS) children who were admitted in recent years. Last school year, the school focused on children's diversified cultural backgrounds so as to promote early integration of NCS children in school. The school had a comprehensive plan which effectively enhanced teachers' professionalism and fostered the harmonious relationship between Chinese speaking and NCS children. The results of the plan were satisfactory. This school year, the school built on the experiences from last year and further nurtured in children the attitude of helping and caring for others. The school also started giving support to NCS parents, including the provision of more communication channels, organising community visits to familiarise them with the facilities in the community, and arranging gatherings to bring them together. The school was able to devise a well thought-out plan with appropriate success criteria tailored to its needs. The plan has been progressing smoothly.
- 1.4 The teaching team respects the uniqueness of children. Children with needs are identified and referred timely through an effective identification mechanism. Support is also rendered to parents of these children with needs so that children would grow up healthily under a caring and accepting atmosphere. The school regards parents as its partners. It not only listens to parents' views sincerely, but also solicits parents' efforts in organising parent-child activities. Together they promote the school's development. The school keeps parents informed of its development and year plan with a view to enhancing transparency and gaining parents' support.

2. Learning and Teaching

- 2.1 The school devises its curriculum by adapting the curriculum information provided by its sponsoring body while taking into account children's interests and life experiences. It adopts an integrated curriculum approach with themes. The curriculum is comprehensive and balanced and its content covers different learning areas. Theme-related visits, experiential activities and information gathering activities are arranged to arouse children's learning interests and broaden their life experiences. During project learning activities, teachers and children design interesting exploratory activities collaboratively based on real-life themes. This effectively nurtures children's exploratory spirit and attitude of

self-initiated learning. The school devises a balanced daily schedule in which children have ample opportunities to engage in music, physical and free choice activities every day. The teaching team also plans children's daily afternoon schedule thoroughly. Children participate in art activities that include the elements of art, drama, religion, etc. The school is able to provide plentiful, diversified and fun-filled learning experiences for children to learn joyfully and effectively, so as to foster their all-round development.

2.2 A sound curriculum coordination mechanism is established in school. The management plays its leadership role well by leading teachers to formulate teaching plans in connection with the school situation, so that teachers would devise activities that cater for children's developmental needs. The management also monitors the implementation of the curriculum continuously through attending meetings, scrutinising curriculum documents, walking through lessons, observing lessons, etc., and provides teachers with feedback and guidance in a timely manner. The senior teachers often offer assistance in class to understand children's learning situation. They also conduct teaching demonstration and organise sharing sessions with a view to helping teachers understand the requirements and fostering professional exchange within the teaching team. The team reviews the implementation and effectiveness of the activities with reference to children's performance. It then explores possible solutions collaboratively and raises concrete suggestions. The whole team is committed to enhancing the teaching quality.

2.3 The school assesses children's physical and psychological development and their learning performance through continuous observation and documentation. The assessment items are in line with the curriculum objectives and reflect children's learning progress under different learning areas. The school informs parents of the assessment results regularly and summarises children's performance upon completion of the school year, so that parents are able to fully understand their children's learning and development. The teaching team organises and analyses children's assessment information and takes it as reference for reviewing the learning and teaching in school and devising a more developmentally appropriate curriculum for children. The school devises its school-based child assessment policy by making reference to the guidelines of its sponsoring body and selecting appropriate contents that fit its context. The sponsoring body has planned to update the guidelines, so as to elucidate the assessment mode and criteria.

- 2.4 The school strives to create a caring and inclusive learning environment. Last school year, it focused on strengthening the support to NCS children for their integration and learning. To equip the school team, the management led teachers to participate in training relating to NCS children's living habits, cultures and learning needs. Afterwards, the teaching team applied what they had learnt and organised multi-cultural activities where Chinese-speaking and NCS children get to know each other in a relaxing and joyful atmosphere. Knowing that NCS children had a different starting point in language learning, the team adjusted the arrangement of activities and their pedagogy, and created a language rich environment. Such adaptation was considered effective in enhancing NCS children's interests in learning Chinese and their verbal expression skills. As observed, NCS children seemed to understand teachers' instructions, were willing to use Chinese for simple communication and enjoyed their school life with Chinese-speaking children.
- 2.5 Building on the satisfactory results of the plan from last year, the school aimed to further promote the harmonious relationship amongst children with different cultural backgrounds this school year. It started with religious activities by incorporating activities such as storytelling, games and role play. Children would learn to understand themselves and others, and to accept and respect the differences in people. Positive values and attitudes could then be instilled in them. The school also catered for the needs of NCS parents' by strengthening home-school communication and setting up parent groups, so that parents would be more familiar with their children's school life and local culture. These measures could be conducive to an inclusive campus. The plan were implemented smoothly and its effects have yet to be seen.
- 2.6 The school creates a nice learning environment for children. A variety of interest corners are set up in each classroom and they are spacious. Active and quiet activities are carried out in different places, thus preventing children from disturbing one another. Inside the interest corners, abundant materials are provided for children's selection according to their interests so as to facilitate their multi-sensory exploration. The teaching aids, which come in different levels and ways to play, can cater for children's different learning needs. The reading corners have comfortable settings and the reading materials are appealing. In addition to various kinds of picture books, albums with children's work and photos as well as audio books recorded by parents and teachers are provided for

children to choose freely. The art and crafts corners are equipped with diversified art and crafts materials to encourage children to demonstrate their tremendous creativity. There is classroom space for displaying children's three-dimensional and two-dimensional artworks. Children appreciate each other's work and introduce their own work during the review session. In the imaginative play corner, K1 children dressed up as singers and sang on the little stage. In the corner "Home of Happiness", K2 children role-played different family members or tasted food from different countries together with their "family members". K3 children, on the other hand, bought and sold delicious food on the food truck in "The Central District Promenade". They would even write greeting cards to the community to express their care. Teachers actively joined children's play. They intervened and gave guidance in a timely manner, thus enhancing children's exploration and thinking. The interest corners designed by the school provided children with pleasurable and effective learning experiences, which are conducive to fostering their autonomy and motivation in learning as well as interpersonal and communication skills.

- 2.7 Teachers are friendly. They often praise and recognise children and have a harmonious relationship with them. The teaching team is sensitive to children's developmental and cultural differences, and is able to adjust their pedagogies flexibly based on children's needs. For example, they would adjust their tone of voice and pace of speaking timely, or use body language to deepen children's understanding. Children learn happily at their own pace of development. In addition, teachers make use of different scenarios and activities to invite children to share their feelings and thoughts on interesting things in their daily life, free choice activities and current news. During children's sharing, teachers would provide assistance and offer encouragement in time to help children build up their self-confidence and to enhance their expression ability.
- 2.8 Children like going to school. They are enthusiastic and enjoy different kinds of learning activities. During free choice activities, children have developed the habit of planning, implementing and reviewing activity outcomes. During activities, children display their good self-management skills by taking turns, tidying up toys and learning materials after use. Children are creative and they love creating with different materials. Their artworks are unique and diversified. Chinese-speaking and NCS children get along well. They often play and talk with one another. Children show their care to peers who are sick or unhappy,

demonstrating good social skills.

3. Recommendations for Enhancing Self-improvement of School

The school demonstrated a spirit of ever-improvement. The teaching team actively responds to the changes in their school context and formulates school development plans collaboratively. Team members work closely together to face challenges, with a view to rendering quality care and education services to children. The school may continue to make self-enhancement through the cyclical process of planning, implementation and evaluation to develop even further.