

**School No.: 564486**

# **Quality Review Report (Translated Version)**

**Shun Tin Rhenish Nursery**

**Unit 19-31, G/F, Low Block, Tin Wan House, Shun Tin Estate,  
Kwun Tong, Kowloon**

**9, 10 & 12 December 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: 9, 10 & 12 December 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 leadership team strives to facilitate the connection between the school and other schools under the same sponsoring body. It organises joint-school meetings regularly to understand the latest development of the affiliated schools and share the information on early childhood education development and the administrative experience. The leadership team also organises joint-school teacher training and mobilises the affiliated schools to develop teaching resources according to children's needs, so as to facilitate the exchange and development amongst the schools. The management is friendly and willing to listen to the views of teachers. A harmonious and collaborative relationship with teachers has been built. The management forms functional groups for different tasks of the school as necessary. It arranges work in accordance with the interests and abilities of teachers so that teachers can support each other and demonstrate team spirit. The school follows up the recommendations of the previous Quality Review. Regarding the implementation of picture book and drama activities, it arranges appropriate training for teachers. In tandem, teachers are provided with collaborative learning and sharing opportunities to help them understand relevant teaching concepts and skills while facilitating professional development. The teaching team members share the work and cooperate with one another to promote the school's sustainable development.
- 1.2 The school has implemented the inter-connected school self-evaluation (SSE) process, viz. planning, implementation and evaluation in its daily work. The management leads teachers to review the school's performance in each area and formulate the annual work plans according to the school-based needs. In these two consecutive school years, the school has regarded facilitating children's aesthetic development as the major concern. It provides teachers with relevant training systematically to help them grasp relevant knowledge and teaching skills. Besides, the school has been promoting children's learning through play in the recent two years and set strengthening the elements of exploration in play as another major

concern. The school conducts planning with respect to curriculum design, activity arrangement and setting of learning environment, etc. The objectives of the school's development plan are clear, with concrete strategies and success criteria in place. The development plan has implemented smoothly with positive results delivered.

- 1.3 The school cares about children. To identify the needs of children as early as possible, it has developed an identification and referral mechanism. Moreover, the school encourages teachers to pursue further studies on catering for learner diversity and devise effective learning and teaching strategies, with a view to supporting children in need and providing them with appropriate care. The school maintains sufficient communication and liaison with parents. Parents are therefore familiar with children's school life. Besides, the school arranges seminars for parents to understand parenting skills. It also organises volunteer activities for parents, such as storytelling at school and assisting in children's outdoor visits. Through participating in these activities, parents understand the school's curriculum and children's learning. Parents are happy to participate in school activities. They concur with and support the school's work, laying a good foundation for home-school cooperation.

## **2. Learning and Teaching**

- 2.1 Apart from making reference to the information in the teaching package, the school also selects picture books that are relevant to children's life for themes in designing the integrated curriculum which includes project activities as well. The curriculum is comprehensive and covers all learning areas. Based on the learning themes, the school arranges diversified visits or experiential activities for children to enrich their life experiences. The school pays attention to the cultivation of children's morals. It implements activities with different focuses such as politeness and appreciation. It also helps children develop positive values by using stories and encourages them to practise good behaviour in daily life. The school arranges alternate active and quiet learning activities in daily schedule which are conducted by class, by groups or by individual according to the children's needs. Children have adequate opportunities to participate in music, physical, art and free choice activities. Yet, the design and content of some of the K3's homework do not meet children's developmental needs. The school must review and revise accordingly.

- 2.2 The school draws up children's assessment items in accordance with the learning objectives while recording and assessing children's performance by using continuous observation. Various assessment information, observation records and children's work are kept in the learning portfolios to prove children's growth. The school invites parents to observe their children's performance at home, hence helping teachers understand children's development from multiple perspectives. At the end of the school term, the school consolidates various information to summarise children's learning performance. Parents are informed of their children's learning progress in interviews. The school collates and analyses children's learning assessment information as basis to cater for learner diversity and inform the curriculum planning.
- 2.3 The school has a clear curriculum monitoring and review mechanism. The management leads teachers to conduct collaborative lesson planning and devise the learning objectives and content for the themes. It understands the curriculum implementation through scrutinising teaching documents, classroom walkthroughs, lesson observation, etc., while providing guidance for teachers in a timely manner. The management arranges peer lesson observation with focuses for the teaching team to share their views among themselves. Teachers often conduct teaching reflection and thematic review. They are able to review their teaching effectiveness according to children's performance and raise concrete suggestions for improvement.
- 2.4 The school attaches importance to fostering children's development in arts and has regarded facilitating their aesthetic development as the major concern for two consecutive years. The school capitalises on external resources to provide teacher training and organise outdoor visits, so as to enhance teachers' understanding of arts and their skills of conducting art activities. Teachers purchase extra art and craft materials. Art activity sessions are added in the daily schedule so that children are provided more opportunities to create. The school reviews the effectiveness of the work plan through SSE and recognises the importance of art experience to children's development. Children's work reflects their ideas. The school continues to provide training for teachers and emphasises on creating an artistic ambience on the campus. Teachers apply what they have learnt to increase children's opportunities of getting in touch with and appreciating artworks. As observed, teachers provide rich art materials for children to create freely and flexibly with their acquired skills. Children create two-dimensional and three-dimensional works with fun. Teachers make good use of the campus environment to exhibit various artworks created by

children, filling the school with artistic atmosphere. The school may strengthen the planning of some art activities to facilitate the team's reflection and passing on of experiences, so as to further enhance children's learning effectiveness.

2.5 One major concern of the school in the previous school year was to strengthen the elements of exploration in play and promote children's learning through play. The management led teachers to adjust the schedule of free choice activities so that children could have abundant time and opportunities to participate in corner activities. The setting of the learning environment and interest corners were refined. Teachers meticulously designed diversified and interesting corner activities, such as fine motor training, simulation activities and exploratory games which met the developmental needs of children. Teachers made optimal use of classrooms to design manipulative play activities by placing various materials such as magnets and velcros onto the walls. The elements of exploration were therefore strengthened in the activities. The school made reference to the success criteria to review the effectiveness from the aspects of the setting of learning environment, children's performance, teaching skills, etc., while summarising the good experience gained in the previous year. This school year, the major concern of the school is to reinforce teachers' role as facilitator in children's play. The objectives are clear and meet the developmental needs of the school. On one hand, the school continues to organise mixed-age activities in school to enhance the interaction among children. On the other hand, it requests teachers to reinforce their roles of observer and intervener in mixed-age activities so as to enhance children's learning effectiveness. Teachers provide children with opportunities to take the lead during free choice activities. They observe children's performance in the activities and ask children about the activities. They intervene and provide guidance when necessary. As observed, teachers participate actively in play. They encourage and support children with commendation or questioning. Children are free to choose different corner games. There are diversified modes of play. Children explore natural colours by using different food in the nature corner. They also build and collage with different materials to unleash their imagination. In the review session, children introduce the rules of their self-created games and the concepts of the artworks under teachers' guidance. The effectiveness of the work plan was positive in the previous year. The pace of adjustment in this school year heads in the right direction and the initial results have been observed.

2.6 Teachers are well-prepared and demonstrate earnest attitude in teaching. They use

real objects, pictures, etc., as teaching aids to arouse children's learning interests. Teachers design a variety of physical activities, such as group games and skills training to help facilitate children's gross motor development. Teachers speak clearly and logically. They respect children's ideas and give children adequate time to think and respond. Teachers lead children to revisit the activities and encourage them to share their feelings with peers in order to consolidate what they have learnt. Children are engaged in different activities. They are eager to answer teachers' questions in class, showing active learning attitude. Children have good self-care abilities. They take the initiative to clean up the materials after activities and put things back properly to original position.

- 2.7 The school respects and accepts children's uniqueness and individual needs. Teachers understand the characteristics of children. They provide extra individual guidance and adjust homework as necessary to help children develop confidence in learning while encouraging children to help each other. Children display mutual support and love amongst peers. They learn and play together. A harmonious learning atmosphere has been created on the campus.

### **3. Recommendations for Enhancing Self-improvement of School**

The management strives for continuous improvement. It effectively leads the team to promote curriculum development and provide children with a balanced daily schedule. Children are given opportunities to explore and express freely. At this stage, the management is still required to lead teachers to improve some of the homework content for K3, and further plan and review some art activities to ensure that the curriculum meets children's development, with a view to enhancing the quality of learning and teaching in an ongoing manner.