

School No.: 563480

Quality Review Report (Translated Version)

**Evangelical Free Church of China - Abundant
Grace Church Abundant Grace Nursery School**

G/F, Tak Yue House, Hau Tak Estate, Tseung Kwan O, New Territories

29, 30 May & 1 June 2023

**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 May & 1 June 2023

- 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 has clear organisational structure and delineation of authority and responsibility. The leadership team monitors and supports the school operations through participating in meetings. It also steers kindergartens of the same organisation to arrange joint-school training, which facilitates teachers' professional development. The management is open-minded. It allocates duties according to teachers' experience and strengths while assigning them to serve as coordinators in turn for assisting in coordinating the curriculum, developing teachers' leadership skills and enhancing the team's professional competence. The school has followed up on the recommendations of the previous Quality Review to plan diversified professional exchange activities including peer lesson observations, regular teaching studies and discussion. Team members build on the collective wisdom in learning from one another, thus promoting their professional growth.
- 1.2 The school recognises self-evaluation mechanism. The management leads the team to summarise the effectiveness and experience of the school's work and draw up the development direction for the coming year. In recent years, the school has considered promoting positive education and developing children's artistic mind and creative thinking as its major concerns in view of children's developmental needs. The school carries out its work step by step from the aspects of environment setup, activity design and parent education as planned. Due to the impact of the COVID-19 pandemic, the school keeps the same major concerns as in the last two years, while introducing parent-child and whole-school activities to optimise its work plans this school year.
- 1.3 The school cares about the diverse needs of children. Individual care is provided to help children integrate into school life. It keeps close communication with parents to follow up on children's learning. In tandem, the school leverages the effective identification mechanism to identify and refer children in need as early as possible. It makes good use of external resources to assist teachers in understanding children's

needs and support strategies in order to cater for children's diversity. The school puts emphasis on home-school communication and collects parents' opinions from different channels. It also takes into account parents' needs and the development plans to organise workshops and seminars. The school also invites parents to serve as volunteers to assist in carrying out activities, such as preparing gifts for the parent-child activities, storytelling at school and career sharing with a view to pooling parents' efforts to facilitate children's development.

2. Learning and Teaching

- 2.1 The school organises its curriculum with themes based on children's experiences. The learning content is comprehensive and covers the cultivation of attitudes as well as the acquisition of knowledge and skills. Teachers design diversified experiential activities for children to have hands-on manipulation. The school carries out project learning regularly so that children can explore topics that interest them. During the project learning, teachers adjust the progress of activities against what children discovered in order to help children stay curious and seek new knowledge. However, some language and mathematics homework for K3 is rather difficult. The school must remove them.
- 2.2 In regard to daily schedule, the school gives children opportunities to take part in physical, music and art activities every day, but there is insufficient time for K2 and K3 children to have free choice activities on two days in a week. Besides, the school makes Friday as special activity day. Children are needed to participate in designated activities by grade level, such as dance and art activities which focus on an individual learning area and no free choice activities are arranged for children on that day as well. Such practice undermines the balanced daily schedule. The school is required to review its daily schedule and the arrangements of special activity day with a view to offering children a balanced daily learning experience.
- 2.3 The school has an explicit policy on the assessment of child learning experiences. It devises clear assessment items and criteria that correspond to the learning objectives while assessing children's learning and development through continuous observation. The school creates learning portfolios for children to keep assessment information and children's works systematically, among which "children's feedback on learning" is included for children to present their interest in themes by drawing, such that teachers have a better understanding of the learning interest and thoughts

of children. Through periodic face-to-face meetings, the school reports children's learning progress to parents and provides suggestions for their reference, so as to join hands with them to promote children's growth. At the end of school term, the school analyses children's assessment information to stay informed of children's development, hence adapting the teaching arrangement for next school year.

- 2.4 The school has established a mechanism of curriculum coordination, monitoring and evaluation. The management leads teachers to formulate the curriculum outline and plan the learning activities collaboratively. In tandem, it grasps the curriculum implementation by conducting lesson observations and scrutinising teaching documents while giving timely guidance to enhance teaching effectiveness. Teachers reflect on their teaching and review the curriculum regularly. They use children's performance as evidence to evaluate the teaching effectiveness in environment setup, teaching content, adaptation strategies for catering for children's diverse needs and other areas. Meanwhile, teachers make suggestions for facilitating children's learning, and improving their teaching in a continuous manner.
- 2.5 The school has been attaching importance to the spiritual development of children. Through Bible stories and hymns, children learn about positive attitudes such as loving and helping others as well as being grateful. Teachers guide children to share their life experiences and encourage them to appreciate one another. They also praise children concretely for their good behaviour, creating a positive atmosphere on campus. In the "culture week", teachers design experiential activities for children to gain exposure to ink painting, shadow play, Cuju and other traditional art so as to understand and appreciate Chinese culture, thus cultivating a sense of national identity. This school year, the school keeps regarding promoting positive education as its major concern and organises whole-school activities to support children developing positive attitudes. For instance, the school invites K3 children and their parents to read moral stories at home together, then asks children to take turns as young anchors to tell stories and share their feelings with all teachers and children. As observed, children were engaged in the activity, performed with props and spoke confidently.
- 2.6 Another major concern of the school is fostering children's artistic development and creative thinking. Following the previous strategies, the school revises theme-related art activities in light of child development. It also holds meetings to review the skills in conducting art activities to strengthen the teaching effectiveness. The school allocates activity rooms as venues for art creation and furnishes the venues

with different materials and tools to encourage children to create. Teachers set display areas in the corridor and classrooms. The artworks are getting more diverse. Teachers could cultivate children's imagination through artwork appreciation, thereby further developing a creative mind in children.

- 2.7 Teachers design corner activities based on the themes and place abundant equipment and materials for children to manipulate and explore, arousing their interest in learning. Children play with peers at exploratory corner. Through observing, testing and comparing different materials, they understand how effective these materials are in filtering tea residue, showing their interest and capabilities in exploring new things. Teachers prepare theme-matching costumes and props in role-play corner, and children discuss with peers the scenarios and characters they are going to role-play. For example, children imitated firefighters to save lives, showing enjoyment, and possessing good language and social development.
- 2.8 Teachers are amiable and kind. They care about and respect children. Teachers articulately explain and orderly guide children to express their ideas and share daily life, leading to a harmonious teacher-child relationship. Teachers design interesting music activities in accordance with the themes. Children participate in the activities actively. They grasp the lyrics and beat gradually through body movements and playing instruments, showing their sense of music. During physical activity sessions, teachers provide children with materials that are in line with the learning objectives. Children design different physical games in groups, such as skipping, balance beam playing and hurdling, during which children alter their way of playing and difficulty of activities based on their performance and interest, developing their creativity, problem-solving skills and body coordination. Most of the teachers understand their roles in games, including being children's playmates to know about children's games and inspire them to play. They also guide children to conclude after games, helping them summarise and consolidate what they have learnt by sharing experiences.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has launched the same work plans in recent years and their effectiveness has been observed. However, the school is advised to enhance the effectiveness of self-evaluation. In the event that the development plans fail to be implemented successfully due to environmental or other factors, the school may timely review and

adjust the task objectives or strategies according to its context, and children's development and needs, etc., in a bid to support the school's sustainable development.

- 3.2 The management is required to review and revise the daily schedule holistically, including the arrangements of special activity day, to ensure that children have sufficient opportunities to have music, physical, art and free choice activities every day. Additionally, the school must remove homework for K3 that is too difficult in order to cater for children's developmental needs.