

School No.: 565415

Quality Review Report (Translated Version)

**Hong Kong Christian Service
Kwun Tong Nursery School**

**4/F & Roof Playground, Kwun Tong Community Centre,
17 Tsui Ping Road, Kwun Tong, Kowloon**

25, 26 & 28 June 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 25, 26 & 28 June 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 school upholds the mission of the organisation to foster children's whole-person development. Under the stewardship of the leadership team, the school maintains close contact with the affiliated kindergartens of the organisation to jointly take forward administrative management, curriculum development, support for children and other tasks, striving to provide quality education and care services. The management has extensive experience in curriculum coordination and is passionate about kindergarten education. It effectively leads teachers to refine the curriculum with school-based characteristics continuously. The management values the professional growth of the teaching team. It arranges for senior teachers to attend regular joint-school meetings and share their experiences with peers to strengthen their management skills. The management plans diversified training activities based on the school's development focuses and teachers' needs, while coordinating mutual school visits and internal collaboration to enhance teachers' professional competence. Members of the teaching team are dynamic and innovative. They support and encourage one another and exploit their strengths in different positions, working together to promote the child-centred curriculum and extend the development advantages of the school with concerted effort.
- 1.2 The school has established a sound mechanism to practise the cyclical concept of school self-evaluation (SSE) in daily work. The management leads teachers to make use of the discussions in functional group meetings, the information of teaching reflection, the analysis of stakeholder surveys, etc., to review the work effectiveness in different domains at opportune times and actively explore proposals for improvement and follow-ups. Based on the review findings, they devise plans with clear objectives for the work of the next stage. The school has been regarding enhancing children's exploratory spirit and an attitude of active learning as its major concern in recent years. It has set up a task force to study relevant references to strengthen the expertise and skills of the team in implementing the major concern.

In tandem, the school makes deployment in various aspects, such as teacher training, environment set-up and parent education, and carries out the work in a step-by-step manner for the plan to achieve definite results.

- 1.3 The school caters for learner diversity meticulously. It takes follow-up actions or makes referrals for children according to the mechanism. Teachers collaborate with the multi-disciplinary service teams to discuss strategies to help children with special needs and adjust learning activities and teaching methods for strengthening the support to children. The school employs a range of measures to facilitate newly admitted children to adapt to school life. For instance, it organises parent programmes and teacher training before the start of a school year to enable parents and teachers to understand children's emotional needs, thereby assisting children in getting ready for school. At the beginning of the school year, teachers carefully observe and adjust the lesson time in view of children's adaptation. Teachers also ask parents about children's performance at home and provide timely suggestions for relieving children's stress caused by the changes of the environment, hence supporting children to integrate into kindergarten life gradually.
- 1.4 The school has built two-way communication with parents. It shares its information through multiple channels such as electronic communication platforms, face-to-face meetings and phone calls while considering parents' views to review and revise the administrative and teaching arrangements to refine the school work. Apart from holding talks and workshops to enhance parents' competence in parenting, the school also organises parents' day and parent lesson observation to deepen their understanding of the school's mission and annual development plan. The school regards parents as important partners. It pools effort through the parent representative group and utilises the expertise of parents by inviting them to share about their careers with children at school, thus strengthening home-school cooperation. Parents implement and take part in various types of school activities with enthusiasm. They support children's learning proactively and have a strong sense of belonging to the school. The school gains high recognition and support from parents. It walks alongside and works hand in hand with parents to foster children's happy growth in love and care.

2. Learning and Teaching

- 2.1 The school works in collaboration with the affiliated kindergartens of the

organisation to plan the curriculum. They draw up teaching themes and learning objectives according to children's developmental characteristics. The school attaches importance to the connection between children's learning and life. It revises the school-based curriculum in an ongoing manner so that the content dovetails with children's experiences and interests while keeping up with the times to broaden children's horizons unceasingly. Project learning is arranged, along with activities like sensory exploration and outdoor visits, for children to construct new knowledge through hands-on experiences and exploration of topics that they are interested in. The school also keeps abreast of the curriculum development trends to put effort into promoting national education. Teachers select items that tie in with children's abilities at kindergarten stage from the major fields of national security, such as resource security, ecological security and cultural security, and incorporate picture books as well as learning content related to national development according to themes. For example, with the theme of transport, teachers use a story about the main character landing on the moon as a lead-in to present the achievements and contributions of the country in aerospace technologies to children, thereby guiding children to build their sense of national pride and national identity.

- 2.2 In respect of the daily schedule, the school plans a large variety of inspiring learning activities for children every day to foster their comprehensive and balanced development. There is a news sharing period in each grade level in which teachers select topics related to the themes or current social affairs and lead children to try to understand the heading and content through observing the pictures of the news article. Furthermore, teachers ask open-ended questions to guide children to share their thoughts and feelings, inspiring children to pay more attention to what is happening around them while at the same time enhancing their reading and expression abilities. Teachers arrange an array of art and cultural activities in daily afternoon sessions for children to accumulate extensive learning experiences and unleash their potential through art creation, rhythmic movements and fun reading activities. The design of some activities can still align with themes in a bid to strengthen the natural connection of the curriculum and help children to extend what they have learnt.
- 2.3 The school has formulated an appropriate policy on the assessment of child learning experiences. The assessment content is closely related to each theme and the objectives of the learning areas and development domains. Clear guidelines and criteria are provided for teachers to reflect children's learning accurately. Teachers

adopt continuous observation and documentation to assess children. They demonstrate children's thematic learning in student handbooks, compile observation records covering various areas to describe in detail the conversations and behaviour of children during activities, and summarise the growth of children in different aspects at the end of a school year. Teachers maintain the qualitative and quantitative assessment information in the learning portfolios of children in an orderly manner and systematically keep children's works so as to validate their development more holistically. Teachers share children's performance at school and ways of supporting children's learning with parents at opportune times to facilitate children's improvement with concerted efforts.

- 2.4 The school has a well-developed curriculum management mechanism in place. The management leads teachers to design interactive learning activities and discuss strategies for enhancing teaching. It often takes part in teaching and gives demonstration in classes and renders concrete suggestions for improvement to teachers to pass on good experiences. Meanwhile, the management actively performs its leadership role to steer teachers to create a quality learning environment. The teaching team conducts reflection earnestly upon completion of a theme and a school term. Team members evaluate the extent to which the activity objectives have been achieved based on children's performance and devise specific follow-up plans for individual children to enable them to gradually reach the expected learning goals, working together to foster children's learning and development. The school feeds back the review findings and effective teaching methods into the curriculum of the organisation, refining learning and teaching in a continuous manner.
- 2.5 The school has been capitalising on its spacious campus environment to diligently cultivate children's exploratory spirit and active learning in recent years. It included a space outdoors in the last school year to increase opportunities for children to carry out experiential learning. As observed, children chopped vegetables patiently to prepare food for the small animals that were raised at school, and used tools agilely to crush eggshells as plant fertilizer, manifesting an attitude of caring about nature. The school summarises the experience from the previous school year to further strengthen the environment set-up. It establishes a feeding zone, a planting zone, an experiment zone and a teaching material zone in the learning corner of Nature and Living in each classroom. Children love to feed and observe caterpillars, small fish, crayfish, etc., and excitedly discuss these creatures' eating and living habits. Children explore magnetism by trying to attract coins with

magnets, and are happy to share their findings with peers. They also flip through various types of reference books attentively. On the whole, children fully demonstrate their curiosity and spirit of active exploration as well as the values and attitudes of appreciating and respecting nature. The effectiveness of the plan is remarkable.

- 2.6 The school creates a rich and colourful learning environment for children. The venue planning is satisfactory, with well-defined active and quiet interest corners where abundant and diversified learning materials are provided for children to play happily according to their preferences. The decoration of the role-play corners is very attractive and some of the food and tools there are real. Children pull out all the stops for selling their goods in a simulated market. They apply the concepts of weights and money when pretending to buy and sell pork. In addition, children use light clay to make numerous kinds of cakes in a bakery, unleashing their creativity. The work of famous artists is displayed in the art and craft corners to ignite children's creative inspiration. Children are engaged in art activities. They choose the materials from the corners on their own and convert what they have in mind into unique artworks, showing fertile imagination. The school emphasises learning through living for children. It places the teaching aids about building up life skills in a classroom on purpose and designs diverse types of manipulative games with different levels of complexity so that children can learn by doing. Children complete simple learning tasks like arranging flowers and picking up biscuits with ease and joy. Through manipulation, they develop their fine motor and eye-hand coordination skills. Children tidy away the floor mats used properly and clean the desktops with sponges to keep the classrooms clean, displaying good classroom routines and self-care abilities. Teachers respect children's ways of play and often encourage children to make more attempts in free choice activities. They conduct reviews with children before the end of the activities. Teachers may further guide children to share their findings during play more and think of solutions to problems so as to inspire children to deepen their learning.
- 2.7 Teachers are conscientious in teaching and value children's participation. There are simple games as well as discussion and sharing sessions in thematic activities to not only facilitate children to learn different concepts through interesting means, but also foster children's expression abilities. Children respond to teachers' questions with eagerness and speak out their views with confidence. The procedures of music activities are clear. Teachers firstly invite children to listen to music to appreciate

the rhythms and melodies, and then make associations. In alignment with the scenarios, children wave the ribbons to imitate forms of flames or transport and move their bodies along the melodies, enjoying the pleasure of music activities. Besides, teachers optimise the use of the play area to design physical activities with adequate amount of exercise for children. Teachers lead children to do stretches and instruct them on grasping proper postures, nurturing children to develop good habits and actively participate in gross motor activities to build up a healthy body.

3. Recommendations for Enhancing Self-improvement of School

The school upholds the education rationale of child-centredness. With the full support of the leadership team, the teaching team maximises their professional competence while keeping pace with kindergarten education development trends and children's needs to seek innovation and advancement continuously, such that children can attain joyful and effective learning experiences. The school may keep on employing SSE to drive its quest for perfection and strive for excellence.