

School No.: 565377

Quality Review Report (Translated Version)

**Hong Kong Christian Service
Tin Heng Nursery School**

**G/F, Wing B & C, Heng Kwai House, Tin Heng Estate, Tin Shui Wai,
New Territories**

10, 11 & 15 April 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: 10, 11 & 15 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 school upholds the mission of “cherishing the potential of children, fostering whole-person development” to utilise resources to enrich children’s life experiences, strive to promote home-school cooperation and inspire children’s learning. Its educational objectives are clear. The management has visions and expertise. It actively responds to the kindergarten education development trends, understands the opportunities and challenges of school development, and sets clear directions as well as achievable goals. Thus, the management leads the team to work as one to realise aspirations and promote the school to keep pace with the times. In view of the personnel changes in recent years, the school employs team building activities to strengthen the communication between teachers and nurture good rapport to create an atmosphere of mutual encouragement at work. The school supports teachers to pursue further studies. According to the needs of curriculum development, the management arranges school-based training every year including strategically promoting peer lesson observation and discussing in depth the foci of lesson observation, and encourages teachers to apply what they have gained from training in daily work to foster the team’s professional growth effectively. The school systematically stores the training information and effective teaching plans to pass on good experiences, hence enhancing the curriculum design continuously.
- 1.2 The school adopts the evidence-based principle and collective discussion to implement school self-evaluation (SSE). In alignment with the school context and children’s needs, the school has been regarding strengthening the setting of learning environment to enhance children’s exploratory skills as its major concern in the recent two school years. It has also set clear work objectives and proper implementation strategies based on this major concern. By reviewing activities, analysing teachers’ reflection and children’s performance and so forth, team members examine the effectiveness of routine work and exchange suggestions for improvement with one another in a positive and pragmatic manner to inform the

planning of the next stage. On the whole, the SSE mechanism of the school is mature and the culture of self-evaluation is embedded in its daily work.

- 1.3 The school respects and accepts learner diversity. It brings in external services to provide appropriate support for children with special needs. Teachers meet with the supporting team face-to-face on a regular basis to share children's performance with each other and devise corresponding support strategies to help children. In response to children's different emotions and behaviour, teachers stay by children's side patiently and render assistance such as individual guidance and peer support to children with special needs as necessary. The school caters for the emotional changes of the newly admitted children. It maps out detailed workflow and guidelines for orientation annually so that teachers can fully understand the work foci, including adjusting the adaptation period in light of children's needs, to let children integrate into school life gradually. Parents of the newcomers are able to learn about the school mission and curriculum characteristics by accompanying their child to school and attending parents' meeting. In respect of the interface between kindergarten and primary education, the school provides information to parents while arranging campus tour games in primary schools for K3 children. The school maintains contact with the graduates and invites them to school for sharing their primary one life. In this way, the school gets children ready for being promoted to primary schools. The school takes care of children's diverse needs with comprehensive and thoughtful support measures.
- 1.4 The school regards parents as important partners and keeps close liaison with them through diversified channels. It organises an array of parent-child activities strategically, such as picnics and visits, to increase the chances for parents and children to get in touch with nature. Such move not only ties in with the major concern of enhancing children's exploratory skills, but also lets parents understand the school's development directions, thus practising the concept of nurturing children through home-school cooperation. The school promotes parent education in an organised manner. By means of regular seminars and activities, the school enables parents to grasp the characteristics of child growth and child-rearing skills, thereby improving their competence in parenting. The school also counts parents as invaluable human resources. It invites them to serve as volunteers to assist in tidying books, telling stories to children, taking care of children during visits, etc. Parents participate in various activities with enthusiasm. Parents support the school and there is mutual trust, implementing the core values of home-school partnership

and giving impetus to the sustainable development of the school.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the curriculum resources of the organisation, the school draws up a school-based curriculum that covers all learning areas. The management is familiar with the rationale of curriculum design. It effectively leads teachers to design activities in accordance with children's needs and interests and plans a distinctive school-based curriculum with comprehensive content. Moreover, project learning is adopted to deepen children's understanding of the surroundings. Through activities like problem identification, information gathering and sensory experiences, children cultivate an active exploratory spirit. The school is keen to create a reading atmosphere. Teachers often read books and news with children. They make good use of questioning to guide children to predict the storyline, enhancing children's reading interest and awareness of the surrounding things. The school holds ancient sports day, museum visits and other activities to allow children to experience traditional games and custom in a bid to promote national education. It also follows the themes to invite groups and parents to school to have interactive games and sharing with children, enriching children's learning experiences and broadening their horizons. The school arranges sufficient opportunities for children to take part in music, physical, art and free choice activities every day, which is conducive to fostering children's balanced development.
- 2.2 The school has in place a clear policy on the assessment of child learning experiences. It formulates explicit assessment items that align with the curriculum objectives and the assessment content clearly reflects children's development at different ages. Teachers observe children's performance continuously and discuss the assessment criteria together to ensure that the evaluation is objective, consistent and accurately documented. Meanwhile, the school invites parents to record their child's performance at home for teachers to understand children's growth from another perspective. Teachers develop learning portfolios and collections of works for children to retain children's assessment information and artworks properly. Teachers distribute such information and meet with parents regularly to inform them of their child's learning performance and render specific suggestions for follow-ups as necessary. Thus, home and school work hand in hand to foster children's growth.

The school collates and analyses the assessment information systematically to examine the teaching effectiveness while providing feedback based on the curriculum reviews to the curriculum information of the organisation. Team members facilitate the sustainable development of learning and teaching with concerted efforts.

- 2.3 The school's curriculum coordination and monitoring mechanism is operating smoothly and effectively. Members of the teaching team discuss the theme's overall activity arrangements, environment setup and the selection of teaching materials. They explore effective teaching strategies and aptly adjust the activity progress against children's performance. The management thoroughly understands the curriculum implementation by conducting classroom walkthroughs, observing lessons, scrutinising documents and so forth. It also gives teachers concrete suggestions for improvement in curriculum meetings to fully demonstrate its roles and responsibilities of monitoring and promoting curriculum development. The teaching team analyses and follows up on the review findings earnestly. Furthermore, it makes reference to the views of the stakeholders to devise the development direction of the school-based curriculum, refining the school curriculum in an ongoing manner.
- 2.4 In the recent two school years, the school has been regarding enhancing children's exploratory abilities as its major concern. Its strategies include arranging for teachers to attend training, improving their skills in designing exploratory activities and setting up nature corners, which arouse children's curiosity about things in daily life and natural phenomena. The school draws on the experiences of last year to further refine the setup of interest corners in this school year by enriching the elements of Nature and Living. In addition, the school provides more outdoor learning, which is favourable for children to use their senses to explore natural phenomena, increasing the exploration opportunities through observation, prediction and comparison. As observed, children rubbed the leaves with crayons and discovered that the leaf veins varied. They extracted juice from rose petals of various colour. They were pleasantly surprised when found out that the colour of the juice was different from that of the petals, and eagerly rubbed different petals against a piece of white paper as tests. Additionally, the school organises extended exploratory activities that are in line with themes to encourage parents and children to gather household materials for self-made toys and detergent, living a green life of treasuring and maximising resources. Children are keen to make attempts in

activities. They observe carefully and take the initiative to share their discoveries with peers, showing an interest in things and an inquisitive mind. The plan is effective in cultivating children's exploratory spirit and an attitude of protecting the nature.

- 2.5 The school properly plans the campus space to provide a spacious and comfortable environment for children to learn. Teachers decorate a range of learning corners in classrooms to match with the themes. Corner activities are interesting and filled with exploratory elements to extend thematic learning, which is favourable for children to consolidate and deepen their acquired knowledge. Little mailboxes, along with news sharing response zones and records of experiment results, are placed in classrooms for encouraging children to write meaningfully in simple pictures and words, thereby fostering their language development. The school attaches importance to nurturing children's creativity. A variety of art and craft materials and tools are prepared for children to use in the art and craft corners. Children create attentively with clay and natural materials, such as making collage of a caterpillar and a rabbit with leaves and small wooden cubes. Teachers gather the two-dimensional and three-dimensional artworks from each class to decorate the campus. The artworks are full of childlike fun and distinctive, prompting children's mutual appreciation. In the imaginative play corners, children play the role of a veterinarian taking great care of small animals, or they pretend to be little gardeners watering flowers busily, linking up what they have seen in daily life with play.
- 2.6 Teachers care for and respect children. They listen carefully to children's sharing and views while rendering timely responses. The team has precise communication skills in general. Team members make use of facial expressions and gestures to communicate with children. In tandem, they use questioning to guide children to think further and deepen children's understanding of the learning content. Teachers are committed to teaching. They set explicit learning foci and facilitate teaching with stories, real objects, pictures, etc., to arouse children's interest in learning. Teachers put much effort into designing music activities. Through music appreciation, singing, rhythmic movements and so forth, they nurture children's aesthetic sense and creativity. Children like singing and dancing. They create lyrics and make movements proactively, and are able to tap musical instruments according to illustrations, showing a sense of rhythm. Teachers utilise the space in the lobby and corridors in a flexible manner to enable children to play with the physical equipment, including riding tricycles, climbing and walking on the balance

beams. Children can also choose materials to design games by themselves, such as building an arch bridge with tyres and paper bricks and then walking on the bridge. Not only do children unleash their imagination, but they also develop gross motor coordination and control.

2.7 Children love their school life. They are engaged in various activities and very interested in learning. They take the lead to raise issues or respond to teachers' questions, and are willing to express their thoughts and share their life experiences, possessing good language comprehension and expression abilities. Children get along well with their peers. They show friendliness and give assistance to one another while actively caring about and appreciating others, displaying good social development. Children have a command of self-care abilities as they are able to tidy up personal belongings and are ready to help teachers and peers to put away corner materials, exhibiting a spirit of serving others.

3. Recommendations for Enhancing Self-improvement of School

The school embeds the SSE rationale in the work of various domains and aspires to self-advancement through self-reflection, providing quality education and care services for children in the community. The management fully understands the principles of curriculum design and needs of children. It leads the team to plan the curriculum meticulously for children to learn in an environment with rich materials and exploratory elements. Upon such solid foundation, the management can continue to steer the team to explore the direction for the sustainable development of the school, attaining self-improvement through SSE.