

School No.: 539554

Quality Review Report (Translated Version)

**The Baptist Convention of Hong Kong
Po Tin Kindergarten**

No. 202, 2/F, Po Tin Shopping Centre, Tuen Mun, New Territories

25, 26 & 28 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 25, 26 & 28 October 2021

- 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 supports the school development and places importance on teachers' professional growth. It organises teacher training, and shares and exchanges the experiences of kindergarten education with the team in an effort to lead the school to keep abreast of the times. The management has a sense of mission towards kindergarten education and a clear vision for education. The mission and vision are well shared among the teaching team, with consensus built. The management also understands the needs of children and parents, and committed to providing quality education services for children. The school team is stable. Most teachers have served the school for years and rapport at work has been established. Teachers work in a serious and pragmatic manner. They support one another and work as a team to implement tasks in different areas and promote the school's sustainable development with concerted efforts. The school has followed up the recommendations of the previous Quality Review to arrange peer lesson observation for teachers. It is done in various ways and in a progressive manner, which enable teachers to observe and share with each other, thereby enhancing the team's professional competence.
- 1.2 The school has established a sound school self-evaluation (SSE) mechanism to evaluate its work effectiveness. The SSE cyclical concept of planning, implementation and evaluation has been embedded in its daily tasks. The school uses the views of stakeholders collected through different channels for reference and reflection, in order to review the work effectiveness and adjust the strategies in a timely manner. After consolidating the experiences, the activities which are proved to be effective are incorporated into the school-based curriculum. The school is able to devise the major concerns according to the developmental needs of children. In last school year, the school regarded facilitating children's social and physical development as its major concerns. It capitalised on school's internal and external resources to organise relevant learning activities. The overall strategies could tie in

with the objectives. In this school year, the school's major concern is the promotion of free play, with a view to enhancing children's exploratory skills in play and teachers' related teaching skills. The effectiveness has yet to be seen.

- 1.3 The school upholds the rationale of education for all and actively creates an inclusive school atmosphere. Teachers respect children's individual differences and understand their different pace of development. A clear and proper identification and referral mechanism has been established and various resources are aptly tapped for children with special needs to receive appropriate and timely support. The school addresses the needs of non-Chinese speaking (NCS) children by organising group activities for them to build up their confidence in using Chinese. In light of the needs of NCS parents, translated version of circulars are provided for them to learn about the school's information. The school values home-school communication and collaboration. It sets up diversified channels to maintain close liaison with parents; organises parent education activities to meet their needs, enhancing their grasp of the proper ways and attitudes of parenting. Parents trust and support the school. They are willing to cooperate with the school to follow its education direction and work together to nurture the growth of children.

2. Learning and Teaching

- 2.1 The school takes into account children's abilities, interests and life experience to develop the curriculum outline and the learning content. The content fully covers all learning areas, encompassing the acquisition of knowledge as well as the cultivation of attitudes and skills. In recent years, the school has improved the daily schedule arrangement, providing children with adequate opportunities to take part in music, physical, art and free choice activities every day so as to facilitate their balanced development. Nevertheless, some homework arranged by the school is rather difficult. The school must review and remove those content and design appropriate homework based on children's abilities and developmental needs.
- 2.2 The school devises suitable assessment items of child learning experiences in accordance with the learning objectives. It continuously observes and records children's performance in different learning areas. Learning portfolios are created for keeping children's assessment information and reporting to parents their children's performance in different areas in a timely manner, with a view to facilitating children's learning with parents together. In recent years, the school has

added summative assessments at the end of the school term to summarise children's development in different stages based on the assessment areas. Yet, the school is advised to further collate and analyse the assessment information and incorporate the findings with teachers' reflection for conducting evaluation, so that the curriculum can be reviewed more comprehensively.

- 2.3 The school has a clear mechanism for curriculum management. The curriculum outline is revised annually while the teaching plans are jointly devised by teachers. The teaching plans are commented and reviewed holistically by the management in order to meet the developmental needs of children. Teachers reflect on the effectiveness of teaching and they review the teaching design together in meetings upon the completion of a teaching theme. They are able to make reference to children's performance and use it as evidence to identify specifically the difficulties in teaching and provide suggestions for improvement, which is conducive to informing the curriculum planning. The management grasps the effectiveness of the curriculum implementation by conducting lesson observation, attending grade-level meetings, and scrutinising curriculum documents such as teaching plans and reflection.
- 2.4 The school considered facilitating children's social development as its major concern in last school year. It organised training and talks for teachers and parents to enhance the effectiveness of nurturing children. Teaching content related to emotional management were incorporated into the curriculum. The school taught children vocabularies about the expression of emotions or used picture books as teaching materials to help them understand and interpret the change in emotions when facing different scenarios through role-play. In addition, the school arranged different learning activities for children and supported the children in need using small group teaching. The overall planning could help children learn to manage their emotions and express their feelings appropriately. As observed, children show good social development. They express their request politely, show respect to their peers and follow instructions willingly, demonstrating a sense of self-discipline.
- 2.5 Another major concern of the school in last school year was fostering children's physical development. Regarding the curriculum planning, the school set the learning objectives and refined the activity design to strengthen children's gross motor coordination, balancing and jumping skills. Integrated with proper warm-up and relaxation activities, the effectiveness of physical activities was further enhanced. Besides, the school connected thematic teaching with other learning activities such

as teaching children about the advantages of doing exercise, so that they can learn more deeply and comprehensively. The school distributed to parents a booklet of sport-related information with an aim to encouraging them to arrange an appropriate daily routine which suits their family and do exercise with their children together. From observation, children are enthusiastic in physical learning and they have adequate amount of exercise. Parents are also keen to record their children's physical activities and daily routines, which can help children develop strong physique and good living habits.

- 2.6 In this school year, the school sets the promotion of free play as its major concern. It arranges free activity session every day for all children to learn through play in a mixed-age mode. Different parts of the indoor activity area are well utilised by the teachers. They also prepare plenty of environmental-friendly materials as well as teaching aids meticulously and design diversified activities for children to take part in freely. As observed, children of different age groups play with their peers joyfully. Each of them engages in their own activities in an orderly manner. Children participate in constructive play and build models on wall boards; they create their own physical games with big corrugated cardboards, and then roll back and forth on the floor together; they use teaching aids to play table games and complete simple tasks using logical thinking and reasoning; they play with peers in their imaginative play, demonstrating the development of various skills. The school started to introduce external professional support in this school year in order to enhance teachers' understanding of the teaching concepts of free play as well as the skills involved. The school may further strengthen the curriculum planning and the effectiveness of the activity so as to facilitate children's learning.
- 2.7 The school makes good use of its space in recent years. It fully utilises the outdoor activity area for children to carry out physical activities and nature exploration activities. It also flexibly uses the indoor area and walls to place and display learning materials, which is beneficial to children's learning. Based on the teaching themes, teachers decorate the classroom learning corners which cover different learning areas. Children are allowed to choose their favourable activities freely in the classrooms. As observed, children arrange their learning procedures well on their own. They tidy up materials and record their activities properly at the end of play, demonstrating good self-care abilities and classroom routines.
- 2.8 Teachers promote teacher-child interaction by adopting different teaching approaches such as questioning and arranging children to take part in activities. Children are

willing to express their views and share their life experience, which help enhance the learning effectiveness. Teachers usually use books and real objects in guiding children to understand the characters of the stories, and construct knowledge through touching real objects. The teaching process is interesting and attractive so children are attentive to the activities. Teachers care about children's learning. They observe the learning performance of children and provide timely support for them to complete the learning tasks. During music activities, teachers play different musical instruments as accompaniment for children to sing along. By making good use of the whole activity area, teachers lead children to imitate the movement of different animals such as elephants or little rabbits, and dance along with the melodies together. Under the pleasant and lively atmosphere, children can fully enjoy the fun of music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school may further apply the cyclical SSE process of planning, implementation and evaluation by analysing the SSE results to devise specific objectives of the major concerns so as to deploy focused implementation strategies. The school is also advised to set success criteria based on children's performance for more accurate evaluation of the effectiveness of the plan. Furthermore, the school is recommended to conduct review by further collating and analysing the information of summative assessment as well as incorporating the findings with teachers' reflection, in order to inform the curriculum in a more comprehensive manner.
- 3.2 The school arranges kindergarten-primary transition programme for K3 children to adapt to primary education. However, it must review and adjust the daily schedule for this programme period to ensure that there are music, physical, art, and free choice activities provided every day for the sake of fostering children's balanced development. The school is also required to review the homework holistically and remove those inappropriate parts, thereby ensuring the homework content can meet children's developmental and learning needs.