

**School No.: 311910**

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

**Baptist Pui Li School**

**175-181, Sai Wan Ho Street, Shaukiwan, Hong Kong**

**4, 5, 6 & 8 March 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: 4, 5, 6 & 8 March 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 school formulates specific education objectives. It adheres to the rationale of child-centredness and upholds its mission of caring spirit to provide education and care services that can foster children's all-round and balanced development. The school creates an inclusive and harmonious learning environment for children. The leadership team fully supports the school. It understands the context of the school and provides professional support through attending regular meetings, participating in school activities, scrutinising reports, etc., with a view to promoting the school's development. The school has a clear organisation structure and sound administration management. The management grasps the trends of kindergarten education development and steers the teaching team to build a shared vision. Management staff of different levels are able to suitably discharge their duties and to effectively perform their roles of planning, coordination and monitoring. The school values the passing on of experience and empowers teachers to exploit their strengths in different work positions with good planning, which are advantageous to sustain the school's development.
- 1.2 The school responds to the recommendations of the previous Quality Review by striving to equip teachers and strategically planning training that ties in with the development plan and teachers' needs, so as to provide teachers with ample opportunities for exchange and collaboration. The management leads teachers to discuss the strategies of learning and teaching, and also review the effectiveness. It then takes forward the suggestions for improvement to make continuous self-enhancement. Teachers conduct teaching studies and focused peer lesson observation to learn from each other about the skills in teaching and child care, thereby reflecting on their teaching effectiveness and discussing improvement measures. Teachers learn and exchange actively in a harmonious working atmosphere. They encourage one another and make concerted efforts to promote the school's continuous development.

- 1.3 The school establishes a well-developed school self-evaluation (SSE) mechanism to put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into its daily work, so as to review its work effectiveness with the evidence-based approach. The school thoroughly grasps its contextual changes, for example, children's diverse needs, teachers' professional development, etc., in order to formulate a development plan with clear objectives as well as in line with the school specific needs. This school year, the school has taken fostering children's physical and psychological health development as its major concern. It maps out the implementation strategies with good planning and properly utilises external resources. It also arranges diversified training and exchange activities to enable teachers to develop an in-depth understanding of the professional knowledge related to physical activities. The school has a good grasp of the implementation of the plan. It reviews the effectiveness of the plan in a timely manner and works out follow-up measures. The plan has already achieved good results.
- 1.4 The school attaches great importance to children's diverse needs. It establishes a well-defined identification and referral mechanism for children with special needs. The school set this as the major concern last school year. It flexibly made good use of community resources to create opportunities for the collaboration among school, family and community, so as to render appropriate care services to children with needs. The school cooperates closely with professional groups to observe and follow up the progress of children with special needs, enabling them to learn and grow up in a caring and inclusive campus. In addition, the school encourages teachers to pursue further studies on relevant programmes. Meanwhile, it arranges school-based teacher training and professional exchange to enhance all teachers' professional capacity in related areas. The school maintains close communication with parents and actively follows up their views. The school also informs stakeholders of its SSE findings and development directions through the school website, with a view to enhancing transparency and accountability. The parent-teacher association of the school fully plays its bridging role for home-school communication and helps promote the school's development. The school is able to know about parents' needs from different aspects and organise diversified parent education and parent-child activities. The arrangement is able to assist parents in understanding the goals of kindergarten education, as well as the developmental characteristics and patterns of children, thereby enhancing their competence in parenting.

## 2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to formulate a curriculum that meets children's physical and psychological development. The school adopts an integrated approach based on themes and the content covers all learning areas. An inspiring learning environment is created for children to learn pleasantly through play. The school places emphasis on children's affective and social development. It cultivates in children's positive values of being optimistic, confident and respectful to others with the use of real-life topics and stories. It also encourages children to learn to get along well with and care about others in daily life to practise good behaviour. The school has a balanced daily schedule in which active and quiet activities are arranged alternately. Children are also provided with sufficient music, physical, art and free choice activities every day. The curriculum content is comprehensive which can facilitate children's whole-person development.
- 2.2 The school is able to formulate the assessment content according to the curriculum objectives and assess children's performance through continuous observation and records. Upon completion of the term, teachers summarise children's learning and development to inform parents of their children's learning progress. They also provide advice on parenting to parents, which is conducive to supporting children's healthy growth with the concerted efforts of the school and parents. The school develops learning portfolios for children to properly maintain records of their work and assessment information as evidence of their growth. It processes and analyses the assessment information, adjusts the strategies for learning and teaching and also informs the overall curriculum design, with a view to achieving the objective of using assessment to facilitate children's learning. This can in turn promote curriculum development.
- 2.3 The school has a prudent curriculum management mechanism to ensure the effectiveness of curriculum implementation. The management has rich knowledge in early childhood education and maintains close collaboration. It knows well the progress and effectiveness of the curriculum through vetting curriculum documents, lesson observation and attending teaching meetings, so as to provide advice for improvement to teachers in a timely manner. Teachers develop teaching plans with clear learning objectives. They have in-depth discussions on strategies for promoting children's learning and development through regular curriculum meetings.

They can also reflect on the teaching effectiveness from children's performance and suggest ways for enhancement.

- 2.4 The school took catering for children's diverse needs as its major concern last year. It formulated the work plan with objectives and implementation strategies that tied in with the school context. Teachers accept and respect children, and understand their emotions, abilities and needs. They regularly exchange experience in taking care of children's various needs and keep reference materials in good order, with a view to passing on experience. Teachers take the initiative to care about children and they are sensitive to children's needs. They make use of strategies including flexible use of prompts, peer collaboration, individual guidance, etc., to enable children to learn in a harmonious and inclusive environment. Children learn together with peers to explore new knowledge. They develop a sense of belonging to the school. They trust teachers and take the initiative to seek assistance from teachers.
- 2.5 This school year, the school has set fostering children's physical and psychological health development as the major concern. In addition to enriching the types of physical equipment, it also organises parent-child activities. Through home-school cooperation, the school builds children's physique, and develops their interest and habit in participating in physical activities actively, helping them establish positive values and active attitudes. Teachers plan interesting physical activities and group play according to children's physical developmental characteristics, so as to develop children's gross motor ability and attitude to cooperate with others. As observed, children are engaged in doing stretching exercises with peers in light-hearted music. They love playing trampoline and riding bicycles. They are confident of trying physical activities with different levels of difficulty and can master basic coordination of their body. Children actively engage in physical activities in the outdoor playground. They play ball games with peers and fill the campus with laughter, demonstrating good affective and social development.
- 2.6 Teachers use pictures, hand puppets and real objects to assist in their teaching so as to enhance children's learning motivation. Teachers tell stories in a pleasant way and are good at using intonations and facial expressions to help children develop empathy with the characters. Teachers can generally use questions to stimulate children's thinking and encourage them to express their thoughts and feelings. This school year, the school has followed the advice in the *Kindergarten Education Curriculum Guide* which suggests strengthening the free exploratory elements in play.

The school guides teachers to explore effective implementation ways from perspectives such as material supply and roles of teachers, with a view to deepening and upholding the rationale of learning through play for children. From observation, teachers encourage children to initiate play by using diversified materials. Children engage in a variety of play. For example, they use unwanted materials including newspaper, plastic bottles and so forth to create a bowling game. They set rules for the game and play with peers together. Some children build toy aeroplanes with bamboo sticks and continuously revise their design through iteration. Children fully enjoy the play and demonstrate strong learning motivation. Teachers observe children's performance during play. They intervene and provide timely guidance so as to facilitate children's learning. They also guide children to consolidate their experience after the play and provide them with positive feedback, thus extending their interest and thoughts in the play.

2.7 The school is able to create a relaxing and pleasurable learning environment for children. Children love taking part in planting activities and taking care of little animals in the garden. They observe the growth of the plants and animals to develop the virtue of cherishing nature. The school prepares manipulative materials that are of interest to children for them to manipulate and explore freely. It also displays children's artworks to encourage them to appreciate one another and unleash their creativity. Teachers set up different types of interest corners in the classrooms according to the themes while diversified materials are placed in the corners for children's selection. Children love engaging in role-play with peers in the fun-filled imaginative play corner, displaying their imagination and good communication ability. When learning and playing, children are attentive. They are courageous to ask questions and are confident of introducing their self-designed play. Children love reading and are willing to share the content of the books with peers, showing their interest and habit in reading.

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

The school has developed a clear organisation structure. With a well-defined leadership role, the management is able to steer the teaching team to uphold the education rationale of child-centredness. It also implements the play-based curriculum in concert with parents and caters for children's diverse needs meticulously, so as to facilitate children's comprehensive and balanced development. The school is advised to continuously lead

teachers to solicit professional capacity of peer collaboration and internalise the SSE work to plan and promote appropriate development work, thereby providing quality education services to children.