

**School No.: 565369**

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

**Garden Estate Baptist Nursery School**

**Room 37, 2/F, Lotus Tower 2, Garden Estate, 297 Ngau Tau Kok Road,  
Kwun Tong, Kowloon**

**8, 9 & 11 June 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 8, 9 & 11 June 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's development by understanding the school development directions through meetings, assisting in implementing parent education activities and visiting the school regularly to foster exchange with teachers. The school co-organises training activities, school visits, experience sharing sessions, etc., for exchange with other kindergartens under the same sponsoring body, so as to facilitate teachers' professional development. The management sets up sufficient channels to communicate with staff and listen to their views. Duties are allocated according to teachers' strengths and wishes. The teaching team has developed a sense of belonging to the school, promoting the school's continuous development with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review. Children's learning assessment information is used to inform teaching, in order to enhance the effectiveness of assessment for learning. The school shares the rationale of school self-evaluation (SSE). The management leads teachers to conduct teaching reflection, review the activities and collect the opinions of stakeholders through meetings and surveys. The management devises major concerns with consideration of the trends of curriculum development, views of teachers and opportunities faced by the school. The school has set the promotion of free play as the major concern for two consecutive school years. The management has made initial deployment after taking into account teachers' training needs and resources available, before taking forward the work plan.
- 1.3 The school pays attention to learner diversity. Teacher training has been strengthened in this school year to enhance the team's abilities of identifying and catering for children with special needs. Teachers refer children in need according to the school's mechanism so that children can receive support services as early as possible. The school arranges for newly admitted children adaptation period at the beginning of a school year in which parents can accompany their children at school. Also, the activity time is adjusted flexibly in light of children's individual needs, so

that they can adapt to school life the soonest. The school uses different channels to maintain liaison with parents in order to follow up children's learning needs. Parents are invited to observe children's activities, serve as volunteers and storytellers, etc., in order to understand the school curriculum and the learning of their children. Parents support the school and develop rapport with the school. Children's development is thus facilitated with concerted efforts from the school and parents.

## **2. Learning and Teaching**

- 2.1 The school mainly makes reference to the teaching package to design the school-based curriculum. The curriculum is comprehensive and covers all learning areas. Teachers arrange diversified activities such as outings, visits and seminars to deepen children's understanding in different themes through various learning experiences. However, the school adopts exercise books available in the market as learning content for moral development and early childhood mathematics. Such extra learning content is not integrated properly with the curriculum of the learning themes, but overloads the curriculum and undermines children's opportunities to participate in exploratory and self-choice activities. The teaching team has planned to remove the excessive content and improve the school-based curriculum, so that children can learn from appropriate and integrated activities.
- 2.2 The school has set the promotion of free play as the major concern for two consecutive school years to help children develop confidence in learning and different abilities in free exploration. Last school year, the school arranged school-based training activities for teachers to understand free play. Gross motor activities in free play mode were arranged several days a week for the team to accumulate experience. Corner activities were originally planned to implement in free play mode this school year. Yet, such arrangement had to be cancelled due to the outbreak of COVID-19. The school thus resumed to implement free play during gross motor activity sessions after the resumption of face-to-face class. From observation, children selected the facilities and materials according to their preference. They engaged in play in various ways, such as jumping over the obstacles made of low hurdles and practising ball shooting by standing in different distances from the basketball goal posts. Teachers observed and took photos to record children's playing. They let children introduce and demonstrate their play activities at the end of activities, in order to foster their self-confidence and

expression abilities. The school is suggested strengthening teacher training in order to enhance teachers' abilities of interpreting children's performance, so that teachers can make timely intervention to promote children's learning through play. In recollecting the play experiences, teachers have to help children consolidate the new knowledge and skills acquired in the play activities, or advise children to have further exploration according to their performance, so as to extend their learning interests. Children sometimes collide with each other when they are playing. Teachers are required to make proper use of the venues in view of the materials and facilities, and enhance children's safety awareness. Considering that some children engage in sedentary activities during play time, teachers should remind children to have adequate amount of exercises. Gross motor activities are not arranged daily for children after the resumption of half-day face-to-face class this school year, which undermines the effectiveness of the work plan and the balanced learning of children. The management should lead the team to summarise the experience in order to revise the curriculum and daily schedule, hence providing adequate opportunities for children to participate in gross motor activities and enjoy free play. The school could also renew and purchase new play facilities in the classroom to further implement free play in the corner activities, with a view to creating a more favourable playing environment for children to learn happily and effectively.

- 2.3 Teachers assess children's learning and development through daily observation. They describe and comment on children's performance in assessment forms and remarks. The assessment content meets the curriculum objectives. The school collates the assessment information, children's work and parents' observation records, and these records are properly kept in the learning portfolios. Teachers meet parents at the end of the school term to report children's performance so that parents can understand their children's learning and development progress. The school has followed up the recommendations of the previous Quality Review. The effectiveness of curriculum implementation is reviewed by referring to the child assessment information, thereby following up the individual needs of children.
- 2.4 The school has put in place a curriculum coordination and management mechanism. The management and teachers plan and review the curriculum in meetings. Senior teachers support teachers and monitor the implementation of curriculum by in-class collaboration from time to time. Teachers often reflect on their teaching. Some are able to reflect on the effectiveness of the activities based on children's performance, but some are not able to propose effective improvement measures even

though they are aware of the unsatisfactory results of the activities. The management is required to enhance teachers' reflective abilities and lead them to analyse the causes of the problems from different perspectives, so as to plan corresponding improvement strategies for enhancing the quality of learning and teaching. Teachers are committed to professional development activities. They put forth new ideas on teaching after training. Yet, only some of the suggestions are followed up afterwards. The management should make good use of teachers' feedback to implement feasible suggestions and promote the continuous development of the curriculum.

- 2.5 Children's two-dimensional and three-dimensional artworks are displayed along the corridors and in the classrooms on the campus. Children appreciate the artworks when they are drinking water or participating in free choice activities. Teachers work on some of children's artworks and turn them into ornaments to decorate the classrooms, which can beautify the environment and reinforce children's sense of belonging to the school. Teachers set up interest corners according to the learning themes and place books therein. K1 children select books and read quietly; they put the books back to the bookshelf in an orderly manner after reading. K2 children draw in the art and craft corner attentively; they select appropriate paint brushes according to the composition and express in the work. K3 children act as fashion designers; they demonstrate their creativity and imagination by using different fabrics and accessories to design different looks for dolls with peers.
- 2.6 Children are divided into groups to participate in thematic activities. Teachers and children chat and manipulate the teaching aids in groups, interacting with each other frequently. The teaching team also designs play activities with festive elements. Children are paired up to carry the dragon boat props on their back and hold oars in their hands to pretend rowing a dragon boat in the classroom. Children have great fun in the activities. They cooperate with each other to coordinate their movements and speed, finishing the play activity together. Children who are waiting for their turns take the initiative to cheer for peers. The atmosphere is enthusiastic. Teachers provide individual guidance for children with special needs and adjust homework for them, so that they can learn at their own pace. Children like participating in activities and show positive attitude. They share new discoveries with teachers and peers. However, the school arranges some tasks such as asking K3 children to thread by using a large plastic needle and try running stitch. These tasks can hardly be finished by children and in turn undermine their learning interests

and self-confidence. Teacher should design activities that meet children's abilities and life experience, aiming at enhancing their motivation to participate in learning.

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

- 3.1 The school formulates annual major concerns through SSE. However, it does not map out concrete work plans, which leads to average results. The management is still required to lead all teachers to apply the inter-connected self-evaluation process, viz. planning, implementation and evaluation, and deploy according to the needs of stakeholders. The deployment should include devising specific task objectives, drawing up concrete strategies and reasonable success criteria, thus the team can implement the plans by working towards a common goal to achieve expected outcome. Besides, some of the work plans of the major concerns are not able to be implemented due to the impact of pandemic for the past two years. When the school noticed that the work plans had to be delayed, it should have reviewed the plans, adjusted the objectives or made another deployment, so as to take forward the work plans and support the school's sustainable development.
- 3.2 The management must strengthen its professional leadership to enhance the team's reflective abilities and understanding of the characteristics of children's development and learning. The management should also revise curriculum content, arrange a balanced daily schedule, set up a vibrant environment and adopt diversified teaching strategies, with a view to providing children with joyful and effective learning experiences, as well as enhancing the quality of teaching.