

School No.: 323969

Quality Review Report (Translated Version)

Grace Baptist Kindergarten

1/F., Odeon Building, No. 28 Shu Kuk Street, North Point, Hong Kong

17, 19 & 21 October 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 19 & 21 October 2022

- 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 and maintains close liaison with the management. It monitors and comprehends the operations and needs of the school through regular meetings and visits, and gives advice according to the school's development. The school has a clear organisation structure. The management understands the abilities and preference of teachers to assign duties to them appropriately. The management plans proper training activities based on the school's development and teachers' needs while encouraging teachers to attend training provided by external bodies to foster their professional growth. In view of the personnel changes in recent years, the management proactively strengthens the team cohesion by supporting the staff at work and demonstrating its leadership. The management is willing to listen to teachers' views and keeps close contact with them through various channels including arranging social and religious activities to increase the opportunities for teachers to exchange and share teaching experience and thoughts. School personnel share common rationales and goals. They support one another and work in harmony to promote the continuous development of the school collaboratively.
- 1.2 The school has established a school self-evaluation (SSE) mechanism and implemented the inter-connected SSE process, viz. planning, implementation and evaluation. It has followed up on the recommendations of the previous Quality Review comprehensively, including refining the daily schedule and assessing the performance of children through teachers' continuous observation. The management leads teachers to devise diversified strategies which are related to the major concerns and evaluate the progress and effectiveness of the school development plan in a timely manner. In the recent two years, the school has regarded promoting learning through play as its major concern. It incorporates the exploratory elements into activities, plans games day and sets up diversified learning corners to enhance children's interest in learning. In this school year, teaching with

picture books is another major concern of the school. The school deploys strategies in different aspects like teacher training, learning activities and home-school cooperation, and utilises external support programmes to implement the plan progressively, which are conducive to reaching the desired results.

- 1.3 The school makes every effort to build a friendly and inclusive school culture. It caters for children's diverse needs and has established a mechanism for identification and referral of children with special needs as well as providing appropriate support for them. The school cares for the needs of the newly admitted children. According to children's situation, it adjusts the school hours and maintains close communication with parents, thus jointly facilitating children's adaptation to kindergarten life. The school helps K3 children prepare well for promoting to primary one. It takes care of their psychological needs and enhances their self-care abilities. It also arranges seminars and primary school visits for parents to have reference when they choose primary schools for their children. The school attaches importance to the support of non-Chinese speaking (NCS) children. It organises related training for teachers to strengthen their skills in caring for NCS children. The school invites parents to attend talks and be volunteers. It also keeps parents informed of the school's development direction and tasks through meetings, circulars, parents' day and so forth. As teaching with picture books is the school's major concern this school year, it requests parents to collect items that are related to the themes of the picture books and bring them to school for sharing. Parents trust and support the school. They join hands with the school to foster children's growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and formulate a curriculum outline that is related to children's life experiences, based on children's developmental needs and abilities. It designs a theme-based, integrated curriculum of which the content is comprehensive and balanced, covering all learning areas. In view of the trends in curriculum development, the school integrates the elements of national education into the curriculum. Learning content such as Chinese history and inventions of ancient China are included in the theme of "I love China". The national flag is displayed in the learning corners and the national flag raising ceremony is held on special days to strengthen children's understanding of China and cultivate in them a sense of national identity. The school's daily schedule is

balanced and children are provided with sufficient opportunities to participate in music, physical, art and free choice activities every day.

- 2.2 The school has a sound mechanism for curriculum management and monitoring. The management leads teachers to plan lessons collaboratively. They discuss together the learning foci, teaching strategies and corner activity designs. Teachers then take turns to prepare lesson plans. The management comprehends the effectiveness of curriculum implementation through conducting classroom walkthroughs, scrutinising lesson plans and teaching reflections. It provides in-class assistance to support teachers aptly when necessary. Teachers reflect on their teaching effectiveness every day. However, some teachers only describe children's performance in their reflections. In light of children's situation, teachers may take a step forward to come up with effective strategies or give suggestions for improvement to raise the effectiveness of learning and teaching. The school holds regular meetings for teachers to report to the management the teaching effectiveness. Every school term, the management leads teachers to collate teaching reflections and recommendations for improvement to inform the curriculum.
- 2.3 The school assesses children's performance through continuous observation and record-keeping. It has set clear assessment criteria for teachers to refer to and follow. Teachers apply the same standard to objectively evaluate children's performance. The school creates learning portfolios to maintain records of children's development, including thematic assessment records and summary reports. Teachers sum up children's performance in various learning areas in each school term and inform parents timely to help them understand their children's developmental progress.
- 2.4 In the recent two years, the school has considered promoting learning through play as its major concern, with a view to enhancing children's interest in learning and exploratory skills continuously. Teachers put emphasis on designing fun corner games and strengthening the exploratory elements of corner activities in the previous school year and the current school year respectively. A variety of materials is available in the constructive corners of the classrooms for children to move, assemble and construct freely. Children are encouraged to play with the materials. As observed, children and peers made use of the materials to build a castle and introduced to teachers the windows of it, showing their ideas. Teachers design exploratory activities for children at different grade levels, such as testing and comparing the water absorption of different types of paper, and playing colour

mixing. In the meantime, teachers also provide children with a wide range of materials to encourage them to grasp the characteristics of items through their senses. These activities not only satisfy children's curiosity, but also enhance their exploratory skills. The school makes the best of space to organise games day regularly. It sets up common area for games in the corridors, lobby and music room to provide ample choices and opportunities for children to take part in activities that are in line with their interests and abilities. On the whole, corner activities are fun and interesting, and the materials provided are plentiful and diversified. Children are engaged in the activities. They play, share materials and cooperate with peers. Through play, children construct knowledge and acquire skills. Thus, the effectiveness of the plan is seen.

- 2.5 In this school year, teaching with picture books is another major concern of the school. Teachers replace some of the thematic books with picture books that are related to the learning themes. The illustrations of the picture books draw children's attention and increase their interest and ability in learning. Teachers also extend children's learning by asking proper questions and carrying out appropriate activities, hence enhancing children's participation in class and the learning effectiveness. It is observed that children listen to stories attentively. Teachers encourage children to observe the illustrations of the picture books and ask children questions to see if they understand the stories. Children respond to teachers' questions eagerly and enthusiastically. They like to observe the pictures of the books and comprehend the stories.
- 2.6 Teachers speak clearly and in a systematic manner. They are kind and accept children's diverse needs. The school has admitted quite a number of NCS children. Teachers use simple English and body language to assist NCS children in understanding and mastering the learning content. NCS children are also given opportunities to respond to teachers and share their life experiences. Teachers teach NCS children the everyday words in Cantonese and encourage them to learn by imitation and gradually talk to others in Cantonese, thus facilitating NCS children to fit into school life. Teachers are adept at using real objects, pictures, etc., to assist teaching. They get a grasp of children's comprehension of the learning content through asking questions, thereby evaluating the learning effectiveness. Apart from observing children's performance during games, teachers also play with children together to foster their learning. After the games, teachers inspire children to share their experience and help them organise the knowledge and skills acquired from the

games, which are conducive to consolidating their learning.

- 2.7 The school arranges music and physical activities for children every day to nurture their aesthetic and physical development. Music activities comprise singing, performing rhythmic movements, beat time to music and so forth. Teachers leverage piano sound and songs to remind children of activity routines. Children love to take part in music activities and express their feelings therefrom. During physical activities, teachers demonstrate the moves first, then observe children's performance carefully and correct them when necessary. Teachers also design physical activities that are related to the learning themes and use the main characters and storylines to engage children in the activities.
- 2.8 Children enjoy going to school. They are eager to participate in classroom activities, willing to share their life experiences and listen to teachers attentively. They get along and are able to share materials and toys with peers. They also join collaborative activities, showing favourable social development. Children also have good self-care abilities as they tidy up the room by putting back the teaching aids and toys to proper places after the activities.

3. Recommendations for Enhancing Self-improvement of School

The school has been enhancing the effectiveness of learning and teaching. The management should further improve teachers' reflective practice and lead them to review the teaching effectiveness from multiple perspectives so as to cater for children's diverse needs more competently and inform the curriculum.