

School No.: 536288

Quality Review Report (Translated Version)

Hong Kong Baptist University - Kindergarten (Local Curriculum)

**3/F – 4/F, Madam Chau Wu Wan Kwai SCE Tower,
Baptist University Road, Kowloon Tong, Kowloon**

28, 29 & 31 October 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: 28, 29 & 31 October 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 management structure of the school is clear that the roles and duties of each member are well-defined. Upon taking up the post, the management immediately reinforces the communication and collaboration with the teaching team and considers teachers' views with an open mind to understand their work. It also reports the school's operation to the leadership team regularly through meetings. The leadership team actively responds to the school's needs and provides timely suggestions and support to the management. It also formulates the school's goals and important policies with the management collaboratively, which is effective in supporting and monitoring the school in implementing various work plans. The school team has established a good rapport to promote school development with concerted effort.
- 1.2 The school places importance on teachers' professional growth. It provides teachers with relevant information and encourages them to plan their own training target according to their interests and teaching needs. The school also organises seminars and workshops that are in line with the direction of the school-based curriculum and work plans to enhance teachers' competence in curriculum implementation and child support. The school caters for the needs of new recruits. It arranges experienced teachers to collaborate with them so that they can adapt to the school's teaching and daily work as soon as possible. The management values teachers' feedback on training activities. It evaluates the activity effectiveness with teachers together to facilitate the professional exchange and growth of the team.
- 1.3 The school's self-evaluation mechanism is operated smoothly. Teachers engage in task groups, in which they collect evidence through different channels to monitor and evaluate the effectiveness of various work from different perspectives. In accordance with the trends of kindergarten education and stakeholders' needs, the school formulates its development directions as well as appropriate objectives and strategies for its plans, so as to implement related work pragmatically. The school respects children's needs. Last school year, it placed greater emphasis on catering

for learner diversity and took this as one of the major concerns. It set up a core group to enhance teachers' awareness and knowledge of supporting children with special needs. It also planned training activities for teachers and collaborated with outside professionals to develop appropriate strategies of catering for children's needs and supporting parents. In these two years, the school has regarded developing language teaching strategies as its development work. This school year, it strives to strengthen the elements of free exploration in the learning environment to enhance children's learning effectiveness. Work strategies are developed from various aspects, including teacher training, teaching practices and environment set-up for achieving the objectives of the plans through strategic planning. The school promotes its advancement through practising the rationale of school self-evaluation (SSE).

- 1.4 The school maintains communication with parents. It uploads school plans, curriculum information, children's activity photos, etc., to the school's website to help parents understand its rationale and children's learning performance. The school makes proper use of internal and external resources to organise seminars for enhancing parents' skills in parenting. It also pools parents' efforts to assist in coordinating and implementing activities through the parent-teacher association, meanwhile collecting parents' opinions to enhance the transparency of school management. Parents are pleased to raise suggestions on the school's development, joining hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school devises school-based curriculum by making reference to the principles and key development directions of the *Kindergarten Education Curriculum Guide*. Teachers discuss thematic learning content and draw up teaching outline based on children's life experiences and developmental characteristics, so as to cater for children's learning needs. The school emphasises children's knowledge construction through exploration and firsthand experiences. Teachers discuss the topics of project learning with children and lead them to start their exploratory activities, helping them understand interesting things and natural phenomena in daily life. The school often arranges outdoor visits, and organises activities such as planting and snack preparation for children on the campus to enrich their learning experiences. It also encourages parents to take part in children's learning. For example, parents are invited to collect pictures related to the teaching content

together with their children, help them think about the knowledge and experiences to be shared in the class through conversation, so as to develop children's confidence and competence in expressing their thoughts. The school curriculum covers different learning areas and the content is comprehensive and balanced. The teaching progress of each grade level is developed spirally whereas the curriculum is planned appropriately.

- 2.2 The school continues to develop language teaching strategies. It has taken strengthening children's language abilities as the objective of its major concern in these two school years. The school facilitates teachers' communication and collaboration, that they enhance the effectiveness of integrated language activities through collaborative lesson planning, with an aim of providing children with a meaningful language learning context. In addition, teachers are conscious of taking part in children's free choice and physical activities. They boost children's confidence and skills in communication through initiating natural and relaxing conversation. The school has set up a reading corner in the lobby to provide a comfortable reading space for children and parents. It has also been promoting the reading culture proactively for years, with picture books that match with the teaching themes selected for children. A language-rich learning environment has been created on the campus. The school may gradually focus less on children's learning of vocabulary or sentence structure in the reading programme but keep on arousing children's interest in reading to help them develop a reading habit.
- 2.3 The school has developed a sound mechanism of curriculum coordination, monitoring and review. The teaching team has clear roles and responsibilities in curriculum development. The management leads the representatives of each grade level and class teachers to discuss teaching outline and design activities. It also scrutinises teaching plans and provides feedback to teachers. Teachers have established the habit of conducting teaching reflections, and they possess good reflective ability. Upon completion of a teaching theme, teachers collect the reflection results of each grade level as reference for revising the curriculum. The management plays the role of a professional leader, it understands the implementation of teaching through lesson observation, gives suggestions to teachers in activity design, environment set-up and classroom management, meanwhile sharing teaching skills and experience with teachers through demonstration. The school practises the inter-connected self-evaluation process, viz. planning, implementation and evaluation to continuously adjust the curriculum, thereby

enhancing the effectiveness of learning and teaching.

- 2.4 The school designs a balanced daily schedule for children to take part in music, physical and free choice activities every day. Teachers flexibly utilise the indoor and outdoor play areas to conduct diversified music and physical activities for children with various equipment and teaching aids. This year, the school begins with the environment set-up and takes encouraging children to participate in free exploratory activities as the major concern. It adds facilities for children to play with sand and water to enrich their sensory learning experience. In addition, teachers design interesting science activities that match with the learning themes, arousing children's curiosity to discover natural phenomena and explore the relationship between things by doing and thinking. A hand puppet theatre and a small stage are set up in the classroom, while different scenarios created in the imaginative play corner are lively and fun-filled. All these help children unleash their imagination and experience the connection between learning and daily life through interaction and first-hand participation. Children enjoy the play process. Teachers are recommended to simplify the instructions and rules of the activities in order to provide children with more opportunities to explore freely.
- 2.5 Teachers care about children and accept their diversity. With patience and love, they encourage children to make attempts and participate in various activities according to their abilities, so as to provide them with appropriate care. Besides, teachers prepare for the learning activities conscientiously, they make use of storytelling and questioning skills flexibly to guide children to observe and think. Some teachers can even adjust their teaching objectives and strategies in light of children's performance in class. The management may keep leading teachers to exchange experience of good teaching practices, meanwhile encouraging them to share teaching skills. Through close collaboration among peers, the professional capacity of the team can be strengthened progressively.
- 2.6 Children are confident and willing to share their life experiences. They speak clearly and tell stories in an organised manner. Children enjoy going to school, and are eager for the outdoor learning activities arranged for them. They take part in exploratory science activities excitedly, demonstrating curiosity about their surroundings. They also make association in the imaginative play corners to imitate the scenarios and dialogues in daily life. Children are obedient and polite, for example, they follow teachers' instructions and give way to others courteously when playing with sand and water. Children play together and enjoy interacting with their

peers, displaying good social and affective development.

- 2.7 Teachers observe children continuously. They devise assessment items and criteria which can assess children's performance objectively by dovetailing with the teaching objectives. Child development items are included in the assessment, which helps teachers and parents follow up children's development and progress at different ages. The school records children's learning episodes, describes and analyses their conversation and behaviour during activities, as well as collecting children's artworks as evidence of their growth. The school summarises children's performance regularly. Teachers collate and analyse assessment information in different aspects, meanwhile sharing children's developmental characteristics with parents. The school also makes reference to children's assessment information to revise the curriculum and adjust the child support strategies, with a view to informing curriculum design and catering for learner diversity.

3. Recommendations for Enhancing Self-improvement of School

The leadership team and management are visionary and professional. They demonstrate the leading role in administration and teaching to facilitate the school's steady development. The school may keep communicating with the team closely for building a shared vision, so as to reach consensus and synergise teachers' professional competence. The school may also continue to review the implementation strategies and effectiveness of its development work through practising the SSE rationale, thereby advancing in an ongoing manner.