

School No.: 536024

Quality Review Report (Translated Version)

Homantin Baptist Church Kindergarten

G/F., Block 5, Sik Man House, Homantin Estate, Kowloon

15, 18 & 20 March 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 15, 18 & 20 March 2024

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 Under the guidance and support of the leadership team, the school strives to create a caring and harmonious school culture. The management upholds the rationale of kindergarten education and keeps up with the pace of the school development to strategically arrange joint-school and school-based training for teachers. In tandem, it conducts teaching sharing sessions, peer lesson observation and so forth on a regular basis to strengthen the observation and exchange among teachers and enhance the professional competence of the teaching team. Through diversified channels, the school communicates with teachers candidly to achieve consensus. It forms different functional groups to let teachers assist in implementing school matters and planning activities, hence fostering teamwork. Explicit guidelines and codes of practice are put in place for teachers to grasp the requirements of various tasks and improve their work efficiency, ensuring smooth daily operation. Members of the team work as one to promote the continuous development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to gradually establish a robust school self-evaluation (SSE) mechanism, improve the appropriateness and balance of the curriculum and refine the activity design based on children's performance in order to enhance the effectiveness of learning and teaching. The management leads teachers to continuously review the efficacy of daily work and plan the annual development foci according to the SSE findings. The school has been putting much effort into promoting positive education and national education in recent years to cultivate children's positive values and attitudes as well as guiding them to understand and appreciate Chinese culture. This has also been taken as the major concern of the school. Besides, the school regards strengthening children's interest in physical activities to foster their healthy physical and psychological development as another major concern of this school year. It introduces external professional support at opportune times to sharpen teachers'

teaching skills while planning a wide range of learning and parent-child activities, thus deploying corresponding strategies in different aspects. Moreover, the school conducts reviews and takes follow-up actions in a pragmatic manner to implement the work plans effectively.

- 1.3 The school caters for learner diversity. It has set up a mechanism to identify and refer children with special needs. Furthermore, the school keeps close contact with interdisciplinary professionals and parents to provide proper guidance and support to children. The school values home-school cooperation. Not only does it regard the parent-teacher association as a bridge of communication between parents and the school to gather parents' views, but also forms a parent volunteer group to make the most of parents' expertise to assist in carrying out various types of school activities and increasing parents' understanding and sense of belonging to the school. Parents recognise and trust the school. They build a good relationship and work together to nurture children.

2. Learning and Teaching

- 2.1 The school devises its curriculum with reference to the teaching packages. It selects themes based on children's interest to design integrated learning activities that centre around children's life experiences. The school launches project learning periodically which facilitates children to carry out diversified exploratory activities to broaden their learning experiences. The school attaches importance to children's language development that it creates a language-rich environment for children to apply languages in authentic contexts. Additionally, the school uses stories to inspire children to make association and provides more opportunities for children to express themselves through role-play, thereby enhancing their interest in learning. As observed, children took the initiative to greet their peers and were willing to respond to teachers' questions, building their confidence in communicating with others. The school arranges for children to participate in music, physical, art and free choice activities every day. It also holds activity day on Fridays in which it sets up constructive play, snack making, etc., and provides play materials and items for children to choose from, earnestly implementing learning through play.
- 2.2 The school has a systematic mechanism for the assessment of child learning experiences. It also creates learning portfolios for children to maintain assessment forms, anecdotal observation, children's works and so forth as evidence of children's

growth. The assessment items cover all learning areas. Teachers adopt continuous observation and documentation to assess the learning performance of children. They sum up and collate the assessment information to inform curriculum design. In this school year, the school has introduced thematic assessment monthly in the student handbook for parents to understand their children's learning in a timely manner. Parents are also invited to record children's self-care abilities, expressive skills, etc., in the handbook. Yet, the school may review and revise the content of some items to guide parents to observe children's performance in daily life, thereby helping teachers understand children's development from multiple perspectives.

2.3 The school has set up a mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to discuss the teaching activities and set-up of the environment. It keeps track of the curriculum implementation and gives guidance and support to teachers by scrutinising documents, conducting classroom walkthroughs, observing lessons and so forth. The school team actively facilitates the execution of development plans. Team members discuss the implementation in meetings and explore improvement strategies. Teachers have built a reflective habit. They regularly examine the effectiveness of activities and adjust teaching methods in view of children's performance so as to strengthen the effectiveness of learning and teaching.

2.4 The school is committed to promoting positive education and national education, and regard this as its major concern of these two years. It incorporates the learning elements of Chinese culture into the curriculum and organises an array of activities, such as making Lunar New Year food, experiencing Chinese martial arts and dance, and enjoying shadow play, to deepen children's understanding of traditional Chinese art and culture. In addition, the school forms a team of child flag guards to let children participate in the national flag raising ceremony and learn to respect the symbols and signs of our country, hence developing a sense of national identity in children. Through moral story sharing, award schemes and visits to the community, teachers enable children to understand and practise good behaviours. Drawing on the good experiences of the previous school year, the school sets monthly objectives of virtues like kindness and honesty in this school year. It carries out activities and parent-child games that tie in with the moral themes and encourages children in a positive way to apply what they have learnt at home and school so as to build a joyful campus and family atmosphere. Teachers give concrete verbal compliments to children so as to help them develop a positive self-image. Teachers teach through

words and deeds to guide children to strengthen and consolidate what they have learnt in an ongoing manner. It is observed that children got along well with one another. They sent greeting cards to express their care and gratitude to their peers and teachers. Children were willing to serve others as well. Expected results of the plans have been achieved to facilitate children's moral development.

2.5 Another major concern of the school in this school year is to foster children's healthy physical and psychological development and enhance their interest in physical activities. The school invites parents to attend workshops and promotes parent-child home exercises so that parents can understand the importance of exercise on their children's physical development. The school also arranges training for teachers to improve their knowledge and skills in designing physical activities. As observed, teachers drew children's attention with interesting storylines and let children play competitive games to learn skills like climbing, jumping and throwing while allowing children to choose their favourite physical equipment to design games so as to increase their interest in taking part in physical activities. Children play slides and ride tricycles with their peers to develop their body coordination, showing vitality. However, some children take part in rather quiet activities such as constructive play and board games during physical activity sessions, and the waiting time for circuit games is quite long. The school is advised to refine and revise the design and arrangements of the activities to ensure that children have an adequate amount of exercise.

2.6 The campus environment is bright, clean and spacious. Teachers plan meticulously to utilise different places on the premises for children to carry out different types of learning activities. They also exhibit children's artworks on the walls for mutual appreciation and display children's self-created toys to boost their interest in learning. Teachers decorate classrooms thoughtfully and set up a number of learning corners to consolidate and deepen children's thematic learning. In the imaginative play corners, children act the roles of pilot and cabin crew as well as simulating playing and having a barbecue with their peers in the country park, thoroughly enjoying themselves. Children develop their social skills through interaction and exploit their creativity and imagination. Teachers ask children to be little helpers to take care of tortoises and plants, carefully observe and record the growth of the animals and plants, thus cultivating children's observation and curiosity. Books are placed orderly and books about virtues and puppets are displayed on the bookshelves. Children read attentively in the corners. On the

whole, the corner games in the classrooms are interesting with different levels of play. Nevertheless, the school may review the arrangements of the activity day on Fridays to provide play materials and teaching aids that are appropriate to children's developmental stages so as to further enhance the learning effectiveness of children. The school is recommended to strengthen the art elements of the activities on the activity day for children to unleash their creativity through art activities, thus fostering their holistic development.

2.7 Teachers give clear explanation and demonstration. They are able to facilitate teaching with different voices and teaching aids. They incorporate interactive elements into drama activities so that children can discuss the solutions to problems with their peers, thereby making the activities more challenging. Teachers are amiable, soft-spoken and willing to listen to children's thoughts. They notice children's needs and accept and care for children as well. Teachers ask questions to guide children. In the course of activities, teachers give timely intervention and guidance to support children's learning. During music activities, children feel the beats and melodies of songs through rhythmic movements and games, enjoying the pleasure therein. Children are engaged in various learning activities. They actively respond to teachers' questions and take the initiative to communicate with others. Children are self-disciplined and compliant. They follow teachers' instructions and the rules of the games. They have good self-care abilities as they tidy away personal belongings and toys after activities.

3. Recommendations for Enhancing Self-improvement of School

The school has established an SSE mechanism. In view of children's needs, it has set work foci that meet its context and specific plans. The school is required to lead the team to review the planning of physical activities in order to increase children's amount of exercise. It should improve the design and arrangements of the activity day on Fridays to strengthen the art elements thereof while providing play materials and teaching aids that tie in with children's developmental stages to facilitate their effective learning. It is also necessary for the school to review and revise the content of some of the assessment items for parents to help teachers understand the learning and development of children from multiple perspectives.