

**School No.: 158569**

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

**Kowloon City Baptist Church Hay Nien  
Kindergarten**

**G/F, Banyan House, Kwong Yuen Estate, Shatin, New Territories**

**27, 28 February & 2 March 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 27, 28 February & 2 March 2023**

- 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 management maintains close communication with the leadership team, they discuss administrative management affairs and school development collaboratively to explore sustainable improvement plans. The school devises specific guidelines which allow the staff to be fully aware of their duties. The staff members also liaise with each other and share information during regular meetings to promote mutual cooperation, leading to substantially smooth daily operations. In recent years, the management strives to stabilise the morale of the team amidst frequent personnel changes in the school. They are willing to listen to staff members' views and support teachers' needs, creating an inclusive and harmonious working atmosphere.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to apply the rationale of school self-evaluation (SSE) into the improvement of teaching strategies continuously. The team reviews the implementation and effectiveness of various tasks regularly, which helps enhance the quality of learning and teaching. The school has regarded promoting learning through play as its major concern in the recent two school years. Last school year, the school arranged training, peer lesson observation and professional exchange for facilitating teachers to grasp the knowledge and skills in using play as the strategy. This year, the school extends its prior experience and introduces external resources for teachers to enhance their knowledge in designing games with picture books. The work plans are being implemented in a step-by-step manner. Besides, the school also pays attention to children's language development this school year. Not only does it incorporate more language elements into the school environment, but it also keeps parents informed of their children's language learning through lesson observation for parents. Various work has commenced smoothly.
- 1.3 The school cares about children's diversity and taps external resources to support children's different needs, such that children receive appropriate assistance. The

school establishes mutual trust with parents and keeps close contact with parents through various channels, including organising parent education activities, inviting parents to observe lessons or serve as volunteers, thus deepening their knowledge towards the school curriculum and parenting. Parents agree on and support the school development. They are willing to help the school implement activities as well. A foundation for home-school cooperation has been laid.

## **2. Learning and Teaching**

- 2.1 By making reference to the teaching packages and based on children's abilities and needs, the school adjusts the learning content and designs an integrated curriculum with themes. The curriculum content covers all learning areas and takes into account the cultivation of children's values and attitudes as well as the acquisition of skills and knowledge. The school attaches importance to children's moral education. By means of spiritual activities, simple parent-child learning tasks, award schemes and so forth, the school helps children in developing positive values and attitudes of self-control, faithfulness and goodness while encouraging children to practise good behaviour in daily life. The school also connects Lunar New Year festivities to the learning of traditional Chinese culture and custom for children, hence building a sense of national identity in them progressively.
- 2.2 In recent years, the school has been using play as teaching strategy to design child-centred learning activities, organises various visits and experiential activities to enrich children's learning experiences. They are given opportunities to take part in music, physical, art and free choice activities every day. However, the school does not provide sufficient opportunities for children in whole-day classes to participate in music and free choice activities. In the meantime, children are not scheduled for daily music, physical and free choice activities during the primary one simulated activities. The school must revise its daily schedule to ensure that children participate in different types of activities every day to foster their balanced development. In regard of homework, the school arranges for children to carry out simple learning tasks at home and reduces the amount of copying, which heads for the right direction. Yet, some homework of language and mathematics for K3 children are excessively difficult. The school must review the design and content of the homework and delete those inappropriate parts.
- 2.3 The school sets objectives, items and criteria for the assessment of child learning

experiences according to the curriculum content and lesson plans. It continuously observes and records children's performance in all learning areas, and develops learning portfolios for children to record their development. Teachers hold regular meetings with parents to enable parents to know more about their children's learning and growth. Meanwhile, the school uses the child assessment information as a basis for teaching strategy review and curriculum adjustment, thereby informing the planning of learning and teaching.

- 2.4 The school has established a clear mechanism of curriculum management. By taking part in curriculum meetings, lesson observation and in-class collaboration, the management understands and monitors the implementation of curriculum. Teachers of all grade levels work on lesson planning collaboratively and discuss about teaching activities and corner set-up, and then divide the work among themselves to compile lesson plans. Teachers reflect on their teaching on a regular basis. They review the teaching effectiveness based on their observation of children's learning performance, and adjust the teaching content in light of children's learning needs for the enhancement of children's learning.
- 2.5 The school has taken promoting children's language development with an enriched language environment as one of its major concerns this school year. Teachers prepare teaching plans in accordance with the learning objectives and apply acquired knowledge from training to design diversified language learning activities. For instance, they increase the amount of language games and books in the interest corners so that children learn languages with ease. Fine motor training activities are also arranged to strengthen children's eye-hand coordination, getting them prepared before learning to write. Teachers mostly conduct activities with stories, songs and games to arouse children's interest in language learning. As observed, children proactively communicated with others and expressed their thoughts in the course of games while using pictures and words to design thematic posters, showing that they have acquired basic competency in language comprehension and expression.
- 2.6 Teachers put a lot of effort into practising the rationale of learning through play for children. They design interesting corner activities and create an environment that engages children in learning. Children are interested in the corner activities and invite peers to take part in manipulative, stimulated and creation activities. Children use eco-friendly materials to invent new games according to their preferences and interests. They also freely explore various materials or carry out constructive activities. Through peer interaction, children consolidate their

knowledge and unleash creativity.

- 2.7 Teachers care about children. They are amiable and friendly. They adjust the homework arrangements based on children's needs while providing guidance during activities with a view to catering for children's diverse needs. Some teachers play with children, showing good teacher-child interaction. Teachers are able to relate their teaching to children's daily life as well as being attentive to listen to children's thoughts and opinions. Yet, teachers could follow up on the ideas raised by children, asking follow-up questions or rephrasing questions to guide them to think further, as well as facilitating the interaction among them. Teachers create contexts for the music activities they conducted to arouse children's imagination, making children more engaged. They also design gross motor activities in light of the needs of children to help them develop a strong physique. Yet, teachers must pay attention to activity routines and observe children's performance more closely when undertaking physical activities. Appropriate feedback and support should be provided to facilitate children's physical development.
- 2.8 Children like going to school and show interest in learning. They are willing to respond to teachers' questions and the learning atmosphere is relaxing and joyful. Children also take the initiative to offer help to and share toys with their peers in the course of activities, building good social development. They are able to wash their hands properly before and after eating and pack used items after activities, hence developing self-care abilities and hygiene practices.

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

- 3.1 The school has established an SSE mechanism. The team adopts the rationale of SSE to review teaching and implementation of different activities. However, the management is required to lead the team to leverage the SSE results to evaluate and analyse the school's situation comprehensively and objectively, as well as devising more concrete success criteria according to the development items, with a view to reviewing the progress of work in a focused manner and informing planning of the next stage, hence promoting the school development continuously.
- 3.2 The school actively improves the curriculum design and environment set-up. Yet, it must rearrange its daily schedule in order that children in whole-day classes can have sufficient time for music and free choice activities. The school must review and revise the K3 homework that is inappropriate to children's developmental needs

as well, in a bid to further enhancing the quality of learning and teaching.

- 3.3 The school could strategically improve teacher training in order to strengthen teacher's professional competence and enhance their expertise and skills in identifying, handling and instructing children with special needs. It should also establish a mechanism for case filing. These are conducive to strengthening the support of children in need.