

School No.: 324248

Quality Review Report (Translated Version)

Kwun Tong Baptist Church Kindergarten

G/F (Part), 4/F to 5/F, 83 Kung Lok Road, Kwun Tong

25, 26 & 27 February & 1 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 25, 26 & 27 February & 1 March 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 Under the leadership and support of the sponsoring body, the school aims at creating an accepting, caring and harmonious culture in the campus. It strives to unite teachers to revise the school curriculum and improve their teaching skills. The school also collaborates with parents in its key development work, and helps parents establish a sense of belonging. Meanwhile, through storytelling, games and practical activities, the school utilises plentiful resources to create a real-life environment to help children build up their confidence, develop their team spirit, and finally experience the joy of life. The school has a clear mission while the concerted efforts of stakeholders give an impetus to the school's continuous development.
- 1.2 The school sets up specific authorities and responsibilities for members of the teaching team. A clear working guideline is prepared. The management guides staff to deal with daily matters and emergencies in an orderly and careful manner to maintain the quality of care services. The management has served the school for years and established a close rapport, and valued the communication with teachers. It has devised and implemented different plans of the school upon mutual support and encouragement. The school arranges training for teachers in accordance with its development directions. It has worked out the major concern for this school year to enhance teachers' professional knowledge through workshops, so as to enable them to identify and support children with diverse needs at an early stage. Teachers start with observing children's actual performance systematically. They analyse children's learning needs while applying their knowledge to provide individual guidance to children, with a view to increasing children's concentration and fostering their affective and social development.
- 1.3 The school has established a stable school self-evaluation (SSE) mechanism. The management steers teachers to review their work in different aspects systematically. It encourages the teaching team to value teamwork for continuous self-improvement. Teachers examine the effectiveness of the annual major concerns, focus on the

problems encountered during the implementation process, and make suggestions for improvement proactively, for example, the teaching team conscientiously summarised the experience gained from the development plan about improving the environment in the previous school year. It tailored the curriculum and expanded activity space for children, thus enhancing their learning interests and motivation. This school year, the school has set another major concern to help teachers and parents grasp the skills in reading aloud stories as well as using pictures in story books to guide children to observe carefully and comprehend the stories, with a view to nurturing children's reading habit and interest. Teachers and parents are able to put what they have learnt into practice. The initial results of the plan have been observed.

- 1.4 The school accords high priority to parents' work. It explores different channels to maintain communication with parents. It also organises subject seminars, workshops, lesson observation, etc., with a view to helping parents learn parenting skills. The school liaises with other professional teams to provide appropriate counselling and support services to parents and children in accordance with the needs of individual families. Concurrently, it involves parents in the development plan and conducts a parent-child reading scheme. The school reinforces the work related to parent education by facilitating parents and children to learn and grow together through life education and a series of parent-child activities. Parents appreciate the teaching team's concern and care for children. They join hands with the school to nurture children by volunteering proactively and providing constructive suggestions on the school's ongoing development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into consideration children's interests to devise the learning themes. It formulates the curriculum with an integrated approach, covering all learning areas. The school places emphasis on cultivating children's values and attitudes towards life. It puts effort to help children master skills and acquire knowledge. Recently, the school has actively used stories as the means to promote life education. This not only fosters children's moral development but also helps establish a school-based curriculum in a step-by-step manner. In respect of the daily schedule, the school is required to follow up the recommendations of the previous Quality Review to enable children to have

adequate daily music, physical and free choice activities in order to facilitate their balanced development. In addition, the school is required to revise some of the homework design for the learning area of Early Childhood Mathematics for K3 classes. In particular, children should not be requested to do calculation drills while the homework amount should be reduced so as to enhance the appropriateness of the curriculum continuously.

- 2.2 The school has a mechanism of curriculum coordination, monitoring and review. The management steers curriculum planning. On the other hand, teachers set clear teaching objectives, devise teaching activities and steps and so forth to extend children's learning experience gradually. The management not only conducts classroom walkthroughs and lesson observation, it also scrutinises teaching documents, child assessment information, etc. The management is required to further strengthen its monitoring role to grasp the implementation of the curriculum for all grade levels and classes through the existing curriculum management mechanism. It is also necessary for the management to provide timely feedback and support to teachers so as to lead them reflect on their teaching effectiveness by taking children's performance as evidence of making reviews. In this way, the overall quality of learning and teaching can be enhanced in an ongoing manner.
- 2.3 The school endeavoured to improve the environment in the last school year to expand activity space for children so as to boost their learning interests and motivation. This was also taken as the school's major concern. The school makes proper use of the vacant classrooms to set up a corner for imaginative activities. It arranges all children to use the corner on a rotational basis. Teachers decorate the corner with great care. They change the theme from time to time in order to create scenarios which are close to children's life, hence children are attracted to engage in role-play and games in the corner. Through interacting with peers, children share joyful moments in their life. At the same time, the school reserves another individual space to establish a constructive corner with abundant materials for children to explore different ways of playing with the toys, thereby unleashing their creativity. It also sets up a quiet reading corner to encourage children to enjoy the fun of reading. Children are interested in the activities and are fully engaged. The expected goals of the plan have been achieved.
- 2.4 Teachers decorate classrooms meticulously to set up a variety of interest corners, offering games with manipulative, explorative and creative functions. Children play the role as medical staff at the little clinic to hear the heartbeat of peers carefully

with a stethoscope and extend their regards to peers. They also play the role as shopkeepers and customers at a shop to understand the use of coins through buying and selling games. Related extended activities are conducted, such as exploring the weight of different coins and the sound of striking coins. Children even have the opportunities to develop their creativity by using different materials to make art and craft work. They manipulate various musical instruments to identify the tone of different instruments, as well as try to create simple and fluent melodies. Teachers are able to establish an appropriate environment in classrooms for children to enjoy the free choice activities. They are advised to carefully observe children's performance more often during play for timely intervention or providing opportunities for children to conclude their experience, with a view to consolidating children's learning.

- 2.5 The school has provided school-based training for teachers in this school year to improve their skills in reading aloud stories and regarded this as its major concern. Generally, teachers are able to apply their knowledge to daily teaching activities. They tell stories with suitable tones, voices and facial expressions. Some of them are even able to connect the stories with children's life experience to stimulate children's imagination. The management may seize this good opportunity to encourage teachers to extend the stories by asking open-ended questions more often, thereby strengthening teacher-child interaction and enhancing children's learning effectiveness.
- 2.6 Teachers are well-prepared for their teaching. They use real objects, pictures, teaching aids, etc., to assist in their teaching and catch children's attention. Teachers care about children and speak softly and kindly. Their attitudes and behaviour serve as a role model for children. Children are energetic and cheerful with an earnest learning attitude. They respect teachers and get along harmoniously with peers. They are familiar with activity routines and observe the rules of games. Children tidy up tableware and toys, and put on and take off shoes on their own, demonstrating good self-care abilities and stable affective and social development. Children like taking part in diversified physical activities and are able to successfully perform movements including balancing, jumping, climbing, etc. Children are confident of engaging in cooperative play with peers. They display good coordination with various body parts and are energetic.
- 2.7 The school assesses children's learning and development through continuous observation. It maintains records of relevant information in the learning portfolios.

The school conducts assessment for children in each learning theme while concrete assessment criteria are prepared for assessment items which cover all learning areas. The school keeps children's activity observation records, artworks and summative assessment as evidence of their development to get parents informed of their children's learning and development progress. The school is also able to use the information of assessment to follow up individual children's learning needs and inform curriculum planning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is able to incorporate the SSE rationale into its regular work. Yet, the school is required to devise specific objectives and also success criteria that are concrete and feasible for the development plan. It must also make use of children's performance as evidence of the work effectiveness in order to make progress in a steady manner.
- 3.2 The management plans the development directions of the school and strives to keep abreast of the times. Based on this, the school should adjust the daily schedule and revise some of the homework design. Besides, to further strengthen the role of the management as a professional leader, it should also grasp curriculum implementation and steer teachers to improve the quality of learning and teaching continuously through different kinds of sharing activities.