

**School No.: 324922**

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

**Oi Kwan Road Baptist Church  
Lui Kwok Pat Fong Kindergarten**

**G/F, 3/F, 4/F & 5/F Activity Room, 36 Oi Kwan Road, Wanchai, Hong Kong**

**6, 8 & 10 June 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 6, 8 & 10 June 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 school sponsoring body is committed to the development of the school, particularly in promoting parent education, and provides support in terms of facilities and resources to create a good learning environment for children. The school has a team of consultants from different professions who offers timely professional advice on different tasks to facilitate the smooth implementation of the school's work. In recent years, the school has an increased number of newly-appointed teachers. On one hand, the management has been using the induction programme to help them understand and adapt to the work of the school, while on the other hand, through the integration and establishment of functional groups, teachers are allowed to further develop their expertise or interests and are given more opportunities to participate in the planning of school activities, which is conducive to building a sense of belonging to the school. The school has a clear management structure. With well-defined authorities and responsibilities, team members discharge one's duties properly. They care for each other, communicate openly, inherit the school culture of "love and connection", and work together to promote the development of the school.
- 1.2 The school masters the rationale of school self-evaluation (SSE). The management leads the team to consolidate all sorts of evidence, review the effectiveness of the work and summarise the experience to refine the relevant work, promoting the school's continuous improvement through SSE. In recent years, in response to the developmental needs of children and the opportunities offered by external resources, the school's major concerns are to cultivate positive values in children and enhance children's interest in learning by strengthening the link between the curriculum and their lives through picture books. The school draws up appropriate work plans in terms of teacher professional development, child learning and parent education, and implements the work in a strategic and step-by-step manner in accordance with the objectives of the development plan to enhance the learning effectiveness of children.
- 1.3 The school attaches importance to the diverse needs of children. It maintains

communication with parents and deploys suitable resources to provide appropriate support for children. A solid foundation of cooperation between parents and the school has been laid. The parent-teacher association, alumni parent association and parent volunteer team of the school have been established for many years and have been helping to organise various school and parent-child activities. In addition, the school systematically arranges parenting courses and activities of different topics for parents to help them understand the developmental needs of children and build a harmonious parent-child relationship. Parents agree to the development directions of the school and are happy to work with the school to nurture their children as they grow.

## **2. Learning and Teaching**

- 2.1 Making reference to the teaching packages, the school has developed an integrated curriculum adopting the theme-based learning approach, with content covering all learning areas to match the children's life experiences and interests. Children have sufficient opportunities for music, physical and aesthetic activities on a daily basis, but some children are required to engage in designated tasks during group activity session, reducing their time for free choice activities. The school is required to conduct a holistic review of the schedule of different activities to ensure that children have sufficient opportunities for free choice activities every day. In addition, some of the content on language and mathematics in K3 are difficult, including the homework for kindergarten-primary transition. The school must remove the inappropriate parts to meet the developmental needs of the children.
- 2.2 The school is committed to nurturing good character in children. Over the years, through religious activities and parent-child sharing, etc., the school collaborates with parents in promoting the practice of good behaviour among children. In this school year, in response to changes in social culture and lifestyles, the school puts emphasis on cultivating children's positive values, and this is regarded as its major concern. External professional training has been introduced for all teachers to enhance their understanding of the emotional developmental needs of children. Teachers try to apply what they have learnt. They share moral stories with children according to themes. They also design experiential activities, such as letting K1 children learn to take care of dolls and feel the hard work of their parents; guiding K3 children to look back on their happy kindergarten life; setting up a gratitude radio

station to encourage children at all grade levels to share their lives and thank people and things around them, etc. The school's moral activities can help children develop empathy and positive attitudes of gratitude and appreciation.

- 2.3 Another major concern of the school in recent years is to improve the curriculum design by using picture books to enhance the connection between the curriculum and the children's lives, so as to strengthen the children's interest and effectiveness in learning. In the last school year, the school made good use of external resources to initially build up teachers' skills in using picture books, and selected picture books with matching themes to share with the children, which helped to develop their interest in picture book reading. In this school year, the school has extended the experience of the previous school year. The school's education consultant is invited to enhance teachers' skills of using picture books in designing learning activities and to guide teachers in studying the benefits of picture book reading for children through workshops, collaborative lesson planning and lesson observations. The school uses picture books in the second term to design a learning theme for children at each grade level, and activities of different learning areas are organised based on the contents of the picture books. Teachers select stories that are relevant to children's real-life experiences and design experiential activities that allow them to experience the characters' situations. As observed, children enjoyed the storyline and engaged in activities. The school is in the right direction in terms of curriculum development. The management could lead the team to draw on the experience gained in recent years and continue to use picture books for designing interesting activities to further stimulate children's creativity through imagination as well as enhance interaction and communication through experience, so as to achieve the goal of promoting children's active participation in learning.
- 2.4 The school develops the content and criteria for assessing children's learning with reference to the teaching objectives, continuously observes and records children's development in different learning areas, and analyses children's performance with photos and texts to help parents understand children's learning and growth. At the end of the school term, teachers prepare learning portfolios for the children and systematically summarises the assessment information to reflect children's developmental progress. The management reviews child assessment data for leading teachers to support individual needs of the children and evaluating the overall effectiveness of teaching to inform curriculum planning.
- 2.5 The school has a curriculum management mechanism in place. Through

participation in meetings, review of teaching documents, classroom walk-throughs, etc., the management leads teachers in devising the curriculum outlines and learning objectives for all grade levels and provides guidance on the implementation of the curriculum. Teachers conduct regular teaching reflections to review the effectiveness of various activities based on children's performance, which serve as reference for curriculum adaptation in the coming year. Regular peer lesson observations are arranged to facilitate teachers to share their teaching experiences on designated activities. It is advisable for the school to consider the individual needs of teachers and organise exchange activities so that they can complement each other's strengths and enhance the professionalism of the teaching team.

- 2.6 The school makes good use of the lobby and staircase space to display children's individual and whole-class artwork and to encourage appreciation among themselves. Classrooms are equipped with a variety of interest corners with themed activities and manipulative elements to suit children's interests and abilities. Teachers also design interesting simulation games for children at all grade levels, including simulating bus rides, caring for puppies and experiencing the lives of people with disabilities, to promote children's interaction with their peers and reinforce their learning in themes through games. The reading materials in the reading corner are sufficient and of good quality such that children are attracted to read in the corner, which can help them develop a reading habit from an early age. Yet, other language activities are mostly cognitive teaching aids such as word recognition and sentence construction. The school is required to design games with different language contexts so that children can have fun using language in real-life situations. Teachers set up simple exploratory activities for children, such as observing the food of small animals and using their hands to touch different objects to compare the similarities and differences. However, there is not much variation in the way the activities are played, which cannot sustain children's curiosity. The school should strengthen the element of exploration in the corner activities so that children can manipulate different materials and engage in interesting and varied games to stimulate their spirit of exploration through the process of observation, experimentation and problem solving. Children are familiar with the rules of joining corner activities and can take part on their own initiative and according to their preference during the free choice activities period. Teachers monitor children's activities and provide guidance and assistance as needed. The management could encourage teachers to participate more in children's play to gain

a deeper understanding of children's performance, and to guide them to think further for extending their learning experiences in a timely manner.

- 2.7 Teachers are friendly and caring for children. They always giving appropriate praise and encouragement, and have a good rapport with the children. The learning atmosphere is relaxed and pleasant. Teachers collaborate with each other in teaching and often use pictures and videos to create interesting scenarios to stimulate children's interest in learning. Teachers follow teaching procedures as planned, communicate clearly and pose questions to children, but they need to give children more opportunities to share their life experiences, respond to them in a timely manner, enhance teacher-student and student-student interaction, and encourage children to think and learn as they see fit.
- 2.8 Children like going to school, are interested in learning and happy to participate in various activities. They have a wealth of knowledge, enjoy sharing and are competent in expressing ideas verbally. They are lively, polite and friendly. They play with their peers happily, help each other and develop well as a group. Children demonstrate self-discipline by following the rules during activities and taking the initiative in cleaning up afterwards. Teachers also arrange for the children to take turns to be group leaders for collecting and distributing materials, which helps develop a sense of responsibility among the children.

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

The school has grasped the rationale of SSE and developed appropriate major concerns to improve the curriculum. The school is required to maintain the rationale of child-centredness and consolidate the experiences in development. It must continue to review the design of the curriculum to ensure that children are provided with sufficient opportunities of free choice learning every day, to remove some of the inappropriate learning content of K3, and to increase the element of exploration in the corner activities. The management also needs to strengthen teachers' skills of providing feedback to children in order to enhance the effectiveness of teaching.