

School No.: 317403

Quality Review Report (Translated Version)

Sham Shui Po Baptist Church Kindergarten

1/F, 4 Kwong Lee Road, Sham Shui Po, Kowloon

22, 23, & 25 November 2021

**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: 22, 23 & 25 November 2021

- 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 leadership team convenes meetings regularly to monitor and support the school. It meets with teacher representatives to gather and respond to their opinions in order to enhance mutual communication. All members of the management join the school in this school year. They are enthusiastic and committed to school development and early childhood education. They are able to cooperate with each other and strive to keep close communication with teachers so as to maintain the team. The management plans suitable training activities in light of the school development and teachers' needs. It adopts a mentor-apprentice approach to assist less-experienced teachers to adapt to the work environment promptly. Meanwhile, it arranges teachers to join different working groups to handle administrative tasks according to their preferences and strengths. All these are conducive to promoting teachers' professional growth. The school puts in place a school self-evaluation (SSE) mechanism. Based on the findings of stakeholders' survey and review results of all staff every year, the school formulates the major concerns for the next year. The management is reviewing the SSE mechanism to improve the effectiveness of self-evaluation gradually with the aim of promoting the school's sustainable development.
- 1.2 The school caters for children's diverse needs. It has set up a mechanism to identify and refer children with special needs in a timely manner. The school also introduces external resources to provide suitable services for children and their parents so that they can receive appropriate support. The school arranges adaptation week for newly admitted and newly promoted children to ease the pressure brought by changes of the learning environment. The school values home-school communication. It sets up various channels to keep liaison with parents. Moreover, it arranges lesson observation activities for parents to learn about children's learning situation. The school also sets up a parent-teacher association in which parent representatives help reflect other parents' views, thereby enhancing the communication between parents and the school. Besides, the school forms a team of parent volunteers to invite

parents to assist the school in carrying out activities like tidying up picture books. Parents' efforts are pulled together progressively, which is conducive to building up trust and a sense of belonging of parents towards the school.

2. Learning and Teaching

- 2.1 The school designs its curriculum using themes through an integrated approach. The content is comprehensive and covers the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. The school attaches importance to moral education. Through stories, teaching by words and deeds, as well as religious activities, teachers teach children to be polite, respect others and get along with others in a natural context, with a view to instilling positive values in children. Regarding the daily schedule, the school has followed up the recommendations of previous Quality Review by allowing children to take part in music, physical, art and free choice activities every day, which can facilitate their balanced development. The school arranges kindergarten-primary transition activities for K3 children during which subject-based teaching is adopted. The daily schedule is imbalanced and some learning content is too difficult as well. The school must ensure that the daily schedule during the period of kindergarten-primary transition activities is balanced. The school should also avoid subject-based teaching and delete the homework that is too difficult in order to meet children's developmental needs.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. It develops learning portfolios for children to keep information such as their thematic assessment reports, observation records, work analysis, as well as the summative assessment of each school term. The school distributes the assessment reports regularly for parents to understand their children's development. The school is reviewing the child assessment policy at present and is planning to remove excessive items in the summative assessment. Such direction is appropriate. The management may continue to lead teachers to review the child assessment policy holistically, record children's performance appropriately in terms of the scope and quantity as evidence of children's development progress, with a view to achieving the aims of promoting children's learning as well as facilitating their physical and psychological development.
- 2.3 The school has set up a curriculum coordination, monitoring and review mechanism. In this school year, the management leads teachers to improve the curriculum

planning and task design, as well as try out small group teaching approach for enhancing the learning and teaching quality. The management leads teachers to discuss activity design and prepare suitable teaching materials to support teachers to implement the curriculum. After activities, teachers evaluate the teaching effectiveness in each learning area and raise follow-up suggestions. The management may continue to lead teachers to conduct review regarding curriculum and teaching strategies, analyse the effectiveness in accordance with children's performance and adjust the strategies in a timely manner, thereby enhancing the teaching effectiveness.

- 2.4 In recent years, the school has considered cultivating children's active and self-motivated learning attitudes, as well as promoting life education as its major concerns. However, the content of related work plans mainly consists of regular activities such as daily activities in art, music and moral education. The school is unable to formulate the objectives and strategies in different stages for the major concerns in light of the school context. The school must first enhance the effectiveness of the SSE work in which the management leads the team to recognise the school's existing situation. They should identify the rooms for improvement in different areas of work from the perspective of promoting children's learning, thereby devising the details of the work plan which align with the needs of both the school and children, with a view to promoting the school's learning and teaching development.
- 2.5 The school provides sufficient time and suitable learning environment for children to take part in free choice activities. The setup of the interest corners can cater for children's abilities and interests. There is adequate supply of materials for artistic creation. Space is also set aside for displaying children's two-dimensional and three-dimensional artworks, which can encourage children to create. Besides, diversified and manipulative learning tools are available for children to revisit the acquired concepts and vocabulary. Teachers also set up authentic language environment such as clinic reception in the role-play corner and little mailboxes to encourage children to engage in meaningful writing. Children take the initiative to participate in different activities and a joyful learning atmosphere is seen. They have good routines and self-care abilities. They know how to queue, tidy up things and keep the classrooms clean. During play, teachers observe children and intervene in their play in a timely manner to guide them to learn. In review sessions, teachers let children share their experiences. K3 and K2 children are able to briefly describe the process of play. Yet, teachers are advised to make good use of the

observation amid free choice activities to encourage children to share their interesting discoveries, inspire them for further explorations, so as to enhance the effectiveness of learning through play in children.

- 2.6 Teachers are approachable. They understand children's emotions and behaviours, listen to their thoughts patiently and support their needs. Teachers prepare their teaching, set up learning environment and arrange teaching materials meticulously. They explain and demonstrate clearly which help arouse children's learning interests. The school tries out small group teaching approach to divide the class into two groups to enhance teacher-child interaction as well as children's participation. As observed, the activity is rich in content. K3 children are generally enthusiastic to take part in activities, they actively respond to teachers' questions and share life experiences. However, the volume is slightly loud and the duration is long for K2 and K1 children's activities, hence making it difficult for children to maintain their attention. The school may continue to explore the arrangements of group activities according to children's developmental needs in order to achieve the expected results.
- 2.7 During music activities, teachers create scenarios to guide children to listen to music, engage in imagination and perform rhythmic movement. Children are generally willing to participate. Yet, the music elements in some activities are not rich enough. Teachers may set objectives in light of children's abilities and guide children to feel the rhythm and melodies systematically, so as to enable children to express their affection and unleash their creativity. During physical activities, teachers guide children to learn the targeted skills. They arrange various play such as rolling a plastic ball to the target and riding a tricycle. Children are energetic and the amount of exercise is sufficient in general.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In recent years, there have been frequent personnel changes in the school which affected the school's development. The school has established an SSE mechanism. However, the school is yet to review the work effectiveness in different domains in a systematic and objective manner. Moreover, too many major concerns are devised which cover too many aspects, including team building, home-school cooperation, caring services and learning and teaching. The management must first stabilise the team and lead teachers to participate in SSE. It should prioritise the major concerns by focusing on school's development and children's learning needs. Appropriate strategies and success criteria should be drawn up. As such, the management is able

to evaluate the effectiveness and steer the school's sustainable development.

- 3.2 In this school year, the management introduces a number of changes with an effort to improve the school atmosphere. The management still needs to continue to lead teachers to strengthen teaching evaluation, improve the policy on the assessment of child learning experiences, with a view to enhancing the overall teaching effectiveness. Regarding the kindergarten-primary transition activities, the school should avoid subject-based teaching and ensure a balanced daily schedule. Also, it should delete those homework which is too difficult. Besides, the school may build on the existing foundation of home-school communication to enhance parents' understanding of the school context, making parents become the school's partner for promoting the advancement of the school together.