

**School No.: 564753**

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

## **Truth Baptist Church Glory Nursery**

**2/F of the Podium of Greenfield Court, Nos 9-11, Shatin Wai Road, Shatin,  
New Territories**

**28 February, 1 & 3 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: 28 February, 1 & 3 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 leadership team cares about the school development. It understands the operations of the school through regular meetings and supports the school on the curriculum, administration and other matters. The sponsoring body maintains close liaison with its kindergartens and coordinates their curriculum planning collaboratively. The school has established a collaborative partnership with the affiliated schools of the sponsoring body. They promote professional exchanges among teachers and share teaching resources, which is conducive to the continuous growth of the team. The school has a clear management structure. The management leads teachers to coordinate various school tasks and assigns duties according to teachers' abilities and experiences. With well-defined authority and responsibility, the daily business is running smoothly. The experienced teachers lead different working groups and give appropriate guidance and support to other teachers. The school has followed up on the recommendations of the previous Quality Review to arrange training activities that suit the school's needs for teachers and encourage them to share their training experiences, enhancing the team's professional competence. In tandem, it holds regular staff activities to build team spirit. Team members communicate honestly. Under a harmonious working atmosphere, they promote the development of the school with concerted effort.
- 1.2 The school has a school self-evaluation (SSE) mechanism in place. The management leads teachers to practise the SSE rationale in day-to-day work. It makes use of information like teachers' reflections and child assessments to set forth the development direction of the school. In the previous school year, the school regarded strengthening the exploratory elements in activities as its major concern. It enlisted external resources to arrange teacher training and formed working groups to plan activities. Trial runs of the activities had been conducted in some classes. In this school year, the scope of the relevant work is extended to whole-school level. Teachers who have joined the training share their experience with team members and

assist them in mastering the skills. The plan is being implemented in a step-by-step manner. Enhancing mathematics learning in children is another priority task of the school this school year. It tries to help children grasp the concept of early childhood mathematics by visual strategies. The plan is taken forward steadily.

- 1.3 The school caters for children's needs. It has set up an identification and referral mechanism to bring in external resources and services to enable children to receive proper support the soonest. The school helps K3 children get prepared for primary education. It arranges talks for parents to understand the primary one admission system and the important matters. Moreover, it organises relevant activities to enhance children's social, self-care and problem solving skills so that children can cope with the changes in promoting to primary one. The school maintains contact with parents through different channels. It keeps parents informed of the school's development direction and curriculum through parents' meetings. It also invites parents to be volunteers when necessary in carrying out school activities to improve their understanding of school operations, hence gradually strengthening home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The sponsoring body coordinates teachers of its kindergartens to make reference to the teaching packages and divide the work among themselves according to grade levels and learning areas to formulate the school's curriculum outline. Teachers of the school design different learning activities based on the themes of the outline. The integrated activities address the cultivation of values and attitudes and the acquisition of knowledge and skills for children. The school incorporates elements of Chinese culture into its curriculum. It holds activities to deepen children's understanding of traditional festivals. For instance, it exposes children to ink wash paintings, blue and white porcelain, paper-cutting and other Chinese art forms to nurture children's appreciation for and recognition of Chinese culture. Project learning, visits, games day, etc., are arranged to enrich children's learning experiences. The daily schedule of the school is balanced as children are provided with sufficient time to participate in music, physical, art and free choice activities every day. However, the content of the K3 language and mathematics homework is too difficult and fails to meet children's developmental needs. The school must review and remove such content.

- 2.2 The school assesses children's learning performance by continuous observation. The thematic assessment items are in line with the learning objectives and content. Teachers of all grade levels set the assessment criteria together, ensuring the objectivity and consistency. Teachers prepare children's activity observation records every school term while describing and commenting on children's performance in all learning areas at the end of the school year. The description of both types of assessments is specific and allows parents to understand their children's growth. The school meticulously develops learning portfolios for children to systematically maintain their assessment records. In the meantime, it utilises the child assessment information to inform curriculum planning.
- 2.3 The school has established a curriculum management mechanism. Teachers share the work of drawing up teaching plans and prepare lessons collaboratively before implementing learning activities. The management monitors the curriculum implementation through scrutinising documents, attending meetings and observing lessons. Upon completion of a theme, teachers of the same grade level reflect on the teaching effectiveness together. Nevertheless, teachers mainly describe children's learning in their reflections and few of them are able to point out the problems and give concrete suggestions. The management is required to exert more effort to lead teachers to review the effectiveness of learning and teaching and improve their reflection skills. The sponsoring body pays close attention to the overall curriculum planning and teachers are arranged to attend mid-term and year-end curriculum reviews. It collects the views of its kindergartens on the curriculum and holds curriculum review meetings at the end of the school term to discuss with the representatives of various affiliated schools. They adapt the curriculum in light of the development needs of the school and society. Such practice is beneficial for the school to review and revise the curriculum.
- 2.4 The school attaches importance to learning through play for children and has considered strengthening exploratory elements in activities as the major concern in recent years. Materials are placed in the physical venue and the interest corners of the classrooms to encourage children to design games with the materials during physical and free choice activities. The school also schedules special activity days to offer children more opportunities to explore and play freely. As observed, children explored different materials in some of the physical and free choice activities. The plan has begun to deliver results. Drawing on the experience of implementing major concerns, teachers may provide a wider range of materials in

the classrooms and join in children's play more frequently to guide children to make different attempts, facilitating them to build a habit of self-initiated exploration.

- 2.5 Teachers discover that children's performance in early childhood mathematics is not satisfactory by daily observation and comparing with the child assessment results of recent years. Therefore, another major concern this school year is to enhance mathematics learning in children. Teachers guide children to use particular teaching aids and visual cues to help children's learning, which is effective for children to grasp the concepts of counting, addition and subtraction. The school could take into account different mathematical concepts, children's needs and development to employ diversified strategies so as to boost children's interest in learning mathematics.
- 2.6 The school puts emphasis on children's sensory and physical development. It enhances the environment set-up of the spacious outdoor physical play venue by thoughtful decoration and provision of an array of materials and equipment. Under teachers' instruction, children's sensory development is fostered while their gross motor skills and body coordination are improved through circuit games and group games. Children's artwork is posted along the corridors as well as on the walls of the classrooms to facilitate children to observe and learn from one another. Classrooms are set up neatly, with different corner activities available. There are various materials in the creative corner to encourage children to make artwork. Their work is full of childlike playfulness. However, the setting of some interest corners, such as language corner and mathematics corner, lacks variety. It is necessary for teachers to incorporate more elements of play into corner activities and make them more interactive to attract children to engage.
- 2.7 Teachers are well prepared for teaching. They leverage short videos, images and puppets to motivate children to learn. They implement the classroom routines diligently to ensure learning activities are carried out smoothly. Furthermore, teachers always praise children to reinforce virtuous behaviour. There are different elements in music activities. Teachers lead children to feel the joy of music through playing musical instruments, taking part in games and performing rhythmic movements. During free choice activities, teachers observe children and guide children aptly, thus promoting children's learning effectively. Teachers could provide more opportunities and adequate time for children to express themselves and share.
- 2.8 Children are friendly and courteous. They take the initiative to greet others, share

their ideas and introduce their work. They have good self-care abilities as they can pack their school bags on their own, put back the teaching aids and toys after activities, keeping classrooms tidy. Children abide by the rules and learn devotedly. They are attentive in class and respond to teachers' questions eagerly. They take turns as little helpers or class monitors to help with classroom duties, showing a sense of responsibility and service spirit. Children are caring and supportive towards peers. They get along well and are willing to share while helping and encouraging each other.

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

- 3.1 The school has established a SSE mechanism. It sets major concerns in response to children's and the school's development needs. The management is required to lead the team to deploy appropriate and diversified strategies and adopt success criteria based on the objectives of the major concerns, with a view to following up on and evaluating the work effectiveness in a focused manner, thus elevating the plan's efficiency. Besides, the school is recommended to consider and follow up on parents' opinions upon the foundation of home-school communication and plan activities that suit parents' needs, thereby joining hands with parents to nurture children's growth.
- 3.2 The school must strengthen its role in curriculum leadership to steer teachers to review the design of children's homework and remove the excessively difficult content, along with increasing the attractive elements in the corner activities to entice children to participate. The management is advised to improve teachers' reflection skills to evaluate the effectiveness of learning and teaching. It may also encourage teachers to join in children's play more frequently to guide children to make different attempts and incorporate more exploratory elements into their learning activities.