

School No.: 536709

Quality Review Report (Translated Version)

Truth Baptist Church Ho Yuen Wai King Kindergarten

**Shop No 109 Shopping Centre, Yung Shing Court,
Fanling, New Territories**

29, 30 November & 2 December 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: 29, 30 November & 2 December 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 school keeps liaison with kindergartens of the same sponsoring body. It enhances teachers' teaching skills through teaching observations and experience sharing. Since the school has encountered personnel changes in recent years, the management has identified building up the team as its prime objective. It puts much efforts to strengthen mutual understanding and collaboration within the team. Through organising different kinds of activities, the cooperation within the team is facilitated while the staff's sense of belonging towards school is fostered. A systematic catalogue of files and clear guidelines of work in different domains are available for teachers' reference, so as to help new teachers grasp the requirements of daily teaching and adapt to the work environment the soonest. The school has followed up the recommendations of the previous Quality Review to provide opportunities for teachers to involve in the work of planning and organising according to their experience and potential, with a view to accumulating their administrative experience apart from teaching, thereby grooming talents. The team members discharge their respective duties properly and support each other to implement the school's work with concerted efforts.
- 1.2 The school self-evaluation mechanism has been built. It collects and makes reference to the views of various stakeholders to review the work in different areas regularly. The school also takes into consideration the needs of children, parents and teaching team to draw up the annual development plan. The school has taken cultivating children's positive value as its major concern in recent years. It introduces external support to deliver the plan. This includes organising different activities through the monthly birthday party to provide opportunities for children to show gratitude towards their parents' love and care, hence instilling positive value in them. In the meantime, the school also designs relevant parent-child activities in order to extend positive education to families. When deploying the development plans in recent years, the school has tried to make consideration from the perspectives

of different stakeholders and mapped out appropriate strategies, which helps achieve the expected goals of the plans.

- 1.3 The school has set up the referral mechanism for teachers to arrange children to undergo assessment in light of children's development. Community resources are also capitalised by developing close communication between the teaching team and external organisations to support children's learning needs. The school keeps communication with parents using multiple channels. It informs parents the development direction of the school through circulars, parent sharing sessions, etc. The school also organises relevant parent education seminars which are related to the major concerns to facilitate home-school cooperation. With an open attitude, the school considers and follows up on the views of parents. Parents trust and support the school and they work together with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 By making reference to the curriculum outlines of the sponsoring body and taking into account children's abilities and life experiences, the school designs a school-based curriculum which covers all learning areas, providing a comprehensive and balanced curriculum for children. The school implements positive education to nurture children's good moral characters, create a caring culture on the campus and instil in them an attitude of gratitude. The school properly arranges the daily schedule so children have adequate opportunities to take part in music, physical, art and free choice activities, helping them attain a balanced development. However, its kindergarten-primary transition activity for K3 classes puts much emphasis on enabling children to experience the learning mode in primary school, while failing to allocate time for children to engage in music, physical, art and free choice activities every day, which affects the balance of their daily schedule. Meanwhile, some learning content is rather difficult and does not meet children's abilities and developmental needs. The school must review and revise such activity arrangement and delete the inappropriate learning content.
- 2.2 The school devises the assessment content of child learning experience that ties in with its curriculum objectives. Teachers adopt the approaches of continuous observation and record-keeping to assess children's performance. They analyse the information of child assessment and summarise children's learning situation to inform curriculum planning. The school develops portfolios for children to keep their

thematic assessment reports and observation records to serve as evidence of children's development. At the end of the school term, teachers distribute the assessment information to parents and give concrete suggestions for facilitating children's development, so that parents understand the learning and developmental needs of children.

- 2.3 The school has established a mechanism to plan, monitor and review the curriculum. The management refines the learning content of the curriculum with teachers during meetings and they discuss the teaching plans together. Nevertheless, some objectives of the learning plans do not connect with the activities. The school should set specific objectives alongside related learning activities to enhance the effectiveness of learning and teaching. The management understands the effectiveness of curriculum implementation through lesson observations and scrutiny of curriculum documents. It gives feedback on teachers' reflection and assists teachers in taking care of children when necessary. Teachers reflect on their teaching every day. They share and exchange their teaching practices as well as discuss children's learning performance and effectiveness with the management during the weekly grade level meeting. The school collates teaching reflection every year and submits curriculum reviews and suggestions for improvement to the sponsoring body for their reference in order to inform curriculum planning.
- 2.4 The school has taken promoting positive education as its major concern for two consecutive school years. It launched a trial run for K3 classes in one teaching theme in the last school year, whereas it carries forward the plans for all the three grades in this school year. Apart from integrating positive values into the learning content of the themes, the school also creates a culture of care and gratitude on the campus. Children are able to express their gratitude towards parents, teachers and peers through writing, drawing and so forth. As observed, children make crafts or cards to show their thankfulness for their parents' love and care. Due to the pandemic, the school ceased the arrangement of peer lesson observations in the last school year. As a result, teachers lack opportunities to share their experience of learning and teaching. The management should carry out appropriate arrangement to strengthen teachers' skills so that the expected results of the major concern can be achieved.
- 2.5 Teachers decorate the classrooms into different learning corners in accordance with the teaching themes. They make good use of the areas like corridor and lobby to set up common play areas. Fun-filled activities are designed and rich as well as

diversified materials are placed at the corners for children to have wider choices. Children have sufficient opportunities to choose activities in classrooms or common play areas every day. They can manipulate different materials according to their interests and abilities to construct knowledge and develop skills. When children are playing, teachers observe their performance and render individual support when necessary. As observed, children get along well with peers and they are willing to share materials. The school arranges children of different grade levels to play together. For instance, they pretend to be work staff and tourists in a simulated theme park. They cooperate with and respect each other, and are engaged in the activities. The arrangement of activities is beneficial for the affective and social development of children.

- 2.6 Teachers are amiable and care for children. They use real objects to encourage children to learn through different senses. Teachers are good at using intonations and movements in telling stories to maintain children's learning interest. However, teachers mostly use close-ended questions. They are recommended to make good use of different questions to stimulate children to think or encourage them to express their thoughts, in order to enhance children's thinking and expression abilities. Teachers accept children's diverse needs. Yet, they mainly offer individual support. They should flexibly adjust the learning content and activities by adopting appropriate strategies to cater for children's diversity, encouraging children to take part in activities and enjoy the fun of learning.
- 2.7 When leading music activities, teachers invite children to propose movements based on the content of songs. Teachers adopt their suggestions and perform rhythmic movements with children together. Children are devoted to tap the beat with hands or instrument. When leading physical activities, teachers put a wide range of play facilities in the indoor areas. They also design circuit games for children to choose. From observation, children are able to switch for activities on their own. Some of them move the objects of the circuit games to increase the difficulty. Children enjoy physical activities. Teachers may design different kinds of physical activities to further develop children's coordination skills of gross motor and fine motor. Children possess good self-care abilities. They can put on and take off shoes by themselves as well as help teachers tidy up things after activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school devises the major concerns in accordance with children and school development needs. It taps external resources to facilitate the implementation of plans. The school is advised to make good use of teachers' experience acquired from support programmes and peer lesson observation by arranging teachers to share and exchange what they have gained with each other. Such arrangements are not only conducive to implementing the major concern but also enhancing teachers' teaching skills.
- 3.2 The school revises the school-based curriculum in an ongoing manner. It collates teaching reflection for the reference of the sponsoring body so as to inform curriculum planning. However, some learning content for K3 classes is rather difficult, which undermines the learning interest and effectiveness of children. The school must adjust and delete the inappropriate learning content. Besides, the arrangement of daily schedule during the kindergarten-primary transition activity for K3 classes should be revised in order to provide children with sufficient time to participate in music, physical, art and free choice activities every day. The school should also lead teachers to further support children's diverse needs by adopting appropriate teaching strategies in light of children's different situation, with a view to facilitating their learning.