

School No.: 151157

Quality Review Report (Translated Version)

Tai Po Baptist Kindergarten

32-38 Heung Sze Wui Square, Tai Po, NT

18, 19, 20 & 22 February 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 18, 19, 20 & 22 February 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 The leadership team steers the school to maintain connection with other kindergartens under the sponsoring body and co-organises joint-school teacher training activities to facilitate exchange and cooperation among schools. The management establishes sufficient channels to communicate with staff. It arranges school-based training for teachers in accordance with curriculum development and works with experienced teachers to provide guidance for new recruits so as to help them adapt to the working environment at an early stage. Teachers share the work and cooperate with one another, daily matters are thus in smooth operation. Teachers are willing to apply what they have learnt and express their views. They work together to promote the development of the school.
- 1.2 The school cares for children's diversity. A mechanism is in place to identify children with special needs, with the aim of offering support or referral services when necessary for children to receive suitable assistance. The school arranges lesson observation for parents to know the characteristics of the curriculum. It also holds parent education seminars and provides education-related articles to help parents understand children's developmental needs. The school organises activities for parents to solicit their efforts in holding parent-child activities. Parents trust and support the school, which has laid a stable foundation for the development of home-school cooperation.
- 1.3 The school follows up the recommendations of the previous Quality Review by reviewing the school situation and children's needs to formulate the work plan for the year. In these two years, the school has regarded strengthening play elements in the curriculum and nurturing children's attitude to learn on their own initiative as the major concerns. Last school year, the school implemented the play-based strategy in K3 classes. It helped teachers grasp the teaching skills through professional sharing and discussions. This school year, the play-based strategy has been implemented across all grade levels while the activity design has been refined

continuously. In addition, the school takes reinforcing moral education as another major concern and moral elements are incorporated into the curriculum. The school informs parents of the ways of implementing moral education and the importance of learning through play by means of parent education. With a view to nurturing children's moral development, the school and parents work in collaboration to help children grow up happily and healthily. The school devises appropriate strategies for the work plan, all work has been carried out smoothly.

2. Learning and Teaching

- 2.1 The school plans the learning content by making reference to the teaching packages and topics that are of interest to children. The learning themes are designed with an integrated curriculum approach while project activities are added in each theme in an attempt to nurture children's attitude in exploratory learning. The school implements the parent-child reading scheme as well as arranges visits, festive activities, etc., to provide children with diversified learning experience. The curriculum content is comprehensive. Yet, some of the learning themes are compiled with too much learning content. The progress of the line drawing exercises in K1 classes is too fast while some of the homework for K3 classes is slightly difficult, which does not meet children's learning needs. In respect of the daily schedule, the school arranges different types of activities for children, yet time for daily music and physical activities is insufficient. In order to tie in with children's abilities and learning needs, the school must review the design of the curriculum, adjust the learning content, delete inappropriate homework, and also arrange a balanced daily schedule.
- 2.2 The school develops content for the assessment of child learning experiences in accordance with the learning objectives, and assesses children's performance through continuous observation and making records. It establishes learning portfolios to maintain records of children's assessment information and their work. Teachers not only assess children's performance in each learning area under the learning themes, but also collect children's feedback and parents' observation of their children, which are conducive to understanding children's learning progress. Teachers summarise children's assessment information every school term to inform parents of their children's learning. They also organise and analyse children's learning assessment information to inform curriculum planning. Such practice helps achieve the aim of assessment for learning.

- 2.3 The school has strived to promote curriculum development in recent years. The management leads teachers to conduct collaborative lesson planning to design fun-filled learning activities together. It also reduces the writing amount of homework for K2 and K3 children so as to provide them with more play time. The management understands the implementation of the curriculum and provides feedback to teachers through lesson observation, attending curriculum meetings, examining children's work, etc. It also fosters teachers' exchange and learning through organising teaching demonstration, peer lesson observation, etc. Teachers regularly conduct teaching reflections. They review their teaching effectiveness based on the learning objectives and observe children's reaction, thus making suggestions for improving the activity design. Upon completion of each school term, the management steers teachers to review the design of the curriculum and take follow-up actions to make improvement in an attempt to enhance the effectiveness of learning and teaching.
- 2.4 The school has put efforts to strengthen play elements in the curriculum in these two years in order to cultivate in children the attitude to learn on their own initiative. The management leads teachers to design free choice activities, teachers then observe and record children's learning. The information gathered is used to inform the work plan. Teachers set up different learning corners in classrooms and the indoor play area to provide learning materials for children to observe and manipulate, so that children are able to play from a variety of games during free choice activities. Children use different materials in art activities. They select constructive games or engage in the role-play of dressing-up with peers in the imaginative play corner. Theme-related activities are conducted in the classrooms. K1 children play diversified ball games while K2 children explore in light and dark. K3 children simulate the process of buying and selling in a shop. They also observe banknotes and coins of different countries. Apart from that, children choose to engage in activities in the indoor play area, including shadow play, waving ribbons, matching games, etc. They are fully engaged in different activities and play with peers under a relaxing atmosphere. Children use multiple senses to explore, which stimulates their curiosity about learning and cultivates in them the attitude to learn on their own initiative. Upon completion of the activities, children pack the materials and keep the venue tidy, demonstrating good self-care abilities. Teachers walk through to observe and participate in children's activities, offering timely encouragement and guidance to facilitate children's learning. Teachers are advised to provide children

with more opportunities to share their findings from play when revisiting the activities, with a view to consolidating children's learning.

- 2.5 The school has reinforced moral education this school year. Teachers tie in with the learning themes and teach children the attitude to get along with others by means of storytelling, contextual discussions, etc. In addition, they display caring reminders and encouraging words in the classrooms. They also teach children to respect and care about surrounding people during daily teaching activities. The school encourages parents to praise their children's good behaviour, and nurtures in children positive values and active attitudes towards life through home-school cooperation. As observed, children are obedient and courteous. They line up and wait during activities. Children also play with peers together and help one another. They get along well with others.
- 2.6 There are sufficient activity space and facilities in the indoor play area. The school arranges planting activity in the roof playground of the premises for children to observe the growth of plants. Teachers design appropriate physical activities according to children's physical development to facilitate children's coordination ability. They also design sequenced games for children to engage in a number of physical activities consecutively in order to reduce their waiting time. Teachers arrange music activities including singing, playing percussion instruments, music appreciation, etc. They also inspire children's imagination with the use of stories to help children engage in sing-along activities. However, the time for music and physical activities arranged by the school is slightly insufficient. The school may make adjustment for the daily schedule to ensure that children are provided with sufficient opportunities to enjoy the fun of music and physical activities on a daily basis.
- 2.7 The school arranges a longer time for art activity once a week for children to devote themselves fully to the activities. Teachers offer suitable materials and tools in light of children's abilities and activity needs so that children are able to explore, make use of the features of the materials and grasp the skills in operating the tools. Teachers guide children to observe and make association. Children engage in art creation under soft music. They share the content of their work at the end of the activity and enjoy the fun. The school displays children's artworks in the classrooms and along the corridors for children to appreciate and look back on their learning. In addition, teachers make good use of unwanted domestic materials for making craft work as well as teaching aids in order to teach children to cherish

resources.

- 2.8 When leading thematic discussions, teachers use pictures, real objects, videos, etc., to assist in their teaching. They also use role-play to encourage children to express their views. Children are willing to respond to teachers' questions and connect what they have learnt with their daily life in order to share their life experience with peers. However, the learning content devised by some of the teachers is too much while the lessons are conducted mainly in the form of one-way teaching and explanation. Such arrangement undermines children's concentration so children are not able to engage in learning activities.
- 2.9 Teachers are friendly and pleasant. They regularly give praise and encouragement to children while paying attention to children's individual differences. In light of children's needs, teachers reinforce individual guidance and adjust the amount of homework. When talking to non-Chinese speaking children, teachers speak slowly and make good use of body language to help children understand the meaning. Children are willing to follow teachers' instructions to take part in activities. They also learn to respect and accept others, creating an inclusive atmosphere on the campus.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school formulates its major concerns in accordance with the school context. It is required to increase the opportunities for teachers to be involved in the planning work so as to enhance the education quality of the school with concerted effort. In addition, the school may strengthen the effectiveness of professional leadership for the management. It could also devise a professional development plan to provide teachers with more chances to assist in leading and coordinating work. Such arrangement can enhance teachers' leadership skills and build a steady foundation for the school's continuous development.
- 3.2 The management has put efforts to promote school-based curriculum development. It is required to strengthen curriculum coordination and lead teachers to review the curriculum design, adjust the learning content and delete inappropriate homework, with a view to meeting children's abilities and learning needs. The management must also improve the daily schedule by arranging sufficient music and physical activities for children every day in order to facilitate their healthy growth both physically and psychologically.