

School No.: 151157

Quality Review Report (Translated Version)

Tai Po Baptist Kindergarten

32-38 Heung Sze Wui Square, Tai Po, New Territories

5, 6, 7 & 11 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 5, 6, 7 & 11 November 2024

☒ **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 works together with the affiliated kindergartens of the organisation to plan teacher training and joint-school activities, synergising professional efforts for promoting school development. The management strives to foster a harmonious team culture. In regard to personnel changes, the school facilitates teachers' communication and acquaintance with one another through regular fellowship gatherings and social events. Various working guidelines are properly compiled and kept. The management explains the content of the guidelines to teachers during meetings, which is conducive to teachers' grasp of the work requirements. The school has re-organised its structure in recent years and created posts of senior teacher. The school has made arrangements for teachers with potential to participate in training courses. In tandem, the school has allocated duties in light of teachers' expertise and empowered teachers to coordinate and plan tasks in different domains, allowing them to gradually develop their leadership skills. The school has a clear appraisal system. The management uses appraisal information to know about the strengths and areas for improvement of teachers. Meanwhile, teachers gain insight into their individual professional development needs through self-evaluation.

1.2 The school recognises the rationale of school self-evaluation (SSE). A well-established SSE mechanism is in place. The school follows up on the recommendations of the previous Quality Review to enhance teachers' participation

in planning development work and fostering team consensus. Based on the school-based needs, the school stipulates a development direction by reviewing the findings of stakeholders' surveys, and evaluates the effectiveness of work in all domains. Over the past three years, the school has been striving to promote positive education. It has been helping children develop positive values and attitudes through teacher training and thematic learning design. In this school year, the school regards facilitating children's language development and strengthening positive parenting skills as its major concerns. From designing diversified learning activities, creating language learning environment and introducing parent education, the school draws up strategies that dovetail with the objectives. The work plans have been implemented progressively.

- 1.3 The school caters for learner diversity and establishes a clear mechanism to identify and provide referral service for children with special needs. Teachers communicate with professional teams regularly and they jointly render adequate support and follow-up services to children. With respect to helping newly admitted children, the school lets children get familiar with the school environment and gradually introduces longer school hours in order to help children adapt to the school life. The school arranges appropriate kindergarten-primary transition activities including parent seminars and primary school experiential activities for K3 children. It supports parents to choose a suitable school for their child and help children develop psychological readiness to enter a new learning stage.
- 1.4 The school attaches importance to home-school cooperation that it promotes school activities through the parent-teacher association and by forming a parent volunteer team. In this school year, the school takes strengthening parents' positive parenting skills as its major concern. It conducts parent seminars and workshops with a view to assisting parents in catering for their children's emotional needs and grasping

positive parenting skills so that parents can teach their child with encouragement and appreciation, and parent-child relationship can be enhanced. Through regular tea gatherings, the principal deepens parents' understanding of the school development and gets to know about the difficulties parents face in disciplining their children. Moreover, the principal motivates parents to share their parenting experiences for them to learn mutually and support one another. Trust and cooperation have been built between parents and the school. They work together to nurture children's positive values for children's healthy growth.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum using real-life themes. The curriculum content covers all learning areas to cultivate children's positive values, skill acquisition and knowledge construction. The school makes good use of the community resources and arranges outdoor learning activities for children to broaden their learning experiences. These include visiting Road Safety Town, Hong Kong Heritage Museum and theme parks. The school allocates sufficient time for music, physical, art and free choice activities to children every day, resulting in a balanced daily schedule. In promoting national education, the school incorporates elements of Chinese culture into learning themes, including helping children understand the origins and customs of festivals, and conducting the national flag raising ceremony on important days. All these help children gradually establish a national identity.
- 2.2 The school has set up clear assessment guidelines and criteria for teachers' reference when reviewing the performance of children. It devises appropriate assessment items in accordance with the learning objectives to assess and record children's learning experiences through continuous observation. Thematic assessments, observation records, children's works and other information are retained properly in

the learning portfolios as evidence of children's growth. Teachers examine and collate the child assessment information every school term, using them as reference for curriculum adaptation. They also keep parents informed of children's learning performance and assist parents in keeping track of child development.

2.3 The school has established a curriculum management mechanism. The management discusses the learning objectives, activity design and environment setup with teachers during lesson planning meetings. The management grasps the implementation of the curriculum by scrutinising lesson plans and conducting classroom walkthroughs, and gives advice in a timely manner. At the end of a school term, it leads teachers to collate review information of the learning themes to inform curriculum planning.

2.4 The school strives to promote positive education in the last three years. It embeds positive elements in the curriculum, allowing children to learn about positive character through thematic learning. Meanwhile, the school introduces award schemes to cultivate children's attitude of respect, caring and appreciating others. As observed, children treated others politely and took the initiative to greet teachers. Children always wore a smile and were energetic and adorable. Teachers praised children aptly, which was conducive to children's development of good behaviour. Children enjoy playing with their peers and learn together joyfully. They share out tasks when carrying out activities, care and help one another, showing good affective and social development. Children take turns serving as group leaders to perform simple learning tasks, demonstrating a spirit of service. Some children are able to express their feelings to teachers and seek help when facing difficulties. Children hold a positive attitude to address issues and get along well with their peers. The effectiveness of the work plans is observed.

2.5 In this school year, the school has regarded facilitating children's language

development as its major concern. The school encourages teachers to apply what they have learnt from training to design a wide range of learning activities and provide children with more opportunities to listen and express themselves. For instance, children can share their thoughts in groups. Some teachers ask questions in an effective way to guide children to express their opinions and feelings. Teachers foster a language learning environment that a campus radio programme has been setup to offer children a platform for communication. Various types of books and book recommendations are put in reading corners to encourage children to read. The management may let teachers exchange their teaching experiences through peer lesson observation, allowing them to draw on the experience of one another like extending children's response through appropriate questions so that the expected results of the plans can be achieved.

- 2.6 The school environment is bright and clean. Teachers make good use of children's artworks to decorate classrooms and corridors, letting children appreciate peers' works and learn from one another. To tie in with the learning themes, teachers design different corner activities in classrooms. Manipulative teaching tools and a variety of art materials are available. Children can choose teaching aids and games according to their own preference. As observed, children drew freely and made artworks with dough, possessing good fine motor coordination. Children and their peers also connected things they encountered in their everyday life with learning. They used large building blocks, carton boxes and other materials to build a clock tower, school premises and other buildings in the construction corners. There are kitchen equipment, clothing and hair accessories in imaginative play corners. Teachers can improve the design of the imaginative play corners, such as by encouraging children to put on costumes for role-play and take part in games with peers, thus facilitating children's language development. During the review

sessions, teachers let children briefly describe activities that they have participated. Teachers could guide children to collate their learning experiences and consolidate what they have learned.

- 2.7 Teachers are amiable, care for children and accept their different needs. Teachers are conscientious in teaching and make good use of different tones to attract children's attention. In physical activities, teachers not only provide physical equipment for children to choose from, but also design physical games. However, some of the games are rather sedentary and therefore children lack sufficient amount of exercise. Teachers should improve the activity arrangement in order to promote the physical development of children. Children love music activities. They sing and perform rhythmic movements along songs while expressing their emotions through body movements. Some teachers can enhance their classroom management skills for a smoother implementation of activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism. When mapping out work plans, the school is advised to draw up corresponding success criteria based on the objectives so that the team can evaluate the effectiveness of the plans in a more effective manner, thereby fostering the continuous development of the school.
- 3.2 The school strives to improve the curriculum to cater for the developmental needs of children. The management is recommended to increase the professional capacity of teachers such as arranging peer lesson observations to let teachers observe and learn from one another while sharing teaching experiences. During the review sessions, teachers could assist children in consolidating their learning experiences. Teachers should also implement classroom rules pragmatically to facilitate children to learn in accordance with the process, hence strengthening the learning effectiveness.