

School No.: 159166

Quality Review Report (Translated Version)

**Tai Po Baptist Kindergarten
Wan Tau Tong Estate Branch**

G/F., Wan Hang House, Wan Tau Tong Estate, Tai Po, N.T.

27, 28 & 30 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: 27, 28 & 30 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 school receives ample support from the sponsoring body in the areas of administrative affairs, human resources management and teachers' professional growth to promote its continuous development. The management has served the school for years and is familiar with the school context. A tacit understanding at work has been built within the management team. Their authority and responsibilities are well-defined, with everyone discharging his duties properly. The management leads the teaching team to form different working groups to handle daily operations, curriculum development, home-school communication, etc. It creates a caring and pleasant working atmosphere while willingly listening to and pragmatically following up on teachers' opinions, hence enhancing teachers' sense of belonging to the school effectively. The management arranges joint-school and school-based training for teachers according to the school's situation and teaching needs. It also flexibly organises peer lesson observation by recording teaching videos to encourage teachers to observe one another and share their teaching experiences, which is conducive to their professional growth.
- 1.2 The school has followed up on the recommendations of the previous Quality Review about learning and teaching. It has refined the mechanism for the assessment of child learning experiences and revised the arrangement of daily schedule, improving the curriculum gradually. The school has embedded the culture of school self-evaluation (SSE) in its routine work. The management leads teachers to review the effectiveness of the daily work regularly and make reference to the views of the stakeholders with a view to evaluating the performance in various areas as well as discussing the major concerns of the coming year. The school has continuously regarded cultivating positive values and attitudes in children as its development focus and it aims at strengthening the promotion of Chinese culture this school year. It seizes the chance of joining external support programmes to arrange relevant training to enhance teachers' ability in designing activities and teaching skills, thus elevating

their professional competence. Moreover, the school organises suitable activities for children and parents to achieve its objectives.

- 1.3 The school caters for learner diversity and establishes a clear mechanism to identify and refer children with special needs. It actively introduces external resources and services to let children and their families receive appropriate support as soon as possible. Teachers maintain close liaison with professionals in response to children's development and employ diversified strategies in lessons to take care of children. Teachers keep children company with patience and understand children's thoughts and feelings to render proper guidance. Teachers often share with parents the situation of their children to help children integrate into school life.
- 1.4 The school keeps close contact with parents. It is willing to listen to their opinions and takes swift actions accordingly. The school caters for parents' different needs and holds seminars on topics such as parenting skills and ways to get along with families, which is conducive to children growing up in a healthy family environment. The school arranges lesson observation and organises a volunteer team for parents to understand their children's learning and the rationale of the school curriculum through firsthand experiences. The school has built a sound partnership with parents. They support and cooperate with each other to promote children's all-round development.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and information of the teaching packages to design an integrated curriculum using themes. The content is comprehensive and covers various learning areas, including the cultivation of positive values and attitudes, the development of skills and the acquisition of knowledge in children. The school attaches importance to children's moral development and incorporates moral stories into each theme to nurture children's character like cherishing, caring and self-discipline. It also appoints children as courtesy ambassadors, launches an award scheme for good morals, etc., to encourage children to do good deeds in everyday life. The school's daily schedule is properly planned that children have sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. However, some of the homework for K3 children is excessively difficult. The school must review and remove the inappropriate content to meet children's abilities

and learning needs.

- 2.2 The school formulates the assessment content of child learning experiences based on learning foci. Teachers observe children's learning process continuously to assess and record their learning. In tandem, they ask parents to write down children's performance at home, including eating habits, self-care and social abilities, so as to get a grasp of children's development comprehensively. The school creates learning portfolios for children to maintain children's assessment information and work as evidence of their growth. Teachers communicate and meet with parents regularly to inform them of their children's developmental progress and discuss with them the follow-up suggestions. The school is advised to take a step forward to set explicit and specific assessment criteria to enable teachers to evaluate children's performance in all learning areas more objectively, hence facilitating children's learning.
- 2.3 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to plan and implement the curriculum as well as coordinating the learning content of each grade level, with a view to strengthening the connections of the overall curriculum. The school arranges for teachers to discuss the activity design and corner set-up, and prepare teaching plans through collaborative lesson planning. The management keeps abreast of the curriculum implementation and children's learning through conducting classroom walkthroughs, scrutinising lesson plans, teachers' reflections and so forth. It also gives teachers advice and guidance as needed. Peer lesson observations are organised for teachers to exchange their experiences on teaching strategies, class performance, teacher-child interaction and so forth. In their routine teaching reflections, teachers mainly review the arrangements of learning activities against children's performance. They may draw on the experiences gained from peer lesson observations to reflect on the effectiveness of learning and teaching from multiple perspectives, so as to further elevate the quality of teaching.
- 2.4 Building on the experiences of promoting children's moral development, the school considered cultivating positive values and attitudes in children as its major concern last school year. Not only did it provide relevant training for teachers and parents, but it also designed different experiential activities to help children grasp what they had learnt. Children came to understand the hard work of their parents and learnt to be grateful through games like handling goods and despatching documents. In the activity of making vegetable soup, children motivated one another to try different

types of vegetables, which helped them develop a positive attitude towards healthy eating. Teachers put up inspirational slogans around the campus, praised children with positive words and displayed parents' appreciation messages to children so that children were influenced imperceptibly and continued to practise positive behaviours such as being willing to help others, demonstrating perseverance and facing challenges with courage. Building on this solid foundation, the school considers promoting Chinese culture as its major concern this school year. Through stories and learning activities, teachers enable children to learn about and experience Chinese culture while helping them build a sense of national identity. For instance, teachers act out the story of The Lady Chang'e Flying to the Moon in the Mid-Autumn Festival to let children understand the origin of the festival in a vivid and fascinating way. Children enjoy "Poon Choi" to realise the meaning of reunion during Lunar New Year. The school organises teacher flag-guards to lead children to participate in the national flag raising ceremony in person so that children can learn the relevant etiquette and nurture their respect to our country. In general, the work of the school's values education has delivered results.

2.5 Teachers design diversified corner activities for children to choose from of their own accord. Children act as healthcare workers diagnosing patients or grooming and cleaning pets in thematic activity corner, consolidating their learning through simulation and experiences. In creation corner, they cooperate with peers to draw various buildings or use the plentiful art and craft materials to create freely on large drawing paper to express their unique ideas. Children in the exploratory corner observe fishes and compare their features and characteristics, or pour water onto the surface of different items to find out their absorbent properties, thus learning through exploration. Teachers are advised to refine the set-up of the reading corner to further arouse children's interest in reading through tactics like book recommendations and paired reading. In addition, the lobby is stocked with various types of building blocks, eco-friendly materials, etc., and is open for children to think of innovative ways of play or carry out construction activities freely. Apart from observing children's performance and providing guidance during the activities, teachers may also join in children's play at an opportune time and encourage children to share their discoveries or solutions to problems in the review session to extend children's learning.

2.6 Teachers give clear instructions and have good classroom management skills such that all activities are carried out smoothly. During thematic activities, teachers tell

stories with lively voices and gestures to draw children's attention to listen attentively. Furthermore, teachers arrange for children to be up close with small animals to stimulate their motivation to learn and enrich their life experiences. During the activities, teachers ask questions to help children clarify the concepts and better understand what they have learnt. Teachers encourage children to share their ideas as well. Children sing to music, play simple musical instruments or perform rhythmic movements to enjoy the pleasure of music activities. At the time of physical activities, teachers place a great variety of physical equipment in the activity venues for children to participate in circuit games. Besides, they arrange for children to play on slides, climb climbing frames and ride tricycles among others to facilitate children's body control and coordination. Teachers are required to strengthen their guidance, adjust teaching methods and content where necessary, and demonstrate when appropriate to assist children in mastering the skills of basic movements and developing gross motor skills.

2.7 Children love going to school. They are interested in learning, willing to respond to questions and actively share their life experiences, thus showing good language comprehension and expression abilities. Children follow the rules and are self-disciplined. They carry out various activities as instructed and are fully engaged in them. They are friendly and get along well with teachers and peers while helping one another, showing favourable social development. Upon completion of activities and after meals, children take the initiative to put things back into order and categories, keeping the environment neat and tidy.

3. Recommendations for Enhancing Self-improvement of School

The school has been striving for improvement and keeps on elevating the quality of teaching through SSE. It is recommended to set forth specific assessment criteria to enable teachers to evaluate children's learning and developmental progress objectively, hence facilitating children's learning. The school has to review the content of the K3 homework and remove the inappropriate parts to meet children's abilities and learning needs. Additionally, teachers may reflect on their teaching from multiple perspectives and adjust the teaching strategies in a timely manner in view of children's performance, thereby enhancing the effectiveness of learning and teaching continuously.