

School No.: 158496

Quality Review Report (Translated Version)

Tsuen Wan Baptist Church Kindergarten

G/F. & 1/F., 99 Castle Peak Road, Tsuen Wan, New Territories

17, 18, 19 & 21 April 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: 17, 18, 19 & 21 April 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 pays close attention to the school's development. It understands the administrative affairs and latest development of the school through meetings. The school strives to raise the management transparency. In recent years, the school management committee has included a teacher manager offers opinions on school policy as well as involving in the school's decision-making and managerial work. The management adopts different strategies, including organising training courses, teaching demonstrations, and lesson observation within and across grade levels to foster teachers' professional development and enhance work quality. In tandem, it arranges induction courses and lesson observation for the newly recruited teachers, and assigns them to teach in the same class with senior teachers, which helps them master the teaching duties effectively. The management communicates with the team in an open and caring manner, building a harmonious working atmosphere. The team recognises the school mission, and members work together to promote the development of the school.
- 1.2 The school has a well-developed self-evaluation mechanism. The management leads the teaching team to reflect on the implementation of various tasks frequently. They also take into full consideration the stakeholders' views and children's performance to review the school context holistically, hence striving for the school's self-improvement. The management understands the school's development well. It takes account of the current situation and the findings of self-evaluation to devise a child-centred plan. The school is concerned with the effects of the COVID-19 pandemic on children's physical and psychological development. It regarded strengthening the coordination abilities of children as its major concern, putting much effort into fostering children's physical development last school year. In this school year, it is determined to increase the elements of free exploration in games to boost the efficiency of active learning through play for children. In view of the needs of teachers, children and parents, the school maps out implementation strategies in the

aspects of professional training, activity planning and home-school cooperation. Such deployment is appropriate and helps propel the plan to achieve the expected goals.

- 1.3 Adhering to the mission of the sponsoring body, the school has created a campus culture that is full of love and care while emphasising on embracing and catering for children's diverse needs. It has also established a mechanism to identify and refer children with special needs the soonest. Considering the needs of children in class, teachers set supporting aims and strategies accordingly so that children can take part in customised group activities during small group sessions to receive more proper care. In addition, the school allows parents to accompany children in classes on the first day of school, arranges class-time flexibly and so forth to assist the newly admitted children in adapting to kindergarten school life strategically. As for children who are about to promote to primary one, the school organises suitable kindergarten-primary transition activities, such as inviting graduates to come back and share with children their primary school life and holding primary one experiential activities on a borrowed primary school campus. These measures enable children to learn about the environment and daily schedule of primary school, and prepare them well for the new stage of learning.
- 1.4 The school regards parents as important partners and maintains a close liaison with them. It collects parents' views from numerous channels and seriously responds to them as well as following up on their views. It also actively provides opportunities for parents to enter the campus. For instance, parents are offered to try tree climbing to get a taste of what their children experience and feel in joining the relevant learning activities and parent-child Lunar New Year Eve's carnival is held during Lunar New Year for parents and their children to perform lion dances, write spring couplets, do papercutting, etc., together. These arrangements not only promote parent-child relationship, but also deepen children's and parents' understanding of traditional Chinese custom and culture. Furthermore, the school conducts diversified training and sets up a parent support network to enable parents to comprehend its curriculum rationale and children's developmental needs while sharing their experiences in childrearing with one another, thereby improving their competence in parenting. The parent-teacher association is willing to plan and carry out activities with the school. It also serves as a bridge of communication between parents and the school effectively. Parents are deeply engaged in the school activities. They trust and support the school work and join hands with the school to facilitate the joyful learning

and healthy growth of children.

2. Learning and Teaching

- 2.1 The school devises the curriculum with themes that tie in with children's life experiences. Teachers meticulously choose interesting picture books to design teaching activities of which the content covers all learning areas and takes into account the cultivation of attitudes, development of skills and acquisition of knowledge in children. The school attaches importance to children's moral development. It made loving others as oneself the theme of last school year. Through morning and afternoon assemblies and religious activities, along with games, hymn singing and scenario discussion, the school helped children understand positive values and interpersonal attitudes. Teachers share with children motivational stories of great personalities and conduct charitable donation activities to allow children to learn and practise good behaviour like loving one another and willing to share. The school has thoughtfully organised various and inspirational learning activities in the daily schedule, including group sharing, interesting exploration and interactive learning, to encourage children to study on the topics that they are interested in so as to construct knowledge from play and hands-on experience. Teachers painstakingly design theme-related simple learning tasks. They guide children to carry out manipulation, testing and discussion, and complete the tasks collaboratively, which is conducive to arousing children's curiosity and promoting their interactions. The school also employs group, whole-class and whole-grade-level modes to flexibly arrange activities in different spacious venues so that children have sufficient learning space to accumulate extensive learning experiences and unleash their potential.
- 2.2 The school assesses children's learning and development through continuous observation and recording. Teachers collectively formulate the assessment items and criteria based on the learning objectives so that the assessments are closely tied to the curriculum and accurately reflect children's learning performance. The school creates learning portfolios for children to systematically maintain their assessment information and work as evidence of their growth. Teachers conduct summative assessments for children in each school term and keep parents informed of their children's strengths and areas that are yet to be developed. Teachers also give concrete and feasible follow-up suggestions to parents, facilitating them to

provide appropriate assistance according to their children's needs for promoting children's learning. In the section of messages from teachers, teachers describe children's personalities and characteristics in order to recognise children's efforts, so that children can learn and grow gradually according to their own development pace. Besides, the school values parents' feedback. At the end of the school term, it invites parents to observe children's living habits and behaviour, while encouraging them to appreciate children's performance. The school makes good use of children's assessment information to support children's learning and review the effectiveness of annual work plans, informing the curriculum development effectively.

- 2.3 The school keeps raising the learning and teaching effectiveness through a sound curriculum management mechanism. The management leads teachers to design interesting and interactive activities and provides in-class assistance from time to time. It schedules demonstrations and sharing sessions for teachers to understand the teaching requirements as well as organising focused collaborative lesson observation to promote teachers' professional exchanges. Moreover, through attending meetings, scrutinising teaching documents and walking through lessons, it gives teachers suggestions and encouragement in a timely manner, discharging its duty in leading the team to refine the school-based curriculum proactively. The teaching team conducts curriculum review upon completing a theme and a school term. Team members evaluate the implementation and effectiveness of activities according to children's performance, then explore follow-up plans and revise the curriculum content together. They cooperate with each other and make concerted efforts to enhance the teaching quality.
- 2.4 The school cares about children's physical development. In the previous school year, it considered strengthening children's coordination abilities as its major concern. It collaborated with external organisations to enhance teachers' skills in designing activities by using physical facilities to foster children's gross motor development through challenging games. As observed, teachers are able to practise what they have learnt. They fully utilise the indoor play area to plan circuit games that meet children's abilities and physical development, assisting children to grasp the skills in balancing, running, jumping and crawling. During the activities, teachers aptly instruct children to master the proper posture, helping children effectively learn with confidence. Children are energetic and engaged in the activities wholeheartedly. They are willing to make attempts and apply their

acquired skills or basic movements to get past obstacles and play throwing games, enjoying the fun of physical activities.

- 2.5 To keep pace with the trends of kindergarten education curriculum development, the school strives to strengthen the element of free exploration in play to promote children's active learning this school year. It revises the daily schedule to incorporate a free choice activity session on Wednesdays for children to play games in the classrooms, lobby or play venues by grade levels where children can explore freely according to their own abilities and interests. Teachers meticulously plan the environment and prepare plentiful items such as large cardboard sheets, environmental-friendly materials and physical equipment, which are favourable to arousing children's interest in participating in the activities. It is observed that under a relaxing and joyful atmosphere, children make use of their knowledge and life experiences to create their favourite games and think of solutions to problems proactively. They also negotiate the playing methods with peers, such as role-playing in a cabin collaged with baskets and mats and exploring how small balls roll along the passageways constructed from water pipes, showing creativity and cooperative spirit. Teachers observe children's performance intently and give free rein to children. They are also happy to play with children and intervene when necessary to guide children to think. Teachers may enhance the effectiveness of activity review by further engaging children to share their play experiences and feelings, thereby extending and inspiring children's learning.
- 2.6 Teachers set up the campus environment diligently and design an array of interest corner activities. In the lobby, there are reading and play areas with a variety of books and manipulative toys. The interest corners in the classrooms are stocked with exploratory teaching materials for children to learn through observation, comparison, cooperation and creation, hence developing different abilities. Simple experiments and exploratory materials are placed in the exploratory corners. Children touch the seashells carefully and discuss with peers about sounds they can hear when holding a seashell to their ears. They also explore and compare the attraction of magnets together. Through these activities, children understand various interesting phenomena in nature and daily life. Children are attentive to the activities and get along with peers. They paint in water-colour with big brushes to exploit their creativity while others read quietly or tell teachers the content of stories, showing their interest in reading. They also share toys with others and play fine motor games. Children always cooperate and talk to each other with great relish,

sharing joyful learning experiences together.

2.7 Teachers are amiable. They are conscientious in teaching and prepare well for lessons. They are good at developing interesting stories which are closely related to children's experiences. Through teachers' lively tones and voices, along with rich body language, children are drawn to listen attentively to and become deeply immersed in the stories. Teachers guide children to share their thoughts by using questioning appropriately, displaying good teacher-child interaction. During group sharing and interactive learning, children show curiosity about their surroundings and are willing to think. They also find the answers with peers together to construct new knowledge. The school arranges for children to take part in music and physical activities twice a week whilst on other days of the week, it incorporates the relevant elements into learning activities like worship and group sharing. However, it is observed that music and physical elements are slightly inadequate in these activities. The school is advised to review such situation, and enable teachers to draw up corresponding learning objectives for music and physical activities systematically, and provide sufficient opportunities for children to foster their balanced development.

3. Recommendations for Enhancing Self-improvement of School

The school is imbued with love and care. Team members trust one another and work in harmony to promote the development of curriculum and create an excellent learning environment for children. Building on this solid foundation, the school may improve the arrangements of music and physical activities in order to refine the overall curriculum planning.