

School No.: 549355

Quality Review Report (Translated Version)

**Tsuen Wan Baptist Church
Shek Lei Kindergarten**

G/F, Shek Wing House, Shek Lei (II) Estate, Kwai Chung, New Territories

25, 26 November & 2 December 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: 25, 26 November & 2 December 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 school upholds the mission of the sponsoring body with great effort in fostering children with love and care, enabling them to grow up and learn under a harmonious and joyful atmosphere. The management ties in with the developmental needs of the school in arranging suitable training for teachers, including the introduction of external support and arrangement of peer school visits. The management also organises exchange activities regularly at school, such as peer lesson observation and teaching experience sharing, with a view to enhancing teachers' professionalism continuously. The management establishes a culture for open discussion. It communicates with staff with an open mind, which is conducive to improving the effectiveness of the team's collaboration, as well as ensuring the smooth operation of daily matters. Teachers understand the requirements of the school-based curriculum and they readily share with and learn from one another. They have a strong sense of belonging to the school. Team members support and help one another, striving to work together for the well-being of children with concerted effort.
- 1.2 The management leads teachers to conduct the school self-evaluation. It assesses the work effectiveness of the school in different aspects through collecting stakeholders' views, and discusses the development directions of the school with the team collaboratively. The school has followed up the recommendations of the previous Quality Review to cater for the needs of different stakeholders when devising the work plans. It implements the work from different aspects in order to achieve the expected results of the plan. After reviewing its context, the school took enhancing the effectiveness of self-directed learning for children as the major concern of the last school year. The school arranged training to strengthen teachers' skills in designing corner games and conducting activities. Teachers learnt actively and applied their knowledge progressively, bringing about preliminary results of the plan. In this school year, the school has set strengthening the elements of free exploration in play as the objective. It supplies more exploratory materials and enables children to think of their own playing methods in the hope of further

enhancing children's learning effectiveness. The school adjusts the strategies in accordance with the development of the plan and implements various work in a step-by-step manner. It also reviews the effectiveness of the plan and discusses follow-up work conscientiously, putting effort to boost the efficacy of learning and teaching.

- 1.3 The school regards parents as its important partners. It values parent education, and organises a wide range of seminars, workshops and group activities according to parents' needs, so as to deepen parents' child-rearing knowledge. The school capitalises on parent resources. It involves parents in supporting children's learning activities in a systematic manner, such as telling stories to children and sorting out school library books. The school also invites parents to join the "Parent Representative Group". The group collects and collates parents' views and then reflects to the school in a timely manner, which helps strengthen home-school communication. The school adheres to the mission of education for all, ensuring that the different needs of children can be responded to suitably. In recent years, the school has taken catering for non-Chinese speaking (NCS) children's learning as another development focus. It arranges training and exchange activities for teachers. Teachers assist NCS children in learning Chinese and knowing the living habits of people in different countries, facilitating cultural integration with great effort. The school also cares about the needs of NCS parents. It starts translating notices, student handbooks, etc., into English on a gradual basis, so as to help NCS parents obtain school information promptly. It helps them in following up their children's needs. The school has a mechanism to help teachers identify children with special needs so as to provide referral and support services. Parents agree with the school's rationale. They actively participate in parent-child activities, joining hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide*, the school designs its school-based integrated curriculum by adopting the thematic learning approach. The curriculum is comprehensive which covers all learning areas and includes the cultivation of children's attitudes as well as the acquisition of skills and knowledge. The school agrees with the rationale of learning through play for children. It continuously refines the design and arrangement of free choice and mixed-age activities in recent years. It also relaxes the rules of activities to give free rein to children, so that they can learn through exploration and interacting with peers

according to their interests and abilities. However, the school should still improve the daily schedule by providing children with music and physical activities every day. It should also make sure that children of the whole-day classes have sufficient time to participate in free choice activities, so as to facilitate their balanced learning. With respect to homework, the school has reduced the amount of copying in recent years, which heads in the right direction. Building on the foundation, the school must improve some of the K3 homework, which is too difficult, and follow up the K1 homework, which is scheduled too hurriedly, so as to ensure the appropriateness of the homework.

- 2.2 The school puts in place a clear management mechanism to coordinate, monitor and review the curriculum. Teachers take children's performance in various activities as the basis for conducting teaching reflections conscientiously. They also summarise the review results from one another and take follow-up actions under the steering of the management in order to improve their teaching continuously. Teachers map out specific teaching objectives, and they plan the design and arrangement of activities as well as the necessary materials carefully, so that the activities can be implemented smoothly. The management gets hold of the curriculum implementation through classroom walkthroughs, lesson observation, scrutinising curriculum documents, attending curriculum meetings, etc. It then provides teachers with suggestions and support in a timely manner, with a view to enhancing the effectiveness of learning and teaching in an ongoing manner.
- 2.3 Last school year, the school took enhancing the effectiveness of children's self-directed learning as the development focus. Based on the successful experience gained in the previous year, the school sets strengthening the elements of free exploration in play as the objective of this school year, with a view to reinforcing the effectiveness of children's self-directed learning continuously. The school prudently reviews children's performance in free choice activities and keeps refining the design of corner activities according to children's interests, abilities and needs. It then provides more fun-filled and real-life games for children to construct knowledge through exploration and interacting with peers. Children explore things with different senses. They observe the growth of plants with a magnifier, listen to the sounds generated when objects collide, and touch the peels of different fruits. Children select diversified materials freely in the imaginative play corner. They imitate different characters when they play with peers inside the tent. They also use mats to build a small farmland and make farm tools with various materials, engaging

themselves in role-playing farmers to farm strenuously. On the other hand, the school tries to add the elements of free play in mixed-aged activities which are held every Friday starting from this school year. Such arrangement provides children with more space and freedom to take the lead in their learning and construct their knowledge according to their own preferences, abilities and needs. The initial results have been observed.

- 2.4 The school cares about the diverse needs of children. It has taken enhancing NCS children's ability and interest in Chinese learning, so as to enable them to better adapt to school life as the major concern in recent years. The school selects appropriate picture books to encourage NCS children to read. In tandem, it follows up those children's progress in Chinese learning during group learning sessions, helping them develop the ability and interest in learning Chinese. As observed, NCS children understand teachers' instructions and questions. They use simple Chinese to communicate with teachers and Chinese-speaking peers. They are devoted to different kinds of learning activities and enjoy their school life. The plan has attained certain results.
- 2.5 Teachers prepare for their lessons earnestly. They use interesting props, hand puppets, real objects, etc., to assist in their teaching. They flexibly make use of their varied voices, facial expressions and actions to teach children and attract their attention. Teachers also use clear slogans or appropriate phrases to praise children, encouraging them to develop good behaviour. Teachers observe children's performance during corner activities. They provide guidance or assistance in a timely manner in order to scaffold children's learning. Teachers design free choice activities with different levels for children to better cater for learner diversity. They use questions to stimulate children's thinking, while arranging children to engage in group interaction and exchange as appropriate, based on the progress of the activities, so as to provide more opportunities for children in learning to listen to others and share their experience and feelings.
- 2.6 Children have good interaction with teachers and peers. They demonstrate good behaviour such as observing rules, showing courtesy, sharing with others readily and helping others proactively. Children are confident. They possess good communication skills and exploratory spirit, while taking part in learning activities proactively. Children display good self-care abilities. They pack items and tableware by themselves. They also learn to maintain personal hygiene and keep the environment tidy.

2.7 The school has ceased the arrangement of the assessment week. Instead, it grasps children's learning and development progress in daily activities through continuous observation, which is on the right track. The school has clear assessment criteria for teachers' reference, so that teachers can assess and summarise children's performance objectively. The school analyses the assessment information, follows up the learning progress of individual children, and reviews the appropriateness of the overall curriculum. However, it currently requires children to complete a "Revision Worksheet" every week as a means to understand if children have mastered the knowledge taught in that week. The school should stop this unnecessary practice. It should adhere to the rationale of continuous assessment by recording children's performance through daily observation.

3. Recommendations for Enhancing Self-improvement of School

The school has reduced the amount of copying in recent years. It is still required to review some of the difficult content and the tight schedule of its homework in order to ensure the appropriateness. With respect to the daily schedule, the school must arrange music and physical activities for children daily and enable children of the whole-day classes to have sufficient time for free choice activities, so that children can have balanced learning experience every day. In addition, the school fails to provide K3 children with free choice, music and physical activities on a daily basis during the primary one simulated activities. It is necessary for the school to review the related arrangements, ensuring that children can have balanced learning during the simulated activities.