

School No.: 542830

# **Quality Review Report (Translated Version)**

**Kwun Tong Baptist Church  
Choi Ming Kindergarten**

**G/F., Choi Yiu House, Choi Ming Court, Tseung Kwan O, New Territories**

**13, 14 & 16 November 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: 13, 14 & 16 November 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 supports the school in the areas of administration and resource utilisation. It builds a network for the affiliated schools and promotes the professional exchange among teachers through joint-school activities. The school has drawn up explicit guidelines and a code of practice as well as a clear delineation of authorities and responsibilities, which is conducive to improving the work efficiency. The management coordinates and leads the team to implement various tasks while empowering teachers to take part in the planning and review of school affairs to unite team members to build a consensus. The school makes good use of external resources to plan school-based training activities. In tandem, it guides new recruits through appropriate induction to enhance the professional competence of the teaching team. The management solicits views proactively to further strengthen the teamwork, hence promoting the continuous development of the school.
- 1.2 Moral education has been regarded as the major concern of the school for two consecutive years. Upon the foundation of developing parenting style of the previous school year, the school facilitates teachers' positive classroom management in this school year to create a favourable environment for cultivating children's proper values and attitudes. Another major concern of this school year is to promote children's free exploration in play. When implementing the aforementioned major concerns, the school formulates strategies and relevant success criteria. Through teacher training, children's learning activities, parent education and so forth, various work has been taken forward in an orderly manner. The school also refers to children's performance and stakeholders' views to review the work effectiveness through self-evaluation.
- 1.3 The school accepts learner diversity and caters for children's needs. It provides support services to children in need according to the mechanism. Furthermore, audio files are produced to make it easier for non-Chinese speaking children to learn Cantonese. The school has set newcomers' adaptation week and progressive school

hours to facilitate children to enter the new learning stage. It arranges primary one adaptation activities and sharing sessions of graduates for K3 children to understand the changes of promoting to primary school. The school values home-school cooperation. It organises parent education workshops so that parents can have a sound physical and mental health to foster the growth of their children.

## **2. Learning and Teaching**

- 2.1 In accordance with children's interests and life experiences, the school selects the teaching packages and picture books to formulate its curriculum. The integrated curriculum is designed thematically which covers various learning areas, enabling children to cultivate positive values as well as acquiring different skills and constructing knowledge from daily learning activities. The school arranges theme-related visits to broaden children's horizons. It invites parents and grandparents of children to the school to take part in activities so as to nurture the virtues of loving and respecting the elders in children. The school strengthens the promotion of Chinese culture. It sets up a team of child flag-guards to build a sense of national identity in children while organising Chinese Cultural week, celebrations of traditional festivals, etc., to let children understand Chinese culture from an early age. Regarding the daily schedule, children are given the learning opportunities to participate in music, art and free choice activities every day. However, the school is required to arrange sufficient physical activity time for children of AM classes on Fridays to foster their balanced development. Besides, some pieces of K3 homework are rather difficult. The school must review and revise the relevant content to meet children's abilities and learning needs.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. It devises assessment content and criteria based on the curriculum objectives. Teachers observe children's performance continuously and record the performance on both the formative and summative assessment forms. Moreover, they develop learning portfolios for children to gather the observation records of the activities, children's artworks, etc., to document children's developmental progress. Teachers inform parents of their children's learning progress at school on a regular basis and give appropriate suggestions, thus home and school join hands to foster children's growth. The team consolidates and analyses children's assessment information to take follow-up actions and inform the curriculum planning.

- 2.3 A systematic mechanism for curriculum coordination, monitoring and review is in place in the school. The management leads teachers to hold meetings of lesson planning to discuss the teaching plans. Then, teachers consolidate and revise the teaching arrangements based on the results of discussion. Through scrutinising documents and observing lessons, etc., the management also gives timely advice to teachers to monitor the curriculum implementation. Teachers conduct teaching reflections regularly. Some teachers are able to examine the teaching effectiveness and make suggestions in relation to children's performance, which serves as a reference to improve the activity design. The management enhances teachers' reflective abilities through ongoing training with a view to enhancing the effectiveness of learning and teaching.
- 2.4 Cultivating children's good moral character has been considered as the major concern of the school in these two years. The school arranged for parents to learn about positive parenting in the previous school year while extending the work to the level of teachers this school year, hence striving to create a harmonious and caring atmosphere both at home and on campus for children. The management employs team activities to steer teachers to support and encourage one another as well as building a positive and optimistic work attitude, and then keep up the attitude in their daily teaching to care about children's physical and psychological well-being wholeheartedly. As observed, children observed the rules. They asked for help and greeted others politely. They were friendly as they took the lead to share toys with their peers. K3 children take up the responsibility of 'Caring Angels' to learn about looking after their younger schoolmates and nurture the virtues of helping and caring for one another. In addition, teachers guide children to understand different emotions and ways of dealing with the emotions during morning assemblies. Emotion record forms are displayed in the classrooms to enable children to be aware of and learn to regulate their moods so that they can be at ease with themselves and others, thereby building positive sentiments and social relationships in a step-by-step manner. Children are able to take the initiative to discuss with their peers about the solutions to the waiting order for playing games. They admire the strengths of their peers and express their admiration in words and deeds sincerely. The campus is infused with harmony.
- 2.5 Another major concern of the school this school year is to promote children's free exploration in play. Teachers design interesting activities in the exploratory corners to arouse children's curiosity to explore actively. Children identify the

characteristics of different types of food through various senses, compare the strength of a wall of building blocks and the change of colours when mixed. They experience the process of predicting, testing and summing up new discoveries. The school introduces a play session on Fridays and purchases diversified materials for children to have adequate space and time to create play freely. Children flexibly use materials like slides, paper cups and styrofoam particles to design games with multiple ways of play. After the games, children draw the scenes of their play. Teachers then briefly describe the scenes in words to help children consolidate the play experiences.

- 2.6 The school environment is clean and neat. The school makes good use of the corridors and walls to set up sensory walls and interactive games. Children enrich their learning experiences through manipulation. Scenes of a birthday party, home and veterinary clinic are put up for children to immerse themselves in the simulated scenarios. Children and their peers play the roles of a mother and a daughter to go to school together happily. They act as healthcare staff to treat small animals while creating their own dialogues to interact with their peers, showing good social development. There are plentiful materials in the art and craft corners for children to select freely. Children make greeting cards for teachers and create different artworks with the materials. Theme-related Chinese vocabulary map and news are displayed to provide more opportunities for children to be exposed to words. Teachers also make use of teaching aids to stimulate children's understanding of words, thus enhancing children's language proficiency. The overall design of the interest corners is thoughtful and creative. The reading corners are comfortably furnished. Teachers are advised to adopt different strategies to encourage children's active reading and develop their interest in reading to a further extent.
- 2.7 Teachers lead all children to participate in the morning assemblies. They sing and perform rhythmic movements together to start a vibrant day. Teachers are conscientious in teaching. They facilitate teaching with puppets and pictures. Teachers utilise voices and tones vividly to increase children's concentration. Teachers give unfailing guidance and support as well as detailed instructions. They care about children. Teachers always praise children specifically for their positive behaviour to encourage them to practise good virtues and build self-confidence. Children are engaged in circuit games in physical play to develop gross motor coordination and manipulation skills gradually. Children love singing. They express their feelings by tapping musical instruments and moving their body during

music activities, showing pleasure.

### **3. Recommendations for Enhancing Self-improvement of School**

Under the guidance of the management, the school is keen to improve. It applies the rationale of the inter-connected self-evaluation process in daily work to drive its steady development. The school still needs to review and revise the arrangements of the daily schedule and the content of some of the K3 homework to meet children's developmental needs.