

School No.: 322580

Quality Review Report (Translated Version)

**Diamond Hill Baptist Church
Bright Blossoms Kindergarten**

104-105 & 109-116, G/F., Wong Shek House, Ping Shek Estate, Kowloon

30 April, 2 & 6 May 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: 30 April, 2 & 6 May 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 leadership team maintains contact with the school. It keeps track of the administrative affairs and development direction of the school to monitor the school situation through regular meetings. The management takes into account teachers' experiences and abilities to assign them to assist in handling and coordinating administration, curriculum planning and other matters, leading to the smooth-running operation of the school. The school helps the newly recruited teachers grasp the teaching requirements and adapt to the work environment the soonest via induction meetings and the teaching staff handbook. The management closely communicates with the team members, listens to and respects their views, thus creating an atmosphere of harmony and mutual trust.
- 1.2 The school recognises the rationale of school self-evaluation and adopts a whole-school approach to review its context. It gathers opinions from stakeholders by means of questionnaires, face-to-face interviews, meetings, etc., while mapping out work plans with teachers together. In response to the developmental needs of children, the school has regarded fostering children's social and emotional development and cultivating their positive thinking as the major concerns in recent years. External support is brought in to strengthen teachers' abilities in designing and conducting relevant activities, which is beneficial for the implementation of the plans.
- 1.3 The school establishes an identification and referral mechanism for children with special needs to receive proper support. To cater for the needs of newly admitted children, the school strategically holds parent-child experiential activities and distributes booklets before the commencement of school to enhance the newcomers' and their parents' knowledge of the classroom routines and environment. The school arranges an adaptation period at the beginning of a school term and invites children to bring familiar things to school as their companions to let them gradually build a sense of security at school and integrate into school life. The school regards

parents as key partners and contacts parents closely through different channels such as face-to-face meetings, phone calls and electronic communication platforms. In the meantime, the school prepares school newsletters to keep parents informed of its development updates as well as conducting a variety of parent education activities to improve their skills and competence in parenting. Parents are enthusiastic about volunteering services and assist in implementing various types of activities. Examples include telling stories to children, borrowing and returning books at school and organising sports days, giving full play to the spirit of home-school cooperation for nurturing children's growth.

2. Learning and Teaching

- 2.1 The school takes into consideration of children's life experiences and interests and makes reference to the teaching packages to devise a curriculum. It integrates all learning areas using themes and the curriculum content is comprehensive. With respect to promoting Chinese culture, the school incorporates Chinese idiom stories into daily teaching to help children understand the content and acquire positive values of being caring and optimistic through experiential activities. The school carries out whole-school activities like Mid-autumn lantern carnival and parent-child Lunar New Year fair to let children learn about the custom of traditional Chinese festivals and experience the festive atmosphere of celebrations together. Additionally, it schedules mixed-age activity days regularly. Teachers tie in with themes to design art, physical, etc. and other simple learning tasks for children of all grade levels to play with peers in different classrooms so as to increase their opportunities for mutual communication and collaboration, thus fostering their social development. The school is still required to arrange sufficient time for children in the whole-day classes to engage in music and physical activities every day in order to nurture their balanced development. Besides, it must reduce the amount of copying in the language homework for K3, and enable children to apply what they have learnt through interesting and meaningful writing activities.
- 2.2 The school formulates a policy on the assessment of child learning experiences. It adopts continuous observation and documentation to understand children's performance. Teachers keep thematic assessments, observation records, artworks, etc., in children's learning portfolios to present the growth of children in a systematic manner. In tandem, teachers conclude children's development in various areas at

different stages at the end of a school term and render follow-up suggestions to keep parents timely informed of their child's progress, facilitating children's learning collaboratively. The school may collate and analyse the assessment information to review the teaching effectiveness from multiple perspectives and feedback on curriculum planning.

- 2.3 The management understands the teaching practices by conducting classroom walkthroughs. It participates in curriculum meetings to discuss the thematic learning content and activity arrangements with teachers as well as giving advice and guidance to them. In accordance with the performance of children, teachers reflect on the implementation of the activities and then make suggestions. The management is recommended to encourage teachers to revise the teaching strategies and activity designs at an opportune time based on the review findings in order to implement plans for optimising learning and teaching.
- 2.4 The school has taken enhancing children's social skills and emotional expression abilities as its major concerns in recent years. It has joined external support programmes to provide training for teachers to grasp the relevant rationale and strategies as well as mastering the techniques in helping children know about their emotions and getting along with others. The school has initially started a trial run in K2 and then extended the plan to all grade levels in this school year. Apart from introducing simulated activities about social communication and emotional management every week, the school also posts messages on campus to remind children of proper ways to handle emotions. It also encourages children to assemble pictures into facial expressions to convey their mood of the day in the emotion corners. In this school year, the school regards cultivating children's positive thinking as another major concern. A positive education week is set in the first school term. Picture books are used as teaching materials for children to put themselves into the characters' shoes and think of various ways to address the issues, hence cultivating children's positive attitude of making bold attempts and not to fear difficulties. As observed, children were pleased to share their thoughts and feelings, had a harmonious relationship with others, and were willing to try challenging physical activities. Overall speaking, the school attaches importance to children's affective and social development and build children's virtues and positive values from different aspects. The school may guide teachers to adapt and consolidate the relevant curriculum content on a more organised basis so as to pass on experience, which is favourable for future planning.

- 2.5 Teachers decorate classrooms according to themes and set up a number of interest corners for children to select corner games based on their own interests during the free choice activity sessions. Children love going to the imaginative play corners with their peers to simulate farmers' cultivation and play the role of a doctor to provide medical consultation to patients, or enter the reading corners on their own initiative and read attentively. Meanwhile, children enjoy manipulating teaching aids and constructing building blocks. The school is recommended to steer teachers to enrich the setting of some of the interest corners. For instance, teachers can improve the design of the exploratory corners for guiding children to observe, compare, etc., to exploit their exploratory spirit, or provide a variety of materials in the art corners to further stimulate children's creativity. Moreover, children can be invited to share their journeys and discoveries during activities to extend their experience and consolidate their learning.
- 2.6 Teachers are kind and have a good relationship with children. In thematic teaching, teachers make use of stories, puppets, etc., to arouse children's learning motivation. Simple collaborative games are also included to increase the fun of activities and foster children to learn through interaction. Besides, teachers utilise the venue aptly for designing different kinds of physical activities and arrange for children to play with slides and climbing frames, providing children with a sufficient amount of exercise for boosting their gross motor development. Children are active to take part in the activities, during which they demonstrate their good throwing, jumping and balancing skills. For music activities, teachers have vocal exercises and sing with children while guiding them to move rhythmically along with the beat and lyrics of songs. Teachers are advised to give clear instructions to children when necessary and grasp the learning pace of children with a view to supporting learner diversity and enhancing learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school strives to cultivate positive values and attitudes in children. The management may steer the teaching team to adapt and consolidate the relevant curriculum content in a more systematic way for passing on experience so as to facilitate future planning. Moreover, the school must build a document filing system to properly record and keep information such as development plans and professional training for subsequent reference.

3.2 The management must continue to follow up on the recommendations of the previous Quality Review to strengthen its role of curriculum leadership for leading teachers to sharpen their skills in setting up interest corners, managing classroom routines and catering for children's diversity as well as utilising the child assessment information and review findings to enhance the effectiveness of learning and teaching. Besides, the school is required to improve the language homework design for K3 to reduce the amount of copying and enable children to apply their acquired knowledge in an interesting and meaningful context.