

School No.: 158259

Quality Review Report (Translated Version)

Truth Baptist Church Kindergarten

**3/F, 3 & 4 Wai Wah Centre, 11-17 Sha Tin Centre Street,
Shatin, New Territories**

21, 22 & 24 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: 21, 22 & 24 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 school receives support from the organisation. Through means like conducting joint-school leadership meetings and teacher professional activities, the school facilitates the exchange with the affiliated schools and promotes its development. The management has extensive experience in administration and solicits views with an open mind. The school allocates tasks according to teachers' strengths while assigning experienced teachers to guide and assist newly recruited teachers so that the new recruits can adapt to the school environment the soonest. The school has a systematic filing system which is convenient for teachers to access information such as school documents, teaching materials and lesson plans, and is conducive to teachers, handling of teaching and routine matters. The management arranges different training activities in accordance with the major concerns and teachers' needs for their professional growth so as to strengthen teachers' skills in teaching and taking care of children. An explicit appraisal mechanism is in place in the school. Through teachers' self-evaluation, mid-year and end-of-year appraisal interviews, the school knows teachers' potential and helps them reflect on their performance at work.
- 1.2 The school has a school self-evaluation (SSE) mechanism and the team holds a positive view towards SSE. In last school year, the school regarded boosting children's creativity through the setting of learning environment as the major concern. It has optimised the set-up of interest corners in classrooms and the effectiveness of the plan has been observed. In this school year, the major concern is about strengthening curriculum leadership and enhancing teachers' professional competence to facilitate children's learning through play. The school utilises external professional support to deepen teachers' knowledge of play. The plan is being carried out gradually. Meanwhile, the school considers promoting Chinese culture as the other major concern to implement tasks from aspects like teacher training, planning of visits and experiential activities. The tasks are arranged in an orderly manner.

1.3 The school embraces and cares for children with various needs. A clear identification and referral mechanism is developed and the school maintains close liaison with parents to support children's growth. The school offers appropriate support to children who are newly admitted and those who are about to promote to primary school so that they can get psychologically prepared and adapt to school life as soon as possible. Besides, the school communicates with parents through different channels while arranging diversified parent-child activities for parents to keep track of their child's learning. Parents are willing to take part in volunteer services, assisting in visits, sorting out books, etc. They participate actively in school activities. Parents and the school collaborate to nurture children's healthy growth.

2. Learning and Teaching

2.1 The school makes reference to the curriculum outline of the organisation and teaching packages to devise an integrated curriculum using real-life themes according to children's interests. The curriculum is comprehensive in content and covers all learning areas with the cultivation of children's positive values and attitudes as well as the acquisition of skills and knowledge. Children are given opportunities to take part in music, physical, art and free choice activities every day and the school also arranges different kinds of visits and exploratory activities, thus enabling children to learn through experience and enhancing their learning effectiveness. The school strives to develop children's interest in reading and assists them in building a habit of reading. Apart from inviting parents to tell stories at school and share video clips of children's story telling at home, teachers also let children borrow books on a weekly basis and encourage children to share stories with their family members in a bid to foster a reading habit in children. With respect to homework, some pieces of K3 homework in Language and Early Childhood Mathematics are rather difficult. The school must review and remove the relevant parts so as to cater for children's developmental needs.

2.2 Teachers assess children's learning through continuous observation and create learning portfolios for children to keep thematic assessments, children's works and other information in a systematic manner, which serve as evidence of their growth. The school has followed up on some of the recommendations of the previous Quality Review. Teachers describe children's development at the end of a school term for

parents to get hold of their child's learning progress. Teachers observe the performance of children and review the assessment information for homework adaptation. The school is advised to formulate assessment criteria so that teachers can have a consensual understanding of the criteria. Hence, the assessment information can be served as a reference to inform curriculum.

- 2.3 The management keeps track of the curriculum implementation through observing lessons, attending curriculum meetings and scrutinising curriculum documents, etc. It renders advice to teachers as well. All teachers conduct teaching reflections upon completion of a theme. They also review the curriculum at the end of a school term and give their feedback to the organisation. Teachers have developed reflection habits. However, they mainly describe children's performance in their teaching reflections. The management is recommended to lead teachers to evaluate the teaching effectiveness in terms of teaching objectives, activity design, environment set-up and so forth in order to inform curriculum design effectively.
- 2.4 In relation to the major concern of promoting Chinese culture and with the aim of enhancing children's understanding of Chinese culture and nurturing their sense of national identity, the school organises a Chinese culture day, in addition to conducting national flag raising ceremonies. Children can have a try at ink painting, paper cutting and playing pitch-pot to experience activities that are culturally specific. The relevant plan is in smooth progress.
- 2.5 The school premises are bright and tidy. A number of children's works is displayed along the corridors and in the classrooms, which facilitate children to develop a sense of belonging to the school. In last school year, the school considered boosting children's creativity through the setting of learning environment as its major concern. To tie in with themes, teachers meticulously designed corner activities with manipulative and exploratory elements, supplementing with a wide range of materials. Children took the initiative to explore the corners and demonstrated their creativity during play. Children imitated buying and selling tickets in a simulated cinema and constructed various types of buildings together. They talked to each other in the course of events and had great fun. The effectiveness of the plan is evident. As observed, teachers guided children and joined in their games during free choice activities. Some of the teachers let children share their favourite corner activities after play. Teachers may observe, in the process of play, what children have gained or the scenarios that could be shared, and then encourage children to conclude their experience after play with a view to promoting learning and extending

children's interest towards the activities.

- 2.6 Teachers care for and have a good relationship with children. Teachers always teach children to get along well with peers. Teachers are well prepared for teaching and motivate children to express their views on their life experiences. For instance, teachers make use of children's family photos or videos for guiding children to think about ways to show their gratitude to parents. Children are eager to respond and teachers listen to and conclude children's sharing with patience. Regarding music activities, teachers lead children to sing, perform rhythmic movements and manipulate musical instruments for accompaniment, enabling children to feel the melodies of music. Children love singing and throw themselves into the activities. During physical activities, teachers take children to play trampolines, climb arch bridges and walk on balance beams to develop children's body coordination. However, some children failed to complete these activities. Teachers are recommended to adjust the teaching pace or strategies in light of children's performance in order to increase children's participation and ensure that they have sufficient amount of exercise.
- 2.7 Children love going to school. They are energetic, active, curious and observant. Children are active in raising questions and expressing their ideas, being committed to classroom activities. They treat people politely, take the initiative to greet others and enjoy learning with peers. They are also willing to help others and assist teachers in putting back items after games, showing favourable self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has been operating according to the SSE mechanism. However, it may utilise and follow up on the results of the stakeholders' surveys as well as forging a consensus in a whole-school approach to increase the effectiveness of planning school development through SSE. Besides, the existing minutes of staff meetings mainly list out matters to be reported or to be discussed. The school is advised to briefly record the findings and key points of the discussions for taking follow-up actions and evaluation.
- 3.2 The school arranges a wide range of activities for children. Teachers are advised to adjust the teaching pace or strategies of physical activities at an opportune time according to children's performance. Teachers may also assist children in concluding their experience during play after the free choice activities to inspire their

learning. Meanwhile, the school must remove the inappropriate homework of K3 so as to meet with children's developmental needs. Furthermore, the management may guide teachers to enhance their reflective ability and set assessment criteria, thus making use of reflection findings and the assessment information to inform the curriculum.