

School No.: 541389

Quality Review Report (Translated Version)

Truth Baptist Church Empower Kindergarten

**No. 1, 1/F, Ancillary Facilities Block, Fu Tai Estate, 9 Tuen Kwai Road,
Tuen Mun, New Territories**

9, 10 & 12 January 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 9, 10 & 12 January 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 school has the support of the organisation and receives assistance in administration and resource utilisation. Various guidelines are in place for the staff to understand their duties. The team reports the school matters and shares information in regular meetings. Team members are able to handle daily affairs as arranged. The management assigns duties according to teachers' abilities and preferences while providing them with training and guidance. With concerted efforts, teaching team members try to apply what they have learned from training and strive to achieve the school's development goals.
- 1.2 The school recognises the rationale of school self-evaluation. The management leads the team to review daily teaching and work arrangements and set the development direction according to the school-based needs. The school expected to promote learning through play by improving the setting of the learning environment and teachers' skills in designing games, and regarded this as the work plan of the previous school year. In tandem, the school designed a series of parent-child activities and parent talks to help parents understand the importance of learning through play for children. On the other hand, the school joined external support to gain experience in designing language activities last year. Drawing on such experiences, it continues to regard fostering children's language development as its major concern in this school year. The relevant work is being implemented in a step-by-step manner.
- 1.3 The school uses external resources to refer children in need for assessment and receiving support the soonest. Interesting learning activities are designed for non-Chinese speaking (NCS) children so that they can have more opportunities to speak and listen to Chinese, increasing their interest in learning Chinese. The school also encourages NCS parents to participate in interest activities. In this way, families with different backgrounds can communicate and share with one another, creating a campus culture of acceptance and inclusion. The school conveys parenting

information to parents through daily face-to-face communication, talks and parent-child activities. It also invites parents to serve as volunteers to assist in carrying out activities to keep them informed of their child's learning. Parents trust the school and are willing to take part in school activities. Home and school join hands to facilitate children's growth.

2. Learning and Teaching

- 2.1 The school formulates a curriculum with real-life themes by referring to the curriculum outline of the organisation and teaching packages. The curriculum content covers all learning areas. Visits that tie in with themes are arranged for children to increase their understanding of the learning content through first-hand experiences. The school attaches importance to children's moral development. It helps children nurture good character and an active learning attitude through story sharing, learning activities and award schemes of simple learning tasks. Children understand traditional Chinese custom and culture from thematic and festive activities. In tandem, they learn to respect the national flag and national anthem by attending the national flag raising ceremony, thus cultivating their sense of national identity from an early age. Children have sufficient opportunities to participate in music, physical, art and free choice games every day, leading to a balanced daily schedule. Yet, some pieces of mathematics homework for K3 children are too difficult. The school must improve the homework design, remove the inappropriate homework, reduce the amount of copying and delete the calculation drills to meet children's developmental needs.
- 2.2 Teachers develop learning portfolios for children to maintain observation records, children's work and assessment forms. They report children's general performance to parents through daily communication to keep parents informed of their child's development. Furthermore, the school invites parents to share the behaviour and performance of children at home so that teachers can grasp children's learning and growth from multiple perspectives. Nevertheless, the school analyses children's learning performance in terms of average scores, which do not truly reflect the developmental progress of children. The school is advised to improve the way they collate and analyse assessment information so as to present children's overall learning and development accurately and comprehensively for informing curriculum planning, hence strengthening the efficacy of assessment for learning effectively.

- 2.3 The management arranges collaborative lesson planning for teachers and keeps track of the curriculum implementation through meetings, lesson observation, routine classroom walkthroughs and so forth. Teachers take turns preparing teaching plans and most of the learning activities have clear learning objectives and teaching steps. Nonetheless, in the activity week of each school term and the primary one adaptation activities, only the activity content of thematic learning is indicated and there are just learning objectives in other activities like music and physical activities. No specific design of these teaching activities could be found, which impairs the implementation of activities. Concerning reflection on the curriculum, some teachers can give an account of children not achieving the learning objectives but are unable to point out the crux of the issue and render suggestions for improvement. The management is required to demonstrate its curriculum leadership to guide teachers to plan the content of the teaching activities during the activity week and primary one adaptation programme. It must also enhance the reflection skills of teachers to refine learning and teaching.
- 2.4 In the previous school year, the school put much effort into improving the learning environment settings to promote children to learn through play. Teachers planned the use of the school's corridors and common area to set up constructive zone, role-play zone, exploratory zone and so forth based on the learning themes to facilitate children to extend their interest in learning by manipulating teaching aids, communicating and sharing with one another, and keeping trying and exploring. As observed, children were engaged in the activities. For instance, children used eco-friendly materials to design walking aids collaboratively to think of helping people with mobility disabilities. Children also exploited their imagination to construct buildings with materials of different textures. There are sensory exploration activities and simple experiments in the exploratory zone for children to explore and compare with their sense of touch. Children learn through observation, manipulation and experiences. They unleash their creativity in constructive play and creation activities.
- 2.5 The school's development focus in these two school years has been fostering children's language development. Teachers apply what they have gained from training to design language games that align with the learning themes, such as writing nursery rhymes and constructing sentences, to nurture children's listening and speaking skills. Teachers also improve the setup of reading corners and place plentiful books and puppets to attract children to read. It is observed that teachers

employed suitable facial expressions and tones to tell stories. Children read aloud under the guidance of teachers. They gained exposure to different language materials during learning activities and gradually developed an interest in language learning. Yet at present, there are mostly word recognition and sentence matching exercises on the learning walls of the classrooms. The activity design lacks variety and could not fully serve its purpose of increasing children's opportunities to express themselves. The school is recommended to design more real-life language activities for children to enhance the language learning effectiveness.

2.6 Teachers are amiable. They care for and always praise children, thus having a good relationship with children. Teachers give individual guidance as well to cater for children's diverse needs. During music activities, teachers ask children to create different body movements. Children perform rhythmic movements and sing to music. They feel the melody tempo and the strong and weak beats when playing games, enriching their music experiences. Teachers incorporate story scenarios into physical play to spice up learning and provide a wide range of activities for children to choose from them. Children have opportunities to perform jumping, balancing, throwing and other movements to develop their body coordination. They are agile and able to coordinate their bodies at will, showing vitality and self-confidence. However, it is necessary for teachers to pay attention to the placement of physical equipment so as to ensure that children can carry out physical play in a safe environment. Besides, teachers are advised to conduct proper warm-up and cool-down exercises with children to develop good exercise habits in children.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school sets clear objectives for fostering children's learning through play, which is conducive to the planning and development of tasks. However, regarding promoting children's language development, the school lacks overall planning and the effectiveness of the work plan is unremarkable. The management is required to demonstrate its professional leadership to set explicit work objectives and corresponding strategies with the team while devising specific success criteria to make evaluations in a focused manner. Moreover, the school is advised to consolidate and analyse the self-evaluation findings to inform the planning of the next stage. The management may understand the capabilities and needs of the teaching team to plan training activities strategically to facilitate teachers'

professional growth, thereby promoting the school's continuous development.

- 3.2 The management must strengthen its curriculum coordination to examine the arrangements of the activity week and primary one adaptation week as well as leading teachers to prepare specific teaching plans for music and physical activities. It is also necessary for the management to enhance teachers' reflection skills and evaluate in depth the effectiveness of learning and teaching by focusing on teaching objectives, teaching arrangements, children's learning performance and so forth while summing up and consolidating the experiences to inform the curriculum.
- 3.3 The school is required to follow up on the recommendations of the previous Quality Review actively to improve the assessment methods for accurately grasping children's learning performance. Meanwhile, it must refine the homework design and remove the inappropriate parts to meet the abilities and needs of children.