

School No.: 158860

Quality Review Report (Translated Version)

Truth Baptist Church Pictorial Kindergarten

Podium Floor, Pictorial Gardens, 19-21 On King Street, Shatin, N.T.

7, 8 & 10 May 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: 7, 8 & 10 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 Upholding the school mission of child-centredness, the school maintains close contact with the affiliated kindergartens of the organisation to discuss curriculum, organise teacher training, etc., through different working groups in an effort to bring together professional capacity and cooperate with one another to discharge duties, thus attaining synergy. The management has served the school for years. It leads the team to design content-rich learning activities so that children are guided to learn through play. The school allocates duties in light of teachers' abilities and strengths while having appropriate induction measures in place and assigning experienced teachers to support newly recruited ones. Additionally, social events and stress-relief activities are carried out regularly to facilitate teachers to help one another and build a sense of belonging to the school. The management maintains candid communication with the staff, which helps both sides reach consensus and drive the school forward with concerted efforts.
- 1.2 The school conducts school self-evaluation (SSE) through collective discussion. The school reviews information including teaching reflection, results of teacher and parent surveys, children's performance, as evidence of the effectiveness of daily tasks and as reference for setting the annual development foci. The school's major concern of last year was cultivating children's creativity and exploratory spirit. Teachers designed interesting exploratory activities and led children to construct new knowledge from first-hand experiences in a bid to improve children's problem-solving skills. Meanwhile, the school held parent-child activities for parents to understand and recognise the positive impact of exploratory activities on children's whole-person development. In recent two years, the school has regarded enhancing the element of free exploration in play as another major concern. The school has taken physical activities as the starting point to implement the plan and it extends the achievements of the preceding year to this school year that the element of free exploration is enhanced in the thematic and free choice activities of K2 and K3. The

school deploys proper strategies from multiple perspectives in order to implement various plans progressively and positive results have been seen.

- 1.3 The school caters for learner diversity and introduces external resources to help children in need to receive suitable guidance and support the soonest. Adequate transition arrangements are provided to children who are newly admitted and those who are about to be promoted to primary one, helping them adapt to different stages of growth effectively. The school organises diversified parent-child activities to encourage parents to be part of their children's school life and have knowledge of their learning. The school makes use of parents' expertise to assist in activities while developing a partnership with parents to nurture children's whole-person development together.

2. Learning and Teaching

- 2.1 The school and other affiliated schools of the organisation jointly plan and examine the teaching outline and revise it aptly through regular meetings with a view to promoting curriculum development in an ongoing manner. The school devises a school-based curriculum according to real-life themes. The comprehensive and balanced curriculum content encompasses various learning areas to cultivate children's positive values and attitudes as well as facilitating their acquisition of skills and construction of knowledge. Teachers select interesting picture books that tie in with the themes and design extended activities to increase children's learning motivation. Teachers also arrange a variety of outdoor experiential activities and visits to enrich children's learning experiences and deepen their knowledge of the themes. In recent years, the school has utilised external resources to promote Chinese culture, organise festive celebrations and parent-child activities as well as recruiting external bodies to give cultural performances at the school and so on for enhancing children's interest in traditional custom and art, hence gradually developing children's sense of national identity. Besides, the school arranges a proper daily schedule for children to have sufficient time to engage in music, physical, art and free choice activities every day, so as to build daily routines in children and foster their healthy growth physically and psychologically.
- 2.2 The school adopts continuous observation and documentation to conduct assessment of child learning experiences. It creates learning portfolios for children to keep thematic assessments, observation records, artworks and so forth, as evidence of their

developmental progress. Parents observe and record children's performance and living habits in daily life so that teachers can fully grasp the behavioural characteristics of children. Teachers consolidate and analyse the assessment information to keep parents regularly informed of their children's physical and psychological development while informing curriculum planning. The school is recommended to stipulate clear assessment criteria which help teachers understand children's abilities, individually and collectively, in a more precise sense.

- 2.3 The school has established a curriculum management mechanism for the management to steer teachers to discuss the teaching content of each grade level. Through lesson planning meetings, they review the learning and teaching effectiveness of implementation of themes, then they map out the learning objectives and activity arrangements for the following themes based on the results of discussion. Teachers take turns to write lesson plans, which are then submitted to the management for scrutiny. The management provides supervision and support as required to teachers as well as rendering concrete suggestions for improvement about teaching procedures, activities and deployment of teaching materials. The school arranges lesson observation at management and peer levels. Members of the teaching team express their views and exchange their teaching experiences openly. They encourage each other and facilitate professional growth.
- 2.4 The school premises have undergone renovation in recent years. The space is well planned, with a nice environment and soft-tone furniture and decorations. Each classroom has a tiny door which is at the height of children, full of childlike fun. The school places a wide range of manipulative teaching aids and toys on walls along the corridors which meet children's abilities. Children are pleased to play with their peers of different grade levels to foster their language and social skill development. In this school year, the school lets children of all grade levels experience the fun of farming in fields. It also sets up simulated agricultural lands in the lobby to extend children's learning. Children wear farmer's workwear and hold farm equipment to imitate farmers to take care of crops, having great fun.
- 2.5 The school regarded cultivating children's creativity and exploratory spirit as its major concern of last school year and it has taken strengthening the element of free exploration in play as its major concern in these two years. The school has provided school-based training for teachers to practise what they have learnt to refine the design of exploratory corners. K1 children manipulate fans and cardboard to create wind, and observe a boat travelling on water. K2 children observe textures of leaves

through leaf rubbing. K3 children use electric fans and hand-held fans to make self-made pinwheels and wind vanes spin, and then compare the strength of winds produced by various tools and the direction from which objects are blown. The activities are fun-filled and stimulate children's curiosity. Children are encouraged to employ skills including observation, comparison and testing to explore their surroundings. Moreover, teachers set up role-play corners in classrooms and decorate them with different scenes. K1 children learn about riding rules by pretending to be drivers and passengers of minibus and bus with their peers. K2 children work together to construct a playground, an animal area and a plant area by using diverse materials, unleashing their creativity and imagination. K3 children collect eco-friendly items for building houses. They decorate the interior and external walls of the houses with their peers while picking waterproof materials for house maintenance.

2.6 Teachers care about children and are amiable and friendly. Teachers speak softly and always praise and encourage children to reinforce their good behaviour. Teachers put much effort into designing teaching activities and arouse children's learning motivation through play for understanding children's prior knowledge on themes. Teachers prepare teaching aids with different levels of complexity in light of children's abilities and cater for the diversity of children. To keep pace with the implementation of last year's major concern, teachers put sufficient equipment and tools in the outdoor physical play venues and design challenging physical activities for children to engage in skills training and free choice activities, enjoying the fun of play while developing body control, balance and coordination. During music activities, children immerse themselves in singing, performing rhythmic movements and playing percussion instruments to demonstrate their good sense of rhythm. In free choice activities, teachers observe, intervene and take part in children's play while guiding children to conclude what they have learnt. Teachers are advised to let K1 and K2 children switch to other activities freely according to their own preferences and pace in order to further develop children's abilities in planning activities on their own. In addition, teachers are required to devise an appropriate amount of teaching objectives and content of thematic teaching and earmark room for giving more opportunities for children to share their thoughts and feelings. These will also foster interactions among children and consolidate their learning effectiveness.

2.7 Children have rich life experiences. They enjoy their school life and take part in

exploratory activities enthusiastically, demonstrating an interest in active learning and confidence. Children respect their teachers and get along well with their peers. Children treat others with courtesy and follow the routines. They can put on and take off their clothes by themselves, use various types of tableware to eat as well as assisting teachers and peers in tidying up things to show good self-care abilities and the spirit of service.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE culture and practised the rationale of SSE in its daily work. However, the school should set out explicit goals of major concerns and task objectives when formulating development plans. It should also draw up specific and focused success criteria with the aim of reviewing the effectiveness of the plans in an effective manner.
- 3.2 The balanced curriculum and daily schedule of the school facilitate children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school is advised to set clear criteria on child assessment with a view to enhancing the effectiveness of assessment for learning.