

School No.: 544167

Quality Review Report (Translated Version)

Tai Po Baptist Kindergarten Tin Chak Estate Branch

**G/F, Chak Sing House, Tin Chak Estate, Tin Shui Wai, Yuen Long,
New Territories**

5, 6 & 8 March 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: 5, 6 & 8 March 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 provides administrative support and deploys resources properly to promote the continuous development of the school. It also maintains liaison with the affiliated kindergartens of the organisation to let teachers visit peer schools for observation and learning in order to develop a sharing culture, while providing more collaboration opportunities for teachers by holding the joint-school graduation ceremony. In view of the development needs of teachers, the school organises training to strengthen teachers' understanding of different domains. In tandem, teachers can take part in overseas academic exchange activities and study tours to broaden their horizons. They are then arranged to share in meetings what they have gained from training so as to keep the team informed of the education development trends, which is conducive to enhancing their professional competence. The management is willing to communicate with teachers, listen to their views and take follow-up action. Staff members perform their duties properly and put efforts into implementing the school affairs, leading to a smooth daily operation.
- 1.2 The school recognises the school self-evaluation (SSE) rationale. Team members conduct reflection and attend meetings to review various domains of work, including gathering different stakeholders' views after activities through surveys, face-to-face meetings, etc. Their views and comment will be taken into account for planning the activities in future. At the end of a school year, the management leads all teachers to discuss the development directions of the coming school year by examining the school's development needs and tying in with the kindergarten curriculum development trends. In this school year, the school regards promoting Chinese culture as its major concern. It employs strategies such as teacher training and designing diversified learning activities to carry out the plan. The overall arrangement is appropriate. Another major concern of the school is promoting drama education to enhance teachers' professional capacity. The school introduces external support, teacher training and teaching practices to improve teachers' relevant

knowledge and skills. The plan is being implemented in a step-by-step manner.

- 1.3 The school takes good care of children and accepts their diverse needs. It sets up a clear identification and referral mechanism to let children receive proper support the soonest. In respect of catering for the newly admitted children, the school arranges parents to accompany children in classes and progressively increases children's school time so that they can gradually integrate into school life. The kindergarten-primary transition activities are designed appropriately to help K3 children get psychologically prepared for promoting to primary school. The school attaches importance to parent education that it holds different talks and workshops to let parents learn child-rearing skills and enhance their competence in parenting. Furthermore, it organises a wide range of parent-child activities in alignment with major concerns to promote parent-child relationship. Parents recognise and support the school. They have built mutual trust and work jointly on fostering children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to teaching packages and taking account of children's needs and interests, the school devises an integrated curriculum using real-life themes. The curriculum content covers all learning areas, facilitating the cultivation of children's positive values, acquisition of skills and construction of knowledge. The school makes good use of community resources to actively arrange visits for broadening children's horizons and enriching their learning experiences. Children are given sufficient time to participate in music, physical, art and free choice activities every day. However, some teachers spend relatively more time in explaining the homework during free choice activities, which undermines children's opportunities in taking part in free choice activities. The management must remind teachers of their time management to ensure that children have ample chances to engage in free choice activities.
- 2.2 The school adopts continuous observation to assess children's learning performance. The assessment items are in line with the learning objectives and the assessment criteria are clear. Teachers systematically maintain children's thematic assessment forms, observation records, works and other information in the learning portfolios of children as evidence of their growth. At the end of a school term, teachers sum up and report children's performance in each learning area to parents.

- 2.3 The school has established a curriculum management mechanism. The management discusses with teachers the content and strategies of the learning themes in meetings and understands the curriculum implementation through classroom walkthroughs and focused lesson observation. Teachers reflect on their teaching daily but some of them only record the work done and do not evaluate the effectiveness of the activity design and teaching strategies. The management could lead teachers to examine the activity efficacy from multiple perspectives like the learning objectives, activity design and children's performance while making specific and feasible suggestions for improvement to enhance the effectiveness of learning and teaching in an ongoing manner. The school could also utilise the teaching review findings and the child assessment information to inform curriculum planning.
- 2.4 In this school year, the school regards promoting Chinese culture as its major concern. Apart from allowing children to savour festive food and conducting festive activities during traditional festivals, the school also organises a Chinese culture week to provide various learning activities, such as enabling children to learn about and taste sugar-coated haws, glutinous rice dumplings and other folk snacks. Children learn and try ink painting, paper cutting, painting on ceramic plates and other traditional art, so as to deepen their understanding of Chinese culture. The national flag raising ceremony is conducted on important days for children to learn the warranted etiquette and strengthen their sense of national identity. The plan is able to enhance children's knowledge of Chinese culture. Another major concern of the school is enhancing teachers' professional capacity through drama education. Teachers select suitable storybooks and let children express the story content through role-play, which helps children to understand the storyline and strengthen their skills in body and oral expressions as well as their self-confidence. The effectiveness of the plan is preliminarily seen.
- 2.5 The school environment is clean and bright. Teachers tie in with the learning themes to design corner activities, including those in family corners, exploratory corners and art and craft corners. Materials are neatly placed in the interest corners for children's easy access. Children draw freely or create three-dimensional craftworks in the art and craft corners, unleashing their creativity. In the family corners, children role-play parents to prepare food for their families and simulate having meals to interact with peers. There are magnifying glasses, animal models, light torches, etc., in the exploratory corners for children to observe the physical

features of animals or play light and shadow games. Children choose materials and activities according to their interest. They can complete the activities by themselves or play with peers, which is conducive to their acquisition of skills and construction of knowledge. Nevertheless, during the play review sessions, teachers are not able to respond to children's experience sharing as they also have to handle classroom dismissal. The school could allocate time appropriately for children to share their experiences and feelings as well as for teachers to make timely feedback. In this way, teachers can assist children in consolidating and extending their learning.

2.6 Teachers are friendly and care for children's diverse needs. They render proper support in view of children's situation. Teachers use real objects and pictures to facilitate teaching during lessons and encourage children to share their findings and get the answers through observation and comparison, which is beneficial for enhancing children's learning interest and understanding of the learning content. During physical activities, children play games like throwing and jumping. They can choose other activities such as riding tricycles and playing slide as well. Teachers closely observe children's performance and give them timely hints. Children not only have an adequate amount of exercise, but are also able to foster their skills of balancing, moving and controlling. Teachers design different music activities including singing, performing rhythmic movements and appreciating music, but some of the learning content does not meet children's needs. Teachers must review and revise the arrangements of music activities in order to strengthen the effectiveness of learning and teaching.

2.7 Children are courteous to others and show respect to teachers. They love going to school and are keen to take part in learning activities. Children are attentive in class that they enthusiastically respond to teachers' questions, share their life experiences and follow teachers' instructions to switch to another activity venue in an orderly manner. Children get along well with their peers and are able to share items when playing, showing favourable affective and social development. Children have good self-care abilities as they can put on and take off their shoes on their own while washing their hands and tidying their clothes by themselves after going to the toilet.

3. Recommendations for Enhancing Self-improvement of School

3.1 Regarding the major concern of promoting drama education to enhance teachers' professional capacity, the school is advised to set clear work objectives, carefully

deploy corresponding implementation strategies and success criteria while evaluating the plan in a timely manner to further strengthen its effectiveness.

- 3.2 The school strives to promote curriculum development. However, teachers should review and revise the arrangements of music activities, and ensure that children have sufficient opportunities to take part in free choice activities in order to enhance children's learning interest and efficacy. The management could lead teachers to conduct reflection from multiple perspectives including learning objectives, activity design and children's performance, and make specific and feasible suggestions for improvement, so as to enhance the effectiveness of learning and teaching continuously.