

**School No.: 158470**

# **Quality Review Report (Translated Version)**

## **Tsui Lam Estate Baptist Kindergarten**

**G/F, Nga Lam House, Tsui Lam Estate, Tseung Kwan O, New Territories**

**17, 18 & 23 April 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: 17, 18 & 23 April 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 understands the school operations through regular meetings and liaises closely with the management to support the school development in terms of administration and resources. It often participates in school activities to maintain good communication with staff and parents. The school has explicit work guidelines for the teaching staff to perform their duties and it manages the resources properly, leading to sound administration. As there is a number of newly recruited teachers in this school year, the school not only provides appropriate induction, but also holds social activities to create an atmosphere of harmony and mutual trust. This is conducive to building teamwork and a sense of belonging among team members progressively. The school organises training for teachers according to the school-based needs and arranges for them to share what they have gained as well as reflecting on the teaching effectiveness together with a view to enhancing their professional competence. The school strives to achieve consensus within the team to promote its advancement with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It evaluates the implementation of work plans through surveys, review meetings and so forth. The management leads all teachers to conclude the SSE results at the end of a school year and discuss the development direction of the school. The school regarded facilitating teachers' professional development as its major concern in the last school year. It made great efforts into equipping teachers with relevant knowledge to implement national education, religious activities and to cater for learner diversity. To keep up with the education development trends and parents' needs, the school considers refining the school-based parent education programmes as a major task of this school year. It plans various types of parent seminars and parent-child activities systematically to help parents enrich their child-rearing knowledge and develop a good relationship with their child. Different stress-relieving activities are held regularly to facilitate the well-being of parents mentally and physically. For parents

who are interested in volunteering but unable to serve at school, the school is flexible to provide them with choices to do volunteer work at home such as making teaching aids. In this way, it increases parents' opportunities for school activity participation. On the whole, the strategies of the school to promote parent education are appropriate and meet parents' needs, strengthening home-school cooperation effectively.

- 1.3 The school caters for children's diverse needs. It has an identification and referral mechanism to facilitate children with special needs to undergo assessment and receive support services the soonest. The school arranges for parents to accompany newly admitted children in class and assists children in adapting to school life gradually. In tandem, it conducts home visits as needed to understand children's performance at home with a view to rendering further assistance. The school keeps contact with parents through a variety of channels. In addition to holding parents' day and lesson observation for parents, teachers briefly introduce to parents the activities of the day during pick-up sessions. This helps deepen parents' understanding of their child's learning. Parents trust the school and support school activities with enthusiasm. Meanwhile, the school values and follows up on the views of parents proactively. It has established a partnership relationship with parents to jointly foster children's growth.

## **2. Learning and Teaching**

- 2.1 The school selects real-life themes as the main axle for organising its curriculum and adopts an integrated approach to link up the learning content of different areas. It also arranges a wide range of activities that are in line with themes to provide children with a rich learning experience. Parents are invited to bring their pets to school to share the characteristics of small animals and their tips about pet-keeping with children. Tram and ferry trips are also organised to lead children to step outside the classroom and get a taste of different transport rides, hence facilitating children to connect what they have learnt with daily life. Besides, the school conducts project learning in every school term to encourage children to explore the topics of their interest in a focused manner, fostering their inquisitive mind. Regarding the daily schedule, the school has followed up on the recommendations of the previous Quality Review to allocate enough time for children to participate in various types of activities to promote their balanced development.
- 2.2 In recent years, the school has been promoting the development of the school-based

curriculum in various aspects, including creating an interesting and authentic English context in language, music, free choice and other activities, to guide children to enhance their interest in learning English and build their confidence in interacting with others in English. The school holds games day in which an array of physical and eco-friendly materials is provided for children to engage in mixed-age activities and create their own games according to their preference, thus unleashing their creativity as well as nurturing their skills in communication, collaboration, problem-solving, etc. Additionally, the school attaches importance to moral education. It cultivates children's positive values and good moral character through Bible stories and verses, community service, simple learning tasks of virtues and so forth. In the meantime, the school plans activities with traditional Chinese cultural characteristics meticulously, such as doing New Year shopping and making festive cakes with children during Lunar New Year activity week, or creating lanterns, fragrance sachets and craftworks of blue and white porcelain in parent-child activities, for children to experience first-hand and learn to appreciate our country's art and culture. Upon such foundation, the school may further incorporate elements of Chinese culture into thematic learning to help children learn about the culture and achievements of the Motherland and develop a sense of belonging and pride to our country.

- 2.3 Teachers adopt continuous observation to understand the performance of children in each learning areas. They present children's learning through thematic assessment forms, activity observation records, developmental assessment forms, etc., and give parents specific suggestions to support children's growth. The teaching team is required to explore proper ways to summarise children's development at different stages appropriately while consolidating and analysing the child assessment information to inform learning and teaching. Teachers carefully design interesting pre-writing activities and parent-child games, which are beneficial for enhancing children's fine motor control and eye-hand coordination. However, some homework content in the language learning area of K3 is too difficult and must be revised to meet children's development.
- 2.4 Teachers of each grade level conduct regular curriculum meetings to discuss the learning content, activity design and assessment criteria of the themes as well as reviewing teaching arrangements. Some of the teachers are able to make recommendations for follow-ups in view of children's performance to help improve the teaching quality. The management is advised to lead teachers to have a better planning regarding the learning areas of Nature and Living and Self and Society, and

set clearer learning objectives and content in alignment with themes so as to assist teachers in carrying out teaching and reviewing the work effectiveness. Apart from keeping track of the curriculum implementation and giving timely guidance to teachers through routine classroom walkthroughs and lesson observations, the management also promotes peer lesson observations, classroom setup highlights and so forth to facilitate teachers to observe how their peers teach and set up the learning environment. Furthermore, the management encourages teachers to share what they have gained from lesson observation and their suggestions for improvement to enhance the team's professional capacity.

- 2.5 The school has been refining the campus facilities in a step-by-step manner in recent years. It has increased the play space with the additional teaching aids on the corridor walls outside the classrooms for children to carry out manipulative and collage activities. It has also set up a reading zone in the lobby and purchased various types of books for children to borrow and read, hence developing their interest in reading. There are different interest corners in the classrooms. Role-play corners are thoughtfully decorated as teachers design scenarios based on thematic learning content and offer relevant materials for attracting children to engage in imaginative play, including going to a clinic to see a doctor, harvesting crops from the fields and taking care of pets at home, to connect the acquired knowledge during the process. Children love to exploit their creativity in the art corners and choose materials to make craftworks or draw. Some teachers decorate the interest corners with children's works to strengthen children's confidence in creation and their sense of belonging to the learning environment. In respect of the science corners, besides providing materials and tools for children to manipulate freely, teachers may set up more interesting simple experiments or activities of sensory exploration that tie in with themes to inspire children to learn by doing.
- 2.6 Teachers prepare for teaching conscientiously. They make ready real objects and produce teaching aids, tell stories to children or use contexts in daily life as an introduction to raise children's interest in learning. Teachers always ask questions to increase classroom interaction and enhance children's participation using games. Children are eager to answer the questions, willing to share their experiences and devoted to working together with their peers to complete simple learning tasks. Teachers collaborate with one another to lead physical and music activities. The physical circuit games have an adequate amount of exercise and can foster children's development of basic physical skills and coordination. Teachers also aptly guide

children to master the skills and ensure their safety. Music activities comprise singing, rhythmic movements, musical instruments playing and other elements. Teachers are recommended to spice up the activities and let children exploit their creativity to create rhythmic movements or ways of accompaniment, thus further leading children to express their feelings through different media. During free choice activities, teachers read and play with children. They assist children in manipulating teaching aids to promote children's learning. After the corner activities, some teachers ask children to review their participation and guide children to share their activity content or works, thereby consolidating their learning experiences.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The management is required to lead the team to examine the development pace and context of the school from multiple perspectives while regularising the effective projects for implementation with refinement at opportune times. It must also set strategies at different levels and specific success criteria that correspond to the development focuses of learning and teaching as well as making good use of the child assessment information to implement the work and evaluate its effectiveness in a more holistic manner.
- 3.2 The school has been striving to promote the development of the school-based curriculum in recent years. Yet, it must have an explicit planning regarding the learning areas of Nature and Living and Self and Society, revise the difficult homework content in the language learning area of K3 and improve the arrangements of summative assessments so as to enhance the effectiveness of learning and teaching.