

School No.: 326011

Quality Review Report (Translated Version)

Yiu Tung Baptist Kindergarten

Wings B & C, G/F, Yiu Fu House, Yiu Tung Estate, Shaukiwan, Hong Kong

11, 12 & 14 June 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 11, 12 & 14 June 2019

- 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 maintains close contact with the leadership team to receive professional advice on teacher training, financial management, etc., which is conducive to promoting school development. The management is approachable and cares for staff. It sets up diversified channels to facilitate candid communication and is willing to consider and accept the team's views, creating a harmonious and pleasant working atmosphere. When deploying work, the management considers staff's abilities and preferences to actualise their strengths. It also values teachers' professional development and encourages them to pursue further studies to enhance their teaching skills. The teaching team is stable, and some teachers have served the school for years. Teachers collaborate among themselves well and display good team spirit. They regard children's well-being as the ultimate aim, endeavour to promote the development of the school and strive to enhance the service quality.
- 1.2 The school has established the school self-evaluation mechanism. The management leads the teaching team to collect information and evidence through various channels and review different areas of work by means of collective discussions, thereby formulating the annual work plan. In light of teachers' training needs, the school has taken enhancing teachers' skills in conducting art and music activities as the major concern for the past two years. The school explores external resources to arrange training for teachers and fosters teachers' professional exchange by means of lesson observation, school visits, etc. It adds more art materials and musical instruments to help teachers design diversified activities. The work plan is implemented as scheduled and the result is shown gradually.
- 1.3 The school respects children's diversity. It has regarded reinforcing support for children's diverse needs as another major concern in recent years. The school establishes a clear mechanism to support children's diverse needs and provides timely referral and follow-up services. It also arranges appropriate training for teachers to understand the needs of children with different backgrounds. The teaching team is amiable and cares about children proactively. It accepts and

understands children's behavioural and emotional performance. It also shares skills in catering for children's learning differences and experience of communicating with parents from time to time. Meanwhile, the team adjusts the content and amount of homework and provides individual guidance in light of children's abilities, so that the children can learn according to their own pace of development. The school develops a good relationship with different groups in the community, and co-organises excursions, visits and other activities with them in view of children's needs to enrich children's life experience and broaden their horizons. The school respects children with different cultural backgrounds and learning needs. It provides suitable care and support for them to grow in a caring environment.

- 1.4 The school regards parents as its partners and informs them of their children's performance in a timely manner through a variety of communication channels. It also attaches great importance to parents' feedback, actively considers and follows up their views on the school's daily operation. The school organises diversified parent education and parent-child activities to effectively help parents understand their children's development and grasp parenting skills. The school also invites parents to help with volunteer work according to their expertise and preferences, for example, assisting the school in visits and festive activities. As such, parents can understand the school better. Parents are pleased to take part in the activities. They trust and support the school's work, laying a solid foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and designs its integrated curriculum based on themes. The curriculum content is comprehensive and considers children's life experience to facilitate their development of attitudes and acquisition of skills and knowledge. The school attaches great importance to children's moral development in terms of fostering positive attitude through religious and moral education activities. It arranges project learning every year to facilitate children's active learning. Children can select their favourite topics to gather information, and to participate in discussion and exploration. The school also organises visits according to the themes to enrich children's life experience. The school enables children to engage in individual, group and whole-class activities daily, and the time for self-directed learning is sufficient. However, the school has not followed up the recommendations of the previous Quality Review (QR) to

arrange physical and music activities for children every day, making the daily schedule imbalanced. The school must actively improve the daily schedule to ensure that children have sufficient opportunities to engage in music and physical activities every day so as to facilitate their all-round development. In recent years, the school has gradually reduced the amount of copying in homework to provide children with more time to take part in other activities. Yet, the amount of copying for K3 children is still excessive while some of the homework is too difficult. The arrangement does not meet children's abilities and learning needs. The school must review and delete those inappropriate homework so as to make sure that the homework arrangement meets children's development.

- 2.2 The school assesses children's performance through continuous observation and making records. The assessment covers all learning areas. The school also develops learning portfolios to keep children's thematic assessment, developmental assessment report for each term, artwork, parents' assessment, etc., which clearly shows the progress of children's growth. The school invites parents to record their children's performance at home for teachers to understand children's development from different perspectives. The school works with parents to nurture children. The school summarises children's overall performance every school term and makes suggestions for parents to facilitate children's development. However, the school has not followed up the recommendations of the previous QR. It does not systematically make use of the child assessment information to inform the curriculum. It is necessary for the school to follow up the recommendations actively to analyse and collate children's assessment information in order to inform the curriculum design.
- 2.3 The school took into account of teachers' professional growth to set enhancing their ability in conducting art activities as the development focus for the previous school year, with a view to arousing children's interest in art activities. The school brought in external support to organise professional training for teachers to enhance their teaching skills in conducting art activities. It also arranged teachers to observe and learn from other schools, so as to broaden their horizon. In this school year, teachers gradually put what they have learnt into practice by re-arranging the art activities so that children can have more opportunities to create artwork freely. They also guide children to try different techniques in art creation, encouraging them to unleash their imagination. The school utilises children's work to decorate the campus so that children can appreciate and learn from one another. This is conducive to

strengthening the artistic atmosphere on the campus and enhancing children's interest in participating in art activities. As observed, children participate in the art activities actively. They demonstrate rich ideas when creating their work. The effectiveness of the plan can be observed progressively.

- 2.4 The school determines to enhance teachers' ability in conducting music activities and sets this as another major concern for this school year. Teachers deepen their understanding of designing music activities and build up their confidence in conducting the lessons through training. During music activities, teachers lead children participate in diversified activities, including singing, rhythmic movements, manipulating musical instruments, etc. They also put effort in applying the acquired skills to make the activities more interesting, such as changing the ways of playing the musical instruments and rhythmic movements. This effectively arouses children's interest in learning. Children can feel the rhythms of music and engage themselves in singing and playing. The work plan of the major concern is still being implemented and is in good progress.
- 2.5 The school establishes a systematic curriculum management mechanism. The management considers children's abilities and life experience to devise the curriculum outline. It discusses the learning activities with teachers of each grade levels and teachers then share the work to write up the teaching plans. The management also monitors the development of the curriculum through classroom walkthroughs and scrutinising curriculum documents. Teachers organise grade-level meetings regularly to discuss and review the teaching content and the design of teaching aids for their future reference. However, some teachers only describe children's performance during the review process and they seldom make suggestions to improve the effectiveness of the activities. The review cannot perform the function of informing curriculum design. The management ought to steer teachers to review the effectiveness of the activities according to the teaching objectives and children's performance, and make concrete suggestions for improvement in order to promote learning and teaching.
- 2.6 The school uses the hall and activity room to conduct music and physical activities. The provision of ample space and appropriate materials are favourable to the implementation of the activities. The classrooms are decorated based on themes. There are different types of interest corners, in which learning materials with manipulative and exploratory functions are placed. They can arouse children's interest in taking part in the activities so as to extend their learning. The interest

corners are classified clearly and children have enough space to engage in the activities together. Some corners are equipped with cooperative play to facilitate children's development of interactive and social skills. Teachers observe children's performance carefully. They participate and intervene children's play to understand their learning progress and cater for their individual differences.

- 2.7 Teachers care about children and are amiable. They respect and accept the uniqueness of every child. Teachers often offer children positive feedback and guide children with special learning needs to participate in activities with other children patiently, creating a harmonious teacher-child relationship. Teachers teach earnestly and tell stories in a lively way. They speak clearly with logical explanation, and can use appropriate questions to guide children to think and share. During physical activities, teachers lead children do warm-up exercises, skills training as well as physical games in an orderly manner. However, teachers arrange children to play in the family corner in some physical activities, resulting in inadequate physical exercises for children. The school has to review and revise the related arrangement to ensure that children have enough exercises during physical activities to facilitate their physical development.
- 2.8 Children enjoy going to school. They talk to others proactively, demonstrating good expression ability. Children can follow teachers' instructions during activities and are interested in learning. They perform actively and devote themselves to the activities. Children get along with peers joyfully, displaying good social development. They have developed proper habits and living attitudes through routine training. They place the used items back to the original position of their own accord, and know how to put on and take off their shoes and socks as well as how to use tableware during meals. They have good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school determines to embed the inter-connected self-evaluation process, viz. planning, implementation and evaluation into its daily work. Yet, in order to have clear direction of the development plan about catering for children's diverse needs, the school is advised to take into account of its needs and development pace to map out clear and concrete task objectives by stages when implementing the plan. Also, the effectiveness of the plan has to be reviewed constantly in light of the devised objectives, so as to understand the development progress of the school and adjust the strategies in a timely manner until the objectives are achieved.

3.2 The school must actively follow up the recommendations of the previous QR, including adjusting the daily schedule to provide children with enough time for music and physical activities every day in order to facilitate their balanced development. The school must also make use of the child assessment information to analyse children's learning effectiveness to inform the curriculum. Furthermore, the school must adjust the K3 homework by deleting the inappropriate content to make sure that the homework arrangement meets children's abilities and learning needs.