

School No.: 231088

Quality Review Report (Translated Version)

Bilok Anglo-Chinese Kindergarten

**G-2/F, 26-28, Lung Sum Avenue, Shek Wu Hui, Sheung Shui &
G/F, Blk 4&5, Tsui Lai Garden, No.9, Fung Nam Road, Sheung Shui,
New Territories**

26, 27 February & 1 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 26, 27 February & 1 March 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 leadership team maintains connection with the teaching team by paying frequent visits to the school to communicate with teachers as well as rendering support in the area of administration and teaching. The management is familiar with the rationale of kindergarten education. Teachers are arranged for training constantly and encouraged to share and exchange views among themselves so as to lead the team to enhance professional capacity. The management is willing to listen to, accept and respect the views of staff. A harmonious relationship is developed between the management and staff. Besides, the school is able to plan the use of space according to the school context. For example, an activity room has been established in recent years to promote drama activities so as to facilitate the implementation of the development plan. The arrangement is appropriate.
- 1.2 Regarding the school self-evaluation (SSE) work, the management encourages teachers to participate in workshops and make reference to relevant information so as to enhance their skills in SSE and implement the inter-connected self-evaluation process, viz. planning, implementation and evaluation in daily work. This includes the review of teaching and other activities continuously, such as collecting views from different stakeholders to facilitate evaluation and improvement. The school is able to devise its major concerns by considering school situation. In recent two years, the school has taken enhancing the teaching quality of physical, drama and language activities as the major concerns. It adopts different strategies such as participating in the school-based support scheme to implement the work plan, and examines the effectiveness of the major concerns by taking into account children's performance. The work is carried out in an appropriate way.
- 1.3 The school understands the importance of home-school cooperation. To support child development through home-school cooperation, the school maintains close connection with parents by means of interviews, telephone calls and parents' day, etc., so that parents and the school can share their views on children's learning with each other. The school organises different parent education activities in light of the needs

of parents so as to deepen their understanding of child development. The school is able to team up parent volunteers strategically and capitalise on parents' expertise to help implement activities. For example, inviting parents to tell stories, make costumes and so forth. The school cares about newly admitted children and follows up their situation while maintaining close communication with parents to help these children adapt to the new learning environment as quickly as possible. The school introduces primary school life to K3 children through different activities and arranges visits to primary school for them and their parents so that they can know more about the environment and learning mode of primary school, thereby helping K3 children get prepared for the primary school life.

2. Learning and Teaching

- 2.1 The school designs the integrated curriculum by making reference to the teaching packages and devises the learning schedule by themes. The curriculum fully covers the six learning areas. Besides thematic learning, teachers allow children to carry out deeper exploration on the topics that are of interest to them through project learning. The school also arranges outdoor visits for children or organises seminars based on learning themes to enrich children's learning experience. In respect of daily schedule, the school provides children with adequate time to participate in music, physical, art and free choice activities with a view to facilitating children's balanced development. It also enables children to experience the fun of self-directed learning. Yet, to cater for the learning needs of children, the school is required to continue to provide K3 children with free choice activities on a daily basis during the period of two-week primary school simulated activities. In recent years, the school has adjusted children's learning schedule of writing and reduced the amount of vocabulary copying for K2 and K3 children. The school is on the right track. In spite of that, children still need to write a considerable amount of Chinese and English vocabularies. The school must further reduce the copying amount and provide children with more opportunities to learn languages in a meaningful and relaxing context.
- 2.2 The school has formulated the policy on the assessment of child learning experiences. Teachers devise the content of assessment according to the curriculum objectives and conduct assessment by means of continuous observation to grasp children's development progress in different areas. Moreover, the school invites parents to observe their children's learning attitudes and habits at home so as to understand

children's development from different perspectives. The school develops learning portfolios for every child to maintain records of teachers' observation, thematic assessment, activity design and the summative assessment conducted every school term. The portfolios can fully reflect children's development progress in different stages. Teachers inform parents of their children's development progress in a timely manner and suggest ways of guidance when necessary. The school is recommended to collate the assessment information of all grade levels in a whole-school approach in order to have an objective overview of children's development, and hence informing the curriculum to facilitate school development.

- 2.3 The management is in charge of the school's curriculum coordination and monitoring. Through lesson observation, walking through classrooms, attending curriculum meetings and scrutinising teaching documents, the management gets hold of the implementation of the curriculum and offers teachers suggestions for improvement. Teachers often reflect on their teaching and review children's learning performance in different areas upon completion of each theme. Teachers understand how well children have achieved the learning objectives and raise corresponding suggestions for following up. Nonetheless, some of the reflections are not able to indicate the crux of the problem with respect to the activity design. Teachers are required to look into the reasons affecting children's performance in greater depth, and review more often in regard to facilitating children to explore on their own initiative as well as nurturing children's creativity. Teachers should then adjust teaching content and methods in light of the needs of children with a view to enhancing the teaching effectiveness.
- 2.4 The school regarded enhancing children's self-confidence and creativity as its major concern last year. Thus, elements of drama are added into teaching. Teachers actively apply what they have learnt from training and create simple story plots to deliver teaching topics so as to catch children's attention. In addition, teachers set up a role-play corner in the classroom. For example, they decorated the interest corners under the themes of ocean or household with costumes prepared for children to get engaged in the scenarios and unleash their imagination. As observed, children liked pretend play. They used facial expressions and conversation to express their thoughts or feelings. Teachers develop a light-hearted and pleasant learning environment which is conducive to enhancing children's self-confidence and creative expression.
- 2.5 Following last year's development plan of fostering children's language expression,

the school takes enhancing children's abilities of listening and speaking Cantonese as its major concern this year. Through improving the design of the learning environment such as setting up a chatting corner in the classroom, teachers increase the opportunities for children to talk to each other. Teachers create theme-related books with children and add photos of children with simple words to express the ideas of children, providing them with more opportunities to be exposed to and use the language in daily life. As observed, children liked talking with peers in the chatting corner. They also read the self-compiled books on their own. Children looked at the pictures carefully and shared the content of the books with peers which could help develop their skills of speaking and listening gradually. Teachers may continue to expose children to Cantonese in daily school life and demonstrate the use of language through natural interaction between one another. Hence, children are able to master and use the vocabularies in a meaningful context so as to enhance their listening and speaking skills.

- 2.6 The school has taken facilitating children's physical development as its major concern for two consecutive school years. The focus of last year was enhancing children's interest in physical activities while the one of this year is improving curriculum planning as well as activity design to facilitate children's body movement ability. After training, the teachers are able to lead activities by using scenarios to encourage children to walk, jump, throw, catch and do other movements during activities. They can also make clear instructions and demonstration, and guide children to acquire skills in light of their performance. Children are committed to the activities in general and perform different movements as instructed. However, the learning of language or early childhood mathematics is over-emphasised in some physical activities, which have deviated from the activity objective of exercising through play and lowered children's sense of participation. Besides, some venues are vacant in the school while some teachers have failed to utilise them properly. When children are doing exercises with large range of movements during physical activities, the space is rather insufficient and the waiting time is quite long. The amount of exercises is thus reduced. The school is required to review the teaching effectiveness of conducting physical activities, and improve the design of activities as well as the use of venues so as to facilitate the physical development of children.
- 2.7 Teachers set up different interest corners in the classroom and provide sufficient materials for children to choose and play freely. The corner games are designed with different levels of complexity to cater for children's different learning needs.

Children can explore the characteristics of different things through simple experiments in the exploration corner. For example, children try to predict and validate the floating and sinking of objects under teachers' guidance. The school also sets up games on the walls of the corridors and ground surface to attract children to engage in exploratory learning. For example, various objects are provided for children to touch and feel different textures as well as children can explore the rolling of balls and engage in jumping games, etc. Some children like doing creation freely in the art and craft corner; however, their work is often confined to the standard and lacks varieties. Teachers are recommended to change the materials according to the interests of children and guide children to share their work with each other so as to stimulate their creativity. There are adequate amount of books in the book corner. Children like to read the self-created books but they seldom read other books proactively. Teachers are required to further examine the choices of books and promote a reading culture in order to cultivate children's interest in reading. The management could continue to encourage teachers to exchange their professional views among themselves to reinforce the learning effectiveness of interest corners. Teachers observe children's performance during play activities and intervene when necessary. They also provide corresponding guidance in accordance with learner diversity. Teachers are advised to participate in children's play activities as their playmates whenever appropriate. After free choice activities, teachers could invite children to share and revisit their experience of the play activities so as to inspire their thinking.

- 2.8 Teachers work earnestly and are well-prepared for teaching. They have amiable attitude and often invite children to express their views through questioning. Sometimes, teachers arrange children to discuss and cooperate in groups to facilitate their interpersonal interaction. The teaching plans written by teachers include clear learning objectives and activity rundown. However, teachers have to enhance the flexibility of teaching and relate the topics to children's real life experience. For example, bringing out the relationship between environmental pollution and living habits so as to foster in children an inquisitive mind and eagerness to explore. The music activities include singing, rhythmic movements and playing percussion instruments. Children enjoy the activities and are able to identify different parts of the melodies and do various movements. However, long waiting time is observed in some music activities and hence there are insufficient opportunities for children to participate. Teachers are required to improve the design of the music activities so

as to enrich children's experience.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is actively leading teachers to enhance the teaching quality in a continuous manner and it is on the right track. Building on this foundation, the school could further maintain a stable teaching team and continue to encourage them to share what they have learnt from training activities so as to facilitate the overall professional development of the team. Besides, the school could strengthen teacher training on catering for children with special needs and set up a clear mechanism to support children more effectively.
- 3.2 The school has developed a work flow to review learning and teaching. However, the school is required to encourage teachers to explore the reasons which affect children's performance in greater depth and flexibly adjust the teaching content and methods in consideration of children's life experience, interests and needs. The school must also improve the design of homework and further reduce the copying amount in K2 and K3 classes so as to meet the learning needs of children.