School No.: 517518

Quality Review Report
(Translated Version)

Buddhist Cheung Mui Kwai Kindergarten

Room No. KG01, Kindergarten Block, Lung Tin Estate, Phase II, Tai O,
Lantau Island, New Territories

27, 28 & 30 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: 27, 28 & 30 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 The leadership team upholds the school mission and vision to lead the school. It gets hold of the routine needs of the school through regular meetings to allocate resources and give adequate administrative support. The management has served the school for years. It understands the operation of the school and maintains communication with teachers. Members of the teaching staff work with consensus. They support one another, creating a harmonious atmosphere at work to promote the school development with concerted efforts. The school holds school-based training activities according to the development needs while arranging study and exchange tours outside Hong Kong to broaden teachers' horizons, hence enhancing the professional capacity of the teaching team.

1.2 The school has put in place a school self-evaluation (SSE) mechanism. The team reviews the work progress of the school in all domains during routine meetings and consolidates the experiences at the end of a school term. The management leads teachers to draw up plans together according to the school context and development needs. In the last school year, the school regarded deepening children's understanding of Chinese culture as its major concern. It solicited external resources and designed related activities to implement the plan, helping children learn about Chinese culture. In this school year, the major concern of the school is improving the design of music activities. Through the introduction of external support to train teachers, the school sharpens teachers' skills in designing and conducting music activities. The relevant work strategies are being implemented in classes in a step-by-step manner.

1.3 The school has followed up on the recommendations of the previous Quality Review about home-school cooperation. It has recruited parent volunteers based on its needs and the expertise of parents to assist in carrying out activities. In tandem, the school has held parent seminars and parent-child activities to increase parents' knowledge and confidence in nurturing their child, which is conducive to enhancing

their competence in parenting. The school caters for children's diverse needs. It has established a proper identification and referral mechanism, and utilised external resources to provide appropriate support to children in need. There is quite a number of non-Chinese speaking (NCS) children in the school. Thus, English school notices, handbooks and child assessments are available for NCS parents to understand the learning of their child and the work of the school.

2. Learning and Teaching

2.1 The school adopts the teaching packages to organise an integrated curriculum using themes. The curriculum content covers different learning areas. The school also arranges field trips to broaden children's learning experiences. The school has followed up on the recommendations of the previous Quality Review to strengthen the planning for the learning area of Nature and Living. Teachers design activities to encourage children to discover the interesting things around them by exploring with different senses, thus extending children's curiosity. To tie in with the major concern, the school made effort to deepen children's understanding of Chinese culture in the last school year. Apart from employing stories of traditional festivals, the school also incorporated songs about festivals, traditional handicrafts and sports into music, art and craft, and physical activities respectively. Furthermore, the school displays children's learning in festivities, Chinese culture week and the graduation ceremony, showing artworks like Chinese lanterns, ink paintings and hand painted fans while arranging for children to perform lion dance. Some effectiveness of the work has been seen. The school plans sufficient time for children to take part in free choice activities every day. However, it is observed that the time for music and physical activities were inadequate. The school must review the situation to ensure a balanced daily schedule. Besides, some of the design of K3 homework does not meet children's developmental needs and has to be removed.

2.2 The school has established a child learning assessment mechanism. Teachers assess children's learning through continuous observation and let parents document children's performance at home so as to better grasp children's development. The school creates a learning portfolio for each child to maintain artworks, thematic assessment forms and assessment reports of comprehensive development so that parents can get hold of children's developmental progress. Nevertheless, children's performance in the end-of-term comprehensive development report is derived from

the average score of the thematic assessment, which fails to accurately reflect children's performance at the end of a school term and must be revised.

2.3 The school has a mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to plan, implement and review the curriculum. It keeps track of the curriculum implementation through routine classroom walkthroughs, co-teaching and scrutiny of teaching plans. Yet, as seen from the records, teachers had room for improvement concerning their reflection. For instance, some teachers described the course of activities rather lengthily but they had yet made suggestions for improvement based on children's performance, or they had not assessed if the learning objectives had been achieved. The management is advised to lead teachers to review the extent to which the learning objectives have been achieved in relation to children's performance, and then think of improvement to promote the effectiveness of learning and teaching.

2.4 The school keeps pace with the major concern to enhance teachers' skills in designing music activities through teacher training, collaborative lesson planning, peer lesson observation and so forth. Teachers guide children to sing and perform rhythmic movements to denote the melodic contour and music tempo. Children are enthusiastic to participate in the activities and show a sense of rhythm. The results of the plan are evident. Having said that, the school plays music videos on a large electronic screen for children to imitate. Teachers may need to pay attention to the viewing distance between children and the screen to protect children's vision health. In tandem, teachers must fully utilise the space of the venue to reduce the chance of children running into each other.

2.5 Teachers make good use of the walls on campus to post children's works. They put effort into decorating classrooms and designing different corner activities, such as brain teaser games, cooperative play and simple experiments. The activities are in line with children's developmental needs and fun-filled. Examples include using fruit juice as paint for rubbings, and trying to prevent a balloon from falling to the ground by using a fan. Children love to manipulate teaching aids, which helps consolidate learning. Books are available in the lobby and classrooms, and are displayed neatly on the bookshelves. Nonetheless, it is observed that children seldom picked up the books to read. The school may review and improve the situation by, for example, setting aside a separate space for reading, changing the books on a regular basis and arranging for teachers to design activities to encourage reading. During free choice activities, teachers not only take heed of maintaining

children's order, but also pay attention to children's performance in activities, such as assisting children in using tools and replenishing supplies at opportune times. Meanwhile, teachers interact with NCS children to increase the children's opportunities for communicating in Cantonese. After the activities, teachers lead children to do reviews and ask them the content of the activities. Teachers are recommended to, in light of the circumstances, invite children to share their discoveries in games and solutions to problems, or guide children to tell their experiences or the design concept of their games, so as to inspire their learning. The school arranges for all children to have free choice activities in the K2 classroom in the afternoons, but the corner activities in that room are mainly designed for K2 children. Teachers are suggested to examine the situation to ensure that the corner activities can meet the needs of children of different grade levels.

2.6 Teachers are well-prepared for teaching. There are clear steps in learning activities and teachers use demonstration to guide children to follow the instructions for completing the learning tasks. Teachers always take note of children's reaction and employ gestures like hands up and turn around when necessary during exposition to increase children's classroom participation, thus maintaining children's attention in an effective manner. Teachers make good use of queuing time to lead children to count numbers or sing nursery rhymes to create a learning atmosphere. However, the effectiveness of teachers conducting physical activities varies. Some teachers utilise the venues and design activities with an adequate amount of exercise. They also stimulate children's imagination by incorporating theme-related scenarios into the activities. Some teachers ask children to perform the movements right after their demonstration, but do not give specific feedback to children on their performance. The waiting time for the activities is also too long as each child can only carry out the activities twice. The effectiveness is yet to be improved.

2.7 Children are observant and courteous. They are willing to follow instructions and take part in learning activities proactively. Children enjoy playing with their peers, getting along well. Children love to show others their works and have self-care abilities. NCS children will repeat the sentences and words that teachers said on their own. They are able to understand and express in Chinese as well.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school reviews the implementation of the major concerns in accordance with the

SSE mechanism. To maximise the effectiveness of SSE, the school may add the performances of children as success criteria during planning so as to grasp the effects of the major concerns on children's learning accurately.

3.2 The school is required to continue to follow up on the recommendation of the previous Quality Review about appraisal. Apart from lesson observation and appraisal interviews, the management is advised to record its evaluation on the work performance of the teaching staff in a concise manner, including recognising the strengths of the teaching staff and their areas of improvement, with a view to enabling teachers to reflect on their individual performances and fostering professional growth. The school may also keep information like various codes, guidelines and teaching documents properly for the staff's easy reference and access, thereby facilitating the its operations.

3.3 The management is recommended to sharpen teachers' reflection skills to promote learning and teaching. It must also improve the daily schedule and remove the excessively difficult homework for children to have a balanced and proper development. The school is required to revise the method of reflecting children's performance by average scores of the thematic assessment at the end of a school term so that the comprehensive development reports can accurately reflect children's growth.