

School No.: 565946

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

## **Buddhist Chi Wai Day Nursery**

**Unit 3, G/F, Hon Chung House, Wan Hon Estate, Kwun Tong, Kowloon**

**18, 19 & 21 February 2025**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 18, 19 & 21 February 2025**

- 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 keeps contact with the affiliated kindergartens of the organisation to support each other in administrative affairs. They jointly organise large scale activities which display synergy effect to facilitate the steady development of the school. Members of the management have served the school for years and built rapport at work, supervising the implementation of development plans collaboratively. Teachers participate in different working groups to increase opportunities for learning and exchange, which is conducive to enhancing the professional capabilities of the team. The school has clear guidelines and rules for staff's reference. It also arranges experienced teachers as mentors to guide the newly recruited teachers for them to be familiar with the school operation and grasp the work requirements the soonest. The school makes use of external resources to organise training activities for the team and encourage teachers to share their learning experiences through meetings with an aim to practising their acquired knowledge. Team members drive the continuous development of the school with one mind.
- 1.2 The school has established a mechanism to conduct self-evaluation through collective discussion and map out annual development foci based on the school context and children's needs. The school has regarded cultivating children's curiosity and observation through exploratory activities as its major concern in these two years. Last school year, the learning activities of K3 were considered as trials for implementing the plan. This school year, such plan has been extended to K2 to

arouse the learning interest of children using picture book stories, and exploratory activities related to the story content are designed. The school takes strengthening teachers' positive behavioural management skills as another major concern of this school year. By bringing in external support, the school provides training and other strategies for teachers and parents to promote the plan.

- 1.3 The school has an explicit identification and referral mechanism to support children with special needs. Teachers observe children's learning performance and emotional changes to provide suitable assistance when needed. At the beginning of a school term, the school arranges flexible school hours for newly admitted children. Parents can accompany children to school to help them adapt to school life. The school has close communication with parents through various channels and understands their needs, allowing them to grasp their child's learning at school. The school attaches importance to home-school cooperation and pools parents' efforts to assist in planning parent-child activities while holding a variety of child-rearing seminars so that parents can understand the developmental characteristics of their child, hence enhancing their parenting effectiveness. Parents are informed of the development foci of the school. They trust and support the school, and are willing to walk shoulder to shoulder with the school to foster the health growth of children.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and ties in with the developmental needs of children to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas and accommodates the cultivation of positive values, acquisition of skills and knowledge in children. Elements of moral education are incorporated into themes to nurture the moral development of children. Meanwhile, the school assigns simple learning tasks to

children such as serving as moral ambassadors and little leaders to instil children a sense of responsibility and attitude of serving others. Children have ample opportunities to take part in music, physical, art and free choice activities in a balanced daily schedule. The school actively organises festivities to let children enjoy the fun of traditional festivals through booth games and food sharing. During the Chinese culture week, children experience lion dancing and appreciate face-changing and juggling performance to deepen their understanding of the traditional culture. The school conducts the national flag raising ceremony on important days to enhance children's national identity.

- 2.2 The school devises assessment items in line with the curriculum objectives. It adopts continuous observation to assess children's learning performance and creates learning portfolios for children to keep thematic assessment forms, observation records, children's works, etc., in an orderly manner. Teachers collate assessments of child learning experiences and report the performance of children to parents, giving specific advice to them for fostering child development. Teachers also use assessment information as the basis for adjusting the curriculum.
- 2.3 The school has a well-developed curriculum management mechanism. The management discusses the thematic learning content and designs learning activities and teaching aids with teachers through meetings. It grasps the curriculum implementation by scrutinising lesson plans and conducting classroom walkthroughs. Besides, peer lesson observations provide teachers with opportunities for mutual learning and discussion, facilitating their professional exchange. Teachers provide suggestions for improvement in view of children's performance to inform curriculum planning.
- 2.4 The school has regarded enhancing children's exploratory spirit as its major concern in recent two years. Last school year, the teaching team designed exploratory

activities for K3 children in different themes. For instance, there were simple experiments for children to learn the characteristics of air being colourless and odourless. Children engaged in light and shadow play, and observed the relationship between the shape of car wheels and their rotation. These activities were beneficial to enhance children's exploratory abilities. Based on the foundation from last year, the school introduces external support schemes this school year to assist teachers in continuing to design exploratory activities related to the learning content through picture books. For example, children learn barrier-free facilities from books and pay attention to the usage of community facilities through learning activities. On the theme of water, children are required to test which materials dissolve in water and make brief records. Such content connects with the daily life experiences of children. The management could build on the existing experience and take into account the needs and developmental paces of children to design more activities, thereby further enhancing their interest and effectiveness in learning.

2.5 Strengthening teachers' positive behavioural management skills is another major concern of this school year. Teachers take part in training and try applying what they have learnt, including praising children in a timely and concrete manner, to develop children's good behaviour. In addition, seed teachers select suitable strategies to guide individual children to improve inappropriate conduct. Parents' training is provided with a view to nurturing children's positive attitude using a consistent parenting approach through home-school cooperation.

2.6 Teachers make good use of children's artworks to decorate classrooms for them to appreciate and learn from each other. Corner activities tie in with the learning themes that children can construct water pipes to simulate water distribution, extending the thematic learning of water. Children sort and recycle waste. In tandem, they explore the sounds created by recycled items such as plastic bottles,

aluminium cans and tin boxes. During free choice activities, children choose activities according to their preferences. They draw their favourite objects such as tanks, aeroplanes and apple trees freely in the art corners. Alternatively, they create artworks of robot to unleash their creativity. In role play corners, children act customers to select toys and pay for purchases at the cashiers, while some children imitate parents looking after babies and making dinner. Some teachers tell stories and play games with children, providing support to them. After play, in addition to asking children to talk about the activities they have took part in, teachers could encourage children to introduce the playing methods of the activities or difficulties encountered and how they solved the problems, helping children collate and summarise their play experiences.

2.7 Teachers are friendly. They care for and teach children patiently, embracing learner diversity. Teachers draw children's attention with role play and use pictures and real objects to assist in learning to help children understand the learning content. Children love music activities and express their emotions by singing and body movements. They can identify tempo of beat and share their feelings toward songs. As for physical activities, teachers arrange for children to take part in physical games in groups. Children can choose to play slides or play with bean bags, hula hoops and other items. In general, children have sufficient opportunities for activity and an adequate amount of exercises.

2.8 Children are healthy and active as well as treating others politely. They love to go to school and listen to teachers attentively. Children are eager to answer questions and willing to share their opinions and life experiences. They are curious and enjoy exploring their surroundings. Alternatively, they construct buildings with peers and engage in role-play, getting along well. All these show that children have good affective and social development. They are able to tidy up things after activities

and put teaching aids and materials back to proper places respectively, demonstrating good self-care abilities.

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

- 3.1 The school has followed up on the recommendations of the previous Quality Review to set clear objectives and success criteria. Various tasks are implemented in an orderly manner. The management could steer teachers to adopt the results of the interim review as a basis for adjusting the objectives and strategies, thus strengthening the effectiveness of the plans.
- 3.2 The school provides children hands-on opportunities to foster their learning interest. Building on the existing foundation, the management could lead teachers to design more exploratory learning activities in response to the developmental paces and needs of children for arousing children's curiosity, thereby continuously enhancing the effectiveness in learning and teaching. Teachers are recommended to assist children in collating their experience gained from activities during the review sessions to consolidate their acquired knowledge.