

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

14, 15 & 17 May 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: 14, 15 & 17 May 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 has clear education goals and receives professional guidance and support from the leadership team. It often exchanges experience and co-organises activities with the affiliated schools under the sponsoring body to bring together the professional capacity, which helps enhance the quality of education. The management has followed up the recommendations in the previous Quality Review. It leads teachers to keep strengthening their school self-evaluation (SSE) skills through routine work and enhance their professional competence. In addition to providing teachers with diversified training activities, the school also promotes the culture of collaboration. It encourages teachers to learn from collaborative lesson planning, peer lesson observation, etc., and makes suggestions to facilitate their professional development. Teachers are willing to put the knowledge and skills gained from training into practice. Meanwhile, the new recruits and teachers with less experience also receive appropriate support from the management. The teaching team works in a harmonious atmosphere and provides comprehensive and balanced education as well as care services for children with concerted effort.
- 1.2 The school has regarded facilitating children's learning through play and their moral development as the major concerns in recent two school years. The school not only integrates relevant elements into the curriculum, but also implements appropriate strategies in the aspects of teachers' professional competence and parent education. The management organises teacher training to strengthen teachers' knowledge and skills in conducting relevant teaching activities. Meanwhile, the management holds parent activities to enhance their understanding of learning through play and moral education, with a view to making them realise the importance of the major concerns in facilitating their children's growth. The school considers the needs of stakeholders from various perspectives. Under the leadership of the management, teachers complete their work in a step-by-step manner. The work plan has achieved considerable success.
- 1.3 The school accepts children with special needs and provides them with a harmonious

and inclusive learning environment and appropriate referral services. The school attaches importance to the work of supporting the transition from kindergarten to primary one. Apart from arranging school visits for children to experience the learning mode of primary school, the school also keeps close liaison with the primary schools under the same sponsoring body to share tips of helping children understand primary school life. The strategies are conducive to getting children ready for promoting to primary school. The school takes into account of the needs of parents. Through different channels such as seminars, parent-child activities and lesson observation, parents understand the rationale of the school curriculum and the appropriate parenting approaches. Thus, with enhanced parenting competence, the school is able to move forward continuously by fostering home-school cooperation.

2. Learning and Teaching

- 2.1 The school devises its theme-based curriculum in an integrated approach based on teaching packages. It develops teaching plans while making adjustments according to its school context. The curriculum is comprehensive and balanced, which covers all learning areas. The school arranges theme-based outdoor visits to enrich children's learning experiences. The teaching plans are formulated with clear objectives while considering the cultivation of positive attitudes and the acquisition of skills and knowledge. The school has revised the daily schedule to increase time for music, physical and free choice activities this school year. It also reduces the copying amount of homework for children, which ties in with the curriculum development direction of adopting play as a learning strategy. However, some of the content in the learning area of Early Childhood Mathematics for K3 children is too difficult which does not meet children's developmental needs. The school should refine the content so as to improve the curriculum.
- 2.2 The school adopts the approach of continuous observation to assess children's performance in all learning areas. It develops learning portfolios to maintain records of observation, formative and summative assessment information as well as children's work. The records are made using qualitative and quantitative information which are served as the evidence of children's development. Moreover, children's assessment information is analysed to inform the curriculum planning with a view to enhancing the effectiveness of learning and teaching. The thematic learning assessment and end-of-term report are in line with the curriculum objectives. The assessment items are comprehensive. Teachers give comments and

suggestions based on the overall performance of children so that parents are well informed of their children's learning and collaborate with the school to facilitate children's development.

- 2.3 The school has established a mechanism to coordinate and monitor the curriculum, which helps enhancing learning and teaching in an ongoing manner. The teaching team keeps close communication and discusses the direction of curriculum development through whole-school and grade-level curriculum meetings. In addition to the curriculum outline and teaching plans, teachers of each grade level discuss the setup arrangement of the interest corners. They also conduct various reviews to enhance the teaching effectiveness from the aspects of activity design and learning environment. The management actively exchanges views with teachers through meetings, lesson observation, etc., and shares teaching experience and suggestions from time to time to promote teachers' professional capacity. The teaching team is keen to learn. Teachers have taken part in different trainings over the years and refined the curriculum progressively. In accordance with its developmental needs, the school has set play-based teaching and moral education as the focuses of its lesson observation and exchange activities which facilitate the implementation of the major concerns this year. Teachers can make concrete suggestions when they reflect on their teaching to improve the teaching arrangement.
- 2.4 The school arranged teacher training related to adopting play as a learning strategy two years ago. It carried out trial in K2 classes to add play elements into learning activities and extended the plan to all grade levels last school year. The school has continued to regard the adoption of play as a learning strategy as its major concern this school year to arouse children's interest. The management leads teachers to adjust the teaching design gradually and uses play as the major teaching strategy continuously. Teachers integrate play into the learning activities. They encourage children to learn on their own initiative and let them explore, discover and participate in designing corner activities. For example, children exercise their creativity to decorate the environment and design play in the pretend supermarket and community corners. Besides, teachers also strengthen play elements into group learning, music and physical activities to enhance children's learning motivation and participation. Children actively participate in the games designed by teachers and learn through play. The school implements the plan in the right direction with a step-by-step manner, delivering results gradually.
- 2.5 The school values children's moral education and regards this as the major concern

for this school year to provide more opportunities for children to practise good deeds. In addition to conducting regular activities such as storytelling, role-play and games, the school also launches the moral ambassador and cleaning ambassador programmes to cultivate children's virtues. K2 and K3 children take turns to be the moral ambassadors to take care of younger schoolmates and foster a sense of responsibility and self-confidence. K1 children are arranged to be the cleaning ambassadors to assist in cleaning the classrooms. Children are earnest and devoted to perform the duties. They are willing to serve others and bear responsibility. This school year, the school strengthens home-school cooperation. It distributes moral pamphlets to parents for them to record their children's performance at home and encourage children to perform good behaviour. The results of the programmes are positive.

- 2.6 The school displays children's work in every corner of the school to enrich and beautify the environment while children are able to appreciate and learn from each other. Children have ample opportunities to participate in setting up the environment, such as decorating the picture frames and writing the rules of classroom. They work together to contribute to the classroom setup, thereby building up self-confidence and developing sense of belonging to the school. In addition to a variety of art materials prepared by teachers, there are also re-used materials collectively gathered in place. Children are free to choose from diversified materials for creative expression. In the classrooms, teachers set up different interest corners for children to play and learn. For example, children's imagination can be inspired through engaging in imaginative play in the role-play corner with peers. In the toy corner, there are low-structured materials provided for children to design play freely. Some interest corners such as "wishing tree" and letter box provide children with more opportunities to use languages so as to enhance their language abilities. In the scientific exploration corner, children have the opportunities to observe and manipulate so that their exploratory interests can be stimulated. As observed, children are happy to engage in corner activities. They are attentive and enthusiastic. Children learn through playing alone or with peers, thereby facilitating their development in observation, expression, social skills, etc.
- 2.7 Teachers speak clearly with vivid facial expressions. They are also good at using a wide range of teaching aids such as hand puppets, pictures and videos to draw children's attention in learning. When teachers design learning activities, they offer children many play opportunities to add more fun to the activities and enhance the learning effectiveness. To further address the needs of children's participation

during activities, teachers may provide more opportunities for interaction among children. They should also ask more open-ended questions to stimulate children's thoughts. When children are engaging in free choice activities, teachers observe children's performance and intervene when necessary. Teachers talk with children in order to facilitate their learning. In light of the needs of individual children, teachers also support those children through peer collaboration, individual guidance and so forth. Teachers apply interesting stories into physical activities to help children get engaged in the activities. Yet, teachers sometimes spend too much time on explanation, leading to insufficient hands-on opportunities for children. Also, the design of some music activities is too complicated and there are insufficient music elements. Children lack opportunities for participation, causing it difficult to nurture their interests in music. Teachers are required to take note of the arrangement of physical and music activities, and make improvement accordingly.

2.8 Children enjoy going to school. They are happy to finish the activities provided by teachers. Children are cooperative and obedient. They are keen to respond to teachers' questions. Besides, children like playing and chatting with peers. A harmonious relationship among children is observed. Children like exploration, for example, they build a viaduct on their own and explore its structure in order to satisfy their curiosity. Children are able to clean up items by themselves after activities and lunch, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has developed a SSE mechanism and embeds SSE into daily activities. Through the inter-connected self-evaluation process, viz. planning, implementation and evaluation, the school reviews the effectiveness of activities for its continuous improvement. In devising the objectives of the development plan, the school is suggested to set specific goals and success criteria from the perspective of facilitating children's learning so as to assess the work effectiveness accurately, with a view to informing the development plan.

3.2 The teaching team is advised to review and revise the curriculum for K3 children and delete the small part of teaching content which does not meet children's development. The team should use SSE to improve the arrangement of music and physical activities continuously for enhancing the effectiveness of learning and teaching in an ongoing manner.