

**School No.: 556220**

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

## **Buddhist Chun Yue Kindergarten (Tung Chung)**

**Kindergarten No.5, 2/F, Yat Tung Shopping Centre, Tung Chung,  
New Territories**

**26, 27 November & 5 December 2019**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 26, 27 November & 5 December 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 understands the needs of families and children in the vicinity, and provides them with appropriate education and care services. The management works collaboratively to coordinate the curriculum and manage administrative affairs. It keeps abreast with the development trends of kindergarten education. It also maintains candid communication with teachers and considers their views in formulating the directions and strategies of the curriculum development. To address the needs of school development and teachers, the school plans training activities such as arranging joint-school seminars and training courses for teachers. It also introduces on-site support services to promote teachers' continuous professional development. Teachers are pleased to share what they have learnt from training. They evaluate video-recorded lessons and exchange teaching experience to enhance their teaching skills. The school arranges experienced teachers to co-teach with the new recruits. Teachers support each other to create an open culture for sharing and exchange. The team pursues advancement actively. It has gained better understanding of the sponsoring body's mission and the educational goals of the school through training. All these together with the concerted effort and mutual trust of the team have laid an important foundation facilitating the school's development.
- 1.2 The school has followed up the recommendations in the previous Quality Review. It has developed a proper mechanism to identify and follow up cases of children with special needs. It has also improved the design of physical activities to increase the amount of exercise for children, and made reference to children's performance to inform learning and teaching. The school has embedded the rationale of school self-evaluation (SSE) in daily teaching and administrative work. Teachers make use of different information such as teaching reflection and the evaluation of activities, and in conjunction with children's learning performance to analyse the school context, thereby formulating the annual work plans. In response to the development trends of local kindergarten education, the school explores the

continuous development in play and moral education while regarding them as the major concerns for two consecutive years. The school enriches teachers' knowledge of children's play and moral education through training to enhance their teaching skills. The management leads the team to select picture books on moral education in light of children's needs, revise the daily schedule to increase children's opportunities for play, arrange parent volunteers to assist in taking care of children during play, etc. The school is able to adjust administrative arrangement and resources allocation in response to the progress of the work plan so as to achieve the expected outcome.

- 1.3 The school cares about children. It takes care of and supports children's diverse needs with great efforts, creating a harmonious and inclusive atmosphere on the campus. Teachers introduce support measures for non-Chinese speaking (NCS) children, such as designing teaching materials and activities to arouse their interest in learning Chinese, with a view to facilitating their Chinese learning. Teachers also strengthen the communication with NCS parents and deepen NCS families' understanding of local culture. To promote home-school cooperation, the school keeps close liaison with parents. Moreover, it arranges lesson observation and thematic seminars for parents to understand the features of the school curriculum and strengthen their parenting skills. The parent-teacher association actively collaborates with the school to co-organise parent-child activities and gatherings. The school has successfully pooled passionate parents together to be volunteers to assist in school activities. Parents trust the school. They concur with and support the school's development direction. Parents work with the school to foster children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to devise the integrated curriculum with themes. It enriches children's life experience through activities such as visits and planting. Teachers use picture books to design teaching activities in light of children's learning interests and guide them to explore. The school adheres to the education rationale of the sponsoring body and attaches great importance to children's moral development. It implements an award scheme, parent-child activities, etc., to cultivate in children positive values and attitudes. Last school year, the school made reference to the *Kindergarten Education Curriculum Guide (KGCG)* to review the curriculum planning for moral education.

It solicited professional support to enhance teachers' knowledge of cultivating morals in children and help teachers apply relevant teaching skills in daily teaching. The school's curriculum is comprehensive. It provides children with individual, group and whole-class learning opportunities every day. However, it fails to provide adequate music, physical and free choice activity time for each class daily. The school is required to improve the daily schedule accordingly.

- 2.2 The school makes reference to the *Performance Indicators (Kindergartens)*, *KGCG* and its curriculum outline to formulate the objectives of formative and summative assessments. Teachers observe children continuously and assess the learning and development progress of children in each grade level. With a view to understanding children's development from multiple perspectives, the school lets children review their own learning and collects parents' observations of their children. The school evaluates the assessment tools and the effectiveness of the assessment information regularly, and makes suggestions for further modification. The school's child assessment mechanism is well-developed. With reference to the assessment information, teachers take follow-up actions for individual children's learning, review and inform the curriculum as well.
- 2.3 The management leads teachers to develop the school-based curriculum outline, serving as reference for the teaching design of each grade level. Teachers devise the thematic teaching plans for each grade level in collaborative lesson planning meeting, they also reflect on the teaching effectiveness based on their observation of children's learning. The school holds meetings regularly in which teachers report and review the progress and effectiveness of the curriculum of each grade level. The teaching strategies and content in the curriculum are adjusted in a timely manner to strengthen the interface between grade levels. The management understands the curriculum implementation through classroom walkthroughs, scrutinising documents and attending curriculum meetings. Yet, it should lead the team to improve the arrangement of music, physical and free choice activities, and strengthen the monitoring of the curriculum implementation so as to ensure the provision of a balanced daily schedule.
- 2.4 The school attaches importance to the set-up of the learning environment. It reviews on a regular basis and improves the use of premises space continuously to facilitate the arrangement of school activities. Children take turns to use the imaginative and exploratory play zones in the lobby, where they can play with peers in a spacious area. Teachers set different interest corners in the classrooms and

design diversified games with children to inspire their creativity. Children share their self-designed games with peers in different grades and classes, enabling them to have more choices of toys so as to develop interests and satisfy their curiosity. Teachers and children collect unwanted materials. Children may choose to play with the materials or to make art and craft work with them. From observation, children take part in free choice activities according to their own preferences. They explore the design of the toys and the ways to play with them together, or pretend to be customers shopping in the imaginative play zone, enjoying the fun of play.

2.5 In recent years, the school has formulated major concerns to explore the directions of sustaining children's play. The school taps support from the professional and arranges "Seed" teachers to take part in the training, so as to deepen their understanding of play. Last school year, the school's development objective was to enhance teachers' skills of giving children feedback. The "Seed" teachers shared their practical teaching experience with the team, they together reviewed the skills of giving feedback to children and children's learning effectiveness. From observation, the school has increased the elements of free exploration as well as children's participation opportunities in physical and free choice activities. Teachers observe children's responses in activities carefully. To tie in with the development focuses of this school year, teachers encourage children to make different attempts, invite children to share the challenges they have faced in the play after activities and discuss the solutions together, so that children may appreciate and learn from each other. The school shares activity photos with parents, introduces the development of the school-based curriculum on parents' day and invites parents to be volunteers in children's play. Thus, parents can gain more understanding of play and learning while the school's development can be promoted. This school year, the school has formulated another development plan. It tries to develop children's active learning attitude through play. The plan is in smooth progress. Children are engaged in the activities. They have developed routines in play with self-disciplined and cooperative spirit demonstrated.

2.6 Teachers are well-prepared for their lessons. They present ideas logically in a lively way. They use stories, real objects, photos, etc., to attract children to learn and unleash their curiosity. Teachers speak in an amiable manner to encourage children to express their feelings and different thoughts. In addition to teacher-child conversation, teachers reinforce children's interaction with peers through group discussion. Teachers summarise the discussion content and results by a thematic

web to help children build up theme-related knowledge and concepts. Teachers cater for children's diverse needs and support learner diversity through peer support, homework adjustment, etc.

2.7 Children are friendly, polite and curious. They like chatting with people and are good at expressing their thoughts. Children are interested in learning. They are willing to try different activities. Chinese speaking and NCS children get along, they always play together in harmony, showing good social development. Children have developed good self-care habits. They take and return things in a proper manner on their own. During play, they observe rules, handle teaching aids and play materials with care. The activity routines have been developed.

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

The teaching team has built a sense of belonging to the school, a foundation for collaboration has thus been developed. The management may enhance the prevailing appraisal system by introducing a self-evaluation to teachers and allow them to express their preference of professional development as reference for planning of teacher training. The management is yet required to lead the team to plan and review the daily schedule properly in a timely manner, so as to ensure that all children can have adequate opportunities to participate in music, physical and free choice activities every day for facilitating their balanced growth.