

School No.: 325678

Quality Review Report (Translated Version)

Buddhist Foo Hong Kindergarten

G/F, Lung Yat House, Lower Wong Tai Sin Estate, Kowloon

30, 31 May & 2 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 30, 31 May & 2 June 2022

- 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 supports and trusts the school. It provides sufficient support in administrative affairs, human resources management and professional development of teachers to promote the sustainable development of the school. Since the previous Quality Review, the school has striven to follow up on the recommendations on learning and teaching by adjusting the content of its curriculum and improving the arrangement of free choice corner activities. The school has restructured its working groups, formulated clear task objectives and functions for its members, and increased opportunities for teachers to give full play to their strengths in different areas, which has helped strengthen team collaboration. Teachers are encouraged to undertake curriculum leadership and administrative work and pass on experience. The management arranges regular meetings and sharing sessions, which are conducive to communication of the team. Through clear guidelines, the management helps staff master work requirements, so that the daily operation of the school is smooth. The school encourages the team to care for each other and creates an atmosphere of mutual trust through different activities. The team cooperates with each other and makes concerted efforts to promote the continuous progress of the school.
- 1.2 The school recognises the rationale of self-evaluation, reviews the implementation of various tasks through the cyclical process of planning, implementation and evaluation, and refers to the opinions of stakeholders at the end of the school year to summarise the performance in various areas and discuss the priorities of development for the coming year. The school has focused on strengthening the cultivation of children's positive values and positive attitudes towards life in recent years. This year, the school focuses on promoting play as a teaching strategy. Taking the opportunity of participating in external support programmes, the school arranges relevant training to strengthen teachers' teaching skills and ability to design activities and enhance their professional competence. Appropriate activities are also arranged for children and parents. The development plan is moving forward in an

orderly manner.

- 1.3 The school cares for children and accepts that they have diverse needs. The school has established a mechanism to identify the special needs of children, provide referral services according to their circumstances, and enable children to receive appropriate support as early as possible. The school maintains communication with parents and sets up different channels to communicate with them. Parents are also informed of the direction of development of the school through school newsletters and school reports. The school attaches importance to parent education and organises diversified parent education seminars to help parents understand the developmental needs of children and improve their parenting skills. It also arranges lesson observation for parents to learn about the school curriculum and their children's learning. The school organises parent volunteer teams to help implement activities. Parents trust and support the school, and home-school cooperation helps foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school formulates an integrated curriculum using themes by referring to teaching packages and addressing children's life experience and interests. In recent years, the school has made great efforts to develop its school-based curriculum and selected storybooks to devise their own teaching content, so that the design of teaching activities can be more relevant to the background of children and characteristics of the community. The curriculum of the school is comprehensive and covers all learning areas. It attaches importance to the cultivation of children's values and attitudes as well as the learning of knowledge and skills. The school arranges celebrations of festivals and visits for children to enrich their learning experience. The school arranges enough opportunities for children to participate in music, physical and art activities daily to promote their balanced development. It also provides sufficient opportunities for children to engage in free choice activities and encourages them to take the initiative to learn.
- 2.2 The school has formulated a policy of assessment of child learning experiences. The content of the assessment is in line with the objectives of the curriculum. It has also established learning portfolios for children, and orderly collected children's assessment forms, observation records and works as evidence of children's growth. Teachers evaluate children's performance through continuous observation, and use formative and summative assessments to fully understand the process of

development of children. Teachers regularly report the development of children to their parents, which is conducive for following up on children's needs. The school collates findings from children's assessments and analyses their performance in different learning areas, which can help review the effectiveness of the implementation of the curriculum and inform planning.

- 2.3 The school has established a clear curriculum management mechanism. The school arranges collaborative lesson planning for teachers so that teachers teaching the same grade level can pool wisdom in the discussion of teaching plans, activity design and environment set-up. The management understands the teaching situation and offers suggestions for improvement to teachers by participating in meetings, reviewing relevant documents and observing lessons. Teachers regularly conduct teaching reflection and review teaching effectiveness against teaching objectives and children's performance. After teaching each theme and after each school term, the management will lead teachers to review the curriculum and adapt the curriculum and activities in response to the content of professional experience sharing. In recent years, the school has reduced the amount of writing in homework, but some of the homework of K3 is still relatively difficult. The school should continue to review and delete inappropriate parts to meet the abilities and learning needs of children.
- 2.4 The school has regarded strengthening the cultivation of children's positive values and positive attitudes towards life as its major concern in recent years. The school adds relevant elements to its daily activities, such as adding different themes to birthday parties, encouraging children to thank their family members, care for their elders, and respect others, etc. Through home-school cooperation, children can practise what they have learned at home, such as expressing care to their family members and helping them to do chores. It is observed that teachers start the activities for the day by showing concern for children's emotions and often commend children's good behaviour. Children are polite, take the initiative to greet and thank others, express concern to others and are helpful, demonstrating positive values and attitudes. The plan has received positive feedback from different stakeholders. To extend the effectiveness of the plan, the school has constantly promoted relevant strategies to continue to create a positive atmosphere in the school.
- 2.5 In this school year, the school focuses on promoting play as a teaching strategy to facilitate children's communication and expression abilities. The school has widened the play space for corner activities and designed diversified games on the

walls along the corridors to encourage children to cooperate and communicate with each other and learn through play. Teachers also design different games in daily teaching to strengthen interactive learning among children. However, some teachers still need to pay attention to children's performance, such as their participation in activities and mastery of the learning content, in order to adjust their teaching methods and content in a timely manner and further enhance the effectiveness of learning and teaching. Teachers often encourage children to express their thoughts and feelings, and use photos and video clips of children's activities to help them share their experience in play. Children enjoy sharing and have good oral expression skills. The major concern is being implemented in a step-by-step manner. Teachers can continue to share their activity design and related teaching skills through professional exchanges to further enhance the effectiveness of the plan.

- 2.6 The school environment is clean and tidy. Many children's art works are displayed in corridors and on walls, which is conducive to children's mutual appreciation. Teachers design different corner activities which are in line with the themes to extend children's learning. It is observed that children like to participate in games. They follow the rules of corner activities to play with friends and they get along well. Children have sufficient and diversified materials to create. They give play to their creativity by putting together collages and paintings. They also give their works to others to share the joy of creation. Teachers provide building blocks and environmental-friendly materials at the construction corner for children to build freely. Some children will work together to create models of community buildings and facilities, and will also try to solve the difficulties encountered in the process of play. Children's imagination and social development are promoted through interaction by playing the roles of salesmen, drivers, passengers, etc. in the imaginative play corner. The reading corner is comfortably arranged with books matching the themes, and also provided with puppets, props, small sofas, etc. to attract children to come and read books in the corner. Activities in the exploration corner can arouse children's curiosity. Children engage themselves in the activities as they actively try to explore how to transport water into a cup with a straw and explore light and shadows with flashlights. Teachers observe children's performance, respect their ways of play, and encourage them to try. Yet, they may play with children more often and inspire them in a timely manner.
- 2.7 Teachers are kind and friendly. They listen to children's sharing with patience.

Teachers are serious and well-prepared when they teach. They explain and demonstrate clearly, and are able to make good use of aids such as puppets, real objects, pictures, etc., to attract children to engage in activities. Teachers provide children with appropriate guidance, adjust their homework as needed, and cater for children's diverse needs. To strengthen the care for non-Chinese speaking children, teachers often communicate with them so that they can master daily conversations in Cantonese, which can help them understand others and express themselves. In music activities, teachers arrange singing, music games and rhythmic movements for children to enrich their music experience. Children are willing to participate, feel the pitch and rhythm of music, and create movements to express themselves, thereby displaying their imagination. During the physical activity period, teachers arrange basic movement training for children and provide materials for them to build and create. However, children do not have much exercise in the building activities. Teachers should improve the activity design so that children can have enough opportunities to develop their gross motor skills. Children like to go to school and are interested in learning. They are willing to respond to teachers' questions. The learning atmosphere is relaxed and pleasant. Children's self-care abilities are quite good. They can tidy things up, clear the tables, and assist teachers in arranging tables and chairs.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism. The team jointly reviews the work effectiveness in various areas and discusses the development priorities for the coming year. The management is advised to continue to strengthen teachers' self-evaluation skills, lead the team to comprehensively analyse the school's circumstances based on existing situations, and formulate more specific task objectives and success criteria in planning, in order to evaluate the effectiveness of the plan in a focused manner.
- 3.2 The school strives to make progress in learning and teaching, and gradually improves the planning of its school-based curriculum. The management should lead the team to review the homework of K3 and delete inappropriate parts to meet children's abilities and learning needs; make good use of the curriculum management mechanism, facilitate teachers' sharing and exchanges, continue to enhance activity design and teaching skills, and further improve learning and teaching effectiveness.