

School No.: 323497

Quality Review Report (Translated Version)

Buddhist Kam Lai Kindergarten

G/F, Blk 9 & 10, Hong Nga Court, Lam Tin Estate, Kowloon

8, 9, 10 & 12 April 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: 8, 9, 10 & 12 April 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 a clear administrative structure, within which team members discharge their duties properly and the operation of daily affairs is smooth. The management has served the school for years. It is open-minded and has created atmosphere for open communication. The staff work closely together. By means of meetings and daily sharing, the management helps teachers grasp the latest trends of kindergarten education development and provides them with appropriate teaching support. The management cares about the professional development of teachers. In accordance with teachers' developmental needs, the management arranges training, peer lesson observation and internal professional sharing for teachers to observe and learn from one another, with a view to enhancing the quality of teaching collaboratively and promoting the school's continuous development. The school is supported by the sponsoring body. In recent years, resources have been allocated to build new teaching facilities for the school. The enhanced campus environment is conducive to facilitating children's learning effectiveness.

1.2 Following up the recommendations of the previous Quality Review (QR), the school has adjusted the daily schedule. It has also further enhanced teachers' reflective abilities to improve teaching plans and inform the curriculum through school-based professional exchange activities. The school has developed the school self-evaluation (SSE) mechanism. The management leads all teachers to review the overall development of the school annually and formulates the work plans for the next stage. The school has regarded facilitating children's self-directed learning as one of the major concerns in recent years. It enhances teachers' professional competence through participating in external support schemes and continuing to improve the design of interest corners to arouse children's interest in learning. Another major concern for this year aims to cultivate children's positive values. The school develops children's positive attitudes through diversified activities. The teaching team shares the progress of implementing the work plans at regular meetings

and adjusts strategies in a timely manner. The work plans are implemented smoothly.

- 1.3 The school accepts and cares about children with diverse needs. It taps community resources properly to provide them with support and care services. There is a clear identification and referral mechanism to record and follow up children's conditions. The school values home-school collaboration and maintains good partnership with parents. Parents are willing to be volunteers to assist the school in carrying out different activities, including outdoor visits with children, conducting corner games at the school, making snacks, etc. Furthermore, the school arranges lesson observation, thematic seminars, meetings and so forth for parents to know more about their children's learning and be familiarised with the development directions of the school. The school and parents work together to facilitate children's happy growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school upholds the education rationale of child-centredness. It selects materials from teaching packages and appropriate stories to devise an integrated curriculum. The curriculum covers all learning areas and aligns with children's life experience. In line with themes, the school arranges outdoor visits and experiential activities for children to enrich their knowledge and life experience. The school uses project approach every year to encourage children to explore daily-life topics that they are interested, thereby creating more opportunities of self-directed learning for them. Having followed up the recommendations of the previous QR, the school has enhanced the daily schedule. At present, children have sufficient time to participate in music and physical activities daily. To tie in the major concern of this school year, the school encourages children to solve problems in some music and physical activities. However, as more time is needed to think and discuss, the time left for music and physical activities is inadequate. The school should review and improve the design of music and physical activities in view of ensuring that children have enough opportunities to stretch their body parts and enjoy music. To help K3 children prepare for promoting to primary one, the school organises various activities such as seminars and visits to primary school to help children get ready for the new learning stage. Yet, some learning content of the simulated activities of primary one in the school is rather difficult and during which children are not provided with opportunities to participate in music, physical and free choice activities daily. The

school must review and correct the relevant arrangement, and take into account of children's development and needs to provide them with appropriate activities for facilitating the interface between kindergarten and primary education.

- 2.2 The school strives to enhance the effectiveness of self-directed learning. It sets promoting free play as the major concern of this school year and enhances the exploratory elements in play. The school introduces external support schemes and arranges teachers to visit other schools to better grasp the skills of designing games as well as perform the role of facilitators in activities. Members of the teaching team often exchange experience among themselves and put what they have learnt from training into practice together. The school attaches great importance to the environment set-up. The campus has undergone maintenance in recent years. Some multi-functional playrooms are carefully planned and decorated. There are diversified facilities and ample materials to arouse children's learning interests effectively. During free choice or group activities, children actively make snacks in the cooking room, manipulate teaching aids in the toy library or create craftwork freely by using a variety of materials in the art room, showing active attitude of self-directed learning. The classrooms are decorated according to the teaching themes. There are various interest corners placed with manipulative and exploratory materials. Children select activities on their own initiative, displaying good self-management abilities. The effectiveness of the work plans is gradually observed. Teachers guide children to do reflection after activities. Children have opportunities to share their learning with the whole class. The school can further conduct the sharing in small groups to enhance the interaction of children and the learning effectiveness.
- 2.3 The school cares about the all-round development of children. In light of children's developmental needs, the school sets cultivating children's positive values as another major concern of this school year. The school works with other organisations to organise parent-child activities on the theme of emotion education. Teachers are dedicated to design class-based activities to encourage children's good behaviour. For example, designing interesting ways of greeting in each class, setting up mailboxes for children to express their gratitude to teachers, etc. In curriculum planning, teachers focus on strengthening the elements of moral education through storytelling, role-play, peer sharing, etc., so as to cultivate children's positive attitudes such as being courageous when facing difficulties. Teachers often praise children to build up their self-confidence. They also encourage children to show appreciation to their peers. As observed, children were happy and engaged in

various activities actively. When some children encountered difficulties, they tried hard to solve problems or seek assistance proactively. The school creates a joyful atmosphere in the campus and endeavours to cultivate in children positive attitudes of learning and dealing with matters. The efforts of the development plan are gradually delivering results.

- 2.4 The school has developed a robust curriculum coordination and monitoring mechanism. The management performs its leadership role and conducts curriculum meetings with teachers to lead them to discuss teaching arrangement and review the implementation of activities. Through lesson observation and scrutinising curriculum documents, the management monitors and provides supports to the implementation of the curriculum. The management pays efforts in creating a culture of professional exchange. It shares teaching experience with teachers from time to time and arranges peer lesson observation for the teaching team to learn from one another, which is conducive to their professional development. The school has followed up the recommendations of the previous QR to establish a curriculum evaluation mechanism. It can encourage teachers to make suggestions for improving the activity effectiveness, with a view to enhancing the validity of the curriculum review. In general, the teaching reflections of teachers are able to assess the activity effectiveness according to the teaching objectives and children's performance while suggesting improvement measures for pragmatic follow-up actions. This is conducive to promoting the continuous development of learning and teaching. Some K3 homework is rather difficult and needs refinement to meet the abilities and learning needs of children.
- 2.5 Teachers are kind and amiable. They care about the children and often reinforce children's good behaviour by using positive expressions. Teachers also care about learner diversity and provide individual guidance for children in need. They plan the lessons meticulously and use real objects, pictures and multimedia as teaching aids aptly. Teachers explain clearly with good presentation skills. They also make good use of open-ended questions to guide children to think. K3 and K2 children are used to group sharing. They are confident of expressing their own opinions, contributing to good interaction in the lessons.
- 2.6 Children are enthusiastic and polite. They greet people of their own accord. They conform to the rules with self-discipline and are willing to follow teachers' instructions. They are familiar with the routines in the classrooms and other activity venues. Children switch from one activity to another in an orderly manner. They

are able to queue up and wait, showing good self-discipline. Some children have good communication skills. They share their personal feelings in front of the class confidently and are also able to listen to their peers attentively. Children have good self-care abilities. They are able to pour water and pick food on their own during snack time as well as keep the place neat and tidy when eating. Besides, children clean up on their own initiative at the end of activities. They take turns to be little helpers to assist in tidying, demonstrating the spirit of serving others.

- 2.7 The school assesses children's learning performance by conducting daily observation and keeping records in a continuously manner. In children's learning portfolios, there are information of all thematic learning assessment, children's work, observation records, etc., for parents to know their children's development with concrete information. The school has followed up the recommendations of the previous QR to collate and analyse child assessment information so as to inform the curriculum. The school summarises children's developmental progress every school term with reference to the information such as thematic learning assessment and daily records. However, the relevant assessment is calculated with the mean value of the thematic assessment information. Therefore, it is unable to reflect the learning performance of children in a concrete way. The school must revise the approach of summative assessment so as to help parents understand their children's developmental progress in each learning stage effectively.

3. Recommendations for Enhancing Self-improvement of School

The school has developed the SSE culture. It reflects and seeks advancement unceasingly so as to enhance the teaching effectiveness. The management is advised to lead the teaching team to conduct SSE annually in an ongoing manner and devise the school's development directions through the process of planning, implementation and evaluation together, with a view to promoting school's sustainable development. The school has followed up the recommendations in the previous QR to provide children with enough time for music and physical activity daily. Yet, the school is still required to review and refine the content of some music and physical activities so as to ensure sufficient opportunities for children to stretch their body parts as well as enjoy music. Moreover, the school should revise the approach of summative assessment to reflect the learning progress of children in a concrete way and help parents understand their children's development in each stage.