

School No.: 323497

Quality Review Report (Translated Version)

Buddhist Kam Lai Kindergarten

G/F, Block A & B, Hong Nga Court, Lam Tin Estate, Kowloon

28, 29, 30 October & 1 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 28, 29, 30 October & 1 November 2024

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 fully supports the school development and provides plentiful resources for teachers' enhancement. The management is enthusiastic towards education, has professional knowledge and is capable of encouraging teachers to actively engage in their work, playing its professional roles of a leader, coordinator and supervisor effectively. The school allocates tasks according to teachers' abilities and preference. It also renders appropriate assistance to newly recruited teachers to help them adapt to the work environment and understand the teaching requirements the soonest. Team members have a sense of belonging to the school. They communicate candidly and work closely together. In addition to offering teachers a wide array of teaching resources, the documentation of the school is maintained properly for its staff's easy access and update. All these are beneficial for teachers to handle teaching and routine affairs. The management attaches great importance to teachers' professional development. It encourages teachers to pursue further studies while allowing them to learn from one another through internal peer lesson observations and sharing sessions, striving to raise the quality of teaching. In the meantime, the school is willing to receive different professionals for sharing and exchanging experiences. Team members stride forward by adhering to the school development directions, working together to build a learning community.
- 1.2 The management adopts a whole-school approach to successfully engage the team to carry out self-evaluation under the evidence-based principle, driving the continuous

development of the school. In response to children's needs and the development of kindergarten curriculum, the school regarded promoting Chinese culture as its major concern in the last school year. It strategically planned teacher training, including organising cross-boundary professional exchange activities, for team members to experience first-hand the current situation of the Mainland and broaden their horizons, laying a solid foundation for implementing the related work. Besides, the school carefully devises implementation strategies in aspects such as curriculum planning and activity design, which is an appropriate deployment. The plan has delivered results and has been incorporated into routine work. As the school believes that teachers' skills in conducting music activities have room for improvement, it considers strengthening the effectiveness of music activities as the major concern of this school year. Apart from introducing external support to provide professional training for all teachers and procuring more musical instruments, the school also puts emphasis on sharpening core teachers' skills in designing and conducting music activities, and subsequently prompting other members to try practising those skills themselves. The plan has been carried out smoothly.

- 1.3 The school has established a proper mechanism for child support services. It accepts children's diverse needs and brings in cross-disciplinary professionals. Teachers convene meetings with relevant personnel regularly to understand and follow up on children's learning and development. In tandem, they make suggestions about support strategies at home for parents to cater for children in need. The school arranges an adaptation week to help newly admitted children get familiar with the school environment. It also takes proper care of children who are about to be promoted to primary one, giving them opportunities to experience primary school life. Primary school principals are invited to introduce their school's uniqueness

and share the information on school selection. Furthermore, the school disseminates the information of the affiliated primary schools of the organisation and those in the vicinity to assist parents in choosing the right school for their children.

- 1.4 The school regards parents as close partners. It is willing to listen to their views and take proper follow-up action. A solid foundation of mutual trust has been laid between home and school. Parents take part in school activities actively. They are eager in serving as volunteers to help the school carry out various activities. Besides holding different talks to enhance parents' competence in parenting, the school also arranges lesson observation for parents to understand the learning of their children at school. Parents are very supportive of the school. They recognise the school mission and appreciate the strenuous effort of the teaching team for fostering children's healthy growth.

2. Learning and Teaching

- 2.1 Taking account of children's life experiences and interests while making reference to the teaching packages and selecting suitable stories as teaching materials, the school designs an integrated curriculum using themes. The curriculum content is comprehensive. The school makes good use of storylines to set up scenarios for activities and meticulously arranges a variety of games to cover all learning areas so that children can acquire skills and knowledge through play. It also hand-picks stories to develop positive values and attitudes in children, encouraging them to do good deeds. All these measures are in line with the school's consistent approach of attaching importance to the moral development of children. Besides, children are given sufficient opportunities to participate in music, physical, art and free choice activities every day, leading to a balanced daily schedule.
- 2.2 The school devises the assessment content in alignment with the curriculum

objectives. Teachers discuss the assessment criteria in lesson planning meetings and adopt continuous observation to get hold of children's performance in all learning areas. Teachers create learning portfolios for children to maintain assessment information, the works selected by children and so forth, serving as evidence of children's growth. The school invites parents to make records of children's behaviour and attitudes at home so as to enable teachers to get a better picture of children's development. Teachers summarise children's learning at the end of a school term to let parents understand their children's performance. The school consolidates and analyses the child assessment information to inform the curriculum.

2.3 The school has established a stable mechanism for curriculum coordination, monitoring and evaluation. The management fully demonstrates its curriculum leadership by leading the team to constantly strive for advancement and keep on refining the curriculum. Through meetings, scrutiny of documents, classroom walkthroughs, etc., the management monitors the curriculum implementation effectively while giving timely guidance and advice to teachers. Teachers have built a reflection habit. According to the learning objectives and children's performance, they review the activity effectiveness, analyse the success factors and make suggestions for improvement. The management and teachers examine the teaching of each theme and revise the learning content of the coming year based on the review findings, thus informing curriculum planning. Nevertheless, some of the homework design of K3 at present is rather difficult. The school must remove such homework to meet children's developmental needs.

2.4 The team puts a great effort into promoting Chinese culture and has regarded it as the major concern of the last school year. Apart from providing training for teachers, the school also purposively arranges more experiential activities about traditional Chinese art. Sessions that tie in with festivals, such as lion dance, Lunar New Year

fair and tradition snack making, are introduced in birthday parties, and children are arranged to appreciate Cantonese opera, visit museums and enjoy tea at a Chinese restaurant to enhance their understanding of and access to Chinese culture. In respect of resource utilisation, the school has purchased a lot of books with topics including Chinese culture, which is conducive to enhancing children's knowledge. The teaching team enriches the design of corner activities. Children can take part in traditional Chinese art activities and folk games like paper cutting, shuttlecock kicking and pitch-pot. The activities are updated periodically and are appealing, drawing children's great interest. Additionally, the school holds a parent-child activity with the theme of gratitude. During the activity, children give their parents a massage and dress them up. Children also pay tribute and filial piety to their parents by serving tea and presenting bouquets. The school devises and implements the strategies of the major concerns in different aspects, achieving remarkable results.

2.5 The school premises are clean and bright. The school plans the school environment meticulously and is keen to provide diversified activities to broaden children's learning experiences. Apart from setting up manipulative games on the walls to attract children to play, a wide range of activities are also available in the interest corners of the classrooms. For instance, children take photos after dressing up or choose daily necessities by themselves to assemble a home for animals. They can play colour mixing games as well. Children's curiosity is aroused through play, including playing self-made musical instruments and displays that are related to light and shadow. Teachers offer plentiful materials to children to make artworks, stimulating their creativity. The two-dimensional and three-dimensional artworks of children are exhibited in the classrooms and along the corridors for their mutual appreciation. These activities allow children to learn through interaction and from experiences, fostering children's affective, language and other development.

Teachers join in children's play, during which they make intervention and render guidance at opportune times. After the activities, teachers conduct review sessions with children to encourage them to share their play experiences. Some teachers make good use of children's discoveries or their interesting ideas arisen during play as foci of review to inspire children to learn from one another.

2.6 Teachers care for children and guide them with unfailing support. Teachers always praise the performance of children and lead them to appreciate one another. Members of the teaching team prepare for teaching conscientiously. They work closely together to organise learning activities in an orderly manner. They use real objects, hand puppets and so forth to facilitate teaching, motivating children to learn. In order to give children more chances for oral expression, teachers arrange group sharing for them on purpose. During physical activities, teachers set up interesting story scenarios for children to run, jump, climb and perform other movements in play, which is conducive to children's gross motor development. Moreover, the school has introduced a special weekly physical activity session in recent years to enable children to play with peers of different grade levels while providing various items for children to explore freely, which is favourable for social development. In the activities, teachers guide children to try solving the problems encountered by adjusting the materials or ways of play. Children have an adequate amount of exercise as well. After participating in the training of music activities in view of the major concern of this school year, teachers all expressed that they have improved their teaching skills. Class teachers are advised to further practise what they have learnt by having more chances to conduct music activities.

2.7 Children love going to school. They learn diligently and participate in various activities proactively. The campus is imbued with love and inclusiveness. Children treat others with courtesy. They take the initiative to greet others and

always play with their peers. Some children are happy to introduce the content of the books to their peers, sharing and cooperating with one another. Children encourage their peers to persist in the face of difficulties, showing good social and affective development. Children are familiar with the activity routines. They are able to wait their turn patiently when playing games, tidy their personal belongings by themselves, and help teachers put away items used, demonstrating observance and self-discipline. Moreover, children are willing to take on challenges during activities and can think of and try different solutions to problems, displaying confidence and skills in problem-solving.

3. Recommendations for Enhancing Self-improvement of School

The school is effective in embedding the cyclical school self-evaluation rationale of planning, implementation and evaluation in its routine work. The team puts effort into planning the curriculum and creating a rich learning environment to encourage children to understand and practise the virtues of Chinese culture. However, it must remove the rather difficult homework of K3 to meet children's developmental needs.