

School No.: 324787

Quality Review Report (Translated Version)

Buddhist Tsang Kor Sing Anglo-Chinese Kindergarten

**301-313 Third Level, Lai Huen House, Lai Kok Estate,
Sham Shui Po, Kowloon**

21, 22 & 24 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 21, 22 & 24 June 2021

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 manages the administrative affairs smoothly. The school management committee has a constitution which clearly defines the authorities and responsibilities of the members. The committee members understand the school's operation through regular meetings and gives advice on school administrative and financial matters. The sponsoring body sets out specific staff guidelines for its affiliated schools. The school keeps its files and records the teaching resources systematically. All these are favourable to the school daily operation. The management cares about the professional development of staff. It does not only participate in joint-school teacher training together but also introduces external support programmes according to the direction of the school development. In addition, it encourages teachers to take part in different training activities available in the community. The management enhances the professional competence of the teaching team proactively which is conducive to promoting school development.
- 1.2 At the end of each school term, the management leads all teachers to review the overall effectiveness of school work collaboratively. They then formulate the major concerns in light of the school context and the development trends of kindergarten education so as to implement the cyclical school self-evaluation process. In view of the fact that there are quite a lot of new teachers joining the school in this school year, the school identifies team building as one of the major concerns. By means of curriculum briefings, work arrangements and daily meetings, etc., teachers can have a better understanding of the school mission and are provided with opportunities to collaborate and adjust to each other. As observed, teachers are friendly when they get along. They cooperate with each other when conducting teaching activities. It is expected that the team capacity will be consolidated gradually. The school also considers strengthening the physical development of children and increasing play elements in the curriculum as the major concerns in these two years in light of the needs of children and situation of learning and teaching. It strives to create pleasurable learning experiences for children.

1.3 The school cares about children with different backgrounds and needs. It maintains good communication with parents through various channels including school circulars with both Chinese and English versions, daily contacts and parents' days for parents to know and support the learning and growth of their children. The school supports learner diversity using various strategies. Apart from employing external resources, arranging parent education activities and adjusting the learning content, it also designs teaching aids and tools such as cue cards with pictures and audible character cards. Under the meticulous guidance of teachers and parents, children have built self-confidence towards learning. Children get along in harmony and are willing to take part in various activities, enjoying their school life together.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise its curriculum outline by adopting an integrated approach with real-life themes. The curriculum is comprehensive and covers all learning areas. It nurtures the positive attitudes of children and develops their skills and knowledge. The school arranges project learning for children in each school term. By means of experiential activities, such as discussion, doing experiment and creation, it gradually delivers the learning content related to the project themes, with a view to encouraging children to explore and enriching their learning experiences. The school has followed up the recommendations of the previous Quality Review to revise the homework design and adjust the amount of copying to reduce drilling. Yet, some homework for K3 is rather difficult. The school must cancel the inappropriate homework and continue to arrange diversified activities that meet the abilities and developmental needs of children, so as to consolidate and extend their learning.
- 2.2 The school assesses children's learning and development through continuous observation and record-keeping. The thematic assessment items selected by teachers are relevant to the learning objectives and cover all learning areas. Teachers write observation reports according to children's circumstances during activities and provide concrete and concise comments on their performance. The comments are compiled in the learning portfolio together with children's work to let parents know about the learning progress of their children. However, when summarising children's performance at the end of each school term, the school mainly makes reference to the average score of the thematic assessments, which is

unable to reflect the development progress of children accurately. The school is required to rectify the approach of summative assessment and devise clear assessment guidelines and criteria. The school is also advised to further collate and analyse the child assessment information to conclude an overview of children's learning, with a view to informing the curriculum.

- 2.3 Teachers of each grade level discuss the learning focuses and activity design of the themes together through collaborative lesson planning. They draw on collective wisdom which is conducive to enhancing teaching planning. Teachers reflect on their teaching regularly and assess children's performance according to the learning objectives. At present, the responsibility for monitoring and reviewing the curriculum mainly rests with the curriculum leader who attends curriculum meetings and scrutinises the teaching documents with the help of two teachers, thereby giving suggestions on the curriculum. The school must review such mechanism and strengthen the overall professional leadership of the management. The management should lead teachers to further analyse children's performance and give suggestions for improvement during teaching reflection. Moreover, it should provide guidance and encouragement to teachers in a timely manner through lesson observations, teaching demonstrations and other strategies to fully fulfil its functions of supervision and support, hence enhancing the effectiveness of the teaching team.
- 2.4 The school designs the daily schedule for children to participate in free choice, physical, music and art activities every day. They also have the opportunities to have whole-class, group and individual learning. The school has regarded promoting children's physical development as its major concern in last school year. Apart from purchasing new physical equipment, it revises relevant learning objectives and content in order to meet children's development and abilities. Teachers put much effort to design activities for children to grasp different physical skills progressively and to stretch their limbs. During music activities, teachers lead children to enjoy the fun of music through singing, performing rhythmic movements and manipulating music instruments. Yet, the duration of physical and music activities arranged by the school is relatively short. This correspondingly reduces the opportunities for children to take part in the activities, or the activities have to be drawn to a close when children have just got themselves immersed in them, thereby undermining the effectiveness of the activities. The school should adjust the daily schedule to ensure that children have sufficient opportunities to participate in physical and music activities so as to gain balanced learning opportunities.

- 2.5 The school has regarded promoting play as its development direction by strengthening the play elements of children's learning through joining external support programmes in recent years. The school identified promoting free play as its major concern in last school year. It has adjusted the daily activity schedule to allocate more time for children to have free choice activities. Teachers set up different interest corners in classrooms and place sufficient and diversified materials in the corners. In the meantime, the school encourages parents to collect different items, such as plastic bottles and carton boxes, for children to construct on their own. It also makes good use of the walls of the corridors to set up interest corners to expand the space for children's activities. From observation, during free choice activity, children are free to take part in corner games at their own will. They write letters with pictures and texts, and put the letters into a post box to pretend to post the letters. In the art and craft corner, children immerse in creating artworks and appreciate each other's work with peers. They also engage in role-playing games, chatting and cooperating with one another. During the process, teachers understand children's activities by observing and asking questions. They take part in the games as well. The school may lead teachers to continue to set up a rich learning environment and provide more opportunities for children to manipulate materials. It may also encourage teachers to allow children to share more about their experiences and feelings of the activities, with a view to helping them summarise and consolidate their learning experiences.
- 2.6 The school regards increasing the play elements in thematic learning as the major concern in this school year. It enhances teachers' knowledge and skills in designing activities through training. Teachers are well-prepared for teaching and design activities according to the themes. They use pictures, real objects, puppets, etc., to draw children's attention and enable children to grasp the learning content gradually by allowing them to manipulate the materials. However, the teaching pace sometimes is rather hurried or teachers tend to be dominating. Children thus have relatively less opportunities to learn through interaction. Meanwhile, some school activities are conducted in groups but teachers conduct two different group activities, such as thematic learning and story-telling, in the same classroom. This arrangement has led to the mutual noise interference between the two groups, posing a negative impact on children's attention and learning effectiveness. The school must continue to lead teachers to improve their teaching skills. Teachers may encourage children to share their own views by inspiring games and questioning that

guide children to think, so as to achieve the objectives of the plans. The school is also required to review the arrangement of group activities and adjust teaching mode flexibly in order to ensure that children are learning in a suitable environment.

- 2.7 Children have good living habits. They pay attention to personal hygiene and wash hands before and after eating. They tidy up learning materials and tableware on their own, showing good self-care abilities. Children love to play with peers and take initiative to greet others, displaying good social development. However, the classroom discipline in some classes is undesirable, which affects the implementation of activities. Teachers may help children build up activity routines and give clear instructions for them to have a better understanding on the requirements of the activities. Besides, some children do not write with the proper way of grasping a pen. The school must continue to follow up the recommendations of the previous Quality Review to strengthen the guidance on children's writing posture, with a view to fostering a good writing habit.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school formulates the major concerns that are in line with the school context and the strategies of some of its plans are considered diversified. Nevertheless, the school is unable to set clear objectives for the major concerns and rarely takes into account the implementation of tasks from the perspectives of different stakeholders, which undermines the effectiveness of the plans. The school should have a holistic planning for the major concerns and devise clear objectives and success criteria in order to help enhance and assess the effectiveness of the plan.
- 3.2 The school is required to adjust the current curriculum monitoring and review mechanism to strengthen the professional leadership of the management. It should lead the teaching team to review the arrangement of daily schedule and learning environment collaboratively. It should also revise the ways of summarising children's learning performance to further consolidate the child assessment information to inform the curriculum design. In addition, it should continue to promote professional exchange through various channels, such as meetings and lesson observations, so as to improve the teaching and reflection skills of teachers, thereby enhancing the effectiveness of learning and teaching.
- 3.3 The school communicates with parents through diversified channels. The parent-teacher association (PTA) has been established for years and it mainly assists the school in organising parent-child outings. Building on this foundation, the school

may plan the parent education work according to the needs of parents and the objectives of its annual major concerns. The school may join hands with the PTA to plan and organise different activities for parents to have a better understanding about the school development direction and the school life of their children so as to facilitate home-school cooperation and foster the growth of children together.