

**School No.: 600890**

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

**Buddhist Mr. & Mrs. Chan Chart Man  
Kindergarten**

**Kindergarten, Tak Long Estate, No. 28 Shing Kai Road, Kowloon**

**23, 24 & 26 January 2024**

**Kindergarten Inspection Section  
Education Bureau**

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

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 23, 24 & 26 January 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 school maintains close contact with the affiliated schools of the organisation, such as arranging mutual school visits and holding joint-school teacher development days, to share experiences together and keep up with the times. The school also organises training activities that are in line with the professional development needs of teachers. In tandem, it coordinates peer lesson observation to facilitate observation and exchange among teachers so as to enhance their professional competence. The management keeps an open mind when communicating with the team and teachers are willing to express their views on the school work in various areas, hence promoting the school's continuous advancement with concerted efforts.
- 1.2 The management has followed up on the recommendations of the previous Quality Review to encourage teachers to participate in self-evaluation work. It leads the team to take account of factors like kindergarten education trends, children's needs and external resources to draw up systematic planning of the development directions of the school while reaching a consensus through collective discussion to formulate major concerns. In this school year, the school regards strengthening the element of free exploration in play and refining the teaching content in the learning area of Nature and Living as its major concerns. It deploys diversified strategies, such as organising teacher training, enriching the environment set-up and launching home-school cooperation activities, to synergise the efforts of different stakeholders to develop children's exploratory skills. Specific success criteria have also been set to examine the work effectiveness. The overall planning of the key tasks of the school is appropriate, facilitating the smooth implementation of the major concerns.
- 1.3 The school caters for learner diversity. It has established a clear identification and referral mechanism for children with special needs. Teachers communicates with external organisations and parents regularly to get a grasp of children's development and provide proper support for children. The school takes care of children who are newly admitted and those who are about to promote to primary one. For instance,

it invites parents of the newcomers to accompany their child at school during the adaptation period, introduces information about promoting to primary school, schedules primary school visits, etc., facilitating children to embrace the changes in growing up. The school maintains liaison with parents through numerous channels. By means of parents' days, lesson observation activities and so forth, it keeps parents informed of the school curriculum and their child's learning. Moreover, parent-child activities relating to play and reading as well as talks and workshops about child-rearing skills are conducted to enhance parents' competence in parenting. The school also lines up parent volunteers to assist in carrying out activities including graduation ceremony and open day, which rallies parents' support successfully, hence fostering children's healthy growth together.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages, the school selects themes that are closely related to children's life experiences to design an integrated curriculum. The curriculum content covers all learning areas. The school attaches importance to the moral development of children. Teachers share picture book stories with children in the morning and afternoon assemblies and during story sessions to cultivate positive values and attitudes like benevolence, filial piety and justice, unity, etc. Teachers let children learn about traditional Chinese architecture and costumes, make distinctive artworks and do simple martial arts exercises in accordance with the themes to guide them to experience the unique characteristics of Chinese culture. Regarding the daily schedule, the school arranges music, physical, art and free choice activities for children every day to foster their balanced development. However, some homework content of K3 in the learning areas of Language and Early Childhood Mathematics is rather difficult. The school must review and revise such content to meet children's abilities.
- 2.2 The school has put in place a system for the assessment of child learning experiences. Teachers adopt continuous observation to assess children's performance in different areas based on the thematic learning objectives and record children's learning progress clearly. The school formulates detailed assessment criteria to help teachers conduct assessments in an objective manner. Teachers analyse and comment on the development of children. In the meantime, teachers give parents appropriate

suggestions, which facilitate them to understand and follow up on children's development.

- 2.3 The management keeps track of the curriculum implementation through scrutinising teaching plans, observing lessons, etc. It renders proper guidance to teachers as deemed necessary. The team reflects on the effectiveness of learning and teaching according to the performance of children. When reviewing the thematic learning, team members discuss the plans for refining the curriculum content and activity arrangements to inform curriculum planning and teaching design.
- 2.4 In alignment with the developmental characteristics of children, the school promotes children's active learning by strengthening the element of exploration in play. During physical play sessions, teachers provide plentiful materials in the outdoor venue to encourage children to explore and create new ways of play freely based on the context of learning themes. Children use their imagination to select an array of physical tools and work together to construct the transport and public facilities of the community. Some children play the role of a pedestrian and some act as couriers, seeking to pass through all the facilities smoothly so as to reach their destinations safe and sound for delivering daily necessities to service users. As observed, children not only showed their energy and agile body control, but also apply the rules on road use that they are familiar with and put into practice the attitude of willingness to serve others. In the course of planning the play, children discuss the suitability of materials and try to include more set-ups for improvement, thus exploring actively to spice up the play. During review sessions, teachers invite children to share the features and ideas of their own play to assist children in summing up their learning experiences as well as stimulating children to figure out the knowledge that they have discovered and their solutions to problems. Furthermore, the school makes good use of the lobby space to add a play corner. Eco-friendly materials and building blocks of different shapes are placed there for children to design simple cooperative games during free choice activity sessions. For example, children create a maze and put a plastic ball in the path therein. They then use a long rod to collaboratively get the ball to the exit of the maze. This activity is filled with challenges and creativity. The school has carried out the relevant major task in a step-by-step manner, which has begun to deliver results. The school may consolidate information like children's performance, activity efficacy and so on at an opportune time for review and adjust strategies as needed to gain further successful experiences.

- 2.5 Teachers design interest corners meticulously. With the ideas sprung up from children, teachers guide children to think of the extended themes and settings of the role-play corners together, such as a housing estate, a barbecue site and a hair salon. Children and their peers immerse themselves in the scenarios. They operate a simulated lift made of cardboard, put the curling red cellophane on a barbecue pit to simulate making a fire or trim the hair of wigs with scissors, thus accumulating experiences relating to daily life through play. In addition, teachers dovetail with the major concern to increase the element of exploration in interest corners to enhance children's exploratory spirit. For instance, teachers let children test the thermal insulation of different materials, observe how the thickness or positioning of paper affects its load-bearing capacity and so forth to satisfy children's curiosity and deepen their understanding of the surroundings. Teachers also arrange for children to plant in the outdoor seedling nursery of the school to help children understand plant growth while nurturing their attitude of cherishing and loving the nature. During free choice activities, teachers make use of questions, guidance or demonstration to facilitate children to understand and think about what they have learnt, thereby enhancing their learning efficiency.
- 2.6 Teachers are amiable and kind. They always observe the performance of children carefully and give them timely encouragement. During thematic teaching, teachers draw children's attention by exhibiting vibrant folk costumes. Children get to know the characteristics of different cultures by touching and comparing the textures of various types of fabric and accessories. Teachers give children sufficient opportunities in expressing their thoughts and sharing their life experiences to increase classroom interaction. Regarding music activities, teachers set up scenes that correspond to the lyrics with scattered petals, which helps get children engaged in creating rhythmic movements to the tuneful melodies. Children are also keen to take part in art activities. They draw sketches after observing the appearance of the pet turtle of the school and put in simple words or pictures to express their love and care for the small animal. Their creations are full of warmth and childlike fun. Apart from allowing children to explore multiple ways of play with physical equipment, teachers also organise circuit games during physical activity sessions. Nevertheless, teachers may adapt the activity design in view of children's performance to cater for the diverse abilities of children and foster their gross motor development gradually.

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

The school implements self-evaluation with a whole-school approach to plan annual major concerns and carry out major tasks in an orderly manner. Regarding the work of promoting children's active learning through play, the school may consolidate information like the performance of children and the effectiveness of the activities to further push forward successful experiences. Besides, the school is required to revise the difficult homework content in the learning areas of Language and Early Childhood Mathematics of K3 to meet children's abilities.