

**School No.: 532550**

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

## **Che Lok Kindergarten**

**Shop A2 & B, G/F, Shop A, B & C, 1/F, Siu Cheong Building,  
72 Nam Cheong Street, Shamshuipo, Kowloon and  
G/F, 221 Tai Nan Street, Shamshuipo, Kowloon**

**16, 17 & 19 April 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: 16, 17 & 19 April 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 upholds the school mission and endeavours to enable children to grow up in a loving and caring learning environment. The management has served the school for years and is familiar with the school context. As the school had undergone personnel changes in recent years, the management has arranged experienced teachers as mentors to guide new staff, assisting the new recruits in handling daily teaching duties. Members of the team maintain communication and a harmonious relationship with one another.
- 1.2 The management leads some teachers to conduct school self-evaluation (SSE). The school has been regarding enhancing the effectiveness of language learning of children as its development direction. Another major concern of this school year is increasing children's understanding of traditional festivals. The team carries out the work in the aspects of environment setup and activity design respectively, accumulating experiences in a step-by-step manner.
- 1.3 The teaching team cares about children. It embraces children with different backgrounds and special needs, striving to foster an inclusive atmosphere. The school utilises external resources to provide referral and support services for children in need. It also organises parent education activities such as seminars and interest groups to help parents deal with their children's behavioural and emotional problems in order to strengthen parents' child-rearing skills. The school facilitates newly admitted children's integration into school life by introducing an adaptation week and progressive school hours. Meanwhile, the school holds primary school visits and primary one admission talks for children who will be promoted to primary one and their parents, allowing them to learn about changes that they will encounter at the primary education stage. Teachers listen to parents' opinions and both of them maintain contact with each other through face-to-face meetings, phone calls and so forth. Parents trust the school and recognise the school mission.

## **2. Learning and Teaching**

- 2.1 The school devises its integrated curriculum with themes based on children's life experiences. The curriculum content encompasses all learning areas, covering the cultivation of values and attitudes as well as the grasp of skills and knowledge. The school arranges field visits, snack tasting and other activities to enrich children's learning experiences. Children can take part in free choice and art activities every day and yet the school must review and revise the daily schedule to ensure that children are given time for daily music and physical activities, including during the period of the primary one adaptation activities. Hence, children can have balanced learning opportunities. Besides, the teaching objectives of the music and physical activities are not specific at present. The school is required to review and make plans for these activities. Some pieces of homework in Language and Early Childhood Mathematics for K3 are too difficult. It is necessary for the team to examine and remove the inappropriate content to cater for the developmental needs of children.
- 2.2 The school develops learning portfolios for children to maintain thematic assessments, observation records and other information, serving as evidence of their growth. Teachers assess children's performance through continuous observation and keep parents informed of the learning of their children through parents' day and daily liaison. The team is recommended to collate and analyse the child assessment information to better understand the development of children and use such information as reference for adjusting teaching strategies and planning the curriculum.
- 2.3 The management monitors the implementation of curriculum through classroom walkthroughs, meetings and scrutiny of curriculum documents. Teachers discuss lesson plans before the commencement of themes and reflect on their daily teaching. However, teachers mainly describe children's performance in some reflections. The management is advised to guide teachers to examine the effectiveness of learning and teaching from multiple perspectives, including proposing concrete suggestions for improvement in activity design and arrangement, environment setup and other aspects, for informing the curriculum.
- 2.4 The school strengthens the promotion of Chinese culture. Traditional Chinese food, achievements in aerospace technology, folk handicrafts, etc., are covered in the curriculum. Apart from organising the national flag raising ceremony and Chinese

Culture Day to develop a sense of national identity in children, the school also considers enhancing children's understanding of traditional festivals as its major concern in this school year. Teachers share Chinese festival stories and custom while planning different festive activities like making rice dumplings, performing lion dance and wearing Chinese costumes for children to experience the relevant custom and appreciate Chinese culture. The plan is being taken forward sequentially and then is implemented progressively.

- 2.5 To keep pace with the major concern of enhancing the effectiveness of language learning of children, the school purposefully enriches the language learning environment in classrooms. For example, word cards and pictures are posted in all interest corners to provide more exposure for children to vocabulary. The reading corners are comfortably furnished, displaying books that are related to themes or recommended by teachers. As observed, children loved reading. Teachers offered help from time to time to share book content with children. The interest corners are designed to foster children's interaction. Children are pleased to visit the family corners and the simulated farm. They play the role of farmers harvesting crops or role-play as chefs and diners to imitate cooking and savouring food. Children talk to each other in the course of events and get along well. Additionally, exploratory activities are set up in the classrooms. Children observe the floating and sinking of different objects in water. Some of them, under the guidance of teachers, are able to tell ways to alter the floating and sinking situation of the objects. Overall speaking, the environment setup of the school gives children opportunities to express themselves orally and communicate with their peers, thus they can apply what they have learnt in real-life scenarios. The major concerns have achieved accomplishments.
- 2.6 In addition to displaying children's work along the corridors and in the classrooms for children's mutual appreciation, the school places potted plants to let children learn to tend the plants. Art materials are put in the classrooms for children to draw and make artworks. The school is advised to furnish children with abundant materials to help them unleash their creativity. Teachers take part in and guide children's play. Some of the teachers ask children to share activities that they like after play. Teachers may invite children to express their views on scenarios that are worth sharing, and lead them to consolidate their experiences and construct new knowledge.
- 2.7 Teachers are kind and amiable. They care about children and always teach children to be polite. Furthermore, teachers facilitate teaching with real objects, character

cards, mystery bags and so forth while conveying story plots with lively voice to get children to pay attention and listen, thereby increasing children's understanding of the learning content. In music activities, teachers guide children to sing, play musical instruments and perform rhythmic movements and children are generally engaged in the activities. Children try jumping with both feet and walking on a wobble board during physical activities to develop their gross motor skills and body coordination. However, children have to wait quite a long time for some of the physical games, resulting in a lack of amount of exercises. Teachers are advised to review the objectives and arrangements of the activities with a view to promoting children's physical development.

- 2.8 Children love going to school. Being energetic and active, children take the initiative to greet others and enjoy learning and playing with their peers. Children put on and take off their shoes by themselves as well as assisting teachers in tidying up toys and items to demonstrate that they have a certain degree of self-care abilities. Some children even enjoy sharing their thoughts and life experiences with teachers or peers, showing their curiosity about things around them.

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

- 3.1 There have been personnel changes in the school in recent years. The management must aptly encourage teachers to participate in SSE training so that all teaching staff can better grasp and implement the SSE rationale of planning, implementation and evaluation. For instance, they could review and analyse the effectiveness of work plans using a variety of evidence, thereby getting hold of the current situation of the school and promoting its continuous development.
- 3.2 The management should serve as a role model to enhance its understanding of kindergarten curriculum development and strengthen its professional leadership by, for example, utilising appraisal to learn about the strengths and training needs of the staff, allocating resources to make planning for teachers' professional development and assigning duties properly so that staff members can give full play to their strengths. The school is required to conscientiously observe the safety measures while devising guidelines for routine work and duties deployment of its staff. Documents should be filed systematically for teachers' easy reference.
- 3.3 The school must follow up on the recommendations of the previous Quality Review to prepare guidelines in relation to identifying and providing referral services to

children with different needs in a bid to pass on the experience. Besides, the management is advised to assist teachers in getting further understanding and practice of teaching skills in supporting children.

- 3.4 It is necessary for the management to maximise its curriculum leadership to lead teachers to sharpen their reflection ability and inform the curriculum with the reflection and child assessment information. Teachers could help children collate their experiences after play and refine the physical activity arrangements in order to strengthen the effectiveness of learning and teaching. The school is required to revise the curriculum planning and daily schedule, and remove the excessively difficult homework, so as to cater for children's developmental needs.