

School No.: 325694

Quality Review Report (Translated Version)

Choi Ha Estate Kit Sam Kindergarten

No. 4 Carpark Podium, Choi Ha Estate, Ngau Tau Kok, Kowloon

27, 28 November & 3 December 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: 27, 28 November & 3 December 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 organisation attaches great importance to children's well-being. It cares about the school development and provides the necessary support. The organisational structure of the school is clearly defined and there is a delineation of roles and responsibilities. The management is experienced and the teaching team is stable. With a sound system of resource access, the teaching staff discharge their duties properly and the daily operation is smooth. The school values the professional growth of teachers. It utilises external professional support to arrange different types of training for teachers to grasp the latest development of kindergarten education. Teachers share what they have gained in training with their colleagues through collaborative lesson planning and meetings while applying their acquired knowledge to daily teaching, hence raising the teaching standard. Team members have a sense of belonging to the school. They earnestly work as one to promote the continuous development of the school.

1.2 The school has established the school self-evaluation (SSE) mechanism. In response to the development of the school-based curriculum, the professional growth of teachers and children's learning needs, the school has regarded nurturing children's curiosity and exploratory spirit, and fostering their physical development as its major concerns since the last school year. It has deployed strategies in different aspects, including reviewing and revising the curriculum content, organising activities of teachers' professional development and parent education, as well as

adopting a whole-school approach to implement the work plans. With regular reviews and follow-ups, the school ensures that the major concerns produce the desired results. In this school year, the school further refines its facilities, purchases more teaching aids and enhances parent participation to increase the overall effectiveness of the work, promoting its self-improvement.

- 1.3 The school respects and accepts learner diversity. It establishes an identification and referral mechanism, and brings in interdisciplinary professionals to provide appropriate guidance for children with special needs. Teachers communicate closely with the professionals to understand the objectives and progress of support for children. The school creates a friendly and inclusive environment for non-Chinese speaking (NCS) children to prompt them to play and learn with Chinese speaking children, helping the NCS ones integrate into the local community. In tandem, the school encourages NCS children to answer questions in Cantonese to strengthen their communication skills and confidence in using Chinese. Suitable adaptation activities are arranged for children who are newly admitted and those who are about to be promoted to primary school so that they can get ready psychologically for starting a new learning journey. The school values parent education. It not only sets up a parent resource centre and schedules lesson observation for parents, but also holds a wide range of parent-child activities, workshops and talks to keep parents informed of the school development and children's learning. Parents are willing to serve as volunteers to assist in various school activities, such as demonstrating wrapping rice dumplings, taking care of newly admitted children and organising books. The school regards parents as important partners and works hand in hand with them to foster children's healthy and all-round development.

2. Learning and Teaching

- 2.1 The management steers teachers to select picture book stories that are in line with children's interests and life experiences to formulate the school-based curriculum. The integrated curriculum is designed using themes and its content covers all learning areas, nurturing children's positive values and attitudes as well as facilitating their acquisition of skills and construction of knowledge. The school arranges diversified classroom games and visits for children to deepen their understanding of the themes and gain rich learning experiences through group discussions, personal experiences, sensory exploration and so forth. The school promotes Chinese culture actively. It sets relevant teaching themes at each grade level, holds celebration of festivals, introduces calligraphy, arranges arts and cultural performances, etc., guiding children to learn about traditional custom and arts through various channels, which is conducive to developing a sense of national identity in children. The daily schedule of the school is properly planned to promote children's whole-person development.
- 2.2 Teachers assess children's learning experiences through continuous observation and documentation. They create learning portfolios for children to maintain observation records, assessment forms, artworks, etc., as evidence of children's growth. The school distributes assessment reports at the end of a school term to let parents keep track of the learning and developmental progress of their children. Parents evaluate the daily performance of their children at home and write down their expectations, helping teachers understand children's abilities and needs comprehensively. The school is advised to add formative assessment information to the assessment reports so that parents can grasp children's learning of different themes in a timely manner. It may set explicit assessment criteria to enhance the objectivity of the assessments while systematically consolidating and analysing the assessment information with a view to presenting children's holistic performance and informing the curriculum.

- 2.3 The school has put in place the mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to draw up teaching plans and propose strategies for improving the activity design through discussions in meetings, enhancing the quality of education. Teaching plans are carefully designed as teachers state clearly the learning objectives, steps of activity implementation and so forth in the plans. The management understands the curriculum implementation by observing lessons, scrutinising teaching documents, attending meetings, etc. It offers timely guidance and support to teachers as well. Members of the teaching team regularly conduct individual, group and school-wide reviews on the effectiveness of learning and teaching. Apart from examining the extent to which the teaching objectives are achieved and how well children comprehend the learning content, team members can take a step further to make specific suggestions for follow-up or improvement about teaching strategies and activity arrangements, thus promoting children's learning.
- 2.4 Teachers decorate classrooms and interest corners with abundant materials. They post vocabulary and interactive teaching aids on the walls, hang drop ornaments and children's artworks from the ceiling, and stick signs on the floor for children to play cooperative games, creating a theme-related learning atmosphere. Teachers utilise the classroom and corridor space to set up role-play corners and place various materials like furniture, clothing and tools therein. K1 children play the roles of postman delivering mails and fireman fighting fire. K2 children imitate farmers to irrigate the fields and transplant rice seedlings. K3 children simulate cooking with camping equipment and stargazing in the tents. Children interact with their peers in role-play corners, unleashing their imagination and practising what they have acquired from thematic learning. In alignment with the implementation of the major concern of these two years, which is nurturing children's curiosity and

exploratory spirit, teachers put a great variety of materials in the exploratory corners for children to manipulate while formulating exploratory questions to guide children to make focused observation. K1 children explore the thermal insulation performance of different gloves whereas K2 children learn about the changes during air-drying of a dough and K3 children look into the appearance and anatomy of butterflies. Teachers lead children to explore their surroundings to ignite their curiosity and develop their exploratory spirit. Children of each class may be led to revisit and conclude their experiences after free choice activities to facilitate the consolidation and extension of learning.

- 2.5 Teachers are conscientious in teaching and care for children. They give lively interpretation and clear explanations. Teachers put a lot of effort into designing interesting teaching activities, arranging group discussions and presentations, encouraging children to express their views and feelings, and facilitating teacher-child and child-child interactions, thus enhancing the learning effectiveness. In the recent two school years, the school has regarded fostering children's physical development as another major concern. It has purchased physical facilities and equipment in response to children's needs. Teachers use the space of the physical venue prudently to organise diversified activities for children, such as tricycles, climbing frames and circuit games, to develop children's running, jumping, balancing, throwing and other skills. Teachers ask children to choose physical items on their own to assemble routes for circuit games, during which they review the activity design and think of ways for improvement. Teachers also let children change or add materials as necessary to increase the level of difficulty, cultivating a spirit of willing to try and daring to challenge in children. Children take part in physical activities enthusiastically and have good gross motor development. The effectiveness of the major concern is evident. Teachers connect music activities

with the thematic learning content to guide children to sing, play percussion instruments and perform rhythmic movements. Some teachers are required to sharpen their skills in conducting music activities to guide children to learn about the song melodies and catch the rhythm, strengthening children's aesthetic development.

- 2.6 Children are keen to participate in classroom activities. They are attentive and show interest in learning. Moreover, they respond to teachers' questions eagerly and are articulate and confident when reporting. Children are kind and friendly. They listen to teachers' instructions and follow the activity routines, maintaining good order. Children are willing to fulfil the duties of a group leader to demonstrate morning exercises, assist in putting away physical equipment or wipe the desks after free choice activities, showing their commitment to serve and self-care abilities. Children have good affective and social development as they get along well with peers, and help and care for one another.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school devises the annual work plans based on its context and the needs of various stakeholders to stride forward. When evaluating the major concerns, the school is advised to make good use of the assessment information and further employ children's performance as evidence to prove the work effectiveness.
- 3.2 The school strives to develop the school-based curriculum to foster learning through play for children as well as their balanced development. In respect of the planning of the child assessments, the school may add the information of formative assessments, set clear assessment criteria, and systematically consolidate and analyse the assessment results to present children's overall performance. Teachers can take a step further to make specific suggestions for follow-up or improvement about teaching strategies and activity arrangements so as to inform learning and teaching.