

School No.: 587141

Quality Review Report (Translated Version)

HHCKLA Buddhist Wai Kwong Ka Fuk Kindergarten

**Shop KG01, G/F, Ka Yeung House, Ka Shing Court, Fanling,
New Territories**

18, 19 December 2019 & 8 January 2020

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 18, 19 December 2019 & 8 January 2020

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 cares about the school's development and exchanges views with staff through school visits and social activities. Joint-school training are organised for staff to understand the mission and vision of the sponsoring body. In light of the needs of the school and teachers, the management organises or recommends seminars and courses to facilitate the professional development of the teaching team. The management often discusses face-to-face with new recruits in order to understand and support their needs so that they can adapt to the working environment as soon as possible. The school has prepared specific code of practice and guidelines for staff to help them handle daily matters and plan various work. The management is willing to consider the views of teachers while allocating resources in a timely manner to facilitate children's learning.
- 1.2 The school followed up the recommendations of the previous Quality Review progressively. In recent years, it has improved the school self-evaluation (SSE) work and the design of the assessment of children's learning experiences. The management draws up the development direction of the school by making reference to the results of the questionnaires to stakeholders, children's performance and the teaching performance of teachers. This school year, one of the major concerns of the school is to strengthen the communication with parents. More opportunities are provided to parents to participate in school activities. Lesson observations and seminars on the introduction of the curriculum are organised for parents to have a deeper understanding of the school's education rationale and their children's performance at school. The school is preparing to establish a parent-teacher association to further enhance the effectiveness of home-school cooperation in fostering children's growth collaboratively. The school report is uploaded to the webpage for enhancing transparency and enabling parents to understand the school development. Besides, in order to foster children's learning motivation, the school sets promoting learning through play as another major concern this school year. The teaching team implements a series of work, including the adjustment of daily

schedule, re-planning of activity spaces and the procurement of new teaching aids. The school devises the development plan according to the needs of children and parents. Deployment is made in response to the objectives and the plan is carried out in a step-by-step manner.

- 1.3 In catering for children's diverse needs, the school sets up referral guidelines and procedures for children with special needs. Teachers are provided with suggestions on teaching and caring so as to provide appropriate support for children in need. The school arranges group activities to let non-Chinese speaking (NCS) children and Chinese speaking ones play together. There are more opportunities for NCS children to get exposed to Chinese and thus their confidence and abilities of using Chinese can be enhanced.

2. Learning and Teaching

- 2.1 The school devises its school-based curriculum with reference to the teaching package. Theme-based learning activities are designed according to the matters encountered by children in their daily life. The curriculum covers all learning areas. The school arranges an Activity Day once a week to provide children with diversified learning experiences, including listening to religious and moral stories, participating in large-scale activities on arts creation and theme-related activities, for example, outdoor visits, so as to enrich children's life experience and develop their positive attitudes and skills. However, the learning content of early childhood mathematics for K2 and K3 is too difficult, and the content of this learning area is not aligned with the mathematical concepts involved in the English activities under the same theme. The management should lead the teaching team to review the curriculum planning and arrange appropriate learning content and schedule, with a view to enhancing the effectiveness of the integrated school-based curriculum.
- 2.2 With respect to the homework arrangement, the school designs line drawing exercises for K1 children to help them develop writing abilities gradually. Yet, some language homework for K2 and K3 is too difficult while mechanical drills on calculation are found in their early childhood mathematics homework. Moreover, the homework content and design in some of the primary one simulation activities are too difficult, and does not meet children's developmental needs. The school must review the homework design and content for K2 and K3, and devise interesting tasks to foster children's learning interests and self-confidence. In regard of the activity schedule, children in half-day classes have adequate opportunities to

participate in music, physical and art activities. Yet, children in whole-day classes are not provided with adequate music and physical activities. To facilitate the interface between kindergarten and primary education, the school changes the daily schedule for K3 children in the second term. The afternoon nap session is cancelled for the implementation of primary one simulation activities. Children are not provided with daily music, physical and free choice activities in the schedule of primary one simulation activities. The school must improve the activity arrangement in the afternoon for the whole-day classes and the schedule of primary one simulation activities for K3, so as to ensure that children have adequate opportunities to participate in music, physical and free choice activities, while K3 children can have sufficient rest time to facilitate their balanced development.

- 2.3 The school assesses children's learning experiences by continuous observation and record keeping. The assessment is in line with the curriculum objectives. The school has revised the policy on the assessment of children's learning experiences in recent years to update the assessment items of each learning area and description on children's various performance, so that the assessment information can reflect children's theme-based learning more accurately. Summative assessment is added with analysis of children activity observation and teachers' comments on children's development in different stages for parents to have a better understanding of their children's development progress. At the end of the school term, the management analyses the assessment results of each grade level to gain an overall view of children's performance in all learning areas, thereby planning the development focuses for the next school year. The management still has to lead teachers to further use the assessment information under each theme for the curriculum review, adjust learning content in a timely manner and plan an appropriate school-based curriculum. The teaching team is also recommended to make good use of the assessment information to review the effectiveness and areas for improvement of the annual work plan related to learning and teaching, so as to facilitate the school's continuous progress.
- 2.4 The school strives to promote learning through play in order to foster children's learning initiative and motivation. The management organises training activities to equip the teaching team. The team sets improving the free choice corner activities as the priority to enhance children's benefits from participating in corner games. The management leads teachers to re-plan and design the interest corners. Two neighbouring classrooms of the same grade level are connected as one unit to set up

more interest corners and provide more materials for children. There are fewer restrictions for children to play in the interest corners, so that children can have more options and activity space. The school also revises the activity schedule to provide more time for children to participate in free choice activities. As observed, children take the initiative to enter the interest corners and are engaged in the activities. Children use different tools and materials to create artworks in the “Art Zone”. They are concentrated on drawing big brush painting on the large paper which is placed on the walls of some classrooms. Some children build models on the blocks wall with peers to explore the ways of building blocks of different shapes. K3 children read in the reading corner. They use picture cards to create stories verbally, displaying their imagination and expression abilities. The work plan has achieved initial results. Currently, the school is still providing tablets for K2 and K3 children to practise writing and learn the meaning of vocabularies during free choice activity sessions. The teaching aids in some interest corners lacking manipulative functions do not facilitate children to learn and explore through real objects and hands-on experiences. Teachers should continue to improve the design of corner activities for children to explore and play freely according to their abilities and preferences. Through interacting with people and authentic environment, children can develop different abilities and their motivation of learning can be enhanced.

2.5 The school attaches importance to children’s moral development. Teachers often share different moral stories and simple Buddhist wisdom with children for them to understand various good behaviour and develop sense of right or wrong. Since last school year, the school has launched an award scheme. Children take turns to be on duty at the school entrance in the morning to greet peers, their sense of responsibility and positive attitude of treating people with courtesy are therefore developed. Teachers guide children to praise peers’ good behaviour in class, thereby enabling them to learn to appreciate each other. As observed, children get along with peers in harmony. They proactively greet people and treat people friendly. Children possess good self-care abilities. They pour water and tidy up tableware by themselves when they are having snacks. K2 and K3 children take the initiative to hand in their homework and put their school bags properly, showing sense of responsibility.

2.6 The school has set up a mechanism for curriculum coordination, management and monitoring. The principal attends curriculum meetings in each grade level to devise the curriculum outline and teaching arrangement with teachers, steering the

development of school-based curriculum. In view of the change of teaching materials this school year, the principal works with the teaching team to redesign the teaching content for each theme and coordinate the learning progress of each grade level, use of venues and setting of environment. Teachers conduct reflection for the theme-based teaching from time to time and comment on the activities briefly. Some individual teachers are able to reflect on the teaching effectiveness based on children's performance. Teachers make reference to the previous review information during collaborative lesson planning to adjust the order of learning activities and the use of teaching materials. The management should lead teachers to make good use of children's performance to review the teaching effectiveness, and propose suggestions for improvement in regard to the objectives and modes of activities, teaching strategies, etc., to enhance teachers' reflective abilities, thereby enhancing the teaching design.

- 2.7 Teachers are friendly. A good relationship is observed between teachers and children. Teachers address children's individual needs by means of seating arrangement, individual explanation, homework adjustment, etc. They introduce the themes mainly by having conversation with children and storytelling, supplemented by projectors, real objects, paper puppets, etc. Children follow teachers' instructions and give responses. Yet, teachers spend too much time on exposition in some activities, children fail to have sustained attention and are not engaged in the activities. Teachers may make use of more diversified activity modes to enhance children's interest in learning through play, interaction with peers and hands-on activities. Local Chinese speaking teachers maintain good communication with English speaking teachers. They take care of children cooperatively. Children often communicate and interact with English speaking teachers. They get exposed to and apply English in a natural language environment to develop their interest in learning English.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management makes reference to the SSE findings to devise the school's major concerns in response to the needs of children. Yet, the management still has to enhance the participation of the teaching team in SSE by strengthening the team's professional capacity through training and proper empowerment, so as to devise the major concerns and comprehensive work plans by collective wisdom and propel the school forward with concerted effort.

3.2 The management must further demonstrate the role of professional leader to enhance teachers' understanding of children's development and their learning needs. It should lead teachers to devise an appropriate school-based curriculum, including revising the learning content of early mathematics for K2 and K3, improving the daily schedule, deleting the inappropriate homework content and rectifying the arrangement and homework of primary one simulation activities. The school should also adhere to the principle of integrated curriculum design to organise the learning content of each area under the themes in a meaningful way, so as to provide children with holistic learning experience. The school is also required to continue to strengthen the elements of play in the learning activities for children to learn joyfully in fun-filled activities.