

School No.: 325856

Quality Review Report (Translated Version)

Hong Kong Soka Kindergarten

4 Moray Road, Kowloon

22, 23, 24 & 29 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 22, 23, 24 & 29 November 2022

- 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 mission of “humanistic education” and respects children’s uniqueness. It also strives to pool the team’s efforts to create a pleasant learning environment for children, which enables them to grow up in a caring and inclusive campus. The school has a clear organisational structure with a delineation of authorities and responsibilities and sound administrative management. The management thoroughly understands the school situation and leads the school to devise a clear development direction to keep it steadily moving forward. The management is aware of teachers’ potential and assigns them to different task groups appropriately according to their strengths and preferences. The team discharges its duties in different positions properly and unleashes its talents in full. The school attaches great importance to teachers’ professional development and plans diversified training activities based on the school-based situation and teachers’ needs. On the one hand, the activities strengthen the professional capacity of the teaching team; on the other hand, they cater for the team’s physical and mental health. The management creates a cordial and harmonious working atmosphere with an open attitude and mutual trust. Teachers have a strong sense of belonging to the school and work as a team in striving to promote the school’s sustainable development.
- 1.2 The school has a robust school self-evaluation (SSE) mechanism. The management encourages teachers to express their views on different areas of work. They often review their work effectiveness and discuss suggestions for improvement, realising the rationale of the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The management draws up appropriate work plans according to views from various stakeholders and the school-based needs. The school carefully makes critical assessment of the current situation and regards enhancing teachers’ skills in conducting thematic activities as its major concern in recent two years, thereby facilitating children’s ability to think from multiple perspectives. With the prudent use of external professional support, the school

carried out a pilot project in K3 last school year to strengthen seed teachers' professional knowledge and teaching skills in thematic activity planning through collaborative lesson planning, observation and peer sharing. Building on the practical experience gained in the last school year, the school extends the plan to all grade levels this school year. It develops appropriate implementation strategies by means of teacher training, activity design and parent education, etc. The school promotes the plan at different levels so as to implement its development work effectively.

- 1.3 The school accepts and cares for children. It utilises multiple measures to accommodate the diversity of children. Through an effective mechanism, teachers identify children with special needs while actively collaborating with other professional teams to advise parents. They also adopt appropriate strategies in light of children's individual needs, such that children can learn in a caring and fully supportive environment. In regard to catering for non-Chinese speaking (NCS) children, the school prepares word cards to help children learn Chinese characters and words. It also furnishes parents with information about children's assessment in different languages so that they are informed of their children's learning. The school and parents promote children's healthy and happy growth with concerted efforts.
- 1.4 The school regards parents as partners and maintains close communication with them through the long-established parent-teacher association. Parents are keen to participate in work that promotes the school's development and work together to plan parent-child and parent education activities. The parent-teacher association actively performs a bridging role to connect parents with the school. Alumni social events are held annually to strengthen exchanges among alumni, thus effectively uniting alumni and allowing them to contribute to their alma mater. Parents recognise the school's mission. They trust and support the school, which has laid a solid foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 Teachers design a school-based curriculum using themes through an integrated approach by referring to teaching packages and picture books. The content covers all learning areas which helps children construct knowledge, develop skills, as well as nurturing positive values and attitudes in them. In regard to the promotion of

Chinese culture, the school integrates relevant elements into different learning activities. Teachers share moral stories with children, arrange festivities and set up traditional art activities and folk games in interest corners to introduce children to Chinese culture and custom. In tandem, the school organises national flag-raising ceremonies on special days to strengthen the sense of national identity among children. The school, however, is required to review the arrangement of daily schedule to include music activities for children every day, thereby fostering their balanced development. Additionally, some homework for K2 and K3, such as reading comprehension, sentence reconstruction and use of punctuation, is too difficult and does not meet children's abilities and learning needs. Such homework should be rectified.

- 2.2 In recent years, the school has considered enhancing teachers' skills in conducting thematic activities as its major concern. Applying what they have learnt in the training, teachers utilise questioning skills and real-life scenarios to guide children to observe the characteristics of different things and then describe them. Children also think about further inquiries or solutions concerning the difficulties they encountered. Teachers encourage children to communicate frequently and lead them to summarise their learning experiences, as well as sharing their thoughts and feelings, thus enhancing children's thinking and expression ability. As observed, teachers raise questions at various levels. Children are eager to participate in discussion, leading to good teacher-child interaction. Effectiveness has been seen for the school's major concern of facilitating teachers' professional growth.
- 2.3 Through continuous observation and maintaining records, teachers understand children's learning and the progress of their development and implement the assessment of child learning experiences. Teachers develop learning portfolios for children to keep assessment reports, observation records and artworks of children as evidence of their growth. The school invites parents to fill out the assessment report of children's development regularly, of which children's self-care abilities, learning skills and emotional development are included as the assessment items. The content is comprehensive. Taking into account parent-child interaction and their daily life, the school may review the appropriateness of some of the items, thereby further enhancing the effectiveness of assessment.
- 2.4 The school has established a proper mechanism for curriculum coordination, monitoring and evaluation. The management steers teachers in curriculum planning and discusses the teaching outline and activity design through lesson

planning meetings. Teachers design level-based and class-based activities according to learning themes and children's interests. The activities are diverse and meet children's needs while enriching their learning experiences. The teaching plans devised by teachers are clear and explicit. Teachers set out teaching objectives and respective success criteria in light of all learning areas, which is conducive to evaluating the effectiveness of learning and teaching. The management understands teachers' teaching and children's learning through attending curriculum meetings of all grade levels, scrutinising teaching documents and observing children's activities. It provides timely guidance and comments on activity arrangements, environment set-up and teaching skills of teachers, thereby improving the quality of learning and teaching. Teachers review the teaching effectiveness conscientiously and provide concrete follow-up suggestions, taking into account the observation focuses. Upon completion of each teaching theme, teachers of the same grade level initiate teaching review and experience sharing meetings to recommend good teaching practices, so that observation and exchanges among teachers can be facilitated, and their professional competence can be enhanced.

- 2.5 The school has spacious independent premises with adequate lighting and facilities. The environment set-up is satisfactory. The school allocates play areas flexibly so that children can engage in various activities in different classrooms and lobby areas. Children are divided into groups and assigned to participate in activities with children from different classes, so as to enhance their opportunities to interact and spend time with one another, facilitating their social development. Children engage in class-based free choice activities in the classrooms while engaging in level-based ones in the lobby areas. Each class has its own distinctive interest corner activities, characterised by their diverse categories, plentiful materials and children's active participation. The level-based free choice activities are well set-up, with teachers decorating the play area as a Chinese cultural market. Activities involved cover different learning areas. Children perform different repertoires in the shadow play theatre, where paper dolls, props and lighting are available. They are devoted to the performance. Meanwhile, some children play as ticket agents and audience. All of them have great fun in it. At the market, children are keen to engage in various art activities, including ink-wash paintings and blue and white porcelain creation. They also have fun folding origami dragonflies and gyros with peers, playing Cuju, an ancient Chinese ball game, and Touhu, an ancient Chinese pitch-pot game,

together. Children show interest in and learning motivation for different activities, while demonstrating language, social and art skills. In addition, the school strives to promote a reading culture and sets up book corners in all classrooms and lobby areas. Teachers read stories with children. Books are orderly displayed on the bookshelves. With couches, puppets and cushions, children read quietly and attentively in the corners.

2.6 Teachers set up the physical play area meticulously, where facilities and materials that meet children's ability and interests are placed. Children therefore can participate in group games, skills training and free choice physical play. They have fun while developing gross motor manipulation and coordination skills. Teachers add drama elements to the skills training. They lead children to play the role of small animals who search for food, put out fires and feed monsters in the forest. As a result, children grasp different crawling skills. Such interesting activities can also stimulate children's imagination and creativity. Teachers design various music activities and lead children to sing and play musical instruments along with the rhythm. They also talk to and interact with the main characters according to the storyline. Thus, the activities are of great fun. Teachers observe children and understand their learning performance during free choice activities. Teachers also provide timely intervention and guidance to inspire children's thinking. Teachers are willing to engage in children's play. They enjoy dim sum with children at a Chinese restaurant, throw bean bags at the folk game corner and pick gifts at an eco-friendly toy shop. The learning atmosphere is relaxing and joyful.

2.7 Children are conscientious in learning and listen to teachers' explanations attentively, showing interest in learning. Children have rich life experiences, possessing good language comprehension and expression abilities. They actively answer teachers' questions and are able to express their views and feelings clearly. Children are kind and friendly. They get along well with peers. They play chess together, imitate purchasing in a bakery or sending mails at a post office during free choice activities. They are willing to share and wait for their turn, demonstrating good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

The school strives for enhancing the effectiveness of learning and teaching and facilitating children's whole-person development in recent years. Building on this good foundation,

the management is recommended to lead teachers to set explicit objectives for its major concerns. It may also devise concrete success criteria and use children's performance as evidence to evaluate the effectiveness of the plan in facilitating children's learning in a more precise manner. Besides, the school is required to review the daily schedule such that music activities can be arranged every day. In tandem, the school must rectify the homework in order to meet children's developmental and learning needs in a more effective manner.