

**School No.: 158771**

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

## **Junk Bay Kingsland Kindergarten**

**G/F., Kwan Ming House, Yuk Ming Court, Tseung Kwan O,  
Sai Kung, New Territories**

**27, 28 & 30 November 2023**

**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 & 30 November 2023**

- 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 strives for improvement and enhances the quality of education continuously. It puts efforts into creating a pleasant and inclusive learning environment for children. The management has extensive experiences and is familiar with the opportunities and challenges of the school. In light of the school's development direction and teachers' needs, the management utilises external resources to organise a variety of training activities for strengthening teachers' professional competence and leading the school to keep up with the times. Since there are quite a number of new teachers having joined the team in recent years, the management has aptly arranged for the new recruits to work with their experienced peers while facilitating the communication and sharing among teachers through collaborative lesson planning, review meetings and so forth. Additionally, the school has set out explicit guidelines to help teachers grasp the workflow and requirements. The school team is pleased to pursue further studies and practise the acquired knowledge, developing a good rapport at work and promoting the development of the school.
- 1.2 To keep pace with the trends of the development of kindergarten education, the school sets major concerns that meet its context. Meanwhile, it follows up on the recommendations of the previous Quality Review to deploy implementation strategies at different levels. The school has regarded creating an inclusive campus and promoting Chinese culture as its major concerns in these two years. It offers teachers professional training and learning and teaching resources in order to equip teachers with the skills in incorporating elements of different cultures around the world into curriculum content, activity design, environment set-up and so forth, such that both Chinese speaking and non-Chinese speaking (NCS) children can learn about, appreciate and respect different cultures. Parents are also invited to take part in relevant cultural and festive activities to pool their efforts to increase the work efficacy. In addition, the school is able to devise success criteria corresponding to

its task objectives for effective evaluation of work effectiveness. It also comes up with follow-up actions from multiple perspectives to foster its self-improvement.

- 1.3 The school cares for children and takes appropriate measures to cater for their diverse needs. It systematically assists newly admitted children in integrating into kindergarten life through commencement day and adaptation week. In light of the performance of NCS children and children with special needs, teachers adjust the teaching strategies while cooperating with other professional teams to render suitable support for children. Teachers meet with graduates on a regular basis to understand their adaptation in primary one, thus informing the planning of kindergarten-primary transition activities for optimising relevant tasks. Teachers invite graduates to go back to school and share their experiences to help K3 children gain an understanding of primary school life. In respect of home-school liaison, teachers maintain good communication with parents by holding monthly parent meetings, keeping parents informed of their children's learning progress. Parents are willing to participate in parent-child activities and volunteer service, such as assisting teachers in leading off-campus visits, or giving demonstrations of dancing and playing football. The school refers to the *Curriculum Framework on Parent Education (Kindergarten)* developed by the Education Bureau. This school year, it plans the work of parent education methodically to enhance parents' parenting skills and physical and psychological wellbeing, working together with them to nurture children's growth.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages and the interests, abilities and needs of children, the school selects real-life themes to formulate an integrated curriculum which covers all learning areas. Teachers organise a wide range of activities inside and outside school based on themes with a view to increasing children's motivation to learn and deepening their understanding of the themes. The school attaches importance to the moral development of children. It sets foci of moral education for each grade level and builds positive values including self-discipline, caring and self-confidence in children through morning assemblies, stories, nursery rhymes, etc. The school actively promotes reading culture as well by displaying theme-related picture books in the reading corners of classrooms. Paired reading seminars are arranged for parents and a parent-child reading scheme is launched to keep the reading momentum up at home for cultivating children's reading interests and habits.

Besides, children have sufficient time to carry out music, physical, art and free choice activities every day. The daily schedule is arranged properly. The school may review the content of Physical Fitness and Health and draw up the teaching schedule of the fine motor development holistically in accordance with children's physical development pattern to serve as reference for teaching activity design.

- 2.2 The school has admitted many NCS children in recent years and therefore regarded creating an inclusive campus and promoting Chinese culture as the major concerns of last school year and this school year respectively. Teachers set up a rich language environment and made good use of teaching resources provided by the external organisations. They also conducted festive celebrations. All these enhanced children's knowledge of different ethnic groups and cultures, developing an attitude of mutual appreciation and respect in them. This school year, teachers add Chinese culture corners in the classrooms. They design interesting games and exhibit related information and items, guiding children to learn about transport and inventors in ancient China, as well as the duties of Chinese astronauts nowadays. Children have a better understanding of the country, thus building a sense of national identity steadily.
- 2.3 The school has a well-planned mechanism of assessment of child learning experiences. Teachers stipulate assessment items and criteria based on the teaching objectives while assessing children's physical and psychological development by continuous observation and documentation. Teachers create learning portfolios for children to keep thematic assessment forms, activity records, children's artwork and so forth. In tandem, teachers provide explicit follow-up suggestions on the developmental needs of children so that parents can support their children's growth in daily life. The school is advised to collate the assessment information to a further extent to inform curriculum design.
- 2.4 The school has established a mechanism of curriculum coordination, monitoring and review. The management and teachers conduct collaborative lesson planning and discuss teaching objectives and foci according to the learning themes for strengthening the interface between curricula. In consonance with the abilities as well as prior knowledge of NCS children and children with special needs, teachers formulate various learning objectives and assessment items which can cater for children's diverse needs. The management scrutinises teaching documents and observes classroom activities to guide and support teachers in the areas of activity design and teaching techniques. Teachers conduct self-reflection continuously

while evaluating the effectiveness of learning and teaching from the aspects of children's learning, activity arrangements, teaching approach, etc. Teachers also propose recommendations for improvement to keep enhancing the teaching quality. Peer lesson observation is arranged to foster the professional exchange and sharing among teachers. The school may devise the foci of lesson observation to help teachers attain perfection.

- 2.5 The school is flexible in planning the use of venues on campus, allowing children to carry out a wide range of activities in adequate space. Teachers set up interest corners according to themes and place teaching aids about Chinese language, English language and Early Childhood Mathematics on the walls to consolidate what children have learnt. During free choice activities, children play collaborative games with their peers and teachers also get involved. Children learn through interaction and play to construct new knowledge. In the role-play corners, teachers put efforts into setting up several scenes related to public transport, such as faregates, handrails and alighting bells, for children to play different roles and learn to follow the riding rules and offer their seats to people in need. Meanwhile, children put on spacesuits and step across the stones in the corridor to simulate spacewalking. In the exploratory corners, K1 children conduct simple experiments to observe the water absorption of materials and find out suitable materials to make wheels on vehicles. K2 children race small toy cars on the surfaces of different textured materials to learn about how the cars slide around. K3 children explore the concept of shooting rockets with ropes and toilet paper tubes. Children are engaged in exploratory activities, demonstrating their curiosity and power of observation. By making predictions, comparisons and questioning, they gain knowledge about their surroundings and enjoy themselves.
- 2.6 Teachers are conscientious in teaching and make good use of pictures, real objects and teaching aids to illustrate the teaching content with a view to enhancing children's understanding. In teaching activities, teachers ask questions to promote teacher-child and child-child interactions. Teachers encourage children to express their views and feelings to stimulate their thinking, and build their listening and speaking skills. Teachers cater for the needs of NCS children by giving individual guidance to strengthen their abilities in learning Chinese. During music activities, teachers guide children to have vocal exercises, sing, play percussion instruments and so on, facilitating children's aesthetic development. Teachers design diversified physical activities that they guide children to develop skills in throwing,

catching, running, jumping and rolling to increase body control and agility. Taking into account children's abilities, teachers are advised to adjust the teaching objectives for some of the thematic activities so that children can grasp the learning content in a step-by-step manner with an appropriate teaching schedule, thereby increasing the learning effectiveness.

- 2.7 Children love going to school. They are motivated to learn and eager to answer teachers' questions. Children get along with peers from different cultural backgrounds as they learn and play together joyfully. They also show respect to one another. Children care about and comfort peers proactively, showing good affective and social development. After the activities, children are willing to tidy up items and play an active role in helping teachers, demonstrating outstanding self-care abilities and possessing the spirit of service.

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

- 3.1 The team continuously reviews and improves its work through self-evaluation to promote the development of the school. The school is advised to include teachers' self-evaluation in its appraisal system and encourage teachers to conduct self-reflection in order to understand their strengths and development needs for enhancing professional competence and unleashing their potential.
- 3.2 Parents trust and support the school. They are pleased to participate in school activities. Building on the existing sound foundation, the school may form a parent-teacher association so as to further pull together efforts of home-school cooperation.
- 3.3 The school endeavours to develop a school-based curriculum to facilitate children's learning and growth. It may examine the thematic teaching schedule and prepare a holistic planning for the fine motor development of children, as well as collating the assessment information properly to enhance the quality of education in an ongoing manner.