

School No.: 323853

Quality Review Report (Translated Version)

Khalsa Diwan Kindergarten

Flat B, 3/F., Timmar Court, 10-12 Wing Hing Street, Tin Hau, Hong Kong

30 October, 1 & 3 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: 30 October, 1 & 3 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's leadership team keeps close liaison with the management. It gains an understanding of all aspects of the school's operation and gives proper guidance on school development and administration. The school provides induction for newly recruited teachers. It arranges experienced teachers as mentors to guide new teachers to adapt to the work environment promptly while grasping the curriculum characteristic and work requirements through daily collaboration and communication. Team members are conscientious in their work. They exchange and collaborate with one another to develop a rapport at work, thereby carrying out various school affairs and promoting the sustainable development of the school together.
- 1.2 The school has followed up on the recommendations of the previous Quality Review. The management attaches importance to teachers' views. All teachers take part in formulating the major concerns and reviewing the effectiveness of plans to facilitate the team to reach consensus. The school gathers information from various means such as post-activity reviews, teacher reflections and so forth to review the effectiveness of routine work. The school has regarded promoting national education as its major concerns in these two years. It has cultivated children's moral character while increasing their understanding of Chinese art and culture through teacher training, curriculum design, home-school cooperation and other strategies. Another major concern in the same period has been arousing children's curiosity through exploratory activities. Based upon the experience of implementing relevant learning activities in the last school year, the school offers more opportunities for experiential activities this school year to enable children to explore new knowledge by having hands-on manipulation and first-hand experience. The plan has been taken forward smoothly.
- 1.3 The school accepts quite a number of non-Chinese speaking (NCS) children for admission. Since the previous Quality Review, the school has been introducing staff reforms. The teaching team at present mainly communicates with children in

Cantonese and strives to create a Chinese learning environment for them. The teaching team designs Chinese learning activities and prepares teaching materials while giving individual assistance to children to effectively enhance their confidence and abilities in using Chinese. As observed, children understood teachers' instructions and explanation. They were able to greet others and read out the information in the weather chart in Chinese. They were also willing to say aloud the Chinese words that they have learnt. Some of the K3 children could respond to teachers using simple Chinese during activities. The school identifies children with special needs through daily observations and taps external professional support to follow up on children with different needs. The school maintains close communication with parents through diversified channels. It regularly uploads photos or video clips of children's learning onto its website for parents to keep abreast of the school life of their child. The school utilises external resources in a flexible way and actively organises parent-child learning activities off campus in a bid to enrich parents' knowledge of their child's learning while facilitating NCS families to integrate into the community.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and according to children's life experiences, the school designs an integrated curriculum using themes and devises learning activities with the use of storybooks that are in line with the themes. The curriculum content covers all learning areas and takes into account the cultivation of attitudes and acquisition of skills and knowledge. The school designs identical themes for each grade level and maps out various learning content in light of the developmental needs of children. Due to the small number of students in recent years, the school conducts some learning activities, including music and physical activities and story sharing, in a mixed-age setting across all three grade levels so as to increase peer interactions during lessons. The school has planned to move back to its original site in this school year and the size of the school premises will be greatly improved at that time, with the expectation of increasing enrolment. Looking ahead to the growth in the number of students, the school should design and arrange learning activities according to different grade levels in order to meet children's developmental needs.
- 2.2 With respect to daily schedule, there is insufficient time for children to engage in free

choice activities every day. The school is required to arrange a balanced daily schedule for each grade level. Some learning content in Early Childhood Mathematics of K3 is too difficult. The school must remove the relevant part in order to cater for the developmental and learning needs of children. The school designs kindergarten-primary transition activities for K3 children to know about the learning mode in primary school and get psychologically prepared for being promoted to primary one. However, subject-based teaching is adopted during the kindergarten-primary adaptation week. Such practice is inappropriate and lacks opportunities for the free choice activities. The school must examine and revise the planning and arrangements of the kindergarten-primary adaptation week.

- 2.3 Teachers keep records of children's learning and development through continuous observation and carry out phased assessments based on the learning performance of children in all learning areas at the end of a school term. The school creates learning portfolios for children to properly retain the assessment information and works of children, which serves as evidence of their growth. Teachers meet with parents on a regular basis to inform parents of the learning performance of children and render recommendations for supporting children's further development. In view of the learning needs and interests of children, the school has refined its curriculum in recent years. Such approach is desirable. That said, amendments to the assessment items cannot be made simultaneously. The school is advised to set the assessment items and criteria with reference to the learning objectives for more accurate and specific assessments of children's learning. Besides, it is improper for the school to present the performance of children using grades and the school must make a revision.
- 2.4 The school has established a curriculum management mechanism. The teaching team collaboratively plans the curriculum outline, designs learning activities and composes lesson plans. All of these will be passed to the management for scrutiny. The management keeps track of the curriculum implementation by scrutinising curriculum documents, conducting classroom walkthroughs and providing in-class assistance. The teaching team has built a habit of teaching reflection to jointly examine the implementation of the learning activities. Apart from documenting the key points of children's learning and performance, team members also propose suggestions for learning content adjustment and teaching design, thus informing the curriculum.
- 2.5 The school has regarded promoting national education as its major concern in recent

two years. Teachers have selected suitable books and shared them with children so that children learn about traditional Chinese virtues such as being perseverant, treating others with courtesy and filial piety. In tandem, teachers have encouraged children to practise good behaviour in school and at home. As observed, children focused on learning and took the initiative to greet others. They observed the rules and showed courtesy while getting along well with peers. During mixed-age activities, children were willing to assist their younger peers. The school conducts the national flag raising ceremony on important days and special occasions for children to understand the national flag and anthem and learn the warranted etiquette. Meanwhile, the school arranges for children learning activities related to Chinese culture, including experiential activities of Chinese traditional festival and art creation activities, with a view to increasing opportunities for children to gain access to Chinese culture. Another major concern of the school has been arousing children's curiosity through exploratory activities. Children produced sounds by manipulating a variety of objects. They compared different types of paper and made recycled paper. Moreover, children designed their own cars. All these showed that children were willing to have exploration by themselves and construct new knowledge. At present, the school arranges Chinese cultural experiential activities and exploratory activities for children during the activity day on Fridays. It is suggested that the school could further incorporate the activity design of the activity day into thematic and routine learning activities in order to enhance the effectiveness of the plans.

- 2.6 The school premises are neat and tidy. Items are placed properly for teachers' and children's easy access, facilitating the conduct of activities. Teachers display children's works in the lobby and classrooms for children to appreciate one another. Thematic learning content is showed on the walls of the classrooms. There are also learning corners where books, art materials and teaching aids for fine motor training are available. The school may continue to make the activities in the learning corners more fun and add more elements of play so as to encourage children to interact with one another, explore the corners and unleash their creativity.
- 2.7 Teachers are amiable and care for children. Teachers generally use Cantonese to communicate with NCS children and show them the correct pronunciation and expression for children's imitation. Teachers repeat and place emphasis on key words as well, which is beneficial for children to grasp the major points of phrases clearly. Children are also encouraged to respond in Cantonese. Teachers use real

objects and teaching aids to facilitate teaching and stimulate children's interest in learning the themes while posing simple questions to guide children to think. The objectives and rundown of Chinese learning activities of each grade level are well-defined. The design of the activities is interesting and efficient that children can apply Chinese when interacting with one another. During physical activities, teachers pay attention to the performance of children and offer timely guidance. Broadly speaking, children have an adequate amount of exercise. In music activities, teachers lead children to listen to music, sing and play musical instruments. Teachers are advised to create more theme-related scenarios for children to get more involved and enjoy the music activities to a greater extent. Children love going to school. They listen attentively, express themselves willingly and follow the classroom rules. They keep quiet when lining up to enter and leave the activity venues. Children in general do not grasp a pencil properly. Teachers are required to pay attention to the matter and give individual guidance to children.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school team works diligently and strives for improvement. The management must strengthen its functions of school management and professional leadership and set up specific mechanism for issues like crisis management and early identification of children with special needs. Appraisals with teachers should be conducted in order to understand the teaching performance and training needs of the team. The school is advised to consolidate the filing system so that the team can easily retrieve and update the documents.
- 3.2 The school could encourage teachers to participate in training courses regarding taking care of children with special needs and communicate with the professionals that support children more often so as to keep track of individual children's progress. By doing so, teachers can also gain insight into effective support strategies to help children in need during lessons. The school is recommended to strengthen parent education for parents to master appropriate child-rearing knowledge and skills.
- 3.3 The school has been putting effort into developing the school-based curriculum in recent years for enhancing the teaching effectiveness. The management must steer teachers to remove the excessively difficult learning content in Early Childhood Mathematics of K3, refine the daily schedule and planning of kindergarten-primary adaptation week, devise child assessment items and criteria according to the learning

objectives, as well as providing more interesting learning corner activities to foster children's learning.