

School No.: 621986

Quality Review Report (Translated Version)

Light And Love Home Happy Kindergarten (Hin Keng)

**Shop No. KG01 & G01, G/F, Hin Kwai House, Hin Keng Estate,
Shatin, New Territories**

10, 11 & 13 March 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 10, 11 & 13 March 2025

- 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 has clear school vision and mission, and strives to create a favourable school environment for children to learn and grow. Since commencing operation last school year, the leadership team has been actively leading the management to discharge its duties. They maintain candid communication and work together in harmony for handling all matters, and gradually gained recognition from parents. The school has a well-defined organisational structure, with different functional groups set up as needed to address the work in aspects such as curriculum and teacher development, technical support and school self-evaluation (SSE) respectively. In tandem, the school assigns tasks based on the preference and experience of staff to reach proper arrangements. The management compiles guidelines for the teaching staff while keeping itself abreast of the circulars and circular memoranda issued by the Education Bureau, highlighting key points to the teaching staff through meetings in a timely manner. The team gets along well and its members cooperate with and support one another. The school arranges training according to teachers' needs and acknowledges their efforts as well as allowing them to know about their directions of professional development through appraisals.
- 1.2 The school attended the SSE workshop in the last school year and subsequently formulated a development plan to try practising the SSE rationale of "planning, implementation and evaluation". In view of the school needs, the school regarded developing a school-based curriculum as its major concern and carried it out by

selecting picture books, communicating with peer schools and designing corner activities. The management often leads the team in reflecting on the teaching effectiveness and identifying areas for improvement. In addition to monitoring the implementation of the plans through daily observation, the management uses the data collected from end-of-year stakeholders' surveys as evidence of the effectiveness of strategies. Following the review in this school year, the team reckoned that apart from planning a school-based curriculum, it was necessary to refine the teaching strategies. Hence, the team has taken adopting play-based strategies as its major concern, and promoted the plan through teacher training, environment setup and review after play. Furthermore, the team has noted that parents have a need for support in terms of parenting, so it has also considered enhancing parents' disciplining and caring skills to foster children's healthy growth as another major concern. The school implements the plans through parent education and parent-child activities. Clear and specific work objectives and strategies are set, which is beneficial for implementation.

- 1.3 The school cares for children. Teachers identify children's special needs, provide referral services as well as liaising with support personnel to offer assistance in child learning and development. To support newly admitted children, the school introduces an adaptation period for the newcomers, adjusting its length according to the individual needs of children. The school plans to set transition to primary one as a learning theme for K3 children in the following school year, allowing them to learn about primary school life. This school year, the school has contacted with the primary school nearby proactively, including borrowing the school hall for activities and obtaining information on primary one admission, etc. The school attaches importance to home-school cooperation. The team liaises with parents through varied opportunities to keep them informed of their children's learning and

development. To tie in with the major concern of enhancing parents' disciplining and caring skills and fostering children's healthy growth, the school organises games and picture book workshops for parents with a view to introducing the school curriculum and strategies of learning and teaching. Child-rearing book lending service is provided for parents to strengthen their understanding of parenting. It was informed during the interview that parents appreciated the school's efforts of spurring their understanding of the school curriculum through seminars and workshops so that they grasp the ways to get along with their child and the skills in helping their child watch less television and read more books. The effectiveness of the plan is preliminarily seen. Additionally, the school launches a wide range of parent-child activities and invites parents to serve as volunteers in library work, visits and career introduction at school and so forth, thereby starting to work on facilitating children's growth through home-school cooperation.

2. Learning and Teaching

2.1 Taking into account the developmental needs of children, the school devises a school-based curriculum with themes revolving around children's life experiences. It also selects suitable picture books to design activities that cover all learning areas and accommodate children's development of ethics, intellect, physique, social skills and aesthetics. The school emphasises learning through experience in children. From the observation on children, teachers create exploratory activities of children's interest to extend learning, and deepen children's understanding of their surroundings. In tandem, teachers arrange experiential activities that tie in with the themes such as visiting the community, enjoying tea at a tea house and taking different types of public transport for children to grasp life skills and construct knowledge. Children have sufficient opportunities to engage in music, physical, art

and free choice activities every day, leading to a balanced daily schedule. Meanwhile, the school is active in cultivating a sense of national identity in children and enhancing their understanding of traditional Chinese art and culture. Teachers organise activities with elements of Chinese culture, allowing children experience traditional Chinese food, arts and other cultural aspects, by participating in festivities and outings.

2.2 The school has formulated a policy on the assessment of child learning experiences with content aligning with children's learning and development, and set out clear assessment criteria. Teachers make use of continuous observation to assess children's development across different domains while developing child learning portfolios to keep thematic assessments, observation records, activity photos and so forth, which serve as evidence of the learning and growth of children. Parents are invited to record children's living habits at home as well, so that teachers can gain a better picture of each child's development and guide them to appreciate their good behaviour, documenting their growth. Teachers summarise children's performance and keep parents informed of their child's learning progress through face-to-face meetings. The school is advised to collate and utilise the assessment information properly and take it as reference for reviewing the curriculum.

2.3 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to conduct collaborative lesson planning for devising the thematic learning content and activities that meet children's experiences, interest and abilities as well as offering feedback and guidance. The learning content of each grade level follows a common overarching theme while different sub-themes are tailored to children's development. The management keeps track of the curriculum implementation by conducting classroom walkthroughs, scrutinising documents and attending curriculum meetings, and often

provides in-class assistance. Teachers carry out regular reflection and propose suggestions for improvement considering children's learning performance and the challenges encountered in the course of the event. Teachers discuss practicable follow-up action with the management during meetings, which is conducive to informing learning and teaching.

- 2.4 To keep pace with the major concern of establishing a school-based curriculum in the last school year, teachers received targeted training on selecting suitable picture books while gradually mastered the approaches to conceive relevant learning activities and set up the learning environment. Teachers identified topics that meet children's interest and experiences from the storyline of the picture books and encouraged children to share their views on the related topics. As observed, children enjoyed taking part in the thematic learning activities while being eager to gather information and share, showing an interest in the extended activities. In connection with the major concern of this school year, namely using play as the strategy, the school joins external support programmes and strengthens teachers' skills in designing and conducting play through collaborative lesson planning and lesson observation. Teachers apply the acquired strategies into practice that the play elements are evident in the environment setup and activity layout, arousing children's proactive learning and exploratory spirit. They design simple experiments for exploratory corners and use questions to guide children to make observation and records. Children look for answers through hands-on manipulation and by following the clues on their own. The imaginative play corners have been turned into tea house and paddy field settings where children play as diners, waitpersons, farmers, etc., with the materials provided. They love acting different roles with their peers and prompt the ideas of play from their interactions. Meanwhile, the school makes use of places like the lobby to set up common play areas where children

are provided with sufficient choices of interesting activities and abundant and diversified materials. During free choice activities, teachers observe children's participation in the games while getting involved to provide guidance and assistance. The school introduces review sessions to encourage children to share the learning foci of the day and their feelings, which supports children to grasp what they have learnt. The school has been implementing the work in a step-by-step manner and the plan has achieved initial results. Teachers are recommended to guide children to share their discoveries and problem-solving methods during play for inspiring children's learning.

2.5 The school premises are bright, neat, spacious and comfortable. Teachers arrange the campus attentively that they utilise the corridors to display children's artworks. Classrooms and surrounding areas are decorated with children's works and activity photos for children to appreciate one another's effort and enhance their sense of belonging to the school. The setup of classrooms dovetails with the themes and the corner activities are designed for extending the thematic learning. All these are beneficial for children to further construct knowledge and consolidate what they have learnt. A wide range of material is placed neatly and orderly in the interest corners for children to get and tidy up the material easily, which is conducive to cultivating children's self-management skills.

2.6 Teachers are kind and care for children that they often offer commendation and foster a good relationship with children. Teachers are conscientious in teaching. They design teaching activities meticulously and prepare ample teaching materials and real objects for demonstration. In tandem, they speak in lively tones and express clearly to facilitate children's learning. Teachers arrange for children to play on tricycles, slides, climbing frames and so forth during physical activities such that children can have a sufficient amount of exercise to benefit gross motor development. During

music activities, teachers mainly lead children to sing and perform rhythmic movements. Children are enthusiastic about taking part in the activities and yet some of them are not very relevant to the music elements. Therefore, there is still room for improvement in the activity design.

- 2.7 Children are polite and observe the rules. They are attentive in listening to stories and active in taking part in various types of activities and answering teachers' questions, showing interest in learning. Children are eager to share their life experiences and opinions while demonstrating good comprehension and expression abilities. They also get along well with peers. They play and learn together with joy and often share with one another to show good social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school puts much effort into self-evaluation. It has developed an explicit SSE mechanism and implemented the cyclical SSE process since its establishment over a year. That said, the school may take into account the expected performance of children when devising the major concerns so that children could eventually benefit from the work plans in terms of learning and development. This is also conducive to the determination of success criteria corresponding to the performance of children by the team with a view to increasing the overall effectiveness of the major concerns.
- 3.2 The school is keen to develop the school-based curriculum. Teachers are advised to leverage the child assessment information to inform curriculum planning. They could also enhance the music elements in the music activities as well as their skills in guiding children to revisit the play experiences.