

School No.: 613509

Quality Review Report (Translated Version)

Light and Love Home Happy Kindergarten (On Tai)

UG/F, King Tai House, On Tai Estate, Kwun Tong, Kowloon

8, 9 & 13 December 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 8, 9 & 13 December 2021

- 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 a specific mission which aims at helping children grow healthily in happy families and a harmonious community. The school management committee members are zealous in school affairs. They keep close liaison with the principal and participate in the work of various task forces such as school development, procurement, staff appointment using their professional expertise. To cope with its needs, the school has set up functional groups including curriculum and teacher development, risk management and support, parent collaboration in taking forward different work while facilitating the stable development in every aspect. The school's delineation of work is clear and teachers are willing to take up the duties assigned. Under the clear appraisal mechanism, the management not only assesses teachers' work performance and recognises their strengths, but also listens to their work preferences through appraisal interviews. Moreover, it points out to teachers the direction of their professional development based on the school's needs and their potentials. The school proactively organises professional development activities. In the meantime, it arranges teachers to take part in training activities provided by the Education Bureau and other organisations and encourages them to apply their knowledge gained from training. As observed, the teaching team tries to put what they have learnt into practice after training, sparing no effort in enhancing the quality of learning and teaching.
- 1.2 The school has started conducting the school self-evaluation (SSE) shortly after its foundation. The teaching team masters the SSE rationale preliminarily. Teachers analyse and review different aspects of work conscientiously to come up with major concerns and set clear objectives. The school has regarded building up the team and promoting SSE culture as its major concerns in the previous and current school years respectively. It fosters the team a sense of belonging through administrative measures and training activities while implementing the SSE work according to the cyclical process of planning, implementation and evaluation. Teachers recognise the aspiration and mission of the school and contribute their efforts to their respective

functional groups, manifesting their team spirit. They are engaged in SSE activities to draw up the school's development plan together. Besides, the school set promoting the strategies of diversified play as another major concern in the last school year with a view to enhancing children's abilities in free exploration and active learning. Through teacher professional development activities, the school facilitates teachers to master relevant concepts before revising curriculum, designing games and setting up environment, so as to implement the major concern. During the year-end review, the school found that the major concern could be further developed. Thus it continued to implement the plan in this school year with the strategies of introducing review sessions, extending the free choice corners and stepping up the effort in parent education, thereby enhancing the effectiveness of the major concern. The positioning of the major concerns in these two years is clear and reasonable while the objectives and strategies are appropriate in general. The plan is implemented smoothly.

- 1.3 The school cares for children and accepts their diversity. It pays attention to their development and maintains close liaison with supporting organisations to arrange relevant services for children with special needs. The school also provides training for teachers to enhance their abilities in taking care of children with special needs. The school keeps close communication with parents by means of face-to-face conversation when parents sending or picking up their children, phone calls, lesson observation for parents and so forth. English version of school circulars, publications and webpage information are available to facilitate non-Chinese speaking (NCS) parents to understand the school's work. In addition to organising parent-child activities proactively, the school also recruits parent volunteers to assist in implementing school activities. Moreover, it holds seminars for parents to learn about the information of choosing primary school, school-based curriculum and the focuses of school development. The school organises parent groups to promote parenting education and understands parents' views through post-activity questionnaires. The school is keen to maintain close communication and collaboration with parents in order to facilitate children's growth and the school's development.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school designs an integrated curriculum using themes. The

curriculum content is comprehensive which covers the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. The school also selects story books to share with children according to themes. It uses interesting story contexts to arouse children's learning interest. In the meantime, the school designs simple and fun-filled household games to encourage children to extend their learning at home in order to nurture their self-care abilities and develop their gross and fine motor coordination skills. However, some curriculum content and homework for K3 children in the second school term are too difficult. The school must remove those parts with a view to catering for the developmental needs of children. As for the daily schedule, children have opportunities to engage in music, physical, art and free choice activities every day. During physical activities, children run and jump freely in the play areas after warm-up, or they try practising different skills in circuit games. Nevertheless, the activities come to an end when children have just engaged in them and most children still wanted to continue. The school should review the arrangement of physical activities. Besides, the school arranges primary school simulation lessons for K3 children in the second school term, which undermines the balance of the daily schedule and should be rectified.

- 2.2 A mechanism for curriculum monitoring and review is in place. Through attending meetings, scrutinising curriculum documents and conducting lesson observations, the management understands the implementation of the curriculum and hence gives teachers suggestions for improvement. The school's curriculum team consists of the management and coordinators of each grade level, which is effective to coordinate the teaching preparation work and implementation of activities. Teachers often share children's performance. However, they seldom note that the learning content and activity design must align with children's experiences and performance. The management could guide teachers to review the teaching arrangement and adjust the learning content and activities in a timely and flexible manner in accordance with children's abilities and needs.
- 2.3 The school has regarded enhancing children's abilities in free exploration and active learning as its major concern in recent two years. In the last school year, the school took part in an external support programme. Through teaching practice and study, teachers of the core team adopt play strategies and reduce the rule of games during activities. They also enrich the setting of learning environment in order to strengthen the exploratory elements of activities. In this school year, the school builds on the development foundation of the previous year. In addition to enabling

children to observe and take care of animals and plants in exploratory activity rooms as well as providing games to enrich their experiences, the school also makes optimum use of the space of the school premises to set up play zones outside classrooms. Moreover, it introduces review sessions with a view to further strengthening children's abilities in free exploration and active learning. Teachers take children's interests into consideration to decorate fun-filled learning environment. A wide range of materials are placed in the interest corners to stimulate children to engage in different kinds of play such as constructive, creative and exploratory play, thereby promoting children's development in different aspects. As observed, children are engaged in various play, showing their curiosity. They concentrate on making art creation with different materials and are determined to complete their works. Children like engaging in role-play and constructive play together. They are imaginative and able to communicate with peers, showing a sense of satisfaction upon completion of games. Teachers observe children while they are playing. They render guidance or help solve problems. Some teachers act as children's playmates. Children's play experiences are thus enriched through interaction. Under the guidance of teachers, children can conduct review, share the activity process and introduce their works after play. Overall speaking, the school's arrangement is appropriate in terms of provision of resources and environment setup, which can facilitate children to actively explore and learn through play. The effectiveness of the plan is seen gradually.

- 2.4 Teachers are conscientious in teaching. They often use interesting games and sufficient amount of teaching materials to stimulate children's learning motivation. During thematic learning session, teachers explain patiently. They encourage children to participate in games and express their views. Teachers are amiable towards children. When encountering children's different emotions and behaviours, teachers keep children company with patience so as to help them get engaged in school life in a step-by-step manner.
- 2.5 Children are used to the classroom routines. They are interested in learning activities while possessing the abilities of comprehending and using language. NCS children learn to listen and speak Cantonese in a natural context. They get along well with Chinese speaking children and have integrated into school life. Regarding music activities, teachers guide children to perform rhythmic movement along with the beats and melodies. They also lead children to sing together. Teachers can demonstrate clearly with a strong sense of rhythm. Children enjoy

singing and move rhythmically according to music with pleasure. Based on this foundation, teachers may lead children to imagine and create so that they can express their feelings and own thoughts, thereby further facilitating children's aesthetic development.

- 2.6 The school develops learning portfolio for each child to keep their thematic learning assessment results, observation records, and development reports in different stages, which can fully reflect children's development progress. Teachers draw reference to the assessment criteria to continuously observe and record children's learning performance. They distribute thematic assessment results to parents on a regular basis for them to understand the learning progress of their children. Teachers highlight children's progress of abilities in individual domains and make suggestions for parental support in children's growth.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is in its fledgling stage and its operation has been on track with the efforts of the teaching team. With the establishment of the SSE mechanism, the school is developing steadily. Currently, the success criteria formulated for the implementation of the strategies are mainly quantitative data of opinion surveys. The school is advised to include qualitative success criteria if necessary to make the assessment more comprehensive so as to further review and enhance the effectiveness of the plan, promoting the SSE development.
- 3.2 The school is committed to developing a school-based curriculum with special characteristics with the aim of enabling children to learn through play. The curriculum has been implemented for several years and a foundation has been established. The management should lead teachers to review and revise the arrangement of daily schedule and homework design, remove the learning content which cannot meet children's developmental needs in the second school term of K3, as well as guide teachers to reflect on their teaching from children's performance, thereby enhancing teachers' teaching skills and effectiveness.