

School No.: 558346

Report of Quality Review

Little Buds Kindergarten

**Unit E on G/F, Unit E on M/F & Unit E on 1/F, Golden Cloud Court,
1-4 Ferry Street, Kowloon**

4, 5 & 7 June 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau (2018)
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 4, 5 & 7 June 2018

- School Met the Standards of Quality Review**
 School Did Not Meet the Standards of Quality Review

Performance of the School

1. Continuous Development of the School

- 1.1 In line with the vision and mission of the school, “assisting children and their families with cultural and language differences to understand, adjust and cope with the Hong Kong society”, the school management led its staff and put efforts in improving the learning environment and making appropriate use of community resources and support for serving children from ethnic minority families. The management mastered the knowledge and skills that assisted in leading the school effectively. The teaching team became more stable. They were encouraged to express their ideas and gave feedback to the management through diversified effective channels. The staff management was conducive to the school’s continuous development.
- 1.2 The school followed up some of the recommendations given in the last Quality Review. Teacher professional trainings were provided according to school context. Peer lesson observation was also introduced to further encourage teachers’ professional sharing. Major concerns of the current school plan were “to enhance the effectiveness of learning and teaching” through project learning and free-choice activities and “to refine the self-evaluation in teaching and other domains”. These major concerns promoted school’s sustainable development. They were set according to the school’s context and self-evaluation results, and were planned to enhance children’s learning.
- 1.3 The school collaborated with parents and developed diversified channels for timely communication with parents. With reference to the needs of children and parents, the school organised parental activities so as to help parents in nurturing children, such as workshops about the ways to boost children’s reading interest and to enhance parents’ understanding of the education system in Hong Kong. The school set up a mechanism to help identify the special needs of children. It maintained a link with parents and relevant organisations to provide appropriate

support for them. Mutual respect and trust were developed between the school and parents. They co-operated together to facilitate the whole person development of children.

2. Learning and Teaching

- 2.1 The school devised the curriculum framework with reference to the “Kindergarten Education Curriculum Guide”, learning kits and performance indicators. The curriculum was comprehensive and balanced. The developmental needs of children were well taken care of through themed-based learning and other activities, such as outdoor events. The daily activity schedule was balanced and there was sufficient time allocated to free-choice, music and physical activities every day. However, some learning activities were not suitable for children, such as the learning of Chinese radicals which were rarely used. The learning effectiveness was then reduced. The school should review and amend the learning content according to the needs of children. The school provided transition programme to help upper kindergarten children prepare for primary school life, such as visits to primary schools. However, dictations were arranged for children during this programme period in the last school year. The school must cancel the practice of having dictations in the upcoming and future transition programme to avoid exerting undue pressure on children.
- 2.2 The school had a mechanism for curriculum coordination. The management and teachers all took part in planning the curriculum and conducting regular reviews on learning activities. Teachers wrote concrete suggestions for improvement on activity designs. One of the school’s major concerns in this school year was to refine the self-evaluation and to strengthen teaching reflection so as to continuously improve the quality of its learning and teaching. Teachers assessed children’s performance in each learning area in every theme in this school year so that they could closely monitor children’s performance and the effectiveness of children’s learning. They then reviewed the design of the activities together and provided concrete suggestions for improvement. Teachers gradually mastered the reflection skills and it helped improving teaching arrangements.
- 2.3 The other major concern of the school in this school year was to enhance the effectiveness of learning and teaching through project learning and free-choice

activities. The school arranged project study activities to cater for children's interest. Teachers provided many opportunities for children to participate in interactive activities and express opinions. For example, when children studied tall buildings in their project, teachers organised relevant visits to widen children's exposure. Children could work with classmates to explore the structure of tall buildings and their facilities. They then co-operated to make a big model of a building. Children were excited after making it and got sense of achievement. The school also adjusted the arrangements for free-choice activities. Children could participate in more learning corners during the time slot for free-choice activities than they did in the last school year. The learning corners were carefully designed and regularly reviewed to stimulate children's interest. For examples, water playing corner and sensory materials corner were filled with diversified materials such as pipes, bathing toys and blocks. They were attractive and able to cultivate children's interest in learning. Corner games allowed children to learn from multi-sensory activities and helped them develop sensory functions. Teaching aids were sufficient to allow children to play together and to reduce their waiting time. The school made good use of the environment to facilitate children's learning. The effectiveness of the major concern was observed. During free-choice activity time, children could play in the interest corners that they selected in the morning. Yet, children are only allowed to choose one area and play at interest corners in that area on that day. The school was encouraged to give children more freedom to move around and play at different corners inside the classroom.

- 2.4 The school decorated classrooms with pictures of children's daily lives which created a warm and harmonious environment. It also provided opportunities for children to express their ideas and encourage mutual communication. The school displayed children's artworks around the school premises to help children learn from each other and enhance their self-confidence. It also allocated area for children to grow plants and take care of goldfish so as to provide more life experience for children and let them have opportunities to take care of other creatures. The school was suggested to further enrich the Chinese language environment and to design more activities which involved children's conversation to promote their Chinese language proficiency.

- 2.5 The school joined external support programmes to cater for the needs of non-Chinese speaking children. In order to increase children's exposure to Chinese language, the school had allocated more time on daily activities conducted in Cantonese since last school year. Moreover, one Chinese teacher was deployed to each class to enrich children's Chinese language experience. Children were able to understand teachers' instructions in Cantonese. However, they seldom spoke Cantonese. The school was suggested to foster children to speak more Cantonese so as to encourage the learning of Chinese.
- 2.6 Teachers communicated with children in a friendly and polite way. They always encouraged children to share their experiences, ideas, feelings, etc. Teachers' instructions and explanations were clear and appropriate to children's needs. They used real objects or picture cards properly to facilitate children's learning. The length of time for circle time was appropriate, which was suitable for children's attention span. They also mastered several techniques in teaching Cantonese. For example, they enunciated Cantonese words clearly and combined body gestures when necessary so that children could listen to the pronunciation easily and got hints to understand the meanings. The teachers' attitude and teaching arrangements were able to help children learn effectively.
- 2.7 Children enjoyed participating in various activities and the learning atmosphere was harmonious, relaxed and pleasurable. They were proficient in English and communicated with teachers and classmates in English most of the time. Children were familiar with the daily routine and got along well with peers. They were able to follow teachers' instructions to perform physical activities. Children were energetic and liked doing exercises. Their physical development was good. Children took snacks by themselves and did the clean-up work afterwards. They were willing to assist teachers in packing up materials and had good self-care abilities.
- 2.8 The school formulated its policy of assessment of learning experiences by making reference to some children development studies. The assessment objectives met children's overall physical and psychological development. The school assessed children's performance in various learning areas through daily and continuous observations. The assessment was comprehensive. Learning portfolios were developed to keep the development records and reports of each child. The school

gave children's summative assessments to parents regularly and provided suggestions about nurturing their children. Children's development records were maintained systematically and they were used for curriculum development.

3. Recommendations for Improvement

- 3.1 The school should have a better understanding of the strengths and professional development needs of teachers through the appraisal system so as to facilitate the planning of teachers' professional training. The school set up a mechanism and information bank for the storage of teaching resources while school documents were mainly kept in computerized facilities. However, instability of the computer system was encountered. The school should improve the current filing system so that files could be kept in a reliable media for easy retrieval and timely updating.
- 3.2 The school should establish an explicit mechanism for school self-evaluation and adopt the whole-school approach that involved teachers in planning and formulating the school development plans. Besides, the school management should guide teachers to formulate target-specific development plans with practicable contents and clear evaluation criteria.
- 3.3 The management should lead the teachers to amend the learning content so as to meet children's development and needs, such as to revise the teaching plan of Chinese radicals. The school was also encouraged to further enrich the environment to promote children's Chinese speaking and expression abilities. Furthermore, the school should cancel the practice of having dictations in the upcoming and future transition programme.