

**School No.: 558346**

# **Quality Review Report**

## **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**

**1, 2 & 6 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: 1, 2 & 6 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 to provide non-Chinese speaking (NCS) children with a joyful learning environment while developing their interest and confidence in learning. The leadership team puts a great effort into encouraging communication among team members and is willing to listen to teachers' views, creating a harmonious atmosphere in the workplace. This is beneficial to the new management and the recently recruited teachers of this school year to integrate into the school culture, hence uniting and motivating the team in a step-by-step manner to promote the development of the school. The school keeps pace with the development trends in kindergarten education and its school-based situation to solicit external resources to enhance the professional competence of teachers. Moreover, it has followed up on the recommendation of the previous Quality Review to organise training activities in accordance with teachers' needs. Teachers are pleased to pursue further studies. They move with the times to improve the quality of teaching collaboratively.
- 1.2 The team practises the rationale of school self-evaluation in its daily work to evaluate the teaching effectiveness and revise the activity arrangements. In respect of formulating the annual development plan, the school regarded strengthening children's language learning as its major concern last school year in response to the needs of NCS children. Professional support programmes and relevant training were arranged for teachers to understand the tactics of helping NCS children learn Chinese and English. Furthermore, the school increased the opportunities for children to listen to and speak Cantonese and English by adapting the school-based curriculum, creating a language-rich environment, providing learning resources to parents and so forth. The work is gradually bearing fruits. This school year, in view of the development of the school, the management sets improving the teaching plans and the mechanism of assessment of child learning experiences as well as promoting national education as the major concerns, elevating the effectiveness of learning and teaching on all fronts. On the whole, the development direction set

suits the school context.

- 1.3 The school accepts and respects children's multicultural background and provides appropriate support for them. The school maintains close collaboration with professional groups to render referral and guidance services to children in need the soonest. Teachers lead children to visit and know about the community facilities to help children integrate into the local community. They also hold festival celebrations of different countries to create an inclusive atmosphere, which facilitates children to learn about the custom and habits of various races and ethnicities as well as gaining a basic understanding of Chinese culture. The school has well-developed home-school communication channels, such as scheduling online parent-teacher meetings every month to inform parents of the school news and children's learning in a timely manner. Besides, various types of parent education activities are organised to help parents master the skills in storytelling or playing with their children. In tandem, interest classes and workshops are held to create a platform for parents to communicate with one another relaxedly, hence strengthening their liaison and fostering their mental and physical well-being. Parents trust the school and participate in parent-child activities and volunteer work actively. They join hands with the school to enrich children's learning and growing experiences.

## **2. Learning and Teaching**

- 2.1 The school selects real-life themes to formulate an integrated curriculum of which the content covers various learning areas. The curriculum not only facilitates the acquisition of skills and knowledge in children, but also cultivates their positive values. The school has admitted quite a number of NCS children. Therefore, it attaches great importance to creating an inclusive school culture. Teachers participate in professional support programmes and make use of the teaching resources provided by the organisation to improve the school-based curriculum and enrich children's learning of the Chinese language. The school holds festival celebrations of different countries for children to taste traditional food and wear ethnic costumes so that they can understand the culture and custom of each country and build a sense of inclusion and respect. This school year, the school considers promoting national education as its major concern. The national flag raising ceremony is conducted at school and children are guided to know about the national flag and the regional flag, along with the etiquette of attending the national flag

raising ceremony. In addition, the school purchases more books, launches parent-child reading scheme, etc., to let children experience the pleasure of reading and cultivate their reading habit. The school arranges for children to take part in music, physical, art and free choice activities every day to foster their balanced development. However, some pieces of homework in Early Childhood Mathematics for K3 children are too difficult. The school must review and revise the homework design to meet children's abilities and learning needs.

- 2.2 Teachers prepare teaching plans according to children's interests, abilities and life experiences. They design interesting activities and employ stories, snack making and arts and crafts to deepen children's understanding of the content of the themes. The management arranges collaborative lesson planning for teachers this school year. Teachers of each grade level introduce the teaching content and exchange ideas and strategies on teaching, strengthening the interface between the curricula of K1, K2 and K3. Through peer lesson observation, teachers observe and learn from one another to improve their teaching skills and reflective ability. The management scrutinises teaching documents and observes classroom activities to get a grasp of the curriculum implementation and give guidance and support to teachers. Regarding curriculum evaluation, teachers of the same grade level review the teaching effectiveness against the teaching objectives, the process of activities and the use of teaching materials. They also make suggestions for follow-ups based on children's performance. To expedite the development of the school-based curriculum, the management is advised to lead all teachers to discuss and summarise the teaching effectiveness in meetings. They may also plan the teaching focuses of the next theme that correspond to children's needs, thereby enhancing children's learning effectiveness.
- 2.3 The school premises are bright and clean. There are plants, fish tanks and so forth around the campus to create an environment that is both comfortable and green. Children learn to care for animals and plants through assisting in watering the plants and feeding the fish and turtles. Teachers allocate the venues flexibly for children of different grade levels to engage in various activities in the classrooms, staircases and indoor play area. Activities are switched smoothly. K2 and K3 children participate in mixed-class free choice activities. They can play more types of games in a spacious environment. In alignment with the themes, teachers design teaching aids of different learning areas. In tandem, activities for training fine motor skills and toys are made available for children to choose on their own during free choice

activity time, enabling them to learn through play. Teachers set up a role-play corner in the classroom. Children use their imagination to act as supermarket assistants and customers to buy and sell goods. They apply the knowledge gained from thematic learning in buying healthy food. Teachers may further utilise the floor space to set up interest corners for children to play assembling and construction games with their peers, fostering their social and language development. After the activities, teachers are advised to invite children to share their views and feelings as well as leading children to summarise their learning experiences. In this way, teachers help children consolidate and extend their learning.

- 2.4 Teachers conduct assessment of child learning experiences through continuous observation and documentation. They create learning portfolios for children, maintaining assessment forms, observation records, artwork and the like to serve as evidence of children's learning progress. Apart from recognising and praising children's improvement in the assessment reports, teachers may also point out children's areas of improvement and suggest feasible support strategies to parents such that home and school can jointly follow up on children's needs to facilitate their growth. Improving the mechanism of assessment of child learning experiences is another major concern of the school this school year. The school plans to incorporate the thematic assessment at each grade level starting from the next school term. It intends to assess children's performance in different learning areas in relation to the teaching objectives and aptly report to parents on children's comprehensive development. Furthermore, it will inform the curriculum planning, which is on the right track.
- 2.5 When conducting music activities, teachers whole-heartedly guide children to sing, perform rhythmic movement and play musical instruments. Children are able to understand the lyrics and grasp the beat, thoroughly enjoying themselves. Teachers organise diversified physical activities to develop children's balance, coordination, running, jumping and other skills. Children are energetic and demonstrate good body control. Teachers walk around and observe children during free choice activities. Teachers are advised to make appropriate intervention according to children's situation. More cooperative play may be arranged for children to enhance their communication and interaction with one another, and strengthen their learning effectiveness. Teachers talk to NCS children in Cantonese and encourage them to respond in Cantonese to develop their listening and speaking skills. Teachers should evaluate children's language proficiency and adjust the amount of

copying of Chinese words in some Chinese language learning activities so as to boost children's confidence in learning Chinese.

- 2.6 Children participate in various learning activities with enthusiasm and attentiveness. They are courteous, willing to follow teachers' instructions and observe the rules. Children get along with their peers. They are happy to learn and play together, displaying good social development. There are clear indications in the teaching aid cabinets and children are able to put away the items properly after the activities, showing that they have favourable self-care abilities.

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

- 3.1 The school sets a development direction in consonance with its context to promote its continuous advancement. The management is required to jointly plan the work with teachers, including delving into the priorities of work arrangements, drawing up clear objectives and corresponding success criteria for the major concerns, and deploying comprehensive strategies in different aspects, so that the work can be implemented more smoothly and its effectiveness be reviewed in a focused manner. The school must also document and store the relevant review information properly to serve as a basis for work evaluation and as a reference for future planning.
- 3.2 The school values the professional development of teachers and arranges different training for them. Yet, it is required to encourage teachers to share their learning from further studies and discuss ways of application so as to enable teachers to deepen and apply their knowledge, thus improving the quality of teaching.
- 3.3 The curriculum of the school is comprehensive and balanced that fosters children's whole-person development. It is necessary for the school to remove the excessively difficult homework in Early Childhood Mathematics for K3 children and adjust the amount of copying of Chinese words in some Chinese language learning activities to meet children's abilities and learning needs. Teachers are advised to arrange more cooperative play for children to interact with one another. Teachers may also lead children to share their experiences and feelings after the activities and summarise what they have learnt, thereby enhancing the effectiveness of learning and teaching.