

School No.:156612

Quality Review Report (Translated Version)

Moe Kindergarten

**Shop A-1 within E5-E73, Blocks 11-14, Tsuen Wan Centre Shopping
Arcade, Phase II, No. 86 Tsuen King Circuit, Tsuen Wan, New Territories**

16, 17 & 19 June 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: 16, 17 & 19 June 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 management is passionate about education and familiar with the school context. It keeps the leadership team members informed about its work through regular meetings to gain their support. The school values the professional growth of the team that not only equips teachers through exchange activities but also organises peer lesson observation for teachers to observe from and share experience with one another, which is conducive to enhancing their teaching tactics. The management is willing to communicate with teachers and listen to their opinions, guiding the team to examine the current school situation together, seeking continuous advancement of the school.
- 1.2 The school devises development plans in light of the needs of stakeholders and development of children through regular meetings. It reviews the effectiveness of the plans at the end of a school term and takes follow-up actions. The team regarded fostering children's national identity as its major concern and incorporated elements of Chinese culture into the learning activities last school year. The relevant strategies have been implemented and are being carried out regularly this school year. Besides, the school has been striving to promote learning through play in children in recent years. Last school year, teachers attempted to design activities to provide more opportunities for children to explore and express themselves. In tandem, teachers reduced restrictions in play. This school year, they continue to refine the corner activity design to strengthen the connection between thematic content and

daily life. The school arranges exchanges with kindergartens in Chinese Mainland for teachers to gain knowledge about play. The plans are implemented smoothly.

1.3 The school embraces children's diversity and establishes a clear identification and referral mechanism. Meanwhile, it utilises external resources to assist children with special needs in receiving appropriate services the soonest. The school assigns teaching staff to provide in-class support for non-Chinese speaking (NCS) children. It also translates school notices to keep NCS parents informed of the school development and their children's learning. Besides, the team holds workshops for parents to understand the needs of newly admitted children. Parents could stay with their children and a flexible schedule was prepared to facilitate children's early adaptation of kindergarten's life. With respect to kindergarten-primary interface, the school invites alumni to school for sharing their primary school life and organises primary school visits such that children can have an initial understanding of the next learning stage in terms of learning environment and mode, hence getting psychologically prepared.

1.4 The school communicates closely with parents through various channels for them to know about their children's learning. It conducts seminars and workshops in accordance with parents' needs as well, which is conducive to enhancing the parenting competence. The parent-teacher association has been established for years and serves as a bridge for communication between parents and the school, collecting and reflecting parents' opinions for the school to follow up. The parent-teacher association assists in organising parent-child activities such as picnic and sports day to give full play to home-school cooperative efforts. The school has developed a partnership with parents upon mutual trust to jointly cultivate children's healthy growth.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages to devise an integrated curriculum using real-life themes. The curriculum content covers all learning areas and includes the acquisition of skills and knowledge. The school attaches importance to children's moral development and incorporates positive values, including complying with rules, politeness, caring for others and cherishing resources, into the curriculum while encouraging children to practise good behaviour in daily life. The teaching team guides children to explore topics of their interest within themes. It also designs experiential activities in alignment with the learning content. Examples include tasting tea at Chinese restaurant and observing plants at countryside. All these are beneficial for enriching children's learning experiences and consolidating their acquired knowledge. The school provides ample opportunities for children to take part in music, physical, art and free choice activities on Mondays to Thursdays. However, children could not participate in free choice activities every Friday. The team should revise such practice to ensure the daily schedule is balanced. Furthermore, some pieces of learning content and homework of K3 are too difficult. The school must remove them to meet the developmental needs of children.
- 2.2 The school evaluates children's performance through continuous observation. It creates learning portfolios for children to keep all types of assessment information, as evidence of their growth. The team sets assessment items based on the curriculum content and has criteria in place to ensure the assessment consistency. The school invites parents to record their children's habits and attitudes at home to facilitate teachers' better understanding of the development of children. It keeps parents informed of the learning progress of their children through parents' day, daily liaison and other means. At the same time, the school has followed up on the recommendations on refining the assessments of the previous Quality Review to

summarise children's learning performance accurately in the end-of-term assessments. Moreover, the team reviews the assessment information of children to follow up on their individual needs as reference for adjusting teaching.

2.3 The school has established a curriculum coordination mechanism. The management leads teachers to plan a curriculum and gets hold of its implementation through classroom walkthroughs, meetings, scrutiny of curriculum documents and so forth, giving suggestions to teachers. Teachers have developed reflection habits and are generally able to raise suggestions on improving the teaching arrangement and activity design based on children's performance. Members of the team jointly discuss the learning progress of children of each class and discuss strategies to enhance the effectiveness of learning and teaching.

2.4 In alignment with the focus of work of fostering children's national identity, the school lets children know about the festival customs while experiencing and appreciating Chinese culture through paper cutting and exposure to Chinese music. The team arranges children to show respect to their parents by serving tea, putting into practice the virtue of filial piety. The school has formed a children flag-guard team. The national flag raising ceremony is conducted weekly for children to deepen their understanding of the national flag and national anthem. As observed, children demonstrated proper etiquette and attitudes in the course of the event. The team delivered speeches under the national flag to share the great achievements of our country with children, thereby facilitating their understanding of the Motherland and developing their sense of national identity.

2.5 The school premises are spacious, clean and bright. The team decorates the campus with children's work and photos of their school life, fostering a sense of belonging to the school. In line with the work focus of recent years, promoting children's learning through play, the school arranges exchange in Chinese Mainland for teachers

to enhance their abilities in designing play. As observed, teachers designed corner activities that align with themes to attract children's participation. Children explore the properties of bamboo leaves, observe whether paper boats stay float or sink after loading different items, and observe the growth of plant, demonstrating their curiosity and exploratory spirit. Meanwhile, children play chess and make Ping On bun together. They collaborate with each other in a joyful atmosphere. Teachers place various artwork materials in classrooms. Children love making artworks. Theme-related books are placed in the classrooms that some children read and share the story with their peers. Overall speaking, children are engaged in corner activities and teachers also play with them. After activities, they revisit the play scenarios to consolidate their learning. Some teachers are able to guide children to share the difficulties encountered during play and think about solutions to problems, thereby inspiring children's learning.

2.6 Teachers are kind and care for children. They respect and accept children's ideas or opinions while guiding children the proper attitudes towards others. The team pays attention to learner diversity. They provide assistance through individual guidance, visual cues, seating arrangements and so forth in lessons. Besides, teachers use real objects, puppets, pictures, etc., to enhance children's learning motivation. In physical activities, children participate in various physical games, during which they jump, walk on the balance beam and crawl, facilitating their gross motor development. Therefore, they generally have an adequate amount of exercise. Teachers lead children to sing and manipulate musical instruments during music activities as well as feel the melodies and beats through body rhythmic movements. Teachers could adjust the teaching pace or strategies at opportune times based on children's performance with a view to further enhancing the effectiveness of learning and teaching.

2.7 Children love to go to school. They are observant, creative and are willing to express their thoughts. They also communicate and cooperate with peers during play. NCS children and the Chinese speaking ones get along well, possessing good affective and social development. Children are able to pack their personal belongings and assist teachers in tidying up tools, possessing self-care abilities. Some K2 and K3 children take turns accompanying their younger schoolmates to classrooms when they arrive at school, demonstrating the spirit of serving others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 With respect to self-evaluation, the management could grasp the connection between the major concerns and the task objectives, and use children's performance as evidence to evaluate the effectiveness of the major concerns, thus promoting the continuous development of the school.
- 3.2 As for learning and teaching, the management could lead teachers to adjust the teaching pace or strategies in light of children's performance so as to further enhance their learning effectiveness. Furthermore, the school should revise the daily schedule and remove the difficult learning content and homework for K3 to cater for the developmental needs of children.