

**School No.: 518247**

# **Quality Review Report (Translated Version)**

## **Muslim Community Kindergarten**

**G/F, 40 Oi Kwan Road, Wan Chai, Hong Kong**

**30, 31 October & 2 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: 30, 31 October & 2 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 management maintains communication with and regularly reports on school matters to the leadership team. In view of the personnel changes at the school in recent years, the management has been keeping track of newly recruited teachers' situations through channels including meetings and interviews to provide them with support and guidance. Members of the team establish a good rapport and cooperate with one another. The school has formulated codes of practice and is gradually improving its filing system for staff reference so as to facilitate the daily operation of the school.
- 1.2 The management is responsible for examining the work effectiveness and setting development directions of the school. This school year, the school continues to regard fostering non-Chinese speaking (NCS) children to learn Chinese as its major concern. It increases opportunities for NCS children to get in touch with Chinese by using Chinese flash cards and incorporating language learning elements into singing games. Teachers implement the related work and the plan has been putting forward in a progressive manner.
- 1.3 The school has established a case identification and referral mechanism. Teachers liaise with social workers and utilise external resources to take care of children with special needs so as to support children as soon as possible. The school caters for children's adaptation in different stages that, for example, it arranges adaptation activities for newly admitted children at the beginning of the school term to get them familiar with the new environment. To support children who are promoting to primary school, the school holds parent seminars and primary school visits while providing information about primary one admission. The school keeps contact with parents by means like regular meetings and instant messaging applications. Parents are invited to serve as interpreters when necessary to assist other parents in understanding their children's performance at school and the school's important information.

## 2. Learning and Teaching

- 2.1 The curriculum of the school is organised around learning content according to themes. The curriculum content covers all learning areas. Last school year, the school noticed that undue emphasis had been placed on knowledge in the curriculum content. Therefore, the school enhances the exploratory elements in this school year by, for example, observing and comparing the fallen leaves collected by children to connect learning with daily life. This revision is on the right track. The school attaches importance to and lets children learn about Chinese culture through festivities such as designing and appreciating Mid-autumn lanterns and enjoying mooncakes. Besides, the school purposefully asks children to share the festival custom of their ethnicity, which is conducive to facilitating children to learn respecting culture of others. The school has followed up on the recommendations of the previous Quality Review that ample time has been allocated to children for music, physical and art activities. Yet, there is insufficient time of free choice activities in half-day classes in the afternoon. During the kindergarten-primary transition activities, K3 children have inadequate time to carry out music and physical activities. The school is required to make reference to the recommendations of the *Kindergarten Education Curriculum Guide* to adjust its daily schedule and must cancel dictation activities to refrain from exerting unnecessary pressure on children. In the meantime, the school must also remove the K3 homework in Language and Early Childhood Mathematics that is excessively difficult.
- 2.2 Teachers understand children's learning and development through continuous observation and record all this information in thematic assessment reports. The assessment items are devised based on the learning content, presenting children's performance in various learning areas. At the end of a school term, teachers meet parents individually to report to parents their child's learning and development while advising them on supporting children's growth. Teachers are recommended to make use of the child learning assessment information to review the strategies of learning and teaching, thus informing curriculum planning.
- 2.3 The management comprehends the curriculum schedule and teaching design by scrutinising the curriculum outline, lesson plans and so forth. Teachers conduct reflections at the end of every theme to keep records of activity implementation. During meetings, the management guides teachers to review the teaching effectiveness in light of children's learning performance, yet very often they focus

on children's Chinese learning and concentrate on documenting situations and problems observed without making corresponding suggestions for improvement. Hence the reflection ability of the team is yet to be enhanced. The management may guide teachers, including those NCS ones, to review different learning activities together and revise the learning content and activity design according to children's performance and developmental needs, thereby informing curriculum. The management used to conduct lesson observations and make a brief commentary on teachers' performance in lessons. The school is advised to resume the management lesson observation while arranging peer lesson observations depending on the experience and needs of the teaching team, designing and employing effective lesson observation measures with a view to assisting teachers in developing skills in conducting lesson observation, lesson evaluation and self-reflection on teaching so as to expedite their professional growth.

- 2.4 To tie in with the major concerns of the school, teachers provide more opportunities for children to immerse themselves in Chinese vocabulary. Most of the display boards on campus are with Chinese headings. During daily activities, teachers insist on talking to children in Chinese and speak articulately. Teachers slow down the pace of speech deliberately when saying keywords or commonly used words, supplemented by gestures and facial expressions, and then ask children to read along with them, helping children comprehend the general content. This school year, teachers combine simple melodies with daily language or theme-related phrases and let children sing with them in view of NCS children's general love to sing. However, the effectiveness of the strategy is dependent on whether the melodies echo with the tone of the words and teachers must be prudent when adopting this approach. Moreover, when asking children to recognise words on flash cards one by one, teachers could arrange activities for other children who are waiting. Alternatively, teachers may make good use of the small group and individual learning opportunities to increase children's participation. As observed, some teachers failed to engage children in warm-up and relaxation stretching exercises in physical activities. A session of Chinese word recognition was included in the activities which undermined the flow of circuit games and led to an insufficient amount of exercise in children. Teachers are required to improve the arrangements of the physical activities.
- 2.5 The school makes optimal use of the space to exhibit children's works, which is favourable to children's mutual appreciation and learning. There are several interest corners in classrooms in which a variety of materials are provided including

a wide range of constructive play and toys, as well as learning aids designed by teachers. As observed, children made photo frames by using artwork materials, unleashed their creativity to mould playdough into shapes related to nature, or learnt new things in the exploratory corners. For instance, children looked through a small hole of a box to observe and record the reflected images of objects in a mirror inside the box. They shook small wooden boxes containing different items and then listened and compared the sounds emitted from the boxes. During free choice activities, teachers always pay attention to children's participation in the corner activities or ask children questions to know about their artworks. However, teachers rarely took part in children's games. Teachers could talk to children by joining in their games so that children have more opportunities to listen to and speak Chinese in an authentic context.

- 2.6 Teachers assist children in learning and following classroom routines with simple and clear verbal communication while reinforcing children's good behaviour with commendation. In music activities, teachers guide children to sing, perform rhythmic movements and play musical instruments to express the beat of song and pitch of music. The performance of children is full of musicality. Children are attentive in class and the classroom order is good. They know the daily language of teachers and are eager to take part in activities while responding to teachers actively. Children are friendly, among which K3 children are able to recognise commonly used terms and answer teachers' questions in phrases or simple sentences. Their handwriting and character stroke order can still be considered neat. Most of the K2 children can understand teachers' instructions. Teachers may continue to increase children's confidence and opportunities in expressing or responding in Chinese.

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

- 3.1 The management is recommended to enhance professional leadership and follow up on the recommendations of the previous Quality Review, for example, to establish an appraisal system, evaluate the work effectiveness of teaching staff and understand their capacities and development needs in a bid to share the work strategically and arrange training for the staff to give full play to their strengths, hence driving the school forward with concerted efforts. In addition, the school must also establish a school self-evaluation (SSE) mechanism to grasp and implement the SSE rationale

by means of adopting a whole-school approach, considering school-based needs from multiple perspectives as well as mapping out specific major concerns, task objectives and proper implementation strategies to promote its continuous development.

- 3.2 The management is advised to keep track of the curriculum implementation and improve the reflection abilities of teachers through lesson observations, professional development activities, etc. Teachers may utilise the child assessment information for reviewing the effectiveness of learning and teaching, and informing curriculum. The school is required to offer a balanced daily schedule to half-day classes in the afternoon and cancel the dictation activities and the excessively difficult K3 homework in order to refrain from exerting unnecessary pressure on children and protect their physical and psychological health.
- 3.3 The school organises parent-child visits to increase parents' participation. Such practice is desirable. It is suggested to strengthen the contact between the school and parents continuously and provide parent education activities based on parent's needs and keep parents informed of the school's development direction, including getting familiar with the developmental progress and learning modes of children, to succeed in nurturing children's growth by parents and the school.