

**School No.: 325589**

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

## **New Jade Elementi Kindergarten**

**Level 4 & 5, Government Building Block,  
New Jade Shopping Arcade, Kut Shing Street, Chai Wan, Hong Kong**

**11, 15, & 19 October 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: 11, 15 & 19 October 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 formulates annual training activities with the other two kindergartens under the sponsoring body. For example, they organise joint-school teacher development days to update teachers on the latest curriculum development. The sponsoring body forms a joint-school curriculum development team to collaboratively devise a curriculum framework for schools' reference in developing their own school-based curriculum. The management understands teachers' potential and has clearly defined authorities and responsibilities. It also arranges experienced teachers to assist newly recruited teachers so that they can learn about the curriculum and administrative work as soon as possible. The school formulates professional development activities in accordance with its development direction. Teachers put what they have learnt into practice to enhance the effectiveness of learning and teaching. The school organises regular peer lesson observation, in which the focuses are clearly set for the management and participating teachers. The school team gives advice on the design and effectiveness of activities in a candid attitude. With good communication, teachers' professional competence is enhanced.
- 1.2 The school follows up the recommendations of previous Quality Review properly to enhance the team's self-evaluation skills. It takes into account the school context to work out the annual plan, which contains clear objectives, proper implementation strategies and specific success criteria. The school makes good use of external resources to tie in with the implementation of the school plan. It understands the implementation of different tasks through various channels like staff meetings, and conducts reviews at the end of the year. The school report includes both qualitative observation results and quantitative data. Alongside with the children's performance, the effectiveness of the plan is thus holistically reviewed and follow-up actions are devised. In the last school year, the school set cultivating children's positive attitudes of being grateful and treasuring what they have as its major concern. However, the implementation of the plan was hindered due to the pandemic.

Therefore, the school maintains the cultivation of children's moral characters as the major concern in this school year.

- 1.3 The school identifies and caters for children with special needs effectively. It refers children for assessment in a timely manner. Case files are set to record children's development, which facilitates teachers to adopt suitable teaching strategies to address children's different needs. Teachers meet parents to let them realise their children's performance in different areas of development. Parents and the school work together to provide appropriate support to children. The school pays attention to the needs of children who are newly admitted or will be promoted to primary one. It organises different adaptation activities for them to learn the school life at the earliest so as to facilitate children's smooth transition to the next learning stage.
- 1.4 The school keeps close liaison with parents through diversified communication channels including face-to-face conversation and using different communication software to make communication more convenient. Through organising parents' day, forming a team of parent volunteers and disseminating circulars regularly, the school facilitates parents to learn about its development focuses and further understand the school work. Parents' opinions are collected in a timely manner to serve as feedback for the school development. Parent-child interest activities and parenting seminars are organised regularly to equip parents with knowledge and skills of parenting, as well as strengthening the tie between parents and children.

## **2. Learning and Teaching**

- 2.1 The school devises a school-based curriculum using real-life themes by making reference to the curriculum framework and thematic learning content designed by the sponsoring body, as well as taking into account children's abilities and development. The curriculum covers the attitudes, skills and knowledge. In its daily schedule, the school provides children with adequate opportunities to engage in music, physical, art and free choice activities every day to foster their balanced development. The school arranges children to learn in whole-class, group and individual modes to cater for children's learning and social development. Nevertheless, some homework for K3 children in the second school term is rather difficult which fails to meet the abilities and developmental needs of children. The school must abandon it.
- 2.2 Teachers observe children's performance in daily teaching, thereby adopting strategies that can promote children's learning to enhance teaching effectiveness.

The management collaborates with teachers to discuss the learning focuses, teaching strategies and environment setup. It grasps the curriculum implementation through meetings, lesson observation and scrutiny of curriculum documents, and subsequently gives feedbacks in regard to teachers' teaching reviews and suggestions. Teachers evaluate the teaching effectiveness in each school term. They make use of the children assessment information to raise suggestions for improvement. In addition, teachers reflect the situation of curriculum implementation to the sponsoring body, which is conducive to informing curriculum planning.

- 2.3 The school devises the assessment contents of children learning experiences which align with the curriculum aims. The assessments are conducted using continuous observation and record-keeping. The school develops learning portfolios for children to keep record of their assessment information and works, so as to present children's performance to their parents. The assessment content can reflect children's performance and serve as evidence for children's growth. Parents are invited to observe and record their children's performance at home for teachers' reference. The school can still further consolidate the relevant information to understand children's overall development and needs in order to give feedback to teaching.
- 2.4 In this school year, the school considers nurturing children's moral development as its major concern. Learning content related to moral development is added to the curriculum. Examples include encouraging children to express their filial piety to their parents in the theme of family, and teaching children positive values such as respect others, be self-disciplined and observe rules, in related themes. Children know and learn the good behaviour through stories and anecdotes of famous people. During daily teaching, teachers observe children's performance and praise them for their proper behaviour. When conducting reviews with children after physical activities, some teachers not only conclude children's performance, but also infuse the moral elements in a timely manner. For example, they encourage children to respect and cooperate with one another. As observed, children show courtesy and follow the classroom routines. They are able to cooperate with peers. The effectiveness of the plan is preliminarily seen.
- 2.5 Teachers set up the classrooms into different learning zones in which sufficient space are provided for children to engage in activities. Corner activities can address children's abilities and developmental needs while the content is associated with the learning themes. Rich materials are placed so that children have opportunities to

manipulate and explore. Children choose their favourite activities according to their own interest in which they construct knowledge. They are able to tidy up things after play. They put toys and teaching tools back to original places properly, showing good self-care abilities. As observed, children play and interact with peers, which can help nurture their social skills and development. Teachers observe children's performance. They render support when necessary or intervene in a timely manner, including solving disputes among children. Teachers are still suggested to perform the roles of participants or inspirer in light of the needs of children to further promote children's learning through play.

2.6 When conducting thematic teaching, teachers take children's learning needs into consideration. They use real objects and pictures to draw children's attention, in order to stimulate their learning motivation. Teachers are kind and pay respect to children's views. They encourage children to express their thoughts and feelings, and then provide feedback at an opportune moment. Teachers understand children's situation in learning through questioning. They provide opportunities for children to make conversation and encourage them to share their life experiences. Some teachers ask follow-up questions to stimulate children to think and guide them to express their thoughts, which in turn increase their expression ability. As observed, children are eager to respond to teachers' questions and express their own thoughts clearly.

2.7 When conducting music activities, teachers invite children to propose body movements based on the content of the songs, and adopt their suggestions and perform the rhythmic movements together. Teachers use stories to engage children in music activities effectively with a view to enhancing children's interest in music activities. Children like engaging in physical games. They can choose the activities they like while teachers also encourage them to try different activities. Nevertheless, teachers can design physical activities with different levels according to children's abilities to further develop their coordination skills of both gross and fine motors.

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

Under the steering of the leadership team, the school takes into consideration the school context and children's developmental needs to formulate the task objectives and strategies properly, with a view to driving the school's sustainable development. The school should

join support programmes to address teachers' developmental needs, thereby enabling teachers to keep learning. It should continue to encourage teachers to apply what they have learnt and make use of their acquired knowledge to draw up teaching plans in their daily teaching. More opportunities on exchange and review should be provided to further enhance the professional competence of the teaching team. The school should refine its school-based curriculum by deleting the inappropriate learning content for K3 children so as to meet the developmental needs of children.