

School No.: 543390

Quality Review Report (Translated Version)

**Shun Tak Fraternal Association
Leung Kit Wah Kindergarten**

**G/F., Tat Fung House, Po Tat Estate, Po Lam Road, Sau Mau Ping,
Kowloon**

21, 22 & 24 March 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: 21, 22 & 24 March 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 leadership team communicates closely with the management. It supports and cares about the development of the school while giving guidance and assistance. According to the development direction and teachers' needs, the school organises diversified training activities for teachers and lets them share what they have learnt in meetings, which enhances the team's professional competence. The management is familiar with the operations and context of the school. It assigns duties based on teachers' abilities and expertise to unleash their full potential. The team recognises the school's mission of striving to facilitate the whole-person development of children. Team members promote the school's continuous advancement together.
- 1.2 The school has followed up on the recommendations of the previous Quality Review. It has improved the arrangement of daily schedule and the mechanism for the assessment of child learning experiences as well as strengthening parent-related work actively. The school values home-school cooperation. It regards parents as partners and maintains contact with them through different channels. It also organises training that suits parents' needs to let them understand the direction of the school's work and children's development, hence boosting their competence in parenting. The school makes good use of the resources from parents as it invites them to be volunteers to help take care of children during outings, tell stories at school and so forth. The parent-teacher association has been established for years and serves as a bridge of communication between home and school. It conveys parents' views to the school which follows up on parents' suggestions earnestly. The school also discusses and plans parent-child activities with the parent-teacher association so as to keep parents informed of their children's school life. Parents support and trust the school. Home and school join hands to nurture children's healthy growth.
- 1.3 The school has considered strengthening the administrative performance as its major

concern in recent years and taken the plan forward through strategies like empowerment, conducting teacher training and reviewing on management and organisation. The management leads the team to review the implementation of tasks regularly. It gives appropriate guidance and advice to teachers, nurtures experienced teachers to develop into middle management and participate in administration, so as to ensure the school's smooth daily operations. Another major concern of the school is to promote children to learn through play. It utilises external professional support and carries out activities such as teacher training, lesson observation and lesson evaluation to let teachers grasp and practise the rationale of teaching strategies through play. The initial results of the plan have been observed.

- 1.4 The school respects and accepts children's diverse needs. It has set up a clear mechanism to identify and refer children with special needs while enlisting external resources to enable them to receive proper support services as soon as possible. In respect of caring for non-Chinese speaking (NCS) children, the school offers ample opportunities for children with different backgrounds to learn and play together, thus helping NCS children adapt to school life. The school also organises parent-child groups to allow NCS parents to learn Chinese so that they can support their children's learning at home.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise its curriculum. It uses real-life themes to integrate the content of various learning areas so as to design a comprehensive and balanced curriculum. The curriculum content is in consonance with children's abilities and interests, covering the dimensions of attitudes, skills and knowledge. The school organises diversified activities for children, such as outdoor visits, snack tastings, etc., to enrich their learning experiences. Children can learn about and appreciate Chinese culture and build a sense of belonging to the country through activities which include experiencing festivities, taking part in art creation like paper-cutting, pottery making and ink wash painting, and playing physical games of cuju and stilt-walking. In tandem, the school mobilises children to act as flag guards to hold the national flag raising ceremony on a regular basis such that children get to know the national flag and national anthem, thereby cultivating a sense of national identity in children from an early age. The daily schedule of the school is planned in a balanced manner and

children have sufficient opportunities to engage in music, physical, art and free choice activities every day for their all-round development. However, K1 children have to copy along dotted lines in the second school term while some of the learning content and homework of the activities for the interface between kindergarten and primary education are rather difficult. The school must review and revise the relevant content as well as removing the inappropriate learning content and homework to meet children's development.

- 2.2 The school has in place a clear mechanism for the assessment of child learning experiences. It adopts continuous observation and recordkeeping to understand children's learning progress. Teachers get a grasp of children's performance in every learning area through collecting children's work, preparing observation records and summative assessments, etc. They meet and communicate with parents periodically to keep parents informed of their children's development. The school is able to consolidate and analyse the results of children's assessments to serve as a reference to inform curriculum planning and adjust the curriculum content timely.
- 2.3 The school has established an explicit curriculum management mechanism. The management leads teachers to conduct collaborative lesson planning, devise lesson plans in accordance with children's life experiences and discuss the set-up of interest corners. It keeps abreast of the curriculum implementation and provides guidance to teachers by attending meetings, scrutinising teaching documents and conducting lesson walkthroughs. Teachers hold teaching reviews regularly and reflect on their teaching against children's performance. They are able to point out the teaching difficulties but they must make concrete suggestions for improvement to further elevate the effectiveness of learning and teaching.
- 2.4 In recent years, the school has made a great effort to promote learning through play among children. It introduces external support programmes and lets teachers master the skills of applying play as a teaching tactic through training. The management leads teachers to explore ways of bolstering the exploratory elements of games in learning activities and environment set-ups. It also makes use of peer lesson observations and lesson evaluation to help teachers put into practice the relevant tactics. As observed, during the free choice activity sessions, teachers and children discuss and make toys together, such as large scale rolling ball maze and musical instruments. During physical activities, teachers provide different items for children to think of where they want to put the items and design their own circuit games. Children participate in the activities actively and relax their mind and body.

- 2.5 The school attaches importance to the set-up of the environment. It allows children to talk through how to design and decorate interest corners, and to express their ideas more often, thus improving their oral expression ability. Before the start of a theme, teachers discuss with children and decide which theme-related materials are to be placed in the interest corners. They then collect and make suitable materials for the corners. For instance, according to the theme of animals, teachers and K2 children furnish the simulated pet shop collaboratively. Children even suggest raising small animals in the classrooms and learn how to take good care of the animals. On the theme of water, K3 children make use of the walls cleverly to design pipe roll games and keep goldfish in order to observe the features and living habits of goldfish. From observation, children take part in learning activities enthusiastically as they put marbles into a water bottle attentively and take note of the changes in water level, and then actively share their findings with peers. When carrying out cooperative games, children sometimes have different views, but they learn to reach a consensus through discussion and negotiation, which demonstrates their strong communication abilities.
- 2.6 Teachers are kind and amiable. They often praise children and have built a rapport with children. Teachers are conscientious in teaching and prepare real objects, pictures, etc., to aid teaching. They explain and instruct clearly. They also ask questions to guide children in expressing themselves as well as encouraging them to share their experiences. Teachers may summarise with children what they have learnt after the activities, help children revisit and consolidate experiences, thereby extending their learning. In the physical activities, teachers lead children to develop gross and fine motor skills and learn to master the basic body movements, such as jumping, running and rock climbing. Children show their good skills in body coordination. Teachers employ different tactics like seating arrangement and individual guidance to support children with diverse needs and cater for learner diversity.
- 2.7 Children are active in music games as they perform rhythmic movement and play simple musical instruments to feel the beat. They love to create arts and crafts. They can use a wide range of lines to draw and make colourful creations. Children like to communicate with others and get along well no matter what their abilities and backgrounds are, showing great social development. NCS children are willing to take part in activities and talk in simple Cantonese. K3 NCS children can write Chinese characters and words. Children are lively and courteous. They are

friendly to others and follow the rules of the activities. They tidy up things on their own after activities and work together to fold tablecloths and clean desks, showing a spirit of service.

3. Recommendations for Enhancing Self-improvement of School

The school has established a self-evaluation mechanism and aptly reviewed the implementation effectiveness of its daily work. When drawing up the development plan, the school is required to set forth explicit major concerns and task objectives as well as formulating specific success criteria that correspond to the objectives, in a bid to help the team examine and evaluate the effectiveness of the major concerns successfully and promote the school's continuous development. In addition, the school must review and revise the arrangement for K1 children to copy along dotted lines in the second school term and the difficult learning content and homework of the kindergarten-primary transition activities for K3 children, so as to meet children's development.