

School No.: 542199

Quality Review Report (Translated Version)

Spring View Kindergarten

**G/F, Block 3, Aldrich Garden, No. 2 Oi Lai Street, Shau Kei Wan,
Hong Kong**

28, 29 April & 2 May 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: 28, 29 April & 2 May 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 leadership team keeps track of the current situation of the school through regular meetings and work reports and provides timely guidance, leading the school to maintain a smooth daily operation. The management has served the school for years and is familiar with the work in various areas. It actively creates an open atmosphere to encourage teachers to express their views candidly and foster their communication. To raise the teaching standard of the team, the school plans different modes of training, including external support programmes and cross-boundary exchange tours, to broaden teachers' horizons. All these are conducive to the design and implementation of the curriculum. Through effective measures like induction activities and curriculum meetings, the school explains the skills for preparing lesson plans and lesson flow, helping newly recruited teachers get familiar with the job requirements the soonest. In tandem, the school invites grade level coordinators to take part in the discussion of administrative affairs for them to accumulate managerial experiences, hence facilitating teachers' professional growth. Team members are willing to learn and apply their acquired knowledge. They strive for ongoing improvement and drive the school forward with concerted efforts.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve new teachers' grasp of self-evaluation. The management leads teachers to collate evidence such as children's assessment information and teaching reflection to examine the effectiveness of work plans from multiple perspectives, and set a

development direction for the next year based on the analysis results and children's growth needs, and then discuss the specific details with new members at the beginning of the school year. In this school year, the school strives to promote children's interest in language learning and enhance their thinking skills. Drawing on past experiences, teachers make deployment for curriculum planning and parent education, enrich the element of free exploration in play and organise parent-child workshops to increase the effectiveness of the major concerns. According to the development foci, the school forms related task forces, convenes meetings to examine the progress and discuss adjustment plans, carrying out various implementation strategies in an orderly manner to facilitate gradual achievement of the expected goals for the major concerns.

- 1.3 The team caters for and accepts children with different backgrounds. It has established a well-defined identification and referral mechanism while collaborating with interdisciplinary professionals to adjust teaching methods and homework arrangements depending on circumstances so that children with special needs can receive appropriate assistance. The school forms learning groups, through which non-Chinese speaking (NCS) children's interest in Chinese is enhanced by means such as manipulating real objects and toys while allowing NCS children to interact with peers in Cantonese more often during daily lessons. To support newly admitted children, the school arranges an adaptation period for them to get familiar with the learning environment and activity rundown. The school maintains close liaison with parents through various channels, for instance, conducting lesson observation, distributing material kits relating to the learning content and organising parent-child simple learning tasks, keeping parents informed of the implementation of the major concerns. The parent-teacher association gathers enthusiastic parents together to assist the school with Lunar New Year fair stalls, handicraft workshops,

etc., fostering home-school co-operation. Thus, parents and the school work hard for the well-being of children in collaboration.

2. Learning and Teaching

- 2.1 According to themes, the school selects picture books that tie in with children's life experiences as teaching materials and designs an integrated curriculum to cultivate children's virtues, helping children develop skills and construct knowledge. Apart from planning simple experiments to provide more hands-on exploration opportunities for children and arouse their curiosity, the school also introduces Chinese folk games and learning content relating to traditional custom to each grade level while letting children taste Chinese food to increase their understanding of and interest in Chinese culture. Regarding the daily schedule, the school arranges music, physical, art and free choice activities for children every day. It has added mixed-age play sessions in recent years to offer children more chances to explore freely and get along with others. However, more time for physical and music activities should be allocated to whole-day classes to further promote children's balanced development.
- 2.2 The school has formulated a proper policy on the assessment of child learning experiences. Teachers adopt continuous observation to assess children's performance in each learning area and prepare observation record based on the developmental goals of children to reflect children's growth process clearly. Teachers invite parents to write words of encouragement to their children and share their living habits at home. Furthermore, teachers keep parents informed of their children's learning and areas for improvement through face-to-face meetings at opportune times to enable children to learn positively and actively. Besides, the school analyses the child assessment information in a systematic manner to serve as

a reference for curriculum planning.

- 2.3 The school has established a robust curriculum management mechanism. By observing lessons, attending meetings, scrutinising teaching plans and so forth, the management monitors the curriculum implementation while communicating closely with teachers to give them feedback when necessary. Teachers conduct teaching reflection. They also review the activity arrangements and teaching strategies against children's performance with the management, and thus make suggestions for improvement. The team refers to the review findings to revise the curriculum, enhancing the effectiveness of learning and teaching.
- 2.4 To keep pace with the implementation of the two priority tasks, namely promoting children's interest in language learning and enhancing their thinking skills, teachers incorporate interesting extended activities into thematic teaching to let children have more chances to practise the knowledge of Language and Early Childhood Mathematics. As observed, children and peers threw balls at a spinning wheel and then spoke out the name of the food in the picture. They also took part in the traditional game of egg fights which signals "Summer Commences". Children competed by tapping their boiled eggs against each other to see whose egg was the hardest while sharing their favourite egg dishes to apply their acquired knowledge, enjoying themselves thoroughly. Children also learn counting skills as they count and put a specific number of loaves into a bag using tongs under teachers' guidance, or they select adequate pieces of fabric from various types of cloth collected by teachers to make a Chinese patchwork cloth successfully. Besides, price lists are displayed in shops in the imaginative play corners. Children play the roles of staff and customers to do basic calculations, and then pay and give change with play coins. They also talk to their peers politely including addressing or greeting others by name first. In a real-life context, children are willing to express their thoughts and

gradually grasp the basic mathematical concepts. Moreover, teachers arrange for children to share their favourite picture books and ask their peers to answer simple questions in morning assemblies, hence strengthening children's speaking abilities. Teachers also encourage children to discover things that are related to numbers in daily life and introduce these things when they are back at school to increase children's interest in Early Childhood Mathematics. On the whole, teachers attach importance to the connection with children's life experiences so that children can apply their acquired knowledge and skills in various ways, which effectively motivate children to learn as well as enhancing their language and thinking skills. Children are enthusiastic during the activities and are engaged in absorbing knowledge and constructing basic skills.

2.5 Teachers utilise the common area in the lobby flexibly to set up a scene of shops in the community including a hair salon, a bakery and a clinic. They also place hair accessories, thermometers and other real objects there for children to use or manipulate, deepening children's understanding of their surroundings. During free choice activities, children make good use of props to role-play, such as simulating providing consultation and dispensing medicine to patients, as well as cooking and serving food to diners. Children work together and accumulate learning experiences through play in a relaxing and joyful way. The simple experiments in the exploratory corners are closely related to the themes. Children employ simple teaching aids for sensory exploration, including adding different amount of water to flour to observe the changes in dough texture, spraying water onto the pieces of cloth to identify waterproof fabrics, and building egg protection devices, thus arousing their curiosity.

2.6 Teachers are conscientious in teaching. They organise circuit games of different levels of complexity meticulously during physical activity sessions. Teachers first

let children execute the basic movements, and then adjust the materials and activity content in light of the performance and abilities of children to encourage them to take on more difficult challenges for satisfying learning needs. In art activities, teachers ask children to add colours and patterns to clothes and eggs, which helps children combine the relevant knowledge of the picture book stories to create artworks and cultivates their aesthetic sense. During mixed-age music games, teachers act as a conductor to lead all children to play in an instrumental ensemble. Children play xylophone and rainbow bells to produce crisp tones, unleashing their creativity. Teachers guide children to review the play experiences. Teachers are advised to ask more questions for stimulating children's thinking as well as sharing of interesting discoveries and solutions to problems, thus extending children's learning to a further extent.

3. Recommendations for Enhancing Self-improvement of School

The school has laid a solid school self-evaluation (SSE) foundation. Under the guidance of the management, the team puts the cyclical SSE process into practice to evaluate the effectiveness of work in various domains, driving the school to pursue progress while maintaining stability. The school is still required to allocate more time for the physical and music activities to whole-day classes so as to foster children's balanced development. During review sessions, teachers are advised to ask questions more often based on children's experiences and feelings so as to stimulate children's thinking as well as sharing of interesting discoveries and solutions to problems, hence further extending children's learning.