

**School No.: 542601**

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

**Tsz Ching Estate Bodhi Siksa Kindergarten**

**G/F, Ching Ming House, Tsz Ching Estate, Tsz Wan Shan, Kowloon**

**11, 12 & 17 December 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 11, 12 & 17 December 2024**

- 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 has a concise administrative structure as well as clear and detailed guidelines. Regular meetings are held to discuss school matters, allowing teachers to collaborate on daily affairs, facilitating smooth operations. The management has assumed office in recent years. It takes into account the personnel changes in school to actively communicate with staff to build team cohesion, and allocates tasks based on teachers' experiences and preferences. The management also assigns experienced members to guide the newly recruited teachers, helping them get hold of the requirements of various tasks the soonest. The school has followed up on the recommendations of the previous Quality Review to provide teachers with different types of training activities according to the school-based development needs while encouraging teachers to share their learning with one another, so as to enhance the team's professional competence.
- 1.2 At the end of a school term, the management leads teachers to review the work effectiveness of each domain and take reference from children's daily performance to discuss the school's development directions. When implementing annual major concerns, the school primarily arranges external support programmes for seed teachers and takes forward the plans after they have learnt the relevant teaching strategies. Last school year, the school regarded promoting children's language development as its major concern. Seed teachers applied the knowledge they learned from training in some classes as a trial run. For instance, they included

books as teaching materials and improved the activity design and the setup of interest corners. In this school year, the plan is being implemented across the whole school.

- 1.3 The school accepts and cares for children. It has established a mechanism to identify and provide referral services to children in need while maintaining close communication with parents and multi-disciplinary professionals so that children can receive appropriate support the soonest. In tandem, the school adjusts homework and assessment arrangements in response to the children's developmental progress. It renders individual guidance in a timely manner to help children gradually build their confidence in learning. The school considers strengthening teachers' skills in catering for children's diverse needs as its major concern of this school year and seed teachers take part in training to acquire the relevant strategies. The plan is still at the initial stage. The parent-teacher association has been formed in recent years to assist in gathering parents' views and organising activities with the school, strengthening home-school liaison. Moreover, the school conducts parent education seminars and parent-child workshops in alignment with the needs of parents to deepen their understanding of child development and positive parenting. Thus, home and school work together to facilitate children's healthy growth.

## **2. Learning and Teaching**

- 2.1 Taking reference from the teaching packages and aligning with children's developmental needs and interests, the school devises a school-based curriculum using real-life themes. The curriculum content covers different learning areas. The school attaches importance to children's moral development. It sets moral foci every year and launches award schemes to encourage children to practise good deeds in daily life. Furthermore, teachers act out moral stories during morning assembly to connect children's life experiences, inspiring them to show care for others. The

school holds the national flag raising ceremony weekly, incorporates the elements of Chinese culture into the curriculum and designs a wide range of activities, including decorating the role-play corner as a Chinese medicine clinic when developing the theme of community, and organising Chinese snack tasting activities under the theme of food. Children feel the essence of traditional culture through exploration and experiences, gradually developing their sense of appreciation. Some learning activities include cultural elements of other countries, such as the introduction of Diwali to help non-Chinese speaking (NCS) children understand the custom of Mid-Autumn Festival as well as arousing their interest in traditional Chinese culture. This school year, the school improves the homework design by reducing the amount of copying so that children do not have to write words with complex strokes. Such arrangements are appropriate.

2.2 Teachers devise assessment content based on the learning objectives and observe children's learning performance continuously. In recent years, the school has been revising the assessment criteria to assist teachers in assessing children's developmental progress in a more specific way. The school invites parents to keep records of children's behaviour and attitudes at home to help teachers get the full picture of the development of children. Teachers distribute the thematic assessments to parents regularly, and keep such information along with observation records and so forth in the child learning portfolios. At the end of a school year, teachers summarise children's overall performance and provide parents with suggestions for fostering children's growth.

2.3 The school has established a curriculum management mechanism. The management keeps track of the curriculum implementation by scrutinising documents, observing lessons and so forth while leading teachers to carry out collaborative lesson planning and discuss the teaching content and activity design.

Teachers conduct reflection every day and utilise different forms for evaluation at the end of a theme. Nevertheless, the effectiveness of the evaluation is hindered by the large number of assessment items, some of which contain duplicate content. Additionally, undue emphasis has been placed on the teaching arrangements and content description in the evaluation records whereas the review of the effectiveness against the learning objectives is less focused on. Some suggestions for improvement have not been followed up on as well. The school is required to sharpen teachers' reflection skills, guide the team in making good use of the children's performance and learning objectives to evaluate the effectiveness, and carry out such practice pragmatically to improve the curriculum continuously.

- 2.4 The school combines the original music zone and physical zone to expand the space for children to play. Teachers fully utilise the play zone, allowing children to choose physical items on their own to design gross motor games, during which children explore the equipment's different ways of play. Some children push the hula hoops to the designated place while some others crawl through tunnels built with hula hoops and building blocks, developing their body coordination. The school places a great variety of toys and materials in the play room and children enjoy manipulating them. Children construct knowledge and unleash their creativity by interacting with their peers. There are different interest corners in classrooms and the corner activities are fun-filled and manipulative. Teachers set specific objectives for the exploratory corners. They regularly increase the materials and change the activities to sustain children's interest in exploration. After introducing children to tea leaves, teachers provide different types of tea leaves and children take the initiative to visit the exploratory corner to explore the colour and aroma of various types of tea with their senses, showing their curiosity. Reading corners are comfortably furnished and have a section for recommended books. Children read

attentively but also actively share the book content with their peers. The teaching aids are designed to be in line with the teaching schedule. Teachers are advised to design teaching aids of varying levels of complexity according to children's needs with a view to catering for children's diversity. During free choice activities, teachers observe and join in children's play. Teachers also lead children to revisit their learning of the day. Teachers may utilise photos, children's works, questions, etc., to guide children to think further, hence extending their learning experiences.

2.5 Last school year, the school regarded setting up language environment to enrich children's learning experiences as its major concern. It strengthened seed teachers' skills in designing language learning activities through external support programmes. They selected picture books that tied in with themes and children's interests and held extended activities in the role-play corners of their respective classes, motivating children to learn. This school year, the school improves the setting of all interest corners in classrooms to increase opportunities for children to use language. As observed, the corner activities were effective in providing a real-life context for children to use language through play. For example, K3 children wrote and mailed letters in a simulated post office and K2 children made a brief record of their findings in exploring tea leaves, during which children applied their reading, listening, speaking and simple writing skills, laying the foundation for language usage gradually.

2.6 Teachers are amiable, friendly and care for children, resulting in a good teacher-child relationship. Teachers have a positive teaching attitude. They always draw children's attention with lively facial expressions, tones and gestures while creating interesting scenarios to ignite children's imagination to start music games. Under teachers' guidance, children throw themselves into experiencing the beat of music and are delighted to sing and perform rhythmic movements. Teachers provide

photos and real objects with an aim to help NCS children grasp the learning content. Yet, teachers' teaching pace and speech rate are rather fast, which is inconducive to children's understanding of the messages and instruction. The teaching aids also fail to align with the needs of NCS children. All these require improvement. Teachers must enhance their teaching skills, design progressive activities and slow down their speech rate as well as make optimal use of resources to assist NCS children in comprehending the learning content, hence increasing the effectiveness of learning and teaching.

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

- 3.1 The development directions devised by the school generally align with its context . However, the team is advised to review the practice of relying on the external support to direct the work plans. The management must guide teachers to grasp the school context precisely and map out corresponding work objectives, plans and strategies. Apart from introducing external resources, the management may plan and implement the strategies based on the school's conditions and needs, thereby enhancing the effectiveness of the major concerns. Additionally, the school is recommended to enhance its file archiving and classification system to improve work efficiency and facilitate the transfer of experiences.
- 3.2 The management must strengthen its curriculum leadership to lead the team in making good use of the review information and children's performance to evaluate the teaching effectiveness, and then make specific and feasible suggestions for improvement and take pragmatic follow-up action, with a view to informing the curriculum. Furthermore, the teaching team is required to sharpen its teaching skills and apply various teaching strategies to cater for children's diverse needs effectively.