

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

18, 19 & 21 February 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 18, 19 & 21 February 2019

- 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 has served the school for years. It is familiar with the operation of the school and handles daily school matters according to the established procedures. The management maintains an open attitude to encourage staff to engage in candid communication. The management is willing to listen to and follow up staff's views. Members of the teaching team carry out their duties properly. They collaborate with each other to implement the curriculum and take care of children. The school encourages teachers to take part in training activities. It provides relevant information for teachers to facilitate their professional development.
- 1.2 The school consents to the rationale of school self-evaluation (SSE). A SSE mechanism is established. Through gathering different types of information and collaborative discussion, evaluation of work in each area is conducted and relevant suggestions for improvement are made. The school then discusses its annual development plan with staff. The school has regarded refining the set-up of interest corners and activity design as its major concern in recent years to facilitate children's interest in learning. The school reviews the design of the interest corners of each grade level. By means of engaging teachers in collaborative lesson planning, mutual observation and exchange as well as considering the opinions of the management, the school progressively improves the set-up of the interest corners and activity design.
- 1.3 The school accepts children with diverse needs. It taps community resources to provide referral services for children in need so that they can receive appropriate support as early as possible. The school translates the school notices into English for non-Chinese speaking (NCS) parents to reinforce mutual communication, offering them timely assistance. The school also organises activities for NCS parents to understand the community and local culture. Besides, the school maintains close connection with parents. It arranges parent education seminars and lesson observation for parents to have better ideas of child development as well as

the learning progress of their children. The school invites parents to be volunteers to assist in school activities. Parents agree with and support the school. They are willing to participate in school activities thus facilitating home-school cooperation.

2. Learning and Teaching

- 2.1 The school designs the curriculum by an integrated approach with themes. The curriculum content is comprehensive. It covers all learning areas and ties in with children's life experience and interests which are conducive to nurturing positive values and attitudes in children and helping them learn knowledge and skills. The school arranges visits for children to enrich their learning experience. The school also attaches great importance to moral education and infuses moral education elements into the curriculum and activities. Furthermore, the school followed up the recommendations in the previous Quality Review by revising the content and arrangement of relevant activities in order to encourage children to experience and practise good morals in daily life. Children are provided with sufficient opportunities to participate in free choice and art activities daily. However, music and physical activities are not arranged daily for children. The school should revise the daily schedule to facilitate children's balanced development. Besides, the school arranges some K2 and K3 children of the whole-day classes to participate in interest classes which are not a part of the curriculum during lesson time. This kind of activities affect the daily routine of children and hinder children from participating in daily learning activities. This arrangement should be cancelled.
- 2.2 The school adopts continuous observation to assess children's performance in different perspectives. The assessment content adheres to the learning objectives. The school develops learning portfolios for children to maintain records of their assessment information and work as evidence of their growth. At the end of the school term, teachers summarise the progress of children in each development area in different stages and report it to parents in a timely manner which is conducive to home-school collaboration in facilitating children's growth.
- 2.3 The school has developed a clear curriculum management mechanism. The management formulates the curriculum outline with teachers collaboratively and leads them to discuss the learning content in accordance with the curriculum outline. The management understands the implementation of the curriculum by means of curriculum meetings, classroom walkthroughs and lesson observation. Teachers have teaching reflection regularly so as to review the arrangement of teaching

activities. The management could lead teachers to evaluate the teaching effectiveness according to the learning objectives and explore how to make good use of the assessment information of children to inform curriculum planning.

2.4 The school has put efforts to improve the set-up of interest corners and activity design in recent years so as to enhance teachers' abilities in designing interest corners and children's interest in learning. There are different corner activities available in the classroom for children to join freely. The activities tie in with themes to extend children's learning. There is abundant supply of learning materials with manipulative and exploratory functions in the interest corners. As observed, children are attentive and engaged in the activities. They play with peers harmoniously. Most children are familiar with the rules of playing in the interest corners. They keep records upon completion of each activity. Children draw and work in collage freely in the creation corner and engage in role-play in the imaginative play corner. There are different materials such as paper, coins and recyclable items in the exploratory corner for children to touch and manipulate. Yet, it is ineffective in arousing children's interest in exploration. Moreover, the activity space in some interest corners is rather cramped which hinders children's interactive learning. The school should better utilise the activity space so that children can have enough space to explore and interact with peers, thereby creating a favourable learning environment. Teachers observe and guide children during activities and some of them play with children. However, teachers seldom let children share their experience and feelings after play. The management is advised to strengthen its role of curriculum leadership. In view of children's performance and the results of summarised review of interest corners, the management should lead teachers to further explore the ways of improving the activity design and arrangement according to the learning objectives as well as the role of teachers in play so as to enhance the effectiveness of children's learning through play.

2.5 Teachers are amiable and friendly. They listen to children patiently. Teachers maintain an earnest teaching attitude. They explain clearly and are able to use real objects, audio-visual teaching materials, etc., effectively to help children comprehend the learning content and arouse children's interest in learning. However, there are fewer opportunities for children's participation and interactive learning in some whole-class activities. Teachers are recommended to improve the teaching design and arrangement in order to increase the opportunities of interaction and thus facilitate children's learning. During music activities, the design of some activities

is rather monotonous. Teachers are suggested to design more diversified activities for facilitating children's active participation and enriching their music experience.

- 2.6 Teachers care about children. They adjust the arrangement of homework in light of children's different needs and provide them with individual guidance during activities to cater for their diverse needs. Teachers encourage NCS children to talk in Cantonese and invite them to answer questions from time to time with a view to increasing their opportunities of expressing in Cantonese. Besides, the school arranges group activities for NCS children to learn Chinese from play. However, their abilities are not fully considered in regard to some learning content. To strengthen the support of learning and teaching, the school should flexibly adjust the curriculum in light of children's abilities so as to tie in with the language experience of children, help them grasp the learning content, as well as boost their confidence in learning progressively.
- 2.7 Children enjoy going to school. They are interested in learning and able to follow teachers' guidance. They are willing to answer questions. Children treat people sincerely and politely. They play and learn with peers joyfully, getting along in harmony. Children possess good self-care abilities. They know how to pack learning materials and wear shoes on their own. Some children even assist in distributing tableware, tidying up materials and serving peers.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school's major concern has been implementing for years. In spite of the difference in the focuses of the plans, the strategies adopted are more or less the same. The use of success criteria and children's performance in assessing the work is not yet effective. To enhance the effectiveness of SSE, the school should further equip the teaching team with the SSE skills. In formulating the work plan, the school should devise specific task objectives to map out focused strategies and set out appropriate success criteria in order to promote the school's continuous development.
- 3.2 The management is suggested to demonstrate its role of curriculum leadership by planning teachers' professional training activities strategically; and leading teachers to make good use of the child assessment information and findings from evaluation to inform curriculum planning, thereby enhancing children's learning effectiveness. It is also necessary for the school to review and revise the daily schedule to ensure that children can have sufficient music and physical activities every day for facilitating their balanced development.