

School No.: 536911

Quality Review Report (Translated Version)

**Hong Kong True Light Kindergarten
(Caine Road)**

G/F - 2/F, 75 Caine Road, Hong Kong

29, 30 November & 2 December 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 November & 2 December 2022

- 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 allocates duties appropriately and forms different task groups in light of teachers' strengths and experience. A clear division of responsibilities has been established. There is close communication between team members and regular meetings are held among groups or grade levels. Through attending meetings and scrutinising documents, the management leads and monitors school tasks effectively. The school values the team's development and regards enhancing teachers' professional competence as its major concern. It provides training based on the development needs of the school and teachers, enhancing teachers' knowledge in different aspects. The school also arranges peer lesson observations for teachers to promote their professional development through observing and having reviews on each other's work, in a bid to broaden their mind and reflective abilities.
- 1.2 A school self-evaluation (SSE) mechanism is in place and the school is able to apply the rationale of SSE, viz. planning, implementation and evaluation, in its daily work. Teachers jointly plan and review the work effectiveness in meetings while making concrete suggestions for improvement. They also collect parents' views on activities by using questionnaires, which is one of the indicators for examining the work effectiveness. The school devises major concerns by collective discussion while reviewing the work effectiveness regularly. The school has been continuously considering strengthening moral education as its major concern. It pre-sets varied moral themes to be introduced over a period of three years and designs different activities for stakeholders' participation. Besides, the school has taken enhancing children's interest in learning Putonghua as its major concern in recent years. The plan is being implemented progressively.
- 1.3 The school caters for children's diverse needs and has an appropriate identification and support mechanism in place. Teachers liaise with the management, professionals and parents for children in need. They compile observation reports periodically to reflect children's performance as well as providing referrals and

support services aptly. The school cares about newly admitted children that parent-child activities and adaptation week are arranged for them to integrate into school life the soonest. As for the interface between kindergarten and primary education, the school disseminates primary school information which includes inviting parents of the graduates or principals of primary schools in the same district to share, so as to get children and parents prepared for promoting to primary schools. The school attaches importance to parent education and holds different seminars and workshops with parents to boost their competence in parenting. With an aim of letting parents understand the school operation and their children's learning, the school regularly invites parents to take part in different activities at school, including attending parent's day and lesson observations. The parent-teacher association has been established for years and has pooled parents' efforts by organising parent seminars and parent-child activities. The school utilises parents' resources properly and recruits parent volunteers to assist in implementing school activities. Parents support the school and are eager to take part in all activities.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and picture books, the school organises its integrated curriculum with themes that are in line with children's life experiences and interests. The curriculum is comprehensive in content and covers all learning areas, stressing on the cultivation of values and attitudes, and the acquisition of skills and knowledge. Children are arranged to carry out project learning twice a school year. They collect information based on the topic of their choice, and then present and share the results to peers, which is favourable for enhancing their learning interest while cultivating in them an attitude of learning actively. Besides, the school is gradually promoting national education. By experiencing traditional Chinese festivities and being exposed to Chinese culture and art, children get to know about the country and Chinese culture. The school also holds a national flag raising ceremony on National Day to teach children to learn about and respect the national flag and national anthem.
- 2.2 The school arranges music, physical and art activities for children daily. Yet, there is insufficient time for K3 children to have physical activities on Fridays. The school must review and revise its daily schedule in order to ensure a balanced development for children. The school organises primary one simulation week to

help children prepare for primary school life. However, mock interviews and dictations are included there, which are not suitable. The school is required to cancel those arrangements. For homework design, the content of some pieces of homework in K3 are rather difficult. The school must remove the inappropriate parts to cater for children's development.

- 2.3 The school puts much effort into nurturing children's moral behaviour. In conjunction with the major concern, the school's religious group coordinated and carried out moral education last school year such as setting moral themes and teaching content as well as arranging parent-child activities. The school has continued to promote moral education this school year by cooperating with external organisations to devise stories and pithy phrases for daily teaching. Children are obedient and friendly while parents recognise the school mission. The effectiveness of the work plan has been observed. The school emphasises language learning as well and takes enhancing the effectiveness of Putonghua activities as another major concern. Teachers create scenarios from nursery rhymes, video clips and games to offer children the opportunities to listen and speak. From observation, children responded to teachers' questions, played or read out the nursery rhymes using Putonghua vocabularies and phrases. The plan has been delivering results gradually.
- 2.4 The school has a well-developed policy on the assessment of child learning experiences. According to thematic learning and children's development, it devises assessment items that are comprehensive and in line with the curriculum goals. The school creates learning portfolios for children, assesses their performance through continuous observation and keeps assessment information, observation records, etc., in an orderly manner. Teachers regularly inform parents of their children's development and render specific feedback to them so as to follow up on the needs of children together.
- 2.5 The school has an explicit curriculum management and monitoring mechanism in place. The management leads teachers to discuss the progress of curriculum and learning content while keeping track of the curriculum implementation and proposing suggestions for improvement through attending meetings, scrutinising curriculum documents and observing lessons. Upon completion of themes and special activities, teachers conduct reviews on a regular basis, including recording children's performance. They also make recommendations on procedures, materials and so forth, which is conducive to learning and teaching enhancement.
- 2.6 The school is bright, clean and tidy, with ample space for children to carry out

activities. Children are assigned to take part in group activities or free choice activities in classrooms or the lobby every day. Nevertheless, most of the activities are directed by teachers. Teachers are advised to play the roles as observer and inspirer more often so that children are given room to develop and think further. Children have opportunities to take part in art activities. However, there are not many art and craft materials, making the activities unappealing. Teachers may prepare plentiful art and craft materials to help children unleash their creativity and imagination. Children carry out exploratory activities occasionally but the exploratory elements therein and chances given to them are limited. It is necessary for teachers to design more activities involving elements of exploration so as to nurture children's exploratory spirit to a greater extent. As observed, sometimes children engaged in activities on their own and seldom interacted or collaborated with peers. Teachers are recommended to provide more opportunities for interaction among children to promote their social development. Besides, children have to complete homework or designated simple tasks before choosing their own activities. The school is recommended to review and amend the existing arrangement to ensure that children could have ample opportunities to choose activities freely.

- 2.7 Teachers care for children and offer individual instructions during activities. Meanwhile, they adjust homework for children when necessary with a view to catering for children's diverse needs. Teachers use pictures, teaching aids and video clips to facilitate teaching and ask questions to guide children to express themselves more often. During music activities, children follow teachers to perform rhythmic movements and take turns to play musical instruments, demonstrating adequate elements of music. As for physical activities, children have enough space to move around and have sufficient amount of exercise. However, the activity design is rather monotonous and lacks variety. Teachers are advised to provide children with various equipment and design a wide range of activities based on their needs, hence increasing children's learning interest.
- 2.8 Children observe rules and are polite. They are willing to share, showing satisfactory expression abilities. They love attending school and give their full attention to play during activities. Children have good self-care abilities as they can tidy up their personal belongings by themselves. They can also assist in arranging chairs and put learning aids back after activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism. For facilitating continuous advancement of the school, it could adjust its development direction in light of the school context and its environment in due course. The management is advised to stick closely to the work objectives when formulating work strategies and success criteria, and consider children's performance as one of the success criteria for achieving a more holistic assessment.
- 3.2 The school is required to review and revise the daily schedule of K3 so that children could have a balanced development. To accommodate children's developmental needs, the school must cancel the mock interviews and dictations as well as removing the inappropriate homework. Teachers are suggested to enrich the materials and set-up of the interest corners, design diversified activities while providing more opportunities for children to take a leading role in learning, thus increasing children's interest and initiative towards learning.