

**School No.: 325040**

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

## **May Nga Kindergarten**

**G/F, 148 & 148A Pau Chung Street & 1/F, 146-150 Pau Chung Street,  
To Kwa Wan, Kowloon**

**30 April, 2 & 6 May 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: 30 April, 2 & 6 May 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 and the affiliated kindergartens of the organisation collaborate on developing teaching materials and organising joint-school activities to facilitate the sharing of resources among themselves. The delineation of roles among members of the management is clear. The principal is mainly in charge of working out the development direction of the school and senior teachers are responsible for leading the team to perform various tasks. The school forms different working groups in which team members discharge their duties properly, resulting in smooth daily operation. Experienced teachers and newly recruited teachers are assigned to teach the same class for sharing experience through practice, helping the new teachers grasp the job requirements. Additionally, the school offers training for teachers and encourages them to share the knowledge acquired in order to enhance their teaching skills. The management facilitates teachers to reflect on their work performance and set their individual development goals for the next year so as to foster the professional growth of teachers.
- 1.2 The school has established a school self-evaluation mechanism. It regards strengthening the promotion of national education as its major concern of this school year in light of the trends of curriculum development and draws up plans on aspects such as learning activities and teacher training with a view to developing a sense of national identity in children. Furthermore, supporting children's physical and psychological development is taken as another major concern as the school receives external professional support services. The school has implemented and put forward the deployed work.
- 1.3 The school embraces learner diversity. It establishes an explicit identification and referral mechanism while collaborating with external professionals to give suitable support to children the soonest. As for guiding non-Chinese speaking (NCS) children to learn Chinese, teachers not only adapt homework but also arrange group learning to provide more opportunities for NCS children to practise Cantonese.

With respect to taking care of newly admitted children, the school organises an adaptation day before the school year starts, during which children can participate in different activities at school to familiarise themselves with the school environment. Parents maintain communication with the school through diversified channels. For instance, parents keep abreast of the implementation of the major concerns by reading publications, understand children's learning through lesson observation as well as receiving information of primary schools that help them make school choices for their children. Meanwhile, parents are invited to serve as volunteers to assist in activities, thereby knowing about the campus life. Besides, the school organises seminars and workshops to enhance parents' understanding of child development, hence jointly promoting children's healthy growth with parents.

## **2. Learning and Teaching**

- 2.1 Making reference to the teaching packages and according to the life experiences and interests of children, the school designs an integrated curriculum using themes. The curriculum content covers all learning areas and accommodates the cultivation of values and attitudes in children, assisting them in acquiring skills and constructing knowledge. The school attaches importance to children's moral development. It encourages children to practise good behaviour by sharing moral stories with them, launching award schemes and so forth. Apart from the arrangement on outdoor visits and other activities to enrich children's learning experiences, the school also organises an activity day every Friday that children have chances to engage in different games. However, children may not have the opportunities to take part in physical and free choice activities on that day. Besides, primary one adaptation activities are arranged in a subject-based learning approach, which is inappropriate. The school must review and revise these practices altogether in a bid to offer children a balanced daily schedule and ensure that they have sufficient time to participate in music, physical, art and free choice activities every day. In addition, some pieces of K3 homework are too difficult. The school must review the homework design and remove the inappropriate part to suit children's developmental needs.
- 2.2 The school adopts continuous observation to assess children's performance and creates learning portfolios for children, maintaining information like thematic assessments and observation records. Teachers keep parents informed of children's growth through parents' day and daily communication. In tandem, teachers

conclude children's learning at the end of a school term. Yet, the performance of children, which is presented in the end-of-term assessments, is derived from the average value of the relevant assessment items of each theme. Such practice fails to accurately reflect children's learning at the end of the school term and therefore improvement must be made for parents to keep track of their children's development precisely. Moreover, the school is required to follow up on the recommendations of the previous Quality Review to collate and analyse the assessment information to inform curriculum planning.

- 2.3 The management conducts lesson observation, attends meetings and scrutinises curriculum documents to understand and monitor the implementation of the curriculum. It also schedules peer lesson observation to facilitate teachers to observe, learn and share experiences with one another. Teachers conduct reflection on daily teaching. The management regularly reviews the implementation of each theme with teachers. At present, the school tends to focus more on reviewing the themes and corner activities, and rendering relevant suggestions for improvement. The management is advised to keep on leading teachers to review other activities for increasing the overall quality of learning and teaching.
- 2.4 To keep pace with the major concern of strengthening national education, the school arranges festivities and the national flag raising ceremony for children while using Chinese stories as an entry point to plan a wide range of learning activities. These activities include understanding of Cantonese opera and designing relevant ornaments, learning Chinese calligraphy and making bamboo-copters, which allow children to experience traditional Chinese art and folk games, thereby deepening their understanding and appreciation of the Chinese culture and cultivating their sense of national identity. Teachers take forward and implement tasks related to the major concerns collaboratively. The work plans have achieved certain results.
- 2.5 The school premises are tidy and clean with learning resources neatly placed. Teachers exhibit children's works along the corridors and in classrooms for children's mutual appreciation, which is conducive to boosting children's sense of belonging to the school. Interest corners in the classrooms are designed to be manipulative, offering children more opportunities for cooperation or exchange. Children are willing to play theme-related board games with their peers, or they complete a jigsaw puzzle featuring insects together to foster their social development. Teachers provide a variety of art materials. Children love drawing or making collage, being particularly attentive in making art and crafts. Books in alignment

with themes are displayed in the classrooms for children to extend their interest in the themes. Besides, teachers design activities with exploratory elements. For example, teachers provide plastic bottles with holes pierced. Children observe and compare the flow of water from the holes at different height. Some of the children take the initiative to share their discoveries to teachers, possessing powers of observation. Teachers actively participate in children's play while intervening and giving guidance when necessary. They also conduct reviews with children after activities. Some teachers are able to utilise children's works or scenarios from play that are worth sharing, and then invite children to express their creative ideas or discoveries to facilitate children's mutual appreciation and learning.

- 2.6 Teachers are kind and amiable. They care for children and put much effort into improving communication and cooperation of children from different backgrounds in the course of the activities, which is beneficial for the creation of an inclusive atmosphere on campus. Teachers make use of real objects, picture cards, puppets, etc., to facilitate teaching, increasing children's interest in learning. Moreover, teachers tell stories in vivid tones and children listen attentively. In music activities, children sing, move their bodies and play musical instruments along with music, feeling the rhythms and melodies of music. With respect to physical activities, children experience movements such as running, jumping and throwing bean bags while having opportunities to ride tricycles. That said, children have to wait for a rather long time for some of the activities. Teachers are advised to take note of the activity arrangement in order to increase the amount of exercise for children.
- 2.7 Children love going to school and are engaged in learning activities. They also like playing games with their peers and get along well with one another. In tandem, children take the initiative to greet and treat others with courtesy. Children are curious, demonstrate their creativity during activities and are pleased to share their thoughts. They tidy up things on their own after snack time and activities, showing good self-care abilities.

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

- 3.1 Apart from considering the external professional support services received as the major concern, the school may devise more appropriate major concerns based on its development and the needs of children. Moreover, some success criteria are not yet able to effectively evaluate the extent to which the objectives have been achieved.

The school is recommended to map out success criteria that dovetail with the task objectives so that it can examine the effectiveness of the work plans in a focused manner, promoting its continuous development.

- 3.2 The management may continue to lead teachers to review the learning activities in the daily schedule and refine the practice for the end-of-term assessments, and then inform curriculum planning by utilising the review and assessment findings. The school arranges various learning activities for children, but it is required to ensure that children have sufficient time to take part in music, physical, art and free choice activities every day, offering a balanced daily schedule. The school must also remove the homework that is too difficult in a bid to cater for the developmental needs of children.