

School No.: 159204

# **Focus Inspection Report (Translated Version)**

## **Po Leung Kuk Fong Wong Woon Tai Kindergarten**

**Unit KG02, G/F., East Wing, TKO Gateway, Hau Tak Estate,  
2 Sheung Ning Road, Tseung Kwan O, New Territories**

**1 March 2024**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

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

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## 1. School Performance

- 1.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school selects suitable books and takes into account children's life experiences and interests to develop an integrated curriculum using themes. The curriculum content covers all learning areas and caters for the acquisition of attitudes, skills and knowledge. The school has a balanced daily schedule and provides children with sufficient opportunities to take part in music, physical, art and free choice activities every day. However, some pieces of homework for K3 children are too difficult. The management must guide the teaching team to examine and remove those difficult content in order to meet children's developmental needs.
- 1.2 The school strives to promote national education that it displays the national flag daily in the lobby. The national flag raising ceremony is conducted weekly and on important days with a view to cultivating a sense of national identity in children. By upholding the principles of being nice-looking, fun, delicious and euphonious, the school incorporates different learning activities into the curriculum for children to know about and appreciate Chinese culture. These activities include creating artworks in Chinese style, experiencing traditional folk toys and games, savouring festive delicacies and enjoying Chinese orchestra. The school attaches importance to the affective and social development of children and creates a positive atmosphere on campus while nurturing children's positive values and attitudes and good behaviour.
- 1.3 The school develops a child learning assessment mechanism and creates learning portfolios for children to retain their assessment information properly. Members of the teaching team jointly devise the assessment items which align with the thematic learning objectives and specific assessment criteria. They continuously observe and document children's learning and development while providing comments on

children's overall performance at the end of a school term. The school invites parents to record children's behaviour at home for teachers to fully grasp children's development. Teachers explain children's learning to parents through face-to-face meetings and render suggestions for facilitating children's further growth.

- 1.4 The spacious school premises are bright and neat with divided areas for children to carry out various kinds of activities. Teachers display children's work, activity photos and slogans along the corridors to enable children to appreciate and review their learning as well as reinforcing their positive thinking. Teachers set up corner activities in the classrooms according to themes. Some teaching aids are thoughtfully designed which can stimulate children to construct knowledge through play. In a dice roll challenge, children manipulate three-dimensional teaching aids and build the concept of quantity. Children act as teachers and pupils to recognise words in the language corners together. Teachers are recommended to refine the display of books in the reading corners in order to increase children's reading motivation. Teachers could also put more diverse materials in the art and craft corners for children to unleash their creativity.
- 1.5 Teachers are kind and care for children. They are well-prepared for teaching and utilise real objects and teaching aids to facilitate children's learning. Some teachers ask questions to assist children in understanding the learning content as well as giving ample opportunities for children to express their opinions and share their experiences. During music activities, teachers lead children to listen to music, move rhythmically and have imagination along to music. Teachers encourage children to conduct physical activities. That said, teachers are advised to provide more specific clues for children to grasp the movement as well as rendering individual support. In free choice activities, some teachers join in children's play and guide children to make different attempts and explore further. In review sessions, teachers could provide

more opportunities for children to share their process of play and introduce their works in a bid to consolidate and extend what they have learnt as well as helping them learn from one another.

1.6 Children are friendly and amiable. They observe rules and are courteous. They greet others proactively and get along well with peers while playing and collaborating with one another, showing good affective and social development. Children love to learn and engage in various activities actively. They tidy up things swiftly after activities and keep tables clean when having meals, demonstrating favourable self-care abilities. However, the way of holding a pencil of some children is improper. Teachers are required to arrange more activities that build fine motor skills and provide individual guidance to children, thus cultivating a good writing habit in children.

1.7 The school has a solid mechanism for curriculum management and monitoring. The management steers teachers to discuss the curriculum content and design learning activities. In tandem, the management keeps track of the curriculum implementation by attending meetings, scrutinising documents, providing in-class assistance and so forth. It gives guidance as well. The school makes good use of external resources to support teachers' professional development in an effort to enhance their teaching standard. The teaching team reflects on teaching regularly. It collates the reflective notes and child assessment information at the end of a school term to inform curriculum.

## **2. Recommendations for Fostering Sustainable Development of School**

School team members cooperate with each other and make concerted efforts to promote the sustainable development of the school curriculum. The management is required to lead teachers to review the K3 homework and remove those too difficult part. It should

continue to strengthen teachers' teaching skills to a further extent through teaching practice and peer exchanges, thereby enhancing children's learning effectiveness.