

School No.: 563730

Focus Inspection Report (Translated Version)

Po Leung Kuk Ng Po Ling Kindergarten

**Unit 21-34, Podium Level, Tsui To House, Tsui Ping Estate,
Tsui Ping Road, Kwun Tong, Kowloon**

2 November 2023

**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 Based on the curriculum outline of the organisation, the school devises a comprehensive and balanced curriculum in an integrated approach by referring to the teaching packages to select themes that fit children's life experiences. Teachers arrange activity days and visits that align with the themes while leading children to conduct project learning, facilitating them to develop positive values, extend learning interests and skills as well as enriching knowledge through diversified and interesting activities and exploration. The school values home-school cooperation and pulls together parents' effort to launch parent-child activities related to moral education and Chinese culture. Children are encouraged to practise good behaviours continuously while learning about the country and traditional culture through real-life topics. The school arranges sufficient physical, music, art and mixed-age free choice activities for children every day, facilitating their balanced development and cultivating their attitude of active learning.
- 1.2 The school assesses children's performance through continuous observation and record-keeping. It develops learning portfolios to keep observation records of activities, children's work, summative assessments and so forth. Teachers carefully observe and analyse the abilities that children display during different activities, and make up observation records that can truly reflect children's developmental progress. Teachers also provide appropriate suggestions to parents and work with them to support children's learning. Teachers keep parents informed of children's learning in each theme through student handbooks while parents give feedback in the aspects of the emotions, learning interest and living habits of children, etc., to foster home-school communication and collaboration effectively. The school collects and analyses the child assessment information for following up on children's learning and informing the curriculum planning.

- 1.3 Children's artworks are used to beautify the school campus. In tandem, the school utilises children's arts and crafts as teaching aids to foster a learning atmosphere which is full of amiability, joy and vibrancy. Teachers create an inspiring learning environment and design manipulative and exploratory teaching aids meticulously, enabling children to develop observation skills and sensitivity towards things through sensory experience. Children choose activities with different levels of complexity according to their preferences. Some teaching aids are designed with the function of answer checking. In addition, the school's self-made vocabulary booklets and pictorial guides are placed in the learning zones. All of these nurture children's positive attitudes towards the development of an inquisitive mind and extended learning. Besides, the environment set-up and enriched materials offer children various opportunities to develop creativity. As observed, K3 children unleashed their imagination in the theatre corner where they told stories to K2 children vividly using puppets and toys. They were capable of interpreting the storyline clearly and interacting with K2 children. After observing the leaf veins, K1 children chose what they need from a wide range of paints and tools, and then create unique patterns with various lines on leaf-shape papers. Children stayed focused in learning as they watched aquarium shrimps earnestly and flipped through the pictorial guides with their peers to learn about and appreciate the characteristics of shrimps.
- 1.4 Teachers put much effort into teaching and facilitate children's learning using real objects, pictures and teaching aids. They pay attention to children's needs to conduct individual guidance. Teachers possess a good sense of rhythm so that they are agile to use limb movement and play instruments during music activities. They motivate children to feel the dynamic beat and engage with the music ambience to sing and move the bodies along with the rhythm. Moreover, children are happy to ride tricycles, play hurdles and carry out other activities, being full of energy.

Teachers always encourage children to introduce their work and give recognition to them after the free choice activities. To tie in with the school's major concerns in recent years, which are enhancing children's abilities in exploring through play and developing social-emotional skills, teachers are advised to grasp children's discoveries and feelings during interacting with others in the games more often when leading children to engage in thematic learning or sharing sessions, thereby extending their learning.

1.5 The school has a well-developed curriculum management mechanism. The management and teachers conduct curriculum meetings to discuss the teaching outline for each grade level and review the teaching schedule. The management is also passionate about optimising the tools of teaching reflection to facilitate teachers to observe children's performance and give feedback and recommendations on teaching arrangement. Building on the sound foundation, the management is recommended to steer teachers to devise aims of reflection in light of the major concerns of the year and facilitates the team to engage in in-depth exchange on the effectiveness of the teaching strategies.

2. Recommendations for Fostering Sustainable Development of School

The management demonstrates its role of professional leadership and strives to promote curriculum development. It may continue to lead teachers to conduct focused reflection on its development in order to uphold the rationale of facilitating learning through play for children and strengthen the effectiveness of learning and teaching in a sustainable manner.