

School No.: 565326

Focus Inspection Report (Translated Version)

Po Leung Kuk Tong Chor Nam (Lek Yuen) Kindergarten

No. 223-232, 1/F, Kwai Wo House, Lek Yuen Estate, Shatin, New Territories

24 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 The school upholds the mission of child-centredness to set explicit curriculum objectives. It makes reference to the teaching packages and the curriculum outline of the organisation while tying in with children's life experiences and interests to formulate an integrated curriculum using themes. The curriculum content is comprehensive and appropriate. Teachers guide children to carry out project learning on topics of their interest to gather information, explore and share their discoveries, hence facilitating children's pursuit of knowledge. The school attaches importance to enhancing children's understanding of Chinese culture. It enriches children's learning experiences through activities such as dragon dance and lion dance, sharing of Chinese folktales and making of dough figurines. Mixed-age activities are organised for children of different ages to play, communicate and work together to foster their affective and social development. The school arranges ample time for children to participate in meaningful music, physical, art and free choice activities to facilitate their balanced growth.
- 1.2 The school devises the assessment content of child learning experiences in accordance with the curriculum objectives. Furthermore, it creates learning portfolios for children to systematically maintain their assessment information and work. In tandem, parents are invited to observe and make records of their child's performance at home so that teachers can fully grasp children's learning and development. Teachers consolidate all the information and meet with parents at the end of a school term to inform parents of their child's learning progress. The school also makes effective use of the assessment information to follow up on and cater for learner diversity as well as summarising the teaching efficacy, so as to inform the curriculum planning. On the whole, the assessment system of the school is able to achieve the objective of facilitating learning and promoting the all-round

development of children.

- 1.3 The school flexibly allocates its space to set different learning zones on campus in an open floor plan, creating a favourable environment for providing children with opportunities to learn through play of their own accord. In view of children's age group characteristics and developmental needs, teachers design inspiring teaching aids of different levels of complexity meticulously for children to choose from and manipulate according to their abilities and preferences. Teachers utilise the walls of the exploration area and offer diversified materials to motivate children to explore alone or with others. For instance, they let children discover the principle of the smooth turning of the gears as driven by a chain through manipulation. Children keep on trying and improving the design for the marbles to pass through the connected pipelines to the destination smoothly. The school helps children improve their thinking and problem-solving skills through interacting with the environment. Moreover, teachers prepare suitable tools for children to observe and record the growth of fish and plants. They also provide relevant books for children to compare and identify the characteristics of animals. Teachers design a wide range of games in the expressive communication area. K1 children draw stories of their daily life with simple lines on the small drawing boards while K2 children use the magnetic pens with agility to attract magnetic beads to collage into different patterns or words. In the meantime, K3 children send letters and greeting cards to one another. They are eager and free to express themselves with words and pictures, enjoying the pleasure of writing. A rich variety of materials and tools are orderly placed in the visual arts area to stimulate children to flexibly combine different elements of arts into making two-dimensional and three-dimensional creations, in order to express their feelings. Children are sensitive and thoughtful. Their work is full of beauty and creativity.

- 1.4 Teachers are gentle and have a good rapport with children. Teachers explain vividly and employ real objects and teaching aids to help children comprehend the learning content. They also ask questions to encourage children to share their life experiences as well as arranging interactive sessions to promote children's mutual learning. Teachers are good at observing children carefully, intervening in children's games timely and stimulating children to think deeper or explore further. After activities, teachers are able to guide children to consolidate their learning experiences and extend their learning. Interesting contexts of stories are used as an introduction to music activities for children to feel the beat and be engaged in singing. Children take part in rhythmic movement games enthusiastically and the classrooms are always filled with joy and laughter. During physical activities, children show their originality by arranging the position of equipment on their own and think of varied ways of play to spice up the games or make the games more difficult. The classroom climate is relaxed and joyful. Children love going to school. They have the inquisitive spirit of getting to the bottom of everything. They participate in an array of games proactively, demonstrating a strong motivation to learn.
- 1.5 The curriculum management of the school is effective. The management understands the curriculum implementation thoroughly through attending curriculum meetings, conducting collaborative lesson planning and lesson observation. It also leads teachers to observe children's performance to evaluate the teaching efficacy conscientiously while exploring ways of enhancement and making specific follow-up suggestions based on the review findings. The school collects evidence from multiple sources including lesson observation, teaching reflection and analysis of children's work, and then utilises the evaluation results to inform the curriculum planning. Team members move with the times to promote the curriculum development with concerted efforts.

2. Recommendations for Fostering Sustainable Development of School

The school adheres to the principles of self-evaluation to refine the curriculum and foster the whole-person development of children. The management may continue to lead the team to strive for excellence and keep on enhancing the quality of education.