

**School No.: 158461**

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

**Islamic Pok Oi Kindergarten**

**108-114 G/F, On Ching House, Cheung On Estate Phase II, Tsing Yi Island,  
New Territories**

**21, 22 & 24 June 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: 21, 22 & 24 June 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 management respects and cares for its staff and maintains close communication with them through daily contacts and meetings. An open and harmonious working atmosphere is created. The management has extensive administrative experience and assigns duties to teachers according to their abilities and expertise and taking into account of their preferences. It provides encouragement and guidance so that teachers can give full play to their strengths. The school attaches great importance to the professional development of teachers and plans different training activities for teachers according to the development needs of the school, which facilitates the implementation of the annual plan. It also provides teachers with appropriate training information according to their interests and personal development needs, and encourages teachers to participate in order to enhance their professional competence. Under the professional leadership of the management, teachers work together for the school's sustainable development.
- 1.2 The school has established a school self-evaluation (SSE) mechanism to draw up appropriate development plans according to the development needs of school and children. Due to the impact of the epidemic, children are often kept at home and have less opportunity to engage in gross motor activities. Therefore, the school has set its major concern of this school year as designing a variety of physical games to promote children's gross motor development. The school has made good use of resources to enhance the environment set-up, purchase suitable physical facilities. It arranges teachers to participate in relevant professional development activities to enhance their ability in designing physical activities and teaching skills. The objectives of the programme are clear, the implementation strategy is geared to the objectives and the overall planning is appropriate. Another major concern of the school is to promote children's understanding of the national culture, adopting a curriculum that has been infused with elements of traditional Chinese culture, so that children can learn about traditional culture and develop positive values.
- 1.3 The school cares much about children's diverse needs. Apart from setting up a clear

identification and referral mechanism, it makes good use of external resources for children in need to receive appropriate counselling and support. The school takes care of the newly admitted children by arranging orientation course for them before the school year starts. Teachers and children sing songs and play games that helps children adapt to school life. The school holds parent meetings to enhance communication in order to cater for the needs of children together with parents. The school helps K3 children understand the learning approaches and timetable of primary school and prepares them for their transition to primary school. It maintains close contact with parents through a variety of channels such as telephone contact, communication software and notices. Parents learn about their children's performance at school by participating in parent-child activities and voluntary work. The school organises seminars and parent-child workshops in accordance with parents' needs, to provide them with appropriate information and enhance their parenting skills. The school and parents work closely to promote children's learning and healthy development.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and takes into account the children's interests and abilities to develop a school-based curriculum with themes related to children's life experiences. The curriculum is comprehensive and covers all learning areas. It helps children's development of positive attitudes as well as the acquisition of skills and knowledge. Outdoor visits and experiential activities are arranged for children to help them grasp the learning content and enrich their life experience. However, some of the assignments in K3 are difficult. The school needs to review the content of the assignments and remove inappropriate parts in order to meet the developmental and learning needs of children. The school has a balanced schedule for children, with adequate time for music, physical, aesthetic and free choice activities each day. However, some teachers take up the time for free choice activities to explain assignments, which reduces the opportunities for children to participate in free choice activities. The school should pay attention and remind teachers about the time arrangement of the activity so as to ensure sufficient opportunities for children joining free choice activities.
- 2.2 The management leads teachers to discuss the curriculum outline and set the key learning points for each grade level through meetings. Teachers take turns to prepare lesson plans, set up the environment and produce teaching aids that matching

the theme. Teachers work together and support each other. The management scrutinises the curriculum documents, understands curriculum implementation through classroom walkthrough and makes timely suggestions for improvement. In line with the development of school-based curriculum and teachers' training needs, the school arranges lesson observations for the management and peers to facilitate professional exchanges among the teaching team and to optimise teachers' teaching skills. Teachers conduct daily reflection on teaching effectiveness, reviewing teaching process and children's mastery of the learning content. However, some teachers only record the work done without reviewing the effectiveness of the activity design and teaching strategies. The management has to lead teachers to make specific and feasible suggestions for improvement by reviewing from multiple perspectives such as the learning objectives, arrangement of activity and children's performance, to enhance the effectiveness of learning and teaching continuously.

2.3 The school assesses children's learning and developmental progress through continuous observation and record keeping. Teachers produce learning portfolios for children, which contain children's assessment reports, observation records and children's work as evidence of their development. The school summarises children's development by each school term to keep parents informed of their children's learning. Parents also record children's living habits, moral and emotional performance at home, so that teachers can have a more comprehensive understanding of children and make suggestions based on their performance. The school and parents work together to cater for the needs of children. The school systematically collates and analyses assessment data so that teachers can objectively examine the effectiveness of learning and teaching, and inform the curriculum planning.

2.4 The major concern of the school in this school year is designing a variety of physical games. By arranging circuit games, the school is able to encourage more children to participate in activities at the same time and increase their amount of exercises. Teachers have designed activities that encourage children to use both hands and feet, such as climbing over obstacles, to enhance their body coordination abilities. The activities cater for children's diversity, for example, providing options for children to throw bean bags at different distances. As observed, teachers were able to apply their knowledge in designing lesson plans and skills in leading activities. Teachers adjusted the arrangement of the activities according to the children's performance, such as children changing from jumping on two legs to jumping on one leg that can

cater for the different developmental needs of children in a timely manner. Children enjoyed the physical activities and were engaged. They adjusted their speed or movement to complete activities when they encountered obstacles, and were glad to take challenge. The effectiveness of the plan is seen.

- 2.5 The school makes good use of its space and provides enough room for children to participate in different activities. The classrooms are equipped with a variety of corners activities that match the learning theme. There are sufficient teaching aids and a wide variety of teaching materials for children to choose according to their preference during free choice activities, which fosters children's creativity, cognitive and fine motor development. Teachers design exploratory activities related to the learning theme, such as asking children to predict the changes in the colour of tea after adding hot water to the tea in plastic bags or tea bags. Children observe and record the change. The materials provided in the corners are varied and placed in an orderly manner for children's easy access, and provide opportunities for children to learn through play, help inspire their creativity and potential. Children are interested in the activities. They played with peers in simulated games, building of blocks and models cooperatively which are beneficial to their social development.
- 2.6 Teachers are friendly, caring and accept children's diverse needs. They make use of real objects and teaching aids to explain concepts and help children understand the learning content. They encourage children to share their life experiences, promote interaction through questioning, so as to enhance the children's interest in learning. Teachers usually use Cantonese to communicate with the NCS children and set as a role model for them. Teachers demonstrate the correct pronunciation and expressions, and encourage them to respond or share their views in Cantonese in order to help them learn and integrate into school life. Teachers observe children's behaviour during play, intervene and provide support when needed, and play with children to facilitate their learning.
- 2.7 Children enjoy going to school, listen to the teacher's instructions attentively, respond enthusiastically to the teacher's questions, participate actively in classroom activities and are interested in learning. They enjoy singing, clapping rhythmically along the music and playing musical instruments with beat and rhythm. Children are polite, get along well with peers, showing good affective and social development. They are able to put on and take off shoes independently, tidy up their belongings and clean their hands, demonstrating good self-care abilities and hygiene habits.

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

- 3.1 The school takes into account of the development needs of school and children in formulating development plans. However, when the major concerns are related to routine work, the school should review them and consider the appropriateness of the strategies in order to enhance the effectiveness of the plan for school's sustainable development.
- 3.2 The school's curriculum and schedule are comprehensive and balanced, but some assignments in K3 are rather difficult. The school should review and remove the difficult tasks. On the other hand, the school needs to ensure that children should have sufficient time for free choice activities to help them consolidate what they have learned and develop an active learning attitude. The school could also enhance teachers' reflective skills by leading them to review the design of activities and teaching strategies, and make specific suggestions for improvement, which are based on children's performance, in order to enhance the effectiveness of learning and teaching.