

School No.: 566691

Quality Review Report (Translated Version)

Po Leung Kuk Chan Lai Wai Lin Kindergarten

**G/F, 1/F & 2/F, Honour Court, 188-194 Mau Tau Wai Road, Kowloon City,
Kowloon**

22, 23 & 25 October 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 22, 23 & 25 October 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 Under the steer and support of the leadership team, the school keeps close contact with the affiliated schools of the organisation to discuss different plans and share resources to foster the continuous development of the school. The school strives to promote a learning culture within the team. It arranges different training courses for teachers, organises joint-school exchange activities and those conducted outside Hong Kong, as well as providing opportunities for teachers to share what they have learnt with their peers. All these measures are conducive to broadening teachers' horizons and strengthening the professional competence of the team. The management allocates different tasks and teaching duties according to teachers' experiences and expertise. In view of the personnel changes in recent years, the management arranges for experienced and newly recruited teachers to work in collaboration so that the new recruits can be provided with proper induction and support, thereby grasping the curriculum and work requirements the soonest. There is a harmonious atmosphere at work and team members implement the tasks in all domains with concerted efforts.

1.2 The school has established a school self-evaluation (SSE) mechanism. The management and teachers continuously gather different stakeholders' views, evaluate the effectiveness of routine work, and examine the school context to plan the development directions. Taking account of the impact of the social situations on the school, families and children at the time, the school, being supported by the

organisation, has regarded promoting positive education as its major concern over the past few years. The strategies included coordinating teacher training, children activities and parenting activities, to create a positive atmosphere on campus and facilitate parents' understanding of positive parenting skills. All these were conducive to cultivating children's positive values and proper behaviour. This major concern has achieved the expected results and has been regularised. To keep pace with the curriculum development trends, the school considers deepening children's understanding of Chinese culture as its major concern in this school year and plans the work in various aspects. For instance, the school helps the team learn about the core values of Chinese culture through training activities like seminars and exchange sessions with Mainland teachers. It also provides children with more opportunities to experience and appreciate Chinese art and culture by designing and conducting relevant activities. Furthermore, the school holds parent workshops and parent-child activities with a view to strengthening the work effectiveness through home-school cooperation. The plan is being implemented in a step-by-step manner.

- 1.3 The school accepts children's diverse needs. It has a mechanism to provide referral services for children and makes good use of the resources of the organisation to let children receive appropriate support and guidance the soonest. The school maintains close communication with parents through multiple channels to keep them informed of their children's learning and school life. Meanwhile, parents understand the school development by participating in school activities, reading school reports, browsing the school website, etc. The school regards parents as important partners. It invites them to help organise parent-child activities and serve as volunteers. The parent-teacher association was formed last year to further pool together parents' efforts, thus demonstrating the spirit of home-school cooperation. Home and school respect and trust each other, working hand in hand to foster

children's healthy growth.

2. Learning and Teaching

- 2.1 Making reference to the *Kindergarten Education Curriculum Guide*, curriculum materials of the organisation and teaching packages while aligning with the annual work plans, and the developmental characteristics and needs of children, the school organises the curriculum of each grade level using themes. The curriculum content covers the cultivation of children's positive values and attitudes, along with their acquisition of skills and knowledge. The school promotes activities of national education. It displays the national flag, and plays and sings the national anthem every day. The national flag raising ceremony is also held on important days and special occasions while children serve as flag-raisers. Moreover, learning elements of Chinese art and culture have been incorporated into the themes, including letting children appreciate and create artworks with Chinese characteristics, participate in festive activities to understand different customs, and learn about traditional virtues. All these activities help children build a sense of national identity. In respect of the daily schedule, children are provided with whole-class, group and individual learning every day. In tandem, they have sufficient opportunities to take part in art, physical, musical and free choice activities, enjoying a balanced learning experience.
- 2.2 The school conducts child learning assessments in accordance with the mechanism of the organisation while adding assessment items that are in line with the teaching plans to reflect children's learning progress more accurately. Teachers assess children's learning continuously through daily observation. They refer to the observation records to fill out thematic assessment forms and comment on children's performance in activities in written words, as well as preparing child development reports at the end of a school term. The school invites parents to document

children's behaviour and attitudes at home so that teachers can have a fuller grasp of children's performance. The school meets with parents face-to-face regularly in view of the child learning assessments and renders suggestions for supporting the development of children. The school creates learning portfolios for children to retain the assessment information and their works of each school year as evidence of their growth.

- 2.3 The management leads teachers to design learning activities, set up the environment and review thematic learning in curriculum meetings. Class teachers communicate closely with teachers responsible for the learning zones and they reflect on the teaching effectiveness regularly. The school has a mechanism to organise focused peer lesson observations to foster teachers' sharing and learning, which is conducive to enhancing teachers' professional capacity. At the end of a school term, the team collates the teaching reflection notes and child assessment information as a reference for informing the curriculum.
- 2.4 The school has taken promoting positive education as its development focus over the past few years. It has designed a number of learning programmes to nurture children's positive attitudes. For example, the school arranges for children to take turns to serve as courtesy ambassadors to say good morning to their peers and parents arriving at school. It also sets monthly positive objectives for children to learn to protect nature and be filial to the elders. In the last school year, the school joined the scheme for promoting positive education held by the organisation of which the activities include sharing with peer schools and designing learning activities with storybooks, so as to strengthen the elements of positive education in the curriculum. As observed, teachers created a rich learning environment, such as posting positive words on campus, displaying children's drawings and writings about people and things that they are grateful for, and putting up mailboxes to encourage children to

communicate with their peers. Teachers always praise children for their good behaviour to facilitate their moral development. Children take the initiative to greet others and are polite. They demonstrate their care for family members and peers, and are willing to complete the simple learning tasks assigned by teachers, enjoying serving their peers. The effectiveness of the plan is evident.

2.5 The school sets up the learning environment meticulously. It divides the campus into four learning zones and arranges for children to carry out mixed-age activities in each zone by taking turns. The activities in the learning zones are diversified and changed regularly to tie in with the themes, hence promoting learning through play for children. Teaching aids of different levels of complexity and a great variety of materials are available in the interest corners for children of different ages to choose from according to their preference and abilities. The teaching aids are designed with self-check function to encourage children to check and revise the answers by themselves during games. As observed, children worked together to act out *The Tortoise and the Hare* in shadow play, attracting their peers to watch attentively. Children use paper clay to make containers in vibrant colours and patterns. They appreciate and play the binoculars that made from toilet roll tubes and strings with their peers. In a simulated giant panda pavilion, children role-play panda keepers to give water to giant panda cubs and take care of the small animals. Children learn about the body parts and growth of a giant panda through manipulation of teaching aids. Children take part in corner activities proactively. They always share and collaborate with their peers, resulting in a joyful learning atmosphere.

2.6 Teachers are kind and friendly towards children. They explain clearly and use real objects, pictures and so forth to motivate children to learn. Teachers utilise interesting scenarios to design music activities and create an atmosphere of joy and ease. They let children sing and perform rhythmic movements with peers while

using games to guide children to listen to music and identify sounds of musical instruments. Children thoroughly enjoy themselves. Teachers give clear demonstration in physical activities to facilitate children's grasp of physical movements. Yet, the team may design physical activities with a greater variety and more challenges so as to further develop children's gross motor skills and body coordination. During physical activity sessions, children can also select different physical equipment to organise games according to their own interest. Some teachers are able to guide children to think in the review sessions to organise what children have learnt whereas other teachers mainly focus on letting children briefly describe the corner activities that they have participated in. The management is advised to sharpen teachers' skills in leading children to conduct reviews, including encouraging children to share their works or discoveries of the activities with their peers, with a view to further inspiring children's learning.

- 2.7 Children love going to school and always wear a smile on their faces. They listen attentively to what teachers said, respond eagerly to teachers' questions as well as expressing their views and feelings. Children follow teachers' instructions and throw themselves into various learning activities. Children are familiar with the routines of all activity venues that they switch to another activity in a smooth and orderly manner. The social development of children is good. They enjoy learning and playing with their peers, getting along well with one another. Children are able to organise their personal belongings, take the initiative to put back teaching aids and items used after activities, and keep the place clean when having meals, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school practises the SSE rationale and the team draws up work strategies by

considering the needs of different stakeholders. When planning the development work, the school is advised to formulate success criteria that are in line with the work objectives to help the team evaluate effectiveness in a more focused manner, hence fostering the school's steady development and continuous improvement. The school collaborates with the affiliated schools of the organisation proactively to promote curriculum development. As there have been personnel changes in the school, the management could strengthen its curriculum leadership to sharpen teachers' skills in leading children to review activities and designing physical activities for enhancing the effectiveness of learning and teaching.