

School No.: 563978

Quality Review Report (Translated Version)

Po Leung Kuk Choi Kai Yau Kindergarten

**Wing B & C, G/F., Choi Fu House, Choi Ming Court, Tseung Kwan O,
New Territories**

5, 6 & 11 January 2023

**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: 5, 6 & 11 January 2023

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 school adheres to the educational goals of the organisation to set forth specific working guidelines. It assigns duties according to the abilities and expertise of the staff members to exploit their potential. In tandem, it encourages teachers to try to handle administrative tasks to broaden their work experience. The schools of the same organisation jointly formulate the direction of curriculum development and learning content. They also form different task groups and exchange and share resources with one another to foster the school's continuous development. In order to implement the development plans, the school motivates teachers to attend training and makes effective manpower deployment to arrange suitable training activities for teachers. A well-developed induction mechanism is in place whereby experienced teachers share with the new recruits the teaching experience and knowledge. This helps new teachers to familiarise with the working environment and understand the work requirements.
- 1.2 The school has a sound self-evaluation (SSE) mechanism. Team members review the effectiveness of various tasks regularly and apply the inter-connected SSE process, viz. planning, implementation and evaluation to their daily work. The management leads the team to holistically examine the performance of the school in all areas and draw up development plans together based on the school context and children's developmental needs. In these two years, the school has regarded increasing opportunities for children to explore as its major concern. Last school year, it put emphasis on designing play activities related to the learning area of "Nature and Living" while in this school year, it continues to strengthen the exploratory elements and boost children's creativity. The management leads teachers to devise proper work strategies, including environment set-up and conducting parent workshops, and bring in external professional support appropriately. The plan has been carried out smoothly and begun to deliver results.
- 1.3 The school has clear guidelines, work procedures and case records to facilitate

teachers to identify and refer children with special needs as soon as possible, and arrange appropriate support services for them. The school organises regular meetings for teachers to share and discuss with professionals the relevant strategies for taking care of children in light of children's performance. Teachers maintain close communication with parents to cater for children's needs together. The school arranges orientation activities for the newly admitted children and cares about their individual needs. Teachers and parents discuss ways to help children adapt to school life. Regarding the interface between kindergarten and primary education, the school provides information of primary schools for parents and conducts adaptation activities for K3 children so that the children could understand the learning mode and daily schedule of primary schools and be psychologically prepared in advance. The staff of the school has built a trusted partnership with parents from daily contact and home-school activities. Parents support the school and are willing to assist in carrying out activities. Through seminars and workshops, the school encourages parents to use eco-friendly materials to play exploratory games with children so as to unleash their children's creativity. In view of parents' needs, the school offers suitable information and talks to enhance parents' competence in parenting.

2. Learning and Teaching

2.1 The school makes reference to the learning themes and content formulated by the organisation and takes into account children's development and learning needs to design an integrated curriculum on theme basis. The curriculum content covers all learning areas, addressing the cultivation of positive values and attitudes as well as the acquisition of skills and knowledge in children. The school attaches importance to children's moral development and sets different foci of positive character traits each month. It employs picture book stories to let children learn about morality while acknowledging children's proper behaviour by day-to day praises and award schemes, which is effective in helping children to behave well. Besides, national education is incorporated into the learning themes for children to understand traditional Chinese custom. The school also nurtures children's sense of national identity from an early age through holding the national flag raising ceremony, playing the national anthem and so forth. The daily schedule of the school is properly planned that sufficient time for music, physical, art and free choice activities is

offered to children every day for their balanced learning experiences.

- 2.2 Teachers assess children through continuous observation. They comprehend children's development from different perspectives and sum up children's learning at the end of the school term. Teachers also meet with parents regularly to follow up on children's needs collaboratively. The school develops learning portfolios for children to keep activity observation records, children's work, parent feedback, etc., as evidence of their growth. The school makes use of the assessment information to review teaching strategies and adapt the curriculum to formulate learning content that meets children's needs and abilities.
- 2.3 An effective mechanism of curriculum coordination, monitoring and review is in place in the school. The management leads teachers to set curriculum schedule, conduct collaborative lesson planning, and design learning activities and corner set-up. Through attending meetings, scrutinising teaching documents and conducting in-class collaboration, the management monitors the curriculum implementation and gives advice and suggestions in a timely manner to enhance teaching effectiveness. Teachers has built a habit of making teaching reflection. They comprehensively review the activity design, teaching strategies and activities in the learning zone against children's performance. They then propose concrete suggestions for amendment to inform curriculum design.
- 2.4 The school plans the activity venues meticulously to let children carry out diversified learning activities. In the meantime, it makes good use of the space to display children's work and activity photos for children to appreciate and learn from one another. The school nurtures children's language, aesthetic, physical and other aspects of development by designing the campus into different learning zones, along with a wide range of activities. The school arranges daily mixed-age activities in the learning zones for children and encourages them to interact and collaborate with children of different ages so as to foster their learning and social development. In addition to providing a great variety of art and craft materials in the visual arts zone, teachers place natural materials like leaves, twigs and stones in the corners for children to explore through sensory perception as well as inspiring children to design two-dimensional or three-dimensional craftwork with these materials. The activities in the learning zones are in line with the learning themes. Taking the theme of Lunar New Year as an example, children buy and sell Lunar New Year food in simulated shops while creating craftwork related to Lunar New Year flowers in the art zone, immersing themselves in the traditional Chinese festive atmosphere.

- 2.5 The school has regarded creating more opportunities for children to explore on their own initiative and enhancing their creativity as its major concerns in these two years. It arranges relevant training courses for teachers to enhance their skills in designing exploratory activities. Teachers apply what they have learnt from training to design varied corners activities with specific goals. For instance, children are asked to sort items by observing whether they sink or float. Some of the children knead playdough into different shapes and put them in the water to test and record if they can float on water. Children are very imaginative. They use eco-friendly materials to make a model of the Hong Kong Space Museum with astronauts, dinosaurs and aliens inside, demonstrating creativity. Children are willing to share with teachers and peers their work. The plan has achieved the expected learning effectiveness.
- 2.6 Teachers are well prepared for teaching. They flexibly use stories, teaching aids and pictures to arouse children's motivation and interests to learn. Furthermore, they ask questions to guide children to observe and express themselves, showing adequate teacher-child and child-child interactions. Teachers pay attention to children's learning needs through designing teaching activities and teaching aids of different levels of complexity. They remind children to have proper behaviour with cue cards. Hence, they are effective in catering for learner diversity. Teachers observe children frequently during free choice activities and join in children's games aptly to understand their thoughts. Teachers also invite children to share their activity experience or work. Teachers give positive feedback to children, which help them to build self-confidence. Children love music activities. They engage in moving their bodies and design movements in consonance with lyrics. During physical activities, teachers meticulously instruct children who are yet to grasp the basic movements. Children can choose activities according to their preference as well. However, there is insufficient space for children to stretch and exercise in some settings of the physical activities. The school is advised to review and rearrange some items in order to provide a spacious environment for children to experience the fun of activities.
- 2.7 Children love to learn. They are attentive in class and willing to try different activities and solving problems on their own. Children choose activities that suit their abilities and interests. They pay attention to and follow the rules of corner activities when entering interest corners, and have fun in the free choice activities. Children are willing to complete the simple learning tasks assigned by teachers as

well as taking care of their juniors, demonstrating a sense of responsibility and service spirit. They illustrate good self-care abilities by taking the initiative to tidy up the place upon completion of activities, put on their shoes and fold their quilts by themselves after naptime.

3. Recommendations for Enhancing Self-improvement of School

The school team reviews the curriculum design and analyses children's performance to inform the curriculum. The school is recommended to adjust the settings of activities in response to activity requirements such that children can have enough space to carry out physical activities, thus enhancing the effectiveness of learning and teaching continuously.