

School No.: 605735

Quality Review Report (Translated Version)

**Po Leung Kuk Eleanor Kwok
Law Kwai Chun Kindergarten**

**G/F., Block 5, Hung Long House, Hung Fuk Estate,
Yuen Long, New Territories**

19, 20 & 22 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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: 19, 20 & 22 March 2019

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 was opened two years ago. The management has rich experience in administration and curriculum development, and is familiar with the education rationale of the sponsoring body, hence daily matters are in smooth operation. The school has a clear organisation structure. Teachers discharge their duties properly and are able to make good use of their strengths. The school utilises organisational and external resources for staff training. In line with the school's development focus, the school arranges inter-school training as well as observation and experience sharing activities for teachers. The management is open-minded and is willing to consider and accept teachers' views, creating a joyful atmosphere in the campus for facilitating professional exchange among teachers. Teachers are eager to bear responsibilities, establishing a harmonious rapport within the team. Team members communicate and collaborate with each other. The school is progressing steadily with concerted effort.
- 1.2 The school has initially established the school self-evaluation (SSE) culture and applied the inter-connected self-evaluation processes, viz. planning, implementation and evaluation in its daily work, so as to refine its SSE mechanism in a step-by-step manner. The management leads teachers to summarise and analyse information including teaching reflections, child assessment data, stakeholders' surveys, etc., in order to review the effectiveness of work and discuss suggestions for improvement collaboratively. The management keeps abreast of the trends of education and steers the teaching team to respond proactively. Last school year, the school put its emphasis on nurturing children's self-care abilities and enhancing their concentration while implementing free play actively. These have been taken as the major concerns of the school in recent two years, with a view to arousing children's learning interests and facilitating their capacity for self-directed learning. The school added free play in physical activities last school year. This school year, it has further introduced free play during the period of free choice activities. The school has also developed children's aesthetic sense and creativity through diversified art activities. The school actualises its work in a gradual manner by adopting a wide range of strategies,

including participating in external support programmes, arranging training for teachers, organising seminars for parents, etc. The effectiveness of the plan has been observed.

- 1.3 The teaching team accepts and cares for children with different cultural backgrounds to create an inclusive and harmonious atmosphere in the campus. The school sets up an identification and referral mechanism for teachers to identify children's special needs through daily observation so as to provide timely referral services. Teachers also cooperate with professionals to render necessary support to children the soonest. The school values two-way communication with parents and maintains close connection with them. The school not only informs parents of its activities by means of various channels, but also arranges parent education seminars, parents' groups and other activities for parents. Moreover, it invites parents to be volunteers to assist in implementing activities like supporting the adaptation of newly admitted children. Joining hand in hand, the school and parents collaborate in nurturing children.

2. Learning and Teaching

- 2.1 The school devises its curriculum outline for each grade level by making reference to the *Kindergarten Education Curriculum Guide* and upholding the child-centred principle. It adopts the theme-based approach to summarise the content of all learning areas. The curriculum is therefore comprehensive and balanced which enables children to learn and explore through play. The school organises outdoor visits and experiential activities in accordance with the learning themes to extend children's learning interests. It also arranges project learning activities for children to decide the directions of their project and explore their interested topics, thereby enhancing their learning initiative. The school provides sufficient music, physical, art and free choice learning opportunities for children every day to ensure their comprehensive and balanced development. The school also attaches great importance to the cultivation of children's self-care abilities and good living habits. It achieves the objectives through arranging life skills training and diversified games.
- 2.2 The school has a sound mechanism of curriculum coordination. Clear guidelines are set for teachers to design learning activities that meet children's development and needs. The teaching plans are devised specifically to list out the learning focuses and implementation steps in a clear way. Teachers often review the arrangement of the learning activities. In light of children's learning performance, they revise the arrangement of the teaching activities and corner design. The management grasps the implementation of the curriculum through lesson observation, attending meetings and

scrutinising curriculum documents. It also arranges regular teacher training and professional exchange activities to deepen the teaching team's understanding of the curriculum rationale of the school, with the aim of establishing a culture of learning community progressively. In addition, the school organises partner school observation activities to broaden teachers' horizons so as to foster their professional development.

- 2.3 The school formulates the system on the assessment of child learning experience in consideration of the *Kindergarten Education Curriculum Guide* and *Performance Indicators (Kindergartens)*. The teaching team works out the assessment items and criteria according to the learning objectives to evaluate children's development objectively. Teachers assess children's performance in different learning areas by adopting the approach of continuous observation. They distribute the assessment results to parents regularly. The school develops learning portfolio for each child to maintain the observation records, thematic assessment, activity records for project learning and summative assessment reports for each school term. The portfolios comprehensively reflect children's development progress. The school informs curriculum planning by using the assessment information so as to improve the quality of learning and teaching.
- 2.4 The school actively promotes learning through play for children in accordance with the school mission and rationale of education. In recent two years, the school has regarded implementing free play as its major concern, aiming to enhance children's learning interests and develop their ability in self-directed learning. Last school year, "seed" teachers of the school helped strengthen the elements of free exploration in the physical activities for some classes. This school year, the school extends the plan by implementing the relevant arrangement to all classes in the first school term. As observed, the school provides sufficient activity space for children during physical activities. A wide range of equipment and materials is in place for children to engage in games. Children take the initiative to select the tools and ways of playing in the gross motor activities. The activity arrangement enables children to unleash their creativity and enhance their problem-solving skills. For example, children have to think of how to use the equipment to design the ways of playing so as to implement the plan of their play. During the concluding session, teachers invite children to share their experience and demonstrate their play. As observed, children are engaged, energetic and enjoy the fun of the activities, proving that the work plan has been effective. Starting from the second school term, the school extends the activity design to free choice activities and conducts the activities in classrooms. Teachers keep

improving the activity arrangement through the SSE work, for example, replacing toys or learning materials, reducing the number of desks and chairs in classrooms, etc. This provides children with appropriate resources and spacious area so that children can create and play freely. When implementing the plan, teachers have specific goals and they take forward the work strategically. The related activities are still at an initial stage and are implemented in a right direction.

- 2.5 This school year, another major concern of the school is to develop children's aesthetic sense and enhance their creativity and thinking ability. The school participates in external support programmes to refine the arrangement of art activities. Teachers enrich the lesson at the beginning to lead children to understand, imagine, feel and explore surrounding things through pictures, storytelling, etc., so that children are able to create unique ideas. Meanwhile, teachers provide children with ample and diversified materials for them to express their ideas and make creations. As observed, children create their work by using the skills acquired to express their unique ideas. When displaying children's work, teachers supplement with one thematic scenario to enhance the fun and aesthetic sense of the display. They also encourage children to appreciate others' work in order to inspire their creativity.
- 2.6 The school is good at planning the learning environment. It plans the area and changes the set-up according to children's preferences, turning the campus into a vibrant place with sufficient activity space. Teachers make good use of the environment to display a wide range of work created by children, and update the display in a timely manner to make the learning environment more appealing with great fun. The school has sufficient and appropriate teaching resources. Teachers set up diversified games and corner activities in the classrooms and at the corridors for children to manipulate and learn. The games are designed with different levels of complexity so that children can select the activities based on their abilities.
- 2.7 The teaching team is enthusiastic about education and is willing to adopt different teaching methods to promote children's learning. Teachers make flexible use of strategies to provide children with diversified and interesting learning activities in order to enhance their participation. For example, teachers utilise different locations at the corridors to introduce different means of transportation. They lead children to walk around the corridor to let them manipulate toy vehicles so as to deepen their impression on their learning. Teachers also arrange outdoor experiential activities in light of the themes, for instance, using the planting area near the campus for K3 children to experience planting and harvesting so that children can bring their harvests

back for their parents to cook and enjoy the fruits of their hard work. Teachers prepare for the teaching materials meticulously to promote children's learning, for example, introducing to children different styles of a trademark. Such arrangement nurtures children's observation ability and inspires their ideas of design.

- 2.8 During free choice activities, teachers intervene in a timely manner and stimulate children's thinking through questioning. Teachers could participate in children's play activities more often to promote teacher-child interaction through playing collaboratively and questioning, so as to strengthen children's learning effectiveness. Teachers train children's self-care abilities in their school life, for example, enabling children to get food, pour water, pack tableware, clean the table, etc., on their own, and providing them with various corner activities to train gross and fine motor skills and enhance concentration. Teachers cater for children's different learning needs in the classroom by means of peer collaboration and other strategies. They also encourage non-Chinese speaking (NCS) children to take part in activities and provide them with opportunities to speak, together with encouragement from other children. Although NCS children are able to understand instructions in Cantonese, they still speak little. The school could continuously review the strategies and tap appropriate resources to further encourage NCS children to express themselves orally.
- 2.9 Children like going to school. They respond to teachers' questions actively and take the initiative to speak. They enjoy sharing their life experience with others. Children are observant and have good association ability that they can connect learning content with their life experience. Children get along with others harmoniously. They are able to express their feelings and praise others. For example, children take the initiative to appreciate the artworks of peers.

3. Recommendations for Enhancing Self-improvement of School

The management understands the SSE principle and is able to lead teachers to review the effectiveness of their teaching work in a systematic manner. Currently, the major concerns are mainly planned by the management. The management is advised to share related experience with the teaching team to deepen teachers' understanding of the school's development and the overall SSE work. It may then steer the team to plan the development directions according to the school context in a step-by-step manner and formulate the work strategies collaboratively, thereby promoting the school to keep advancing in every aspect.