

**School No.: 563943**

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

**Po Leung Kuk Fong Tam Yuen Leung  
(Tsz Wan Shan) Kindergarten**

**Unit 1-2 & 5-12, G/F, Man Tai House, Tsz Man Estate,  
Tsz Wan Shan, Kowloon**

**11, 15 & 20 October 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 11, 15 & 20 October 2021**

**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 sponsoring body strongly supports the school. It provides comprehensive professional support in the aspects of administration, curriculum and support for children to promote stable school development. During the pandemic, the sponsoring body provided abundant resources for the school to adopt diversified strategies to properly support children to learn at home. The principal delegates authorities to senior teachers for them to take part in different areas of work as far as possible so that they can discharge the roles and responsibilities of professional leadership. The school places much emphasis on teachers' professional development. It organises a series of school-based professional training which is strategically connected with the school's major concerns so as to enhance teachers' understanding and mastery of positive education and creative thinking. Such arrangement facilitates favourable to the smooth implementation of the development plan.
- 1.2 The school has followed up the recommendations of the previous Quality Review to enhance teachers' questioning skills through training. From lesson observation, most teachers are able to apply their knowledge gained from training. They can make good use of questioning to inspire children to think, and then offer appropriate feedback. In recent years, the school has set promoting positive education to nurture children's positive characters and using diversified materials to design activities to foster children's creativity as the major concerns. The objectives of the overall development plans are clear, which can meet the developmental needs of children. The school agrees to the rationale of school self-evaluation (SSE). It adheres to the evidence-based principle to implement SSE. The SSE mechanism is mature. The management not only leads teachers to conduct an interim review to evaluate the effectiveness of the school work according to the success criteria, but also conducts a holistic review to evaluate the effectiveness in all areas covered in the *Performance Indicators (Kindergartens)* at the end of the school year, thereby providing suggestions for improvement. After the resumption of face-to-face

classes, the school adopted contingency measures at once in view of children's relatively weak fine motor development. It adjusted the design of teaching aids to strengthen the training of children's fine motor skills through play, proving that the school has fully integrated the concept of "Planning-Implementation-Evaluation" (P-I-E) SSE cycle into its daily work.

- 1.3 The school has developed a sound identification and referral mechanism. Through daily observation of children's behaviour and performance, teachers identify children with special needs promptly, take follow-up actions and provide referral services according to the established procedures. The school is committed to create a caring and inclusive culture on the campus. It makes good use of external resources to provide children with professional support across different sectors. Besides, it holds meetings regularly for teachers to grasp the learning progress of children with special needs and discuss appropriate support plans collaboratively. Teachers share effective parenting methods with parents in a timely manner to promote collaboration in child care. The school has always attached great importance to home-school cooperation and it maintains close liaison with parents. With a view to dovetailing with the implementation of the major concerns in recent years, the school holds diversified parent education activities for parents to help nurture children's positive characters and their creative thinking. The school joins hands with parents to nurture the growth of children.

## **2. Learning and Teaching**

- 2.1 The school closely follows the curriculum development direction set out by the sponsoring body. It flexibly organises the learning content to provide a wide range of exploratory learning opportunities. It also puts much effort to set up the play area for children to choose activities which suit their interests or abilities on their own. In addition, the school adjusts the nature, amount and difficulty level of homework in order to cater for learner diversity effectively. Moreover, the school draws reference from the combined edition of curriculums designed by the sponsoring body to devise a comprehensive and balanced school-based curriculum according to children's needs. The curriculum covers all learning areas and takes into account children's attitudes, skills and knowledge. The school has adopted mixed-age grouping mode as a long-standing practice. It arranges active and quiet learning activities on an alternate basis for whole class, groups and individuals every day. Children are provided with sufficient time to engage in music, physical and art

activities. They also have ample opportunities to participate in free choice activities. The school designs an integrated curriculum using themes. It organises various visits and experiential activities to broaden children's horizons and enrich their learning experiences.

- 2.2 The mechanism for the assessment of child learning experience is well-developed. Teachers formulate the assessment content in accordance with the curriculum objectives and assess children's performance through continuous observation and record-keeping. Assessment criteria are also available for teachers to assess children's performance objectively. At the end of the school term, the school summarises children's learning for parents to understand their children's development progress at different stages. It also invites parents to report their children's performance at home monthly so as to help teachers understand the development of children from multiple perspectives. The school analyses and applies the children assessment findings effectively which serve as the reference for following up on children learning as well as informing the design of curriculum and teaching activities.
- 2.3 In recent years, the school has intentionally promoted positive education. Apart from designing teaching activities under different themes, the school also organises diversified play or learning activities focusing on fostering children's appreciation of others, gratitude, positive interpersonal relationships and so forth. From lesson observation, teachers often praise children and commend their behaviour in a concrete manner. Besides, they give timely encouragement and support to children in order to guide them to face challenges proactively. Children are active in learning. They are willing to share with others and help peers. Elder children are able to take care of and assist the younger peers, showing children's good development in positive interpersonal relationship.
- 2.4 With regard to the setting of learning environment, the school ties in with the major concerns of this school year to set up an imaginative play corner, a story-creating wall, a creation corner, etc., in the learning zones. It also refines the original design of the teaching aids to strengthen the elements of creativity with a view to providing opportunities for children to unleash their creativity. Children are able to use environmental friendly materials, big blocks, natural materials, etc., for building and constructing. The activities are effective to inspire children to think and unleash their imagination and creativity. The school also sets up a story-creating session for K3 classes. Under the guidance of the teacher, children select two to three picture

cards or character cards randomly and use them to create a story in which many plot developments are quite creative. In general, the overall planning of the school is meticulous and the preliminary results are achieved.

- 2.5 The school has put in place a well-established mechanism for curriculum coordination, monitoring and review. Teachers discuss activities arrangement and learning zone setup of thematic teaching through grade-level meetings and zone setup meetings respectively. Moreover, they strengthen the connection between teaching activities and corner activities through teaching meetings. Teachers conduct teaching reflections based on children's performance in a timely manner to inform the curriculum. The management often attends meetings and scrutinises teaching documents. It understands and grasps the curriculum implementation progress thoroughly by means of classroom walkthroughs, lesson observations, collaborative teaching, etc. The management provides feedback to teachers in a timely manner, fully demonstrating its roles of promoting and monitoring curriculum development.
- 2.6 The school puts efforts in setting up an inspiring learning environment. It optimises the use of space such as setting up a "little engineer" game outside the exploratory zone for children to explore using different pulleys to pretend to transport food to small animals. The wall outside the physical activity zone is turned into a music wall to encourage children to explore the sounds produced by different things. These can facilitate children to experience the fun of learning through play. Teachers arrange teaching aids and activities of different levels in different learning zones according to the themes and learning objectives, so as to cater for children with different learning needs and interests. Some interest corners integrate the elements from various learning areas. For example, the activity of "Joyful Café" in the art zone integrates the elements of languages, early childhood mathematics and life skills, allowing children to construct knowledge through role-playing in a real-life context. The teaching aids and materials available at the interest corners are rich and interesting which enable children to learn through manipulation and exploration, thereby nurturing their active learning spirit. Teachers make good use of children's artworks to display them at some interest corners as teaching aids, so as to stimulate children's interest in creation.
- 2.7 Teachers are energetic and devoted in teaching. They care about children. For example, they give children timely guidance or comfort them to address their individual needs effectively. Teachers teach collaboratively by using dialogues

among themselves so as to establish a complementary relationship with each other. During music activities, teachers are able to get children engaged in making lively and interesting movements by connecting to certain contexts. In free choice activities, teachers observe, intervene and participate in children's activities in a timely manner. The teacher-child interaction is good. Some teachers have good questioning skills. They are able to make reference to children's performance at activities with follow-up questions in order to stimulate them to think.

2.8 Children are interested in learning. They take part in different kinds of learning activities proactively. They are eager to try and also willing to accept challenges. Children are self-disciplined and obedient. They follow teachers' instructions during activities. They have good self-care abilities as they tidy up toys on their own after activities. Besides, children are empathetic. They love and take care of their peers. They have a good rapport and get along well.

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

The school upholds the mission of catering for learner diversity. Under the effective steering of the leadership team, the school carefully creates diversified spaces to cater for children with different abilities and needs. The school puts much emphasis on teachers' professional development. Through systematic training activities, the school leads the teaching team to keep abreast of the times and build a learning community. The school also improves its school-based curriculum by means of the SSE culture to unleash children's creativity and nurture their positive characters. Building on this sound foundation, the school team may continue its professional exchange among themselves to share and support each other, with a view to enhancing the quality of learning and teaching with concerted efforts.