

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 Ma Tau Wai Road,
Kowloon City, Kowloon**

12, 13 & 15 November 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 12, 13 & 15 November 2018

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 upholds its mission of child-centredness. It actively leads the team to enhance the curriculum design continuously with a view to providing children with education services which are conducive to their physical and psychological development. The school and its sponsoring body understand that teacher professional development and the effectiveness of teaching and learning are closely related. Therefore they have formulated comprehensive training strategies by arranging joint-school professional development activities and providing teachers with diversified learning opportunities. With the effective staff training plans, the team is able to grasp the trend of kindergarten education and to get appropriate support and guidance in a timely manner. The team is enthusiastic in their work and eager to exchange views on teaching and learning. With concerted efforts, the team exerts itself to promote school development.
- 1.2 The school has developed a culture of self-improvement and is able to implement School Self-evaluation (SSE) in its daily work. The school follows up the recommendations of the previous Quality Review. It strengthens the functions of curriculum leaders as well as the connections between each learning area, so as to fully optimise the effectiveness of integrated curriculum and enhance the quality of teaching. The management and teachers analyse child assessment information and the views of stakeholders objectively. They make good use of the SSE information in reviewing the school's specific context and opportunities so as to determine major concerns according to children's developmental needs. The school regarded nurturing children's exploratory spirit and interest as its major concern last year. Teachers utilised the acquired knowledge from training to enrich the materials in the exploratory zone and design a wide range of exploratory activities, with the aim of stimulating children's curiosity. The school designs activities related to children's life experiences in strengthening children's interest to learn from exploration. Besides, in view of children's needs, the school starts to work on the major concern of fostering children's positive values this year. Currently, training for teachers and

parents is being implemented in a progressive manner. The school also selects relevant stories to share with children. The school is able to plan implementation strategies from the perspectives of teachers' training, teaching strategies, parents' education, etc. The work plan is devised with clear objectives and specific success criteria.

- 1.3 The school regards parents as its partners. Various channels such as school newsletters and lesson observations are in place to enable parents to understand the education rationale of the school. The school often holds seminars in helping parents to know children's developmental needs and enhancing their parenting skills. Parents actively participate in school activities and are willing to serve as volunteers. They develop a sense of belonging to the school. The school sets up parent groups that help to collect and follow up parents' views in a timely manner. The home-school communication is strengthened effectively. The school maintains liaison with professional bodies to provide support for children with special needs and plans support strategies in light of children's different needs. The school works in collaboration with parents to foster children's well-being as the core part of the school work.

2. Learning and Teaching

- 2.1 In accordance with the curriculum materials developed by the sponsoring body and making reference to the teaching packages, the school formulates a school-based curriculum by adopting themes to connect different learning areas. Children are able to learn through play and manipulation while interesting and inspiring activities are in place. The school sets up a number of learning zones which include language learning, art and craft creation, exploratory activities, etc. Children take turns to take part in these activities in a mixed-age arrangement. Children have balanced learning experiences which help them build up positive attitudes, facilitate learning of skills and scaffold knowledge. The school also arranges related visits to widen children's horizons. To strengthen children's eye-hand coordination ability, the school arranges for children fine motor skills training through different games. Nevertheless, the amount of Chinese writing for K2 and K3 classes must be reduced in order to meet children's learning needs.
- 2.2 The school assesses children's learning performance through continuous observation and records. Child assessment information is also used to inform curriculum planning and teaching design in achieving the aim of assessment for learning. The

school sets child assessment items according to the learning objectives. It assesses children's performance in each learning area in a timely manner. The school also invites parents to observe their children's performance at home so that children's physical and psychological development can be better grasped from different perspectives. The school develops learning portfolios for children in maintaining records of their assessment information, activity observation records and self-selected work, etc., which are served as evidence of development. At the end of the school term, teachers summarise related assessment information for parents to understand their children's development progress.

- 2.3 The school's curriculum monitoring and reviewing mechanism is effective. After discussion in the meetings, the school sets up the learning zones and arranges the activities of thematic teaching. The management takes part in the curriculum meetings, vets teaching documents and conducts classroom walkthroughs to understand the progress of curriculum implementation. Teachers reflect on their teaching, they review the teaching objectives and the effectiveness according to children's performance, then conduct analysis and make recommendations for improvement. In addition, the school informs its sponsoring body of the effectiveness of implementing the curriculum. The school arranges peer lesson observation. Teachers and their peers are able to exchange views on teaching and thus enhancing the effectiveness of teaching and learning collaboratively.
- 2.4 The school environment is bright and tidy. The school appropriately decorates the premises with children's work and activity photos which enables children to learn to appreciate one another. Highlights of children engaging in learning activities are also displayed for parents to understand more about their children's learning. The school is able to set up a conducive environment to arouse children's interests in learning. Each learning zone is meticulously developed and designed with different levels of complexity to cater for children's diverse needs. The school arranges children to learn in a mixed-age arrangement. Children of different ages play together, they help each other and get along harmoniously. They demonstrate good social skills. The school sets up an artistic visual arts zone. Teachers provide children with different materials including natural materials such as shells, leaves and pine cones to create and unleash their artistic potential. As observed, children like using clay to make small cakes. They use gemstone stickers and cotton balls to build patterns as they please. They also like scribbling with big brushes with peers. These activities not only bring children sensory experiences, but also facilitate their

interpersonal interaction effectively. The school creates a supportive atmosphere for language learning. Children read books in a relaxing environment, manipulate teaching aids on language learning and write greeting cards to teachers and peers. At the end of each free choice activity session, teachers praise children who have shown earnest attitude and invite children to demonstrate ways of manipulating the teaching aids. Teachers are advised to help children organise and consolidate their learning experiences during free choice activities, with a view to further enhancing learning effectiveness.

- 2.5 In these two years, the school has been striving to foster children's exploratory spirit and interest. The exploratory zone is equipped with abundant materials and diversified games. Teachers lead children to discover interesting phenomena in daily life by using observation, prediction, manipulation, etc., thus stimulating their inquisitive minds. The school's exploratory zone is filled with various activities, such as sensory play, logical thinking game and simple experiment. This year the school continues this major concern and strengthens the connection between the activity design and children's everyday life. Teachers raise questions about things that children see in their daily life. They lead children to make further exploration and think of solutions to solve the problems. Children show interest to take part in the activities. They provide creative suggestions and they are able to make simple records by drawing and writing. The work plan extends children's interest and curiosity in exploring things effectively. Yet, a few activities are considered rather difficult. The school should review and revise the activity content so as to align with the pace and needs of children's development.
- 2.6 This year the school regards nurturing children's positive values as another major concern. The school promotes relevant parent education and arranges training to enhance teachers' skills of helping children develop positive values. Teachers infuse moral education into themes and encourage children to express their feelings through storytelling and sharing news related to children's daily life. In this way, children are cultivated with positive attitudes in facing different circumstances in life. Teachers speak softly and look after children with great care. They understand and care about children's different needs and emotions. They often commend and encourage children. The campus is filled with ambience of harmony, love and care.
- 2.7 Teachers have good lesson preparation. They teach in a serious manner and collaborate well with one another. Teachers attentively observe children's performance during activities. Timely support is provided to cater for children's

different needs. Moreover, teachers design diversified physical activities, such as skills training, group games and climbing activities, which are conducive to children's gross motor development. By means of singing, rhythmic movement, music games, etc., children enjoy the fun of music. The classroom is filled with laughter and a joyous learning atmosphere is created.

2.8 Children like going to school and keep smiling. They are keen to engage in different kinds of learning activities. Their art and craft work are creative. Besides, children are willing to express their views and generally attentive during activities. They are obedient and display a good sense of self-discipline. They are able to tidy up by themselves and put things back by categories after use. Children fold their quilts after having afternoon nap, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school is able to keep abreast of the latest development of kindergarten education. It puts dedicated efforts on promoting curriculum development. In line with the curriculum rationale of child-centredness, the school must reduce the amount of Chinese writing. The teaching team could continue to adopt the effective SSE under the leadership of the management, and promote team collaboration. The school is also suggested to refine the implementation strategies of its work plan to achieve a better alignment with children's needs, thereby promoting the school's continuous advancement.