

School No.: 566675

Quality Review Report (Translated Version)

**Po Leung Kuk Lui Chan Wai Ching
(Kwai Fong) Kindergarten**

**15-22 G/F, Kwai On House, Kwai Fong Estate,
Kwai Chung, New Territories**

6, 7 & 10 December 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: 6, 7 & 10 December 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 With the resources provided by the sponsoring body, the school takes forward the work in different aspects like administration, curriculum and support for children. It often communicates with other kindergartens of the same sponsoring body to synergise the professional competence. The management members have profound teaching experiences and had served in other kindergartens of the same sponsoring body for years. With a good grasp of the school mission and curriculum characteristics of the sponsoring body as well as good communication with the leadership team, the management leads the school to advance smoothly. In regard to the personnel changes of the teaching team in recent years, the management has actively enhanced the communication with the staff and provided advice and support in work. It has put much effort in team building, demonstrating its role of leadership. The school follows up the recommendations of the previous Quality Review. It facilitates the professional exchange of teachers through arranging lesson observations, teaching demonstrations and training activities. The team is able to stay united to promote the school development.
- 1.2 The school has put in place a school self-evaluation (SSE) mechanism to implement the SSE concept of planning, implementation and evaluation. At the end of every school year, the teaching team works together to review the effectiveness of school's work in different domains according to the *Performance Indicators (Kindergartens)* and formulates the development direction for the upcoming year. Meanwhile, it also conducts interim reviews for the implementation of major concerns in the middle of school years. The school has set promoting positive education as its major concern in recent years. It has taken into consideration the perspectives of different stakeholders to devise strategies in terms of teacher training, child activities, parents' seminars and so forth, which is conducive to implementing the plans. In this school year, the school further strengthens home-school cooperation. Building on the existing foundation of parent education, the school invites parent volunteers to get

involved in the school's positive education activities and assist in leading games and telling stories to children. Parents' efforts are pulled together to facilitate the school's development in positive education.

- 1.3 The school attaches importance to the building of partnership with parents. It organises parent education and parent-child activities according to parents' needs as well as maintaining good communication with parents through diversified channels. The school strategically arranges suitable children activities and parent seminars with a view to supporting newly admitted children to adapt to the kindergarten school life and preparing K3 children for their promotion to primary one. The school accepts children's diversity. It taps the resources of the sponsoring body and external parties to identify children's diverse needs as early as possible so as to provide appropriate support. The school strives to create an inclusive atmosphere on campus.

2. Learning and Teaching

- 2.1 The school designs a school-based curriculum in accordance with the curriculum outlines devised by the sponsoring body and by making reference to the teaching packages. The curriculum design adheres to the child-centredness principle and puts emphasis on learning through play. It covers six learning areas with knowledge, skills, attitudes and values encompassed. Regarding the daily schedule, children are provided with adequate music, physical, art and free choice activities every day. Activities are flexibly arranged while whole-class, group and individual modes of learning opportunities are offered. Children of different grade levels are put in the same group so they are engaged in activities together, facilitating them to learn from each other. The school implements parent-child reading scheme. Nevertheless, some homework of the scheme is inappropriate. The school must review and revise the design of the parent-child reading record booklet so as to meet the objectives of fostering children's reading interests.
- 2.2 Teachers take turns to prepare the teaching plans based on the curriculum outlines every month. They design various learning activities and teaching aids for each theme, then discuss and revise together during curriculum meetings. The teaching plans state clearly the learning objectives, teaching points and implementation procedures. The school has put in place a mechanism for curriculum review. The management monitors the implementation of curriculum through classroom

walkthroughs, lesson observations and document studies. The management and teachers review the teaching activities together in the monthly curriculum meetings. After viewing and discussing children's learning situations, teachers write reflection reports for the management to scrutinise. However, the reflection reports mostly tend to depict children's learning. Only some teachers can raise questions and put up concrete suggestions for improvement. The management may continue to lead teachers to review the teaching work and evaluate the design of teaching activities based on children's learning performance and the learning objectives. As such, teachers' reflective abilities will be enhanced, thereby improving the effectiveness of learning and teaching.

- 2.3 Through the home-school handbook, teachers inform parents every week about their children's performance in school. Thematic assessments are set to understand children's learning progress while reports on children's development are produced in each school term. Teachers provide concrete descriptions and comments for selected snapshots of children's engagement in daily learning activities and their works. Learning portfolios are developed for children to keep the learning assessment information, children's works, etc., so that parents can grasp the performance and development of their children in school. The school makes good use of the child assessment information for analysis with a view to identifying the areas for improvement in the curriculum of each grade level, thereby following up accordingly. The school may further connect the assessment items with the learning objectives so that the assessment can reflect children's learning in more concrete terms.
- 2.4 The school meticulously sets up the campus which are divided into four learning zones, namely "communication zone", "exploration zone", "visual arts zone" and "sports and music zone". A rich variety of corner activities are provided in each zone to give space for children to explore freely. To facilitate children's learning, the leader of each learning zone communicates closely with teachers so as to design zone activities related to the learning themes of different grade levels. Through observing children's performance, the zone leaders regularly review and adjust the set-up and activities of the learning zones under their purview. Using assessment forms, they conduct valid review on the effectiveness of the teaching aids by evaluating the design and children's performance. Teachers place emphasis on catering for the diversity of children's development. They design different levels of complexity for the same activity so that children can choose according to their

abilities. The school has an abundant supply of teaching resources. Various manipulative teaching aids are available in the “communication zone” and “exploration zone” while sufficient and diversified materials for artistic creation are placed in the “visual arts zone” for children to choose freely. The teaching aids are made with careful and thoughtful design. The learning objectives and the ways of manipulation are listed on each teaching aid to provide children with different levels of complexity and challenge. Teachers are skilful in turning the toys in the markets to teaching aids with learning effect. By manipulating teaching aids which are fun-filled and with game elements, children construct knowledge through play.

2.5 The school has regarded promoting positive education as its major concern in recent years. Teachers use stories of picture books to help children understand relevant content and then arrange various activities to cultivate children’s positive values and attitudes of self-confidence and proactiveness. These activities include inviting external organisations to give talks to children on the importance of treasuring food, organising experiential activities for children to understand the inconvenience encountered by the disabled persons with a view to developing an attitude of gratitude towards what they have, as well as holding competitive games for children to learn to encourage others. The school’s positive education is still at the development stage and the related content is being consolidated and implemented. The school is advised to further integrate the learning activities of positive education to the existing curriculum by embedding the relevant positive concepts to the learning themes, thereby strengthening the integration of the school curriculum and further enhancing the effectiveness of the plan on promoting positive education.

2.6 Teachers are devoted to teaching and happy to get along with children. In alignment with the implementation of positive education, teachers often give words of praise to encourage and commend children’s proper behaviour. Teachers are well-prepared in their daily teaching. They are good at making use of teaching aids which are of different textures and manipulative. For example, teachers use toys and models to assist children in grasping the abstract concepts of counting numbers and distinguishing between big and small; they give corns, chestnuts and peanuts for children to find the seeds in order to stimulate children’s learning motivation and enrich their learning experiences. During free choice activities, teachers steer children how to use the teaching aids, rendering proper intervention and guidance. Teachers tell stories with rich facial expressions and different tones. With seamless cooperation between teachers, they often deliver lesson activities through dialogues,

which is effective to attract children to listen. Teachers could ride on the existing foundation to make good use of questioning so as to guide and provide children with more opportunities to share their feelings and experiences.

- 2.7 Children are obedient and polite. They are enthusiastic to learn and proactive to explore. During free choice activities, children choose activities to take part in according to their own interests and abilities in an orderly manner and with attentive attitude. Children make interesting artworks with rich creativity and great enjoyment. A good rapport has been built among children and they learn together in different learning corners. After activities in each learning zone, children tidy up on their own and put back all the teaching aids or materials to keep the campus clean and tidy, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has established a SSE mechanism. When formulating the development plans, the school may further collate and make reference to the children's assessment information on school level. Regarding the major concerns devised, the task objectives and success criteria should be set in a more closely connected way in order to enhance the effectiveness of the plans. Promoting positive education has been the school's major concern in recent years. The school may integrate positive education to the existing curriculum in order to strengthen the coherence of the curriculum. The management should continue to lead teachers to review the design of teaching activities from the perspective of children's performance with the aim of enhancing teachers' reflective abilities and teaching skills.