

School No.: 563722

Quality Review Report (Translated Version)

Po Leung Kuk Lau Chun Kindergarten

G/F., Kwong Lai House, Kwong Fuk Estate, Tai Po, New Territories

12, 13 & 15 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 13 & 15 June 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 keeps close liaison with the organisation. The leadership team gives advice and support through regular meetings and school visits, steering the advancement of the school. The school and the affiliated kindergartens of the organisation collaborate to formulate the curriculum, pooling their experiences and resources while fostering the professional growth of teachers through joint-school teacher training, mutual visits and observation and so forth. The school keeps various documents and teaching resources in an orderly manner, making it convenient for teachers to read and refer to as well as passing on experiences. The management often discusses teaching matters with teachers and arranges suitable professional development activities, enhancing teachers' teaching skills in a progressive manner. A good rapport is built among the teaching team members who work together to help promote the continuous development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to devise the learning content of Arts and Creativity which is closely linked with themes, so as to increase the effectiveness of integrated curriculum. The school designs teaching aids of different levels of complexity to cater for children's diversity. It also encourages children to participate in activities according to their plans, thereby cultivating their self-management skills. A school self-evaluation mechanism is in place. The management leads teachers to collect evidence systematically to evaluate the effectiveness of different tasks and map out the development plans. In recent years, the school has regarded promoting learning through play in children and enhancing their learning interest and active learning ability as the school's major concern in response to children's needs. The school formulates plans with clear objectives. It deploys strategies in terms of teacher training, activity design and parent education as well as reviewing the implementation of the plans through meetings and taking follow-up actions to achieve the expected results.
- 1.3 The school accepts and respects the diverse needs of children. It has set up a clear

identification and referral mechanism. The school actively collaborates and communicates with the multi-disciplinary team to provide proper counselling and support to children with special learning needs. Meanwhile, the school organises suitable training to strengthen teachers' skills in identifying and catering for learner diversity. Teachers care for children and adopt diversified strategies, including individual guidance, homework and assessment adjustments, home-school cooperation and so forth, in light of children's pace of development, hence unleashing children's potential and letting them enjoy an inclusive school life.

- 1.4 The school places emphasis on building a partnership with parents. It uses various channels to maintain close communication with parents and nurture children's growth with them. The school arranges lesson observation for parents and recruits them to participate in voluntary services, which helps them understand the school's education rationale and their children's learning. The school organises parent education and parent-child activities to enhance parents' parenting skills and strengthen parent-child relationship. The parent-teacher association has been established for years. It often reflects parents' views to the school to facilitate the follow-ups by the school while rallying the concerted efforts of parents to assist in carrying out various activities, thereby maximising the effectiveness of facilitation of home-school communication and collaboration.

2. Learning and Teaching

- 2.1 The school selects real-life themes and integrates the content of various learning areas to design a child-centred curriculum. The school actively employs the strategy of learning through play to cater for the learning characteristics of children. It creates an interesting school environment meticulously so as to nurture children's moral development while helping them acquire skills and knowledge through relaxing and joyful learning experiences. The school has been striving to promote Chinese culture. It incorporates relevant learning elements into different themes of each grade level and carries out project activities for children to explore traditional arts that interest them. Children learn about and appreciate traditional culture and arts by visiting Chinese restaurants and museums, making featured food and handicrafts, or conducting fashion shows that showcase traditional Chinese costumes, hence developing a sense of belonging towards the country. The daily schedule of the school is well-organised and children have ample time to take part in music, physical, art and free choice activities every day, which is conducive to their balanced

development.

- 2.2 The school has formulated a policy on the assessment of child learning experiences. Taking into account the learning objectives of the school-based curriculum, teachers discuss and set assessment items and criteria together. Teachers understand children's learning through continuous observation and report to parents in the student handbook. With a view to catering for children's diversity, teachers adjust some assessment items in response to the abilities of children with special needs, so as to reflect their learning progress more effectively. Teachers conclude children's development every school term and keep children's development reports, observation records and artwork in their learning portfolios. Hence, parents are informed of children's growth at different stages. The school collates and analyses the information from children's development reports on a regular basis to serve as a reference to adjust the curriculum and follow up on the individual needs of children.
- 2.3 The school has established a curriculum coordination, monitoring and review mechanism. The management leads teachers to conduct collaborative lesson planning and adapt the content of activities and design of interest corners by making reference to the curriculum outline devised by the organisation and the needs of children. It also keeps abreast of the implementation of the curriculum through scrutinising teaching documents and observing lessons, etc., and gives timely feedback to teachers. Teachers reflect on their teaching regularly. Aligning with teaching objectives, they review the effectiveness of activities regarding children's performance and teaching arrangements, etc., and refine the teaching content and strategies corresponding to the review results. However, the Chinese language homework arranged by the school during the primary one adaptation activities is rather difficult, and the school is required to remove the inappropriate parts in a bid to suit children's abilities and developmental needs.
- 2.4 The school has endeavoured to promote learning through play in children and enhance their learning interest and active learning ability in recent years. Professional training, exchange meetings and peer lesson observation are arranged to enhance teachers' skills in adopting play as a teaching strategy. In tandem, the school lets parents understand the importance of play in children's development through parent workshops. It also recommends parent-child play and invites parents to make toys with their children, creating a pleasurable play experience for them. Teachers design teaching activities attentively, incorporating suitable play to make learning more interesting for children. They turn toys into teaching aids so as

to attract children to play with, stimulating children's motivation to learn actively. During physical activities, teachers provide children with a wide range of eco-friendly materials and equipment to explore various methods of play, unleashing their creativity. As observed, children create different ways to play. For instance, they bounce or catch balls with plates and blow newspaper off the ground by waving rubber mats. They tuck the coloured bands into the back of their shorts and play "Tail Tag". Children often interact with their peers and are willing to cooperate and communicate with one another. Teachers observe children during play while using questions and demonstrations to foster children to think further about how to play with the materials. Building on this sound foundation, teachers may encourage children to share their discoveries and solutions to problems after the activities to inspire children's learning.

- 2.5 The school allocates activity venues properly and divides classrooms into different learning areas for children to participate in free choice activities. In alignment with the themes, teachers design manipulative corner activities with exploratory elements, creating a favourable learning environment. They set up teaching aids and activities of different levels of complexity in accordance with the learning objectives in order to accommodate the needs of children in each grade level. In the "language area", teachers set up a spacious and cosy reading corner with a sufficient supply of quality books, which is effective in attracting children to read inside. Teachers provide children with interesting and interactive teaching aids for their language learning, hence facilitating children to consolidate and extend their learning through manipulation and play. Mailboxes are placed to encourage children to express their thoughts in drawings or words, thus using language in an authentic context. Teachers furnish the "art area" with diversified materials and tools for children to choose from, arousing their interest in art creation effectively. Meanwhile, teachers make good use of the venues to display children's artworks, facilitating children to appreciate and learn from one another. Children's work is ingenious. They collaborate to decorate a giant rhinoceros beetle, use recycled materials to make a three-dimensional spider and knead light clay to create a dinosaur, etc. In the "exploration area", children observe the lives of insects and compare and contrast their body parts, explore the characteristics of different materials with their touch to identify absorbent objects as well as pulling the rope that is looped around the wheels to carry picture cards of food to the corresponding place, hence cultivating children's inquisitive mind through varied activities. Children are actively engaged in the

activities. They are familiar with the corner routines. After the activities, children tidy up things on their own, showing good self-care abilities. Children love playing and learning with their peers, meanwhile, they help and care about one another, demonstrating good social skills.

- 2.6 Teachers are well-prepared for lessons and use real objects, pictures and self-made teaching aids to help children comprehend the learning content. Children have positive attitudes towards learning and answer questions actively. They are willing to share their life experiences with teachers and possess good language comprehension and expression abilities. Teachers are kind and friendly. They always give commendation to children, creating a harmonious teacher-child relationship. Teachers create contexts for music activities. Teachers lead children to sing, play musical instruments and appreciate the music, etc., while guiding them to move their limbs in response to the melodies of music, enjoying the pleasure of music activities.

3. Recommendations for Enhancing Self-improvement of School

The school adheres to the curriculum rationale of child-centredness and actively promotes learning through play in children, which facilitates their holistic development. The school is required to remove the inappropriate homework content during the primary one adaptation activities to meet the abilities and developmental needs of children.