

School No.: 563757

Quality Review Report (Translated Version)

Po Leung Kuk Chi Pui Kindergarten

1/F, Block 2, Lei Muk Shue Estate, Kwai Chung, New Territories

7, 8 & 10 May 2019

**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: 7, 8 & 10 May 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 leadership team values teamwork. It organises joint-school principal meetings to solicit professional capacity for the school to implement work related to administration, curriculum, child support, etc. It also arranges joint-school teacher training and sharing activities to build a professional learning community for continuous progress of the school. The principal and two senior teachers of the school cooperate closely with thorough consideration to provide appropriate guidance to teachers and properly allocate their duties. Through empowerment and accountability, they encourage teachers to exploit their strengths. In the meantime, they arrange peer lesson observation, cross-school lesson observation and teaching demonstration to promote teachers' professional development. The school has clear working guidelines and a well-defined filing system in managing its daily matters smoothly. A sound induction mechanism is in place for new recruits to adapt to the working environment the soonest. Community resources are also aptly tapped to foster the school's development so as to render children appropriate education and care services. The teaching team is full of enthusiasm. Team members collaborate harmoniously, and are willing to express their views and apply their knowledge to pursue for excellence.

1.2 The school has developed a mature school self-evaluation (SSE) mechanism, hence the SSE culture has taken root in its daily work to keep enhancing the effectiveness of different work. Upon completion of the school term, the management leads teachers to collect evidence and review the effectiveness of work in different areas through collaborative discussion. It also formulates the annual work plan according to children's learning needs and the pace of school development. During these two school years, the school has strived to design learning activities related to the Learning Area of Nature and Living to inspire children's creativity, and has taken this as the major concern. Last year, the school arranged training for teachers to enhance their ability in designing relevant activities. This school year, the school

has revised the teaching strategies in light of its review findings to further inspire children's creativity. Another major concern of the school for this school year has been strengthening the cultivation of children's positive values and active attitudes towards life. The management steers teachers to apply what they have learnt in training to design suitable activities and make use of the strategy of home-school cooperation, with a view to enhancing the effectiveness of the plan. The work plan is devised with clear goals and deployed thoroughly. The school also conducts reviews and takes follow-up actions in phases. The work plan has achieved the expected targets.

- 1.3 The school arranges training and sets up a systematic monitoring mechanism to help teachers understand children's diversity and provide appropriate care to children. Referral services are also provided according to children's needs to support them as soon as possible. The school maintains close contact with parents to handle and follow up their views actively. It organises parent education seminars for parents to understand proper parenting skills. In addition, children and parents are arranged to visit primary schools while graduates of the school are invited to come back and share their primary school life. Such arrangement helps children be well-prepared psychologically for starting their primary school life. The school prepares information about transiting to primary one for parents, with the aim of encouraging them to select a suitable primary school in meeting their children's needs and abilities. Parents recognise the school's efforts in implementing the child-centred curriculum. They are willing to assist the school in promoting activities, a solid development foundation for home-school cooperation has been laid.

2. Learning and Teaching

- 2.1 The school devises the curriculum by making reference to the teaching packages and curriculum information of the sponsoring body, and adopting an integrated curriculum based on real-life themes. Project activities are added in light of children's interests and abilities to arouse their curiosity about surrounding things. To align with the learning themes, the school organises visits and festive activities to enrich children's learning experience. It also launches a parent-child reading scheme as well as organises diversified and interesting parent-child activities to enhance children's learning effectiveness through home-school cooperation. The school prepares a daily schedule with active and quiet activities arranged alternately,

ensuring that children have sufficient time for music, physical, art and free choice activities daily. The curriculum content is appropriate which can facilitate children's comprehensive and balanced development.

- 2.2 The school formulates the content on the assessment of child learning experiences in accordance with the curriculum objectives. It develops learning portfolios for children to maintain records of the assessment information based on continuous observation and their work. The school also invites parents to provide information of their children's performance at home in the student handbooks, which helps teachers understand children's learning and development progress. Teachers summarise all information and conclude children's learning performance in each school term to get parents informed of their children's learning progress. Meanwhile, they collate and analyse children's learning assessment data to inform curriculum planning. The data are also served as reference for catering for learner diversity. The assessment mechanism is in place to achieve the aim of fostering children's learning as well as promoting children's physical and psychological development.
- 2.3 The curriculum management of the school is effective. The management understands curriculum implementation through lesson observation, attending curriculum meetings, scrutinising children's work, etc. It also steers teachers to adopt the rationale of child-centredness in reviewing the effectiveness of learning and teaching as well as exploring the ways for improvement based on the review findings. For instance, the school found that K1 children were not fully engaged in music activities early this school year. After analysing, it arranged children into groups during activities to strengthen teacher-child interaction, thereby enhancing children's learning effectiveness in an effective manner. The school collects evidence from different perspectives to review curriculum design in each school term. In addition to following up and making improvement, the school also utilises the review findings to provide feedback to the curriculum information of the sponsoring body, hence making concerted effort to promote curriculum development.
- 2.4 Recently, the school has taken inspiring children's creativity as the key task. Last school year, teachers aroused children's interest in the phenomena in nature and the characteristics of daily necessities through stories. They taught children relevant knowledge and encouraged them to exploit their creativity by drawing. For example, children designed a set of magnetic cup and coaster which was not likely to be knocked over by understanding the features of magnets; they knew the functions

of a lighting machine and drew a pair of lighting slippers for people to wear at night to avoid stumbling. This school year, the management has steered teachers to improve the teaching strategies and place daily necessities that are related to the learning themes in the exploratory corner for children to observe, manipulate and explore the characteristics of the necessities. Children are also encouraged to try creative activities based on their discovery on the characteristics of the necessities. Children explore the elasticity of springs through manipulation. They then add springs in front of and at the back of a model car and turn it into a springy car avoiding collision. Some children put the springs on the sole of a pair of shoes to turn them into springy shoes. Teachers play the role of facilitators and observers, meanwhile using questions to stimulate children's thinking, so as to guide children to compare and analyse the characteristics of different items, thus unleashing their creativity. Teachers respect children's thoughts and assist children in completing their creative work. Children are attentive in learning. They use multiple senses to freely explore and create anew, demonstrating their confidence in learning. In addition, the school arranges parent education to encourage parents to guide their children to be aware of the characteristics of daily necessities, with a view to developing children's observation and thinking abilities so as to extend their learning interests.

2.5 The school has taken cultivating children's positive values and active attitudes towards life as its major concern this year. The school devises the learning focuses and incorporates relevant learning elements into thematic activities. Teachers make use of storytelling, sharing of experience, discussion, etc., to nurture children's positive values, and also guide them to control their emotions, care about surrounding people and things, get along well with others, be enthusiastic about their learning and build self-confidence. The school arranges parent education activities to help parents offer guidance to their children aptly in accordance with the school's objectives of moral education. In addition, it often organises mix-aged activities for children, thus older children learn to take care of younger ones and younger ones learn from older ones. Children learn and play together, while children with different abilities are respected and encouraged. In such way, a positive self-image and an active attitude in dealing with matters are cultivated in children in gradual manner with imperceptible influence.

2.6 The school makes flexible use of venues to break the space constraint. It arranges the indoor area of the campus into different learning areas. The learning themes for each grade level are similar. Teachers decorate the learning areas based on the

learning themes and prepare items for observation or manipulation as well as learning materials with different levels of complexity. The school adopts the mixed-class mode and arrange children of similar ages in different grade levels into a group. Children of individual group take part in free choice activities in different learning areas every day. They select games based on their development pace so as to develop skills and acquire knowledge. As observed, children read quietly, create stories orally with peers, or use pictures or words to express their thoughts. They count real objects, record the process for a tadpole to turn into a frog, and water plants while observing their growth. Children make cakes and play different roles in a simulated bakery. They use stones to form pictures, and also select craft materials to create artworks. In view of the diversified and abundant play materials, children's creativity and their initiative in learning are aptly stimulated. On the other hand, interaction with peers facilitates children's cognitive and social development. Children are attentive and engaged in all activities while they follow the corner rules. Teachers walk through to observe and participate in children's play, so that they provide encouragement and guidance in a timely manner. Upon completion of the activities, children pack materials to keep the classroom clean, demonstrating good self-care abilities. Teachers lead children to review the activities and invite them to introduce their completed work with peers. Children's work is also displayed properly in order to cultivate in children the positive attitude of sharing with others.

- 2.7 Teachers listen to children with patience and smiles on their faces. They arrange group learning activities by children's ages when necessary. They use pictures, real objects, etc., to assist in their teaching, and design appropriate games to guide children to learn through play. Teachers organise physical skills training in accordance with children's physical development. They set up scenarios based on stories to trigger children's imagination and make the activities more interesting. Children are energetic with good coordination. Teachers arrange activities such as singing, playing percussion instruments and music appreciation to guide children to move their limbs in response to the rhythms and melodies of music. Children enjoy the fun of music activities, filling the classroom with a relaxing and joyful atmosphere.
- 2.8 The teaching team collaborates closely among themselves while respecting and caring for learner diversity. Members of the team often exchange teaching experience and share skills to handle children's behaviour and emotions. Teachers

strengthen individual guidance in light of children's needs, and adjust the procedures of activities to help children grasp the ways of playing in a step-by-step manner. They also adjust the homework content for children to complete the homework on their own and build confidence in learning. Children care about and help one another while they learn and play together. The campus is filled with a harmonious and joyful atmosphere.

3. Recommendations for Enhancing Self-improvement of School

The school designs an appropriate curriculum to provide an enriching learning environment for children to learn through play, thereby facilitating their self-directed learning. The school implements the SSE work continuously through accumulating experience and displaying professional capacity of the teaching team, thus fostering the school to pursue for excellence and ongoing advancement.