

School No.: 548723

Quality Review Report (Translated Version)

Po Leung Kuk Lau Chan Siu Po Kindergarten

**Podium Level, Fu Yun House (Block 16), Fu Cheong Estate,
Cheung Sha Wan, Kowloon**

14, 15 & 17 February 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: 14, 15 & 17 February 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 leadership team cares about the school development. It discusses administration, curriculum, finance and other issues with the management through regular meetings, steering the development of the school. The school makes good use of sponsoring body's and external resources to arrange a wide range of training according to the school's development and teachers' needs, driving the team forward. The management knows about the strengths of teachers and allocates duties appropriately in light of their abilities and experience. New recruits are assigned to work with experienced teachers, which helps them adapt to the work environment. A well-defined organisational structure is in place with a number of functional groups to follow up on the work in various areas. Guidelines and rules are clear, and documents are properly filed, resulting in smooth daily operations.
- 1.2 The school practises the rationale of school self-evaluation (SSE). The management leads teachers to review the daily work and make reference to the views of different stakeholders to understand the effectiveness of all kinds of plans. The school has regarded promoting positive education and enhancing the learning effectiveness of physical and music activities as its major concerns in recent years. The school has deployed a variety of work tactics for the relevant plans. For instance, it makes use of external support and training to enhance the knowledge about positive values, physical and music activities among teachers and parents. It also designs activities that align with children's learning needs. The overall planning is still considered as appropriate.
- 1.3 The school caters for the diverse needs of children. It has established an identification and referral mechanism to assist children in receiving suitable support the soonest. The school arranges activities before school starts for newly admitted children to adapt to the school, facilitating them to settle into kindergarten life with a step-by-step approach. On the other hand, the school organises adaptation activities about promotion to primary school so that K3 children can get a first

glimpse of the environment and learning mode of primary school, helping them get prepared for the transition. The school maintains close communication with parents through different channels including arranging talks based on parents' needs to improve their parenting skills. Parent meetings for all grade levels are also organised to inform parents of the school curriculum and development of children. The school builds a partnership with parents through the parent-teacher association which collects parents' views to assist the school in promoting activities and strengthens communication and collaboration between parents and the school. Parents trust and support the school. They work together to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school selects picture books to plan its integrated curriculum according to the *Kindergarten Education Curriculum Guide* and having regard to the learning themes it set, in which the curriculum content covers all learning areas and accommodates children's interests, stimulating their learning motivation while taking into account the cultivation of values and attitudes and the acquisition of skills and knowledge. The school incorporates learning elements of Chinese culture into the curriculum. Children are exposed to Tang poetry, ink-wash paintings and blue and white porcelain. The school forms a flag-guard team and holds the flag raising ceremony every week, nurturing a sense of national identity among children. Children are given sufficient time to take part in music, physical, art and free choice activities every day and the daily schedule is balanced. However, some homework fails to meet children's developmental needs. For instance, K1 children are asked to write alphabets and numbers along dotted lines and the content of some language and mathematics homework in K3 is too difficult as well. The school must review and remove such homework, refraining children from learning too much too soon.
- 2.2 The school grasps the learning performance of children through continuous assessment. Teachers set thematic assessment items in accordance with the learning objectives and content, then devise clear assessment criteria after discussion to ensure that assessments are being conducted objectively and consistently. Teachers compile records of activity observation, face-to-face meeting notes and work commentary for children. They also conclude children's performance of each learning area in detail every school term, so that parents are well aware of their

children's overall learning and development. The school creates learning portfolios for children to keep their learning information orderly. Teachers utilise the assessment information to draw conclusions from children's learning performance to adjust the curriculum.

- 2.3 The school has established a systematic mechanism of curriculum management. Regarding curriculum planning, the management leads teachers of all grade levels to review and set forth curriculum outline every school term. Teachers then prepare lesson plans, teaching aids and corner activities in a way of collaborative lesson planning according to the outline. All learning areas have clearly defined objectives and corresponding teaching procedures are available in the lesson plans, which is conducive to implementing learning activities. The management monitors the implementation of curriculum through scrutinising documents, attending meetings and conducting lesson observation. At the end of each thematic teaching, meetings for each grade level are held to review the teaching effectiveness. In tandem, teachers write up individual reflections in light of the checklist designed by the school, as references for curriculum review. Yet, teachers mainly describe children's learning performance in their reflections and there is a lack of evaluation on teaching effectiveness. Teachers are required to look into the reasons for effects on children's learning, so as to offer concrete suggestions in a focused manner, with a view to promoting the effectiveness of learning and teaching.
- 2.4 In recent years, the school has given strong impetus to values education by using resources provided by the sponsoring body. Teachers participate in training to equip with the relevant concepts. By adopting picture book teaching and sharing life experiences or current affairs during morning assemblies, they guide children to develop proper attitudes towards life and practise good behaviour. In addition, through environment set-up, the school displays quotes on positive values all over the campus, creating an affirmative atmosphere therein. Meanwhile, teachers set up corner related to emotions and positive learning in classrooms and inspire children to express appreciation or gratitude to others through corner activities. As observed, children admired peers proactively and encouraged one another. The efforts have begun to yield results.
- 2.5 Increasing the teaching effectiveness of physical activities has been regarded as another major concern of the school in recent years. By introducing external professional support and teacher training, teachers' skills in designing and conducting physical activities are improved. The school helps children develop a habit of doing

physical exercises with the home-school cooperation approach, such as organising parent-child sports day camps and launching a physical exercise award scheme, with a view to encouraging parents' participation, thereby facilitating children's physical development. Teachers make use of equipment to design diversified activities of different levels of complexity. Children follow teachers' guidance and are involved in the activities while using various types of physical equipment to play with peers. The efforts have been delivering positive results. However, teachers are required to pay attention to the activity arrangement and reduce the waiting time for children in order to increase the amount of physical exercise for children.

- 2.6 The school takes sharpening teachers' skills in conducting music activities as its major concern this school year. Apart from professional training, the school also makes reference to the community resources to enrich its learning content. Teachers create different contexts that are related to the themes and guide children to sing and perform rhythmic movements together. They encourage children to express songs with imagination and body movements. Children are engaged in the activities and show creativity.
- 2.7 The campus furnishings are thoughtfully designed, with children's artwork and activity photos posted on the walls of the corridors and classrooms to create a joyful learning environment filled with child's pleasure. The school makes good use of the campus space to arrange an array of facilities, including climbing frame on the walls, constructive wall on the colonnades as well as a diverse range of equipment placed in the physical play venue. All these are available for children to choose from when playing different games. There are plentiful materials in the exploratory corner of the classrooms to support children's exploration with different senses. The design of the activities arouses their curiosity. Yet, the activities of the language and mathematic corners are rather monotonous, so as the teaching aid design. Teachers should make the activities more interesting and interactive to attract children to join.
- 2.8 Teachers are amiable, caring for and patient with children. They embrace the diverse needs of children and praise them properly to reinforce good behaviour. Teachers utilise pictures and real objects related to children's life experiences to guide them to learn. They must take note of the classroom routine and give clear instructions to children so that the learning activities can be implemented smoothly. During free choice activities, some teachers only observe and intervene. It is suggested that teachers may take part in children's games more often in a bid to grasp

the opportunity to maximise their role as inspirers.

- 2.9 Children are devoted to learning. They are pleased to express themselves and eager to respond to teachers' questions while proposing interesting ideas. Children are courteous and friendly. They take the initiative to greet others, invite peers to play with them and present their artwork happily. Children play building blocks in the constructive corners together and play different roles in the imaginative play corners, getting along well with peers. Children possess self-care abilities as they pack teaching aids and toys after activities and keep the classrooms clean. They are able to make up bedding on their own after naptime as well.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a SSE mechanism. The management and teachers collaborate to review all areas of work. The management is required to lead the team to further map out major concerns in consonance with school-based needs and adjust the development plans aptly, in order to increase the work effectiveness.
- 3.2 The management must play a more significant role in curriculum leadership and monitoring. They must also guide teachers to review the homework design and delete content that is inappropriate to children's developmental needs as well as strengthening the planning of corner activities in order to attract children to take part in and learn. Teachers are advised to explore the teaching effectiveness in detail, enhance their reflective abilities and give concrete suggestions so as to enhance the teaching skills and the effectiveness of learning and teaching.