

School No.: 563820

Quality Review Report (Translated Version)

Po Leung Kuk Lui Kam Tai Kindergarten

**Flat 2, 1/F, Hoi Hong Building, 43 Tit Shu Street, Tai Kok Tsui,
Kowloon**

13, 14 & 16 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 May 2025

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 the school mission of child-centredness in providing education services that foster children's physical and psychological development. It maintains close liaison with affiliated kindergartens of the organisation by regular sharing school practices through principal meetings and jointly organising training and large-scale events, promoting resource sharing. The management adopts an open attitude towards opinions. In view of the personnel changes in recent years, the management actively cultivates an atmosphere of mutual trust and support. It allocates teaching duties strategically and organises social events to foster communication and collaboration, thus building a consensus and rapport. The school attaches importance to teachers' professional development. There is an explicit appraisal system to assist teachers in identifying their strengths and development direction, which are then adopted in planning diversified training activities such as peer lesson observation and teaching discussion to spur teachers to observe and learn from one another, thereby continuously improving their teaching skills. In addition to assigning newly recruited teachers to join talks held by the organisation, the school provides clear guidelines and assigns experienced teachers as mentors to support new teachers in grasping the school's curriculum characteristics and teaching requirements. The team fosters a strong learning atmosphere. Team members get along well, express their thoughts candidly and cooperate with one another, promoting the continuous development of the school.

- 1.2 The school has a sound school self-evaluation mechanism. The team maps out annual work plans and implements them gradually, adjusting strategies in light of the interim review findings to enhance efficacy. At the end of a school year, the management steers teachers to take into account stakeholders' views and child assessment information to evaluate the work effectiveness, while analysing the school context for setting the major concerns of the coming year together. The school promotes national education actively, which has been regarded as the major concern for two consecutive years. Last school year, the school mainly employed traditional Chinese virtue stories to nurture children's good moral character, while this year the focus is on enhancing children's understanding and appreciation of traditional Chinese art to cultivate their sense of national identity. The school sets appropriate goals and deploys strategies in aspects such as teacher training, activity design, and parents' participation, with outcomes observed.
- 1.3 The school accepts and cares for the children's diverse needs. It has an explicit identification and referral mechanism. Teachers design supplementary activities and leverage peer collaboration and conversation to provide more opportunities for non-Chinese speaking (NCS) children to use Chinese. Meanwhile, teachers prepare theme-related supporting videos for NCS families, keeping parents informed of their children's learning. The school regards parents as partners and maintains close contact with them to facilitate children's transition across different learning stages. For instance, the school learns about children's preferences before their enrolment to devise strategies that support their adaptation to school life, and meets parents at the beginning of the school term to report on children's performance at school. Besides, teachers liaise with parents of graduates to keep abreast of children's adaptation to primary school, in order to review the effectiveness of the measures on the interface between kindergarten and primary education. The parent-teacher

association was established last school year. It actively proposes views to the school, assists with organising activities, and forms a parent volunteer team to further strengthen home-school collaboration. The school enhances parents' competence in parenting by organising different talks and parent-child workshops, thus joining hands with parents to nurture children's healthy growth.

2. Learning and Teaching

2.1 The school devises the curriculum based on the organisation's curriculum information and according to children's development and life experiences. The curriculum content is comprehensive, covering various learning areas. The curriculum design emphasises learning by doing. Ample time is allocated daily for children to take part in music, physical, art and free choice activities. With a wide range of games and environment setup, the school enables children to learn with joy through experiential activities, manipulation and exploration. Teachers also arrange outdoor visits aligned with learning themes to deepen children's understanding of the learning content and enrich their learning experiences. The school is keen to create a caring and warm atmosphere on campus. Additionally, it adopts a mixed-age approach to provide more opportunities for peer interaction. K3 children are assigned as little helpers on a rotation basis, encouraging them to help younger schoolmates, thereby cultivating their sense of responsibility and the spirit of helping others. During the daily morning assemblies, children carry out broadcasts under teachers' guidance, such as sharing news on eye care to promote good living habits, and providing song dedication sheets to allow children to express positive values such as gratitude and appreciation for others.

2.2 The school stipulates suitable assessment items in light of children's developmental characteristics and learning objectives. The management gives clear guidelines and

leads teachers to discuss and define assessment criteria with a view to helping them carry out objective assessments. Teachers assess children's learning performance through continuous observation and create learning portfolios for children in which different types of assessment reports, observation records, analysis of children's works and so forth are kept, presenting children's behaviour and development clearly to give parents a holistic understanding of their children's growth. The school consolidates child assessment information to review the curriculum implementation and proposes specific follow-up actions for areas that have yet to achieve the learning objectives, thereby informing teaching.

2.3 The school has a well-established curriculum management mechanism. The management scrutinises curriculum documents, attends meetings, conducts classroom walkthroughs, etc., to grasp the implementation of the curriculum, along with rendering feedback and support to teachers in a timely manner. The management organises peer lesson observation and professional exchange on teaching aid design, fostering experience sharing among teachers, thus enhancing teaching quality. Teachers reflect every month to review teaching effectiveness against the learning objectives and children's performance. They jointly discuss follow-up strategies to facilitate children's learning. At the end of each school term, the team proposes suggestions for improvement to the joint-school curriculum committee to inform curriculum planning.

2.4 The school has regarded promoting national education as its major concern over the past two school years. Last school year, the school focused on traditional virtues, using Chinese folk stories as an introduction and guiding children to learn and practise moral characters such as caring and filial piety through extended activities. Building upon the good experiences of the last year, the school further strengthens the Chinese culture elements in the curriculum in this school year. For example,

experiencing stilt-walking and Cuju are included in physical games, while aesthetic activities like tie-dye and shadow play are arranged to arouse children's interest and appreciation of traditional art and culture. Teachers deliberately design corner activities, including making learning aids with the good use of traditional tricks, and setting up a simulated Chinese restaurant and a stage for shadow play. Teachers display pictures and information featuring Chinese culture as well. Children are engaged in play, with the younger ones playing the role of diners to fill out dim sum order forms and the elder ones serving as chefs to imitate making buns. In the constructive zone, children make reference to pictures and cooperate to build the Great Wall, enjoying the fun of creating. The school extends the activities to family by distributing parent-child material kits, encouraging parents and children to experience traditional folk games together, thereby gradually developing an appreciation and recognition of our country.

- 2.5 The school plans the school environment meticulously and divides the space into several learning zones. Each zone features interesting games and learning aids tailored to learning objectives, with different levels of complexity to cater for children's diverse abilities and needs. Children always pair up across grade levels and cooperate with one another, which is conducive to facilitating their social development. The zones are furnished with abundant language materials and books. Children actively take part in listening, speaking, reading and writing activities. Some children read attentively with their peers, others listen to stories and nursery rhymes with earphones, while others write simple words and draw on the song dedication sheets and greeting cards. Simple experiments are set up in the exploratory zone where children compare the speed of toy cars and observe how fabrics absorb water, fostering their curiosity. Teachers utilise children's artworks to decorate the art zone. A variety of art and craft materials and tools are provided,

encouraging children to create freely. In light of children's interest and experiences, teachers refine the interest corners. For example, around the Dragon Boat Festival, rice dumplings are added as a dim sum in the simulated Chinese restaurant to prolong children's motivation to play.

2.6 Teachers are kind and caring for children. They give concrete commendation wisely to reinforce children's positive behaviour, leading to good teacher-child relationship. Team members have developed a rapport and prepare lessons conscientiously. During thematic activities, children are given sufficient opportunities to manipulate and explore. They are often encouraged to express ideas and share life experiences through teachers' questioning. Teachers adopt teaching strategies to tie in with children's needs, including adjusting speech pace and introducing body language, to help children understand what they have learnt. As observed, NCS children got used to communicating in Cantonese. They were willing to play with Chinese speaking children, getting along well. Teachers are good at using vivid facial expressions and scenarios to bring in music games, leading children to listen to melodies and engage in rhythmic body movements. During physical activities, children create circuit games by choosing physical items of their own accord. They design suitable ways to play according to their needs. For instance, children hop, jump and step over obstacles, gradually developing body coordination. When children are playing, teachers continuously observe and give timely guidance. Some teachers are able to leverage photos and children's work to guide children to share their play experiences during the review sessions. Upon this foundation, the school is recommended to sharpen teachers' skills in providing feedback on children's play, hence strengthening the effectiveness of learning and teaching.

3. Recommendations for Enhancing Self-improvement of School

Team members adhere to a common belief and strive to apply the cyclical process of planning, implementation and evaluation in daily tasks. Teachers are advised to further enhance their skills in informing children's play experiences, including motivating children to share the discoveries during exploration, thereby inspiring children to think and fostering their learning.