

School No.: 158453

Quality Review Report (Translated Version)

**Po Leung Kuk
Mrs. Chao King Lin Kindergarten**

G/F, On Yun House, Cheung On Estate, Tsing Yi, New Territories

11, 12 & 15 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 11, 12 & 15 November 2024

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 support of the leadership team, the school maintains close communication with the affiliated schools of the organisation. They discuss the administration, curriculum, professional development activities and other matters in meetings of the working groups while co-organising parent education and parent-child activities, achieving the synergy effect. The management has extensive experience in administrative management and is familiar with the organisation's culture and the school operations. It assigns duties to different teachers, such as organising activities, home-school cooperation and resource management, so that they can accumulate various experiences and enhance their professional competence. In response to the personnel changes in recent years, the management has arranged orientation talks to introduce the school mission of the organisation while organising teaching demonstration and exchange opportunities to help the new recruits grasp the teaching requirements. The team is gradually becoming conversant with the work routines.

1.2 The school has established the school self-evaluation (SSE) mechanism by which the team regularly reviews the effectiveness of the work in different domains. At the end of a school year, the management leads teachers to devise the work plans of the following year with the consideration of the stakeholders' views and school-based needs. In the last school year, the school regarded deepening children's understanding of the country and Chinese culture as its major concern. It made

plans for aspects like curriculum planning and teachers' professional development, which was an appropriate strategy and yielded results. In this school year, the school strives to strengthen the exploratory spirit and develop the attitude towards protecting the environment in children. It has arranged training to equip teachers with skills in environment setup and the design of exploratory activities. The relevant work is being implemented in a step-by-step manner.

- 1.3 Teachers identify children with special needs through daily observation. They also discuss children's development and support strategies with professionals on a regular basis for children in need to receive appropriate assistance the soonest. The school has followed up on the recommendations of the previous Quality Review. The management has led teachers to deliberate and implement strategies of catering for children's diverse needs, including adjusting the learning objectives and assessment criteria. The school holds a cultural activity week and invites non-Chinese speaking (NCS) children and their parents to introduce their folk costumes and traditional craftsmanship. In this way, children can learn about the cultures of different countries, nurturing their respect to others. Parents and the school are in close contact. The school provides parent education seminars and parent-child workshops to enhance parents' caregiving skills and parent-child relationship. The parent-teacher association was formed in recent years. It gathers parents' opinions and is keen to foster home-school communication for building a partnership between the team and parents, joining hands to facilitate children's growth.

2. Learning and Teaching

- 2.1 With reference to the teaching package and in accordance with children's interests and developmental needs, the school designs an integrated curriculum with real-life themes. The learning content is comprehensive. To broaden children's life

experiences, teachers utilise community resources to arrange a wide range of visits and outdoor experiential activities. The school attaches importance to the cultivation of children's moral character as well. It employs stories, extended games and corner activities to help children understand interpersonal attitudes and encourage them to practise in daily life. Children are given the opportunities to take part in music, physical, art and free choice activities every day. As observed, NCS children of half-day classes did not have sufficient time for free choice activities as they had to complete the assigned learning activities during that time. The school must improve such arrangement to ensure that each child has sufficient free choice activity time. Besides, the school is also required to remove the inappropriate Early Childhood Mathematics homework of K3 to meet children's developmental needs.

2.2 The school plans assessment items that tie in with the curriculum content. Team members discuss the assessment criteria in meetings to achieve consistency in their requirements. Teachers assess children through continuous observation. Furthermore, teachers create learning portfolios for children to maintain assessment forms, observation records, children's works and other information properly while reporting children's learning to their parents at opportune times. The school also invites parents to record their child's performance in self-care, socialising and practising virtues. The relevant record items are specific and the guidelines are concise. Parents can learn about their child's developmental characteristics therefrom, which helps them set reasonable expectations for their children as well as facilitating teachers' better grasp of children's development.

2.3 The school has put in place a curriculum management mechanism. The management conducts collaborative lesson planning and discusses the teaching content with teachers. It keeps track of the curriculum implementation by scrutinising documents, providing in-class assistance, observing lessons and so forth,

and gives suggestions for improvement. However, some teaching plans contain only steps and without clear learning objectives. Such content needs to be improved. Teachers perform reflection weekly. They collate children's performance in all learning areas upon the completion of a theme, but they seldom follow up on the review findings pragmatically. The management is required to lead teachers to formulate the learning objectives of every activity and enhance their reflection skills so as to strengthen the effectiveness of curriculum evaluation to inform curriculum planning.

2.4 The school puts emphasis on national education. In the last school year, the school regarded deepening children's understanding of the country and Chinese culture as its major concern. Teachers attended training on Chinese music and traditional Chinese art, learning how to incorporate elements of Chinese culture into various activities. Teachers applied what they had learnt to organise interesting games and experiential activities, increasing children's interest in learning Chinese culture. The school organises visits as well, including letting children make dumplings as gifts to local community, and distributing Lunar New Year ornaments in elderly centres, to practise benevolence, thus cultivating traditional virtues. Children explore and experience traditional culture through learning projects on traditional festivals, tea and ink paintings. The school has formed a team of child flag-guards and holds the national flag raising ceremony once a week. Children are able to follow the etiquette in general. They face the national flag and sing the national anthem, manifesting their respect to the symbol of our country.

2.5 The school premises are bright and neat. Teachers decorate the campus with children's photos and works, which is conducive to increasing children's sense of belonging to the school. The corner activities in classrooms are diversified and manipulative, with materials and learning aids aplenty for children to choose from.

Some corner activities are designed with different levels of complexity so that children can select the ways of play according to their abilities. In this school year, the school strives to strengthen children's exploratory spirit and develop their attitude towards protecting the environment. Children grow vegetables in a garden bed outside the school. They work together to water and harvest the crops, experiencing the fun of farming. Recycling bins are put up on campus for teachers and children to recycle daily items to practise green living. Teachers use recycled materials to make teaching aids and set up the environment. Children can select paper tubes, cardboard boxes and other materials to make three-dimensional craftworks, thus building basic environmental awareness. Teachers attaches importance to the setting of the exploratory corners. They enrich the corner materials proactively while introducing extended play that is in line with the themes. Some children test the absorbency of different items whereas others observe the process of mixing and separating water and oil, enjoying the exploratory activities.

- 2.6 Teachers give specific compliments to children from time to time to prompt them practising good deeds, thereby developing a positive self-image progressively. Teachers are fairly clear in conveying message. They always facilitate teaching with stories and pictures, draw children's attention through facial expressions and voices as well as guiding children to express themselves by asking questions. Children are mostly attentive and engaged. Nevertheless, teachers mainly follow the teaching steps and seldom make immediate teaching adjustments in response to children's performance. Teachers should step up their observation of children and adapt the pace or tactics of teaching based on children's needs so as to promote children's learning. After the activities, children revisit the learning content of the day under teachers' guidance. It is suggested that teachers may display children's works, activity photos, etc., to help children consolidate and share their play

experiences, hence extending their learning. The school allocates activity venues in accordance with the school context to expand children's space for physical activities. That being said, it is observed that children's time for physical activities was hampered as teachers took quite a long time to place the equipment during physical activities. Teaching staff are advised to improve their collaboration and pay attention to the setting and access of activity equipment for lessons to run more smoothly, enhancing teaching effectiveness.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The work plans of the school have clear objectives, and the strategies are appropriate. The school may utilise the child assessment information and improve its teaching reviews to enhance the effectiveness of the evaluation of the work plans and have a better understanding of its development needs, hence informing curriculum planning.
- 3.2 There are a number of newly recruited teachers in the team and the management is putting effort into guiding teachers to refine learning and teaching gradually. The management is advised to strengthen team bonding, including providing more opportunities for teachers to get acquainted with one another to build rapport. Moreover, the school could offer more training activities based on teachers' needs to expand their expertise and experiences, such as grasping the skills in responding to children's performance and improving the arrangement of switching activities. The management is required to strengthen its curriculum leadership to guide the team to remove the inappropriate homework of K3, formulate explicit learning objectives for teaching activities and make good use of the review findings to inform the curriculum.