

**School No.: 158780**

# **Quality Review Report (Translated Version)**

**Po Leung Kuk Mrs. Vicwood K.T. Chong  
Kindergarten**

**G/F, Yiu Ming House, Wah Ming Estate, Fanling, New Territories**

**22, 23 & 25 October 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: 22, 23 & 25 October 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 Under the guidance of the leadership team, the school communicates and collaborates with other kindergartens under the sponsoring body closely. Several cross-school task groups have been set up to coordinate joint-school activities, review child assessment system, etc., with concerted effort. The management handles the school's daily matters properly. It has devised a clear staff handbook and guidelines to help teachers understand the job requirements, and also leads the team to develop the curriculum. The school attaches great importance to pooling the efforts of the team together and has set it as the major concern for this school year. Team-building activities are organised and more communication channels are introduced to facilitate the exchange and collaboration of the team to enhance its sense of belonging. The team works together to promote the school's development.
- 1.2 The school has followed up the recommendations of the previous Quality Review. Peer lesson observation has been arranged with focuses mapped out for teachers to learn and exchange teaching skills. Teachers are pleased to share what they have gained from training, which facilitates the professional development of the team. The school has established a school self-evaluation (SSE) mechanism with questionnaires, child assessment information, etc., used to review the work effectiveness and devise the major concerns in line with the needs of school development. Last school year, the school's major concern was to enhance children's language learning interests and abilities. It helped teachers understand the characteristics of children's language development and grasp ways to facilitate their learning. The school also pays efforts to increase children's opportunities to learn through play. It has not only revised the activity schedule to provide children with adequate free choice play time, but also set it as the major concern in these two years. The school takes part in external support programme to help teachers improve the environment set-up and their teaching skills in order to make free choice activities more fun-filled, enabling children to construct knowledge and develop skills through play. The school deploys its work strategies properly and follows up

in a timely manner, which is conducive to achieving the task objectives of the development plan.

- 1.3 The school maintains close liaison with parents through different channels like tea gathering, lesson observation, meeting, etc., to help them understand children's learning and the school's curriculum features. It also makes the school's development directions and annual major concerns known to the parents by holding parents' day and publicising announcements on the school webpage. It capitalises on parent resources to encourage parents to assist in leading outdoor visits and organising festive activities. The school values parent education as well. It arranges different seminars and workshops to help parents understand the appropriate ways of parenting and supporting children's emotions. The school has developed an identification and referral mechanism for children with special needs. It discusses with parents in a timely manner and makes proper use of external resources for providing children with support services, while strengthening teachers' knowledge and skills in catering for children with special needs.

## **2. Learning and Teaching**

- 2.1 The school sets the curriculum by making reference to the *Kindergarten Education Curriculum Guide* and teaching package. It selects real-life themes to connect the content of each learning area. The curriculum content is comprehensive, covering the development of positive attitudes and acquisition of knowledge and skills. The school arranges diversified activities such as simple experiments and outdoor visits to enrich children's learning experiences. The daily schedule is appropriate. Children can have sufficient time to participate in music, physical, art and free choice activities, as well as whole-class, group and individual learning, through which they can gain balanced learning experience to facilitate their social and affective development.
- 2.2 The school designs the assessment content and sets up clear criteria in line with the learning objectives. It observes and records children's learning performance continuously, providing an objective assessment of children's learning experience. The school has developed learning portfolios for children to keep their observation records, work and observation evidence provided by the parents. The diversified information serves as a proof of children's growth. Teachers meet and discuss with parents regularly to keep them updated of their children's learning progress, and give them timely suggestions to facilitate children's learning and development. At the

end of the school term, the school consolidates and analyses children's assessment information so as to inform the curriculum planning.

- 2.3 The school has developed a proper mechanism for curriculum coordination, monitoring and review. Teachers conduct collaborative lesson planning to discuss the arrangement of teaching activities and interest corners. They also conduct weekly teaching review to reflect on the activity design according to children's performance. The management demonstrates the role of curriculum leadership. It gives teachers concrete suggestions on curriculum and teaching plans through meetings, monitors the implementation of teaching by means of scrutinising documents, classroom walkthrough and lesson observation, and provides teachers with timely guidance on their teaching skills when necessary.
- 2.4 The school emphasises children's language development. Teachers tell stories to children and encourage them to read. There is also a story creation week for children to create story endings, take part in imitating the characters, tell stories, etc., so as to make reading more fun. Building on the past experience, the school set enhancing children's interests and abilities in language as the major concern last school year. Teachers have gained better understanding of child development through training. They have adopted appropriate teaching strategies, such as designing language games and nursery rhymes, to facilitate children's language learning. From observation, children are eager to answer teachers' questions and share their experiences, demonstrating enthusiasm for expressing their ideas.
- 2.5 The school keeps abreast with the trends of kindergarten curriculum development. Its major concern in these two years is to strengthen the elements of play in activities. Last school year, teachers designed different interest corners according to teaching themes, provided abundant play materials and made good use of the toys designed by children to arouse their interest in imaginative play. Teachers have placed unwanted domestic materials such as paper boxes and toilet paper rolls in the corners for children to engage in constructive play and art creation, enabling them to unleash their creativity and imagination. Teachers observe children's play, and also participate and intervene in a timely manner, helping children immerse themselves in the learning activities. When the activities are over, teachers show activity photos and invite children to introduce their work, guiding them to share their play experiences in different ways. Children like learning, exploring and creating in the corners. They are proactive and self-motivated. In light of the review results of the previous school year, the school keeps practising collaborative lesson planning

and lesson observation to enhance teachers' skills of setting up the learning environment and facilitating children's learning through play this school year, which is conducive to improving the effectiveness of the work plans continuously.

- 2.6 The school makes good use of the classrooms and corridors to display children's work so that children can appreciate one another and develop greater sense of belonging to the school. Last school year, the school improved the spatial utilisation as well as activity arrangement to reduce the intervals of children changing to another activities. It also purchased additional physical equipment while the teachers adjusted the activity plans to make room for children to design their own physical games in order to enhance the overall effectiveness of physical play activities. Children like to work with peers to create sequenced games by using play materials such as large soft blocks. They engage in a series of movements such as climbing, passing through obstacles and balancing to enjoy the fun of physical activities.
- 2.7 Teachers prepare for their teaching thoughtfully. They use diversified teaching materials such as real objects and pictures to arouse children's learning interests. In general, teachers are able to explain the teaching content precisely and give children clear instructions. They respond to children's needs in a timely manner while using strategies such as individual support and homework adjustment to cater for learner diversity, hence helping them understand the learning content gradually. During music activities, teachers lead children to experience music through singing, rhythmic movements and music appreciation. However, too much emphasis on learning content such as identifying picture cards or understanding colours is placed in some music activities. The school should improve the design of some music activities so as to provide more opportunities for children to develop their aesthetic sense.
- 2.8 Children are keen to learn and enjoy exploring. They mix playdough and water colour attentively and observe the change of different natural phenomenon and things, showing their curiosity. Besides, they get their snacks and eat with peers in an orderly manner, as well as keeping the classroom clean. Children in whole-day classes put on their shoes and tidy up their quilts on their own, demonstrating good routines and self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

The school has a well-developed curriculum review mechanism. The management pools

the professional capacity of the team and uses different SSE information to assess the effectiveness of learning and teaching objectively. It leads the team to plan the development objectives, improve environment set-up, enrich play materials and enhance children's interest in language. These strategies are able to address the needs of the school context and put the rationale of child-centredness into practice. The school may adjust the design of some music activities so as to facilitate children's aesthetic development.