

School No.: 563773

Quality Review Report (Translated Version)

**Po Leung Kuk Mrs Vicwood KT Chong
(Wah Kwai) Kindergarten**

**4/F, Neighbourhood Community Centre, Wah Kwai Estate, Pok Fu Lam,
Hong Kong**

6,7 & 9 January 2020

**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: 6, 7 & 9 January 2020

- 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 leads the school to keep close liaison with other kindergartens under the sponsoring body and proceeds in collaboration with the work concerning administration, curriculum and child support, so as to strengthen professional capacity and facilitate progressive development. With a good rapport, the management devises training plans for teachers to cope with the latest development in kindergarten education, and provides individual guidance for new recruits so that they can adapt to the working environment as soon as possible. The management plays an active role in strengthening teachers' professionalism and building a learning community. The school sets clear authorities and responsibilities for its staff and puts in place adequate resources and working guidelines. Staff members discharge their duties and handle daily matters in a flexible and orderly manner. The teaching team is passionate, willing to express views and committed to taking up responsibilities. Members of the team work together and strive to enhance the school's education quality.
- 1.2 The school has developed a solid school self-evaluation (SSE) mechanism. Based on the school context, the management leads teachers to review the work progress in each domain holistically and formulate the annual work plan in a systematic manner according to the needs of children and the school as a whole. Last school year, the school's major concern was to enhance children's interest in learning. It provided training for teachers to strengthen their abilities of applying the elements of play in designing teaching activities. In tandem, the school improved the setting of the learning environment to further arouse children's learning interests and motivation. Another major concern of the school in the previous school year was the implementation of moral education. It provided relevant training on positive parenting for parents and teachers, and gradually reinforced the elements of moral education in the curriculum in order to meet the expected results. The school summarises the experience of last year and focuses on developing five moral

elements, namely self-confidence, gratitude, care, perseverance and optimism this school year. Relevant picture books and nursery rhymes are adapted in storytelling and diversified activities to facilitate the development of children's positive values. The school's work plan has clear objectives and is properly deployed with strategies. With timely review and follow-up for improvement, the work plan is deemed effective in leading the school to achieve the expected goals.

- 1.3 The school has followed up the recommendations of the previous Quality Review. Children of the same grade level are arranged to take part in thematic discussion and group learning activities together so as to further cater for children's learning needs. Focusing on catering for learner diversity, the school has established a mechanism to identify children's diverse needs. By continuous observation and assessment of children's developmental needs in different aspects, children are provided with timely support. Besides, teachers who are equipped with relevant knowledge advise class teachers to map out strategies on supporting children with special needs, so that children can receive proper care.
- 1.4 The school values home-school cooperation. It establishes different channels to maintain communication with parents. Parents' views on the school management are collected and follow-up actions are taken in a timely manner. Seminars, lesson observation, workshops, etc., are organised to help parents understand child development and proper parenting skills. The school capitalises on parents' strengths to facilitate the implementation of different activities. Parents are eager to take part in volunteer service. With their unfailing support and trust, a concrete foundation has been built for the development of home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and the curriculum outline suggested by the sponsoring body in designing an integrated curriculum with themes related to real-life experiences. The curriculum covers all learning areas and provides children with diversified learning experiences. Teachers arrange different kinds of visits in accordance with the learning themes to enrich children's learning experiences. The school's daily schedule is appropriately planned. A variety of active and quiet learning activities are alternately scheduled and abundant free choice activity time is also arranged to effectively develop children's self-directed learning abilities. The school's curriculum is comprehensive in helping children develop

positive values and acquire skills and knowledge, thereby facilitating their whole-person development.

- 2.2 The school assesses children's learning and development by continuous observation. Teachers make good use of different methods to record children's learning. The assessment is in line with the learning objectives. The school encourages parents to complete observation log to show children's behaviour and their ways of expressing feelings at home, so that teachers are able to understand children from multiple perspectives. At the end of every school term, teachers summarise children's development by consolidating all observation records, assessment forms, children's work, etc., to compile their learning portfolios as evidence of their growth. Teachers also meet with parents to let them know their children's learning and developmental progress, and provide follow-up suggestions when necessary. The school collates and analyses children's assessment information to review the teaching effectiveness and uses it as reference for following up individual children and refining the curriculum.
- 2.3 The mechanism of curriculum coordination and monitoring is in place. The management leads teachers to plan the curriculum. It also grasps the curriculum implementation through daily classroom walkthroughs, lesson observation and scrutinising curriculum documents. Timely feedback and support are given to teachers to promote curriculum development. Peer lesson observations are arranged in order to enhance the professional exchange among teachers. Teachers conduct teaching reflections from time to time to review their teaching effectiveness based on children's performance in activities. Some teachers even conduct reviews in the aspects of activity design, teaching skills, use of teaching aids, etc., and propose improvement measures. The school conducts curriculum review regarding aspects such as curriculum content and teaching strategies every school term. Teachers' comments on the curriculum implementation are collected and reflected to the sponsoring body, thus help improving the curriculum design and enhancing the overall quality of learning and teaching.
- 2.4 The school values moral education. It has set the cultivation of children's positive values and good morals as a major concern for two school years. Last school year, training on positive parenting skills were provided to teachers and parents; attempts were also made to incorporate relevant learning elements into the teaching activities. Children were guided to develop positive values, learn about emotional management and acquire social skills through picture book reading and drama activities. The

school launched the “Joy Ambassador programme”. K3 children took turns to lead peers to appreciate others’ good behaviour such as being polite and caring for others. This school year, the school deepens the implementation of the work plan by focusing on the development of five particular values, namely self-confidence, gratitude, care, perseverance and optimism. It makes use of relevant picture books and nursery rhymes to design different learning activities, and arrange visits for children to learn about ways in maintaining a positive attitude in life. The school also implements the “Little Reporter Programme” for K3 children to deliver positive messages on campus through broadcasting. Teachers are kind and respectful role models for children. From observation, children are willing to answer teachers’ questions in class and demonstrate an active learning attitude. They are friendly, polite and care for each other. They also get along well with peers. With a positive and caring atmosphere cultivated, the targets set out in the work plan are effectively met.

- 2.5 One of the school’s major concerns in the last school year was to enhance children’s interest in learning. The school strengthened teacher training to reinforce teachers’ understanding of children’s play and their abilities in designing play activities. The management leads teachers to review the design of corner activities and strengthen the elements of play and exploration in the teaching aids. Diversified sensory learning activities are also provided. The school divides the premises into different learning corners. The activities are designed with different levels of complexity to cater for children’s diverse needs and interests. Most activities are conducted in mixed-age mode, so that children in different developmental stages can interact and learn with one another. The “Communication Corner” provides children with a variety of word games, books and writing materials to encourage self-initiated listening, speaking, reading and writing activities. Children are seen to enjoy reading. They express their ideas proactively through talking, drawing or writing. In the “Scientific Exploration Corner”, there are building blocks, materials for conducting electrical conductivity tests and magnetic experiments, etc. Children are happy to use blocks of different textures to construct different buildings. They also make use of various materials to test the lighting of light bulbs, displaying inquisitive mind and curiosity. In the “Dynamic Corner”, in addition to a range of specially-designed play facilities, different materials are provided for children to design their own physical games freely. By observing how children play, the school can make good use of children’s performance as the basis for review and follow-up actions. It continues to enhance the setting of the learning environment. The

effectiveness of the major concern is positively shown.

- 2.6 Teachers make effective use of an array of children's artworks to decorate the school environment, including structures created with unwanted materials, big brush paintings and three-dimensional work, so as to increase children's sense of belonging to the school. Teachers are well-prepared for teaching. They teach with conscientiousness and dedication. They communicate with children in a clear manner. The good rapport among teachers helps nurture a joyful learning atmosphere. During theme-based discussion, most teachers respect the children's ideas and can effectively use questioning to guide children to think. In free choice activities, teachers observe and participate in children's play, and give guidance in a timely manner. When children finish one activity, teachers encourage them to try a more advanced level so as to stretch their potential. Teachers conduct music games for children and guide them to feel the melodies and rhythms of music through rhythmic movements. Both teachers and children enjoy these activities.
- 2.7 Teachers encourage children's good behaviour by praising them frequently. In order to cater for learner diversity, teachers provide individual counselling and adjust homework as necessary to help children build up their confidence in learning. Yet, during small group teaching, the teaching pace of some teachers was a bit hasty thus reduce the opportunities for children to express themselves and respond. The school should make improvement accordingly.

3. Recommendations for Enhancing Self-improvement of School

The school actively devises and implements the work plans that suit children's needs, and the SSE rationale is seen to be embedded in daily work. The curriculum is designed based on the principle of child-centredness and a vibrant learning environment is created for children to learn through play. The management may continue to lead teachers to share their teaching experience and facilitate their professional growth, with a view to promoting the school's continuous progress with concerted effort.