

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

10, 11 & 13 June 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: 10, 11 & 13 June 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 The school is supported by its sponsoring body to take follow-up actions and make improvement proactively regarding curriculum and administration matters. Team members pay unfailing effort in their respective positions, demonstrating their professional competence. The management values team collaboration and professional enhancement of teachers. A major concern has been set up accordingly to arrange teachers to have professional exchange systematically through various meetings and peer lesson observation. The professional development activities help deepen teachers' understanding of the school-based curriculum, improve their skills in creating the learning environment and designing teaching aids, resulting in the continuous enhancement of teaching effectiveness. The management is open-minded. It listens to the views of teachers and caters for their needs. Meanwhile the effort of teachers is appreciated, with constant encouragement and guidance provided by the management. The teaching team has established the culture of exchange and collaboration. Both experienced and new teachers aim at the same goal. They encourage one another under the leadership of the management, endeavouring to contribute to children's effective learning and healthy growth with concerted effort.
- 1.2 The school adheres to the inter-connected self-evaluation process, viz. planning, implementation and evaluation to develop an effective mechanism for continuous self-improvement in its daily work. It also collects stakeholders' views on various activities and school affairs through channels such as meetings, questionnaires and daily sharing, so as to follow up and make improvements earnestly. The management and teachers examine the school context together and conduct in-depth analysis to formulate appropriate development plans. The school sets nurturing children's virtues, positive values and creative thinking as the development plans in recent years. It makes careful consideration in terms of teacher training, parent-related work, curriculum adjustment and so forth in order to deploy the development plans strategically. The plans are set with clear and specific goals, and the team

reviews the plans prudently after implementing various work and takes timely follow-up actions, so as to achieve the goals of the plans.

- 1.3 The school understands the importance of home-school cooperation. It sets up a parents' group this year and establishes diversified channels to collect parents' views about the school and take follow-up actions actively in order to foster home-school liaison. The school enhances transparency and informs parents of its development plans and findings of different questionnaires through various means in order to promote home-school communication. Such arrangement is recognised by parents and is conducive to strengthening mutual trust between the school and parents. The school arranges parenting seminars and workshops to let parents know more about children's learning and developmental needs at kindergarten stage. In addition, it caters for children's diversity and provides referral and follow-up services for children in need. It also arranges activities for newly admitted children and children transiting to primary school aptly to provide them with suitable support.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and takes into account of children's interests and abilities when devising its integrated school-based curriculum, by adopting a theme-based learning approach. The curriculum content covers all learning areas and takes into account the cultivation of children's values and attitudes as well as the learning of skills and knowledge. The school divides the campus into the "Communication and Language Corner", "Exploratory Corner", "Visual Arts Corner" and "Physical and Sensory Corner", and arranges children to engage in different learning activities in these corners every day in a mixed-age manner. It also arranges visits to the Road Safety Town, museums and flower show based on the learning themes, so as to help children gain diversified learning experiences. The school prepares a suitable daily schedule for children to have sufficient music, physical and art activities daily, while adequate opportunities are also provided for children to participate in free choice activities. The school is able to provide a balanced learning experience for children.
- 2.2 The school has established an effective mechanism of curriculum coordination, monitoring and review. The management leads teachers to devise the curriculum schedule, conduct collaborative lesson planning, design teaching activities and decorate interest corners. The management understands and monitors the curriculum implementation through lesson observation, in-class collaboration,

attending curriculum meetings and scrutinising teaching documents, and provides teachers with suggestions on improving their teaching as appropriate. Teachers have established a habit of conducting teaching reflection at regular intervals. They holistically review the design of each activity, teaching strategies, corner set-up, etc. based on children's performance, and raise concrete suggestions for amendment when necessary, with the aim of enhancing the effectiveness of learning and teaching continuously.

- 2.3 The school determines to improve the planning of space in the campus so as to increase the activity venues for children. It decorates the learning environment conscientiously, meanwhile making good use of different areas to display children's work and activity photos, enabling children to share with one another and show appreciation. In the last school year, the school took enhancing children's creative thinking as a major concern. It improved teachers' skills in designing and conducting creative activities through training and provided rich materials for children to engage in art and language creative activities. Abundant materials are placed neatly in the "Visual Arts Corner" to give children free rein to draw. Moreover, colourful materials that are easy to manipulate are in place to inspire children's creative ideas. Using hand puppets, children play the roles and express the content of stories in the "Communication and Language Corner" to unleash their imagination and creativity. The plan is effective.
- 2.4 This year, the school sets the major concern as enhancing teachers' abilities in teaching, designing teaching aids and setting up interest corners so as to promote children's effective learning. Teachers create an inspiring learning environment with great effort and design teaching aids and activities with different levels in accordance with the themes and learning objectives. In the "Communication and Language Corner", teachers design interesting language learning activities for children to take part in diversified games, to allow them to learn language happily through games. Various types of scientific exploratory activities and teaching aids, including the light penetration experiment, solar energy generation experiment and water pipe construction, are prepared in the "Exploratory Corner" for children to learn through manipulation and exploration. In the "Physical and Sensory Corner", teachers guide children to engage in music games through storytelling, while children can build up their physique and develop their body coordination through participating in physical activities. The school creates a learning environment that can cater for children's individual differences effectively. Children are eager to take part in

activities in the corners and develop strong interest in learning. The plan is proven to enhance the effectiveness of learning and teaching.

- 2.5 In recent years, the school takes nurturing children's morals and positive values as the major concern. It makes proper use of the available resources to organise relevant activities, such as story-sharing and role-playing, with a view to delivering the positive messages of friendliness, mutual help and a sense of optimism to children. It also plans parent workshops and parent-child activities to facilitate children's growth through home-school collaboration. Teachers are able to apply the knowledge gained from training, considering the activity contexts and supplemented with demonstration, to guide children to share their feelings, to appreciate and encourage one another. The school arranges K3 children to be the service assistants on a rotational basis to take care of younger peers so that they can learn to help others and bear responsibilities. As observed, teachers often praise children while children are friendly and caring for one another. Hence, the culture of appreciation is created, filling the campus with a positive and joyful atmosphere. The effectiveness of the work plan has been observed. The school has incorporated the relevant learning activities into its regular activities in order to keep nurturing children's good behaviour and habits.
- 2.6 Teachers are amiable and friendly. They care about children, and make good use of different intonation and body language to catch children's attention. Teachers are well-prepared for their teaching, and use stories, teaching aids and pictures flexibly to enhance children's learning motivation and interests. They also guide children to observe and express their views through questioning, leading to sufficient teacher-child interaction. In addition, teachers pay attention to children's learning and participate in children's play in a timely manner to understand their thoughts. Children enjoy going to school. They enjoy the fun of free choice activities and are fully engaged in the activities. They are willing to try different activities and solve problems. Children are obedient and courteous with an earnest learning attitude. They are eager to speak and express their ideas, and often praise peers and thank teachers of their own accord. Children show good social development as they get along with peers in harmony and also learn and play with peers joyfully. Children also show good self-care abilities. They know how to put on and take off their shoes and fold the quilt. When entering the interest corners, children observe the corner rules. They also take the initiative to pack toys and items, demonstrating a sense of responsibility.

2.7 The school adopts continuous observation as the assessment mode to understand children's development from multiple perspectives, including inviting parents to observe their children's performance at home. Upon completion of a school term, teachers summarise children's learning to inform parents of their children's progress. The school can make use of the assessment information to analyse and review the effectiveness of curriculum implementation and as evidence of curriculum adjustment. The school also follows up children's individual learning and development progress by using the assessment information, so that parents can further understand their children's needs.

3. Recommendations for Enhancing Self-improvement of School

The management is developing and using diversified channels proactively to promote home-school communication and collaboration, with a view to enhancing the school's transparency, which heads in the right direction. Under a caring campus atmosphere, children are able to explore their surroundings through play so as to learn on their own initiative and grow up joyfully. Building on this foundation, the management may continue to lead teachers share their teaching experience and success in their endeavours through professional exchange activities, thereby enhancing the professional competence of the whole teaching team in an ongoing manner.