

School No.: 539104

Quality Review Report (Translated Version)

Po Leung Kuk Tam Au-Yeung Siu Fong Memorial Kindergarten

Shop 1A and 3B, G/F., Site 7, Whampoa Garden, Hung Hom, Kowloon

11, 12 November 2019 & 13, 15 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: 11, 12 November 2019 & 13, 15 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 school's organisation structure is stable. The leadership team understands the school's circumstances through joint-school meetings, school visits, etc., and provides suggestions and support to the school development. The management pays attention to teachers' professional development. It organises training and overseas exchange with other schools under the sponsoring body according to teachers' needs. It also organises school-based training activities in connection with the school's major concerns to enhance teachers' professional competence. The school has followed up the recommendations of the previous Quality Review (QR) about improving the daily schedule. It enables children to have opportunities to engage in music activities every day. With respect to school self-evaluation (SSE), the management leads the teaching team to review the school's work in different aspects regularly as well as formulate the major concerns and implementation strategies collaboratively. The school attaches great importance to children's affective development. It has set cultivating children's positive values and good morals as the major concerns in recent years. In response to the findings in SSE, the school takes strengthening children's exploratory spirit as its development focus this school year. The school uses 'small-step' approach to implements the plan progressively, such as bringing in external support, coordinating the play with the formation of a core group by teachers from each grade level, and cooperating with parents, in order to cater for the developmental needs of children and the school.
- 1.2 The school accepts and respects children's diverse needs. It has clear guidelines and mechanism to identify children with special needs at an early stage. It also actively introduces external professional support to provide suitable services for children in a timely manner. The school regards parents as its partners. It maintains close contact with parents and organises diversified parent education activities to enhance their parenting skills. The school also forms a team of parent volunteers. It involves parents in coordinating and implementing school activities

so as to help them understand the school's education rationale and children's learning progress. In addition, the school places emphasis on the needs of non-Chinese speaking (NCS) parents. It launches workshops for them to understand the education system in Hong Kong and to receive information about admission to primary schools. The parent-teacher association has been established for years. It actively promotes parent education and parent-child activities. It serves a bridging role for home-school communication. Parents support and trust the school. They are willing to take part in school activities to foster children's growth collaboratively through home-school cooperation.

2. Learning and Teaching

- 2.1 The school ties in with its mission and makes reference to the *Kindergarten Education Curriculum Guide* to design an integrated curriculum with themes that caters for children's abilities and interests. The school arranges appropriate visits and festive activities that are in line with the learning themes in order to enrich children's learning experience. It also launches the "Play Day", "Culture Day", etc., to allow NCS and Chinese-speaking children to understand each other's culture so as to facilitate integration. The school organises a proper daily schedule for children to have sufficient opportunities to take part in music, physical, art creation and free choice activities every day, which is conducive to their balanced development. Besides, the school reduces the amount of copying in homework gradually in recent years, which is on the right track. However, the school still requires to further refine the arrangement of homework of K3 by deleting the difficult content, so as to meet children's abilities and learning needs.
- 2.2 The school assesses children's performance through continuous observation and record-keeping. The scope of assessment is comprehensive. Teachers devise the assessment items in accordance with the learning objectives. They discuss the assessment criteria together to make sure the assessment reflects children's development and learning progress concretely. The school develops learning portfolios for children. Information such as the assessment forms, children's work, and observation records are kept to serve as evidence to prove children's performance in different areas. The school also meets with parents to inform them of their children's learning at school and suggest ways for improvement. Through home-school cooperation, the school provides children with appropriate counselling. Yet, it should further summarise and consolidate children's assessment information for

reviewing the effectiveness of its curriculum and development plans.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management reviews curriculum implementation and provides teachers with support and guidance through classroom walkthroughs, attending meetings and scrutinising teachers' teaching reflections. Nevertheless, some teachers fail to review the teaching effectiveness with reference to the teaching objectives and seldom make concrete suggestions for improvement. The effectiveness of their reflections are just fair. The management must enhance teachers' reflective abilities and guide them to review the effectiveness of learning and teaching. Concrete suggestions for improvement should be made by focusing on the teaching objectives and children's performance in order to inform the curriculum design. The management is also suggested to provide more opportunities for teachers to exchange with one another, so as to improve their ability in lesson evaluation through sharing and discussion.
- 2.4 The school pays attention to children's moral development. It sets cultivating children's positive values and good morals as its major concerns in recent years, and takes emotional management as the starting point. Teachers use moral stories to design the activities and lead children to engage in role-play, group sharing, etc., guiding them to express and manage their emotions and learn the proper ways to get along with others. Teachers and parents recognise the effectiveness of the activities. Children gradually learn to express appreciation and gratitude to others. Yet, the plan is only implemented during a moral story session that is conducted once a week currently. The effectiveness of the plan cannot be fully observed. The school may review the effectiveness of the plan and adjust the implementation strategies, so as to further incorporate the related moral elements into the daily thematic learning and thereby make the plan more effective.
- 2.5 The school was relocated to the current site in last school year. The school premises are new with comprehensive facilities in place. The school uses the walls along the corridors to display children's craft work and activity photos. Children stop by and appreciate others' work to learn from one another. Picture books are placed everywhere on the campus to attract children to read, which is conducive to creating a reading atmosphere. Teachers decorate the classrooms meticulously and set up interest corners that are in line with the themes, such as the imaginative play corner, craft corner and exploratory corner. The corner activities are diversified which can stimulate children's learning interests. Teachers add cooperative elements in the

activities that encourage children to play together, facilitating their social development. Some games are attached with answers for children to check on their own after completion so as to develop their ability in self-directed learning. The school sets cultivating children's exploratory spirit as the major concern in this school year. It strengthens teachers' skills in designing scientific exploratory activities through joining the external support programme. As observed, teachers place diversified materials in the exploratory corner for children to observe, test and record the results. It guides them to discover and solve the problems by themselves. Children are engaged in the activities. In order to maximise the effectiveness of the activities, teachers are advised to provide the opportunities for children to share their discoveries and thoughts. Children can therefore learn from one another to make the plan more effective.

- 2.6 Teachers present clearly. They use suitable tones and facial expressions to catch children's attention. Teachers design teaching activities with care. They use pictures, real objects and audio-visual teaching materials to assist their teaching during thematic activities. Some teachers even enhance children's learning interests through activities such as sharing and imaginative play. Nevertheless, the thematic activities are conducted in Cantonese and English successively by two teachers. The duration of these activities is rather long that children can hardly concentrate. Moreover, the content of the Cantonese and English thematic activities lack coherence, which undermines the overall effectiveness of the activities. When conducting the English part, teachers fail to guide children to have deeper discussion and exchange. The school should follow up the recommendations of the previous QR to consolidate the curriculum content and activity arrangement, and enable children to accumulate holistic and coherent learning experience. Currently, the thematic activities are mainly conducted in a whole-class approach with relatively large number of children. This reduces the opportunities for children to share and express their ideas. In order to cultivate their thinking ability and enhance the effectiveness of interactive learning, the school may consider using small group approach so that children can have more sharing and exchange opportunities. In tandem, teachers may enable children to get in touch with English under a relaxing and joyful context by organising interesting speaking and listening activities, such as singing nursery rhymes, listening to stories and daily conversation.
- 2.7 Teachers support NCS children to learn Chinese mainly through individual counselling, participating in children's free choice activities, etc. Most children can

follow teachers' instructions to engage in the activities. However, it is observed that NCS children are less interested in learning Chinese as their responses in lessons are rather inactive. The school must review the progress of Chinese learning of NCS children and give suggestions for solving the problems. It should also increase the opportunities for NCS children to get in touch with and use Chinese in their daily learning, enabling them to immerse themselves in a rich Chinese language environment. In this way, NCS children's interest in learning Chinese can be enhanced and it can help them integrate into the local community.

- 2.8 Children are active and polite. They are willing to follow teachers' instructions. They enjoy singing and engaging in physical activities. Children also like playing together and get along well with one another. They are willing to cooperate and share with others, displaying good social development. Children use different materials to create craft work, demonstrating creativity and imagination. They possess good self-care abilities that they put back the things used in the original place and clean up on their own after having snack.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school makes good use of the resources by bringing in external professional support and deploys appropriate strategies to implement the major concerns. Yet, it must enhance the skills in evaluating the effectiveness of its work. It must review the effectiveness of various work based on children's performance, make suggestions for improvement, and follow them up seriously, thereby enhancing the effectiveness of the plan to promote the school development.
- 3.2 It is necessary for the school to follow up the recommendations of the previous QR about curriculum planning to facilitate children to learn in the mother tongue. The school should particularly improve the arrangement of the thematic activities so as to enhance the learning effectiveness. Meanwhile, it must enable children to get in touch with English under a relaxing and joyful language context by means of appropriate approaches. In addition, the school should create a rich language environment to encourage NCS children to learn and use Chinese. It must also improve the arrangement of K3 homework and delete the difficult content so as to ensure that the homework design meets children's abilities and learning needs.