

School No.: 563927

Quality Review Report (Translated Version)

**Po Leung Kuk Lam Ting Lai Ling
Kindergarten**

G/F, Ka On Lau, Ka Wai Chuen, Hung Hom, Kowloon

9, 10 & 12 December 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: 9, 10, & 12 December 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 leadership team visits the school regularly to communicate with the staff to gain a comprehensive understanding of the school's development and provide appropriate support to the school's administration and curriculum development. The management arranges duties for teachers aptly according to their strengths, experience and preferences. The roles, authorities and responsibilities of the staff are clearly defined. The management values the team's professional growth. In response to the trends in education and the developmental needs of the school curriculum, the management provides professional training for teachers and arranges teacher representatives to take part in the joint-school curriculum development group of the sponsoring body. In this way, the affiliated schools are enabled to share the experience of curriculum implementation and the set-up of learning zones, optimising the professional capacity of the team. Members of the team support one another and exchange actively to pass on the rationale and practical experience of the school-based curriculum, propelling the school to progress with concerted effort.
- 1.2 The school team implements the cyclical process of planning, implementation and evaluation in its daily work, which is conducive to enhancing the work effectiveness. The school self-evaluation (SSE) culture has been rooted in the school. The management leads teachers to examine the school context holistically and analyse the school's developmental needs, with the evidence-based principle upheld to devise appropriate work plans. The school regarded the cultivation of children's empathy as the major concern last school year. This school year, it has put forth strategies such as implementing teacher training, parent education and an award scheme for children to develop perseverance in face of difficulties and challenges. The objectives of the school's development plan are specific. The team is able to deploy strategies in light of the needs of stakeholders, review the progress of the work plan by referring to children's performance, and adjust the strategies in a timely manner to ensure that the expected objectives can be achieved. Through different channels such as the school reports, notices to parents and school newsletters, the school

informs stakeholders of the school's SSE results and its development focuses, so as to achieve the purpose of school accountability.

- 1.3 The school accepts and caters for children with different backgrounds. It has set clear guidelines and workflow to help teachers identify and refer children with special needs as early as possible. It also taps external resources to provide appropriate care for children in need and support their developmental and learning needs through the collaboration with professionals. The school arranges adaptation activities for newly admitted children. Teachers maintain close communication with parents to share children's performance at school and provide children with individual assistance. With respect to the kindergarten-primary transition, the school organises activities for children to experience primary school life in addition to providing the information of school admission for parents, in order to get children psychologically and emotionally ready for their promotion to primary schools.
- 1.4 The school communicates with parents about children's life at school and at home on a regular basis. It has built partnership with parents. Taking into account of parents' needs, the school arranges appropriate parent education activities to enhance their parenting skills. Moreover, the school holds workshops in regard to its major concerns to share with parents how to handle children's emotions and behaviour positively. The school has followed up the recommendations of the previous Quality Review by inviting parents to be volunteers in the school activities, which helps them understand their children's school life. Parents support the school's development directions and actively take part in school activities. They join hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum with themes that connect different learning areas. It plans diversified activities such as visits, parent-child activities and project learning to enhance children's learning motivation and facilitate their learning. The school entrenches the principle of "learning-by-doing". Children manipulate learning materials in different learning zones and participate in fun-filled activities in order to develop self-directed learning abilities. The school's daily schedule is properly planned. Children have adequate opportunities to participate in music, physical, creative and free choice activities while learning in whole-class, group and individual activities. The school's curriculum is comprehensive and balanced. Children can develop positive values and attitudes through play while

acquiring skills and constructing knowledge.

- 2.2 In line with the curriculum objectives, the school has formulated clear assessment policy and guidelines. Teachers assess children, analyse their work and development in various areas continually. At the end of the school term, they summarise children's development progress. The school also invites children to choose their favourite artworks and keeps them in the learning portfolios as evidence of children's growth. The school shares with parents their children's development progress and encourages parents to observe and record children's health habit, behaviour and attitudes at home. It also collects parents' feedback on the assessment information so as to strengthen home-school communication. The school pays attention to individual children's learning and developmental needs. The team exchanges views and follows up children's learning progress, for giving suggestions to parents on caring and supporting their children's learning. Teachers utilise the results of child assessment to inform learning and teaching effectively.
- 2.3 The management leads the team to make reference to the curriculum framework planned by the sponsoring body for designing the school-based curriculum in light of children's learning needs. The school assigns individual teachers to be the coordinators of the learning zones, responsible for planning and managing the resources of each zone. The coordinators conduct collaborative lesson planning meetings with teachers to reinforce the connection between thematic teaching and corner activities, which is able to enhance the effectiveness of the integrated curriculum. The teaching team reflects on children's performance, teaching strategies, teaching materials and the set-up of learning zones, in order to raise concrete suggestions for improvement. It also assesses the effectiveness of curriculum implementation regularly for adjusting teaching strategies. The school attaches importance to children's learning effectiveness. The management understands the curriculum implementation through classroom walkthroughs, scrutinising teaching documents and children's work. It regards the team as partners, works together with the team to improve teaching through the interconnected self-evaluation process. Lesson observation is arranged regularly for teachers to exchange teaching skills and experience among themselves. Teachers are happy to share what they have learnt from training. They observe and learn from each other with open attitude, thereby promoting the sustainable development of the curriculum.
- 2.4 Last school year, the school considered children's individual needs and formulated

relevant development plan, with the aim of cultivating children's empathy. Teachers encouraged children to care about their surroundings through news sharing. They also guided children to be considerate and to care for others' needs and feelings by stories, daily life events, etc., so as to learn to help others. From observation, children help peers during play and remind each other to observe the rules of interest corners. During discussion, children think of the needs of others and they therefore demonstrate positive values and attitudes such as caring for others and social morality. Besides, elder children would take care of younger peers. A rapport between teachers and children has been developed in the harmonious campus.

- 2.5 The school sets up various learning zones on the campus according to the learning areas such as visual arts, exploration and languages. Teachers optimise the use of the spaces by displaying children's work for all children to appreciate and learn from each other. Teachers also set up the scenarios related to the teaching themes in the learning zones and design fun-filled games meticulously. Some of which are designed for children's free exploration while some are designed with specific learning objectives. Diversified materials are attractive to children, enabling them to satisfy their curiosity and gain new understanding through sensory exploration. Children may choose to play at their preference and develop their personal interests. They can also learn to get along with peers of different ages when they play together. As observed, some children help younger peers do styling with hair accessories in the simulated salon. Some children manipulate different wheels repeatedly to transport small bricks for construction while some children use a wide range of materials for art creation. Teachers walk through and participate in children's activities to facilitate the interaction among children. Through diversified play and interpersonal interaction, children use their prior knowledge to compare, analyse, create, etc., thereby fostering their cognitive development.
- 2.6 Teachers tie in with themes to design teaching plans with clear objectives and specific learning focuses. They adopt teaching strategies such as games, drama, stories to help children understand the themes. Teachers' explanation is clear and lively. They use photos, multimedia, real objects, etc., flexibly to arouse children's learning interests. Last school year, the school introduced professional support to enhance teachers' skills in designing and conducting physical activities. Teachers utilised the spaces to provide circuit activities for children while enabling them to design games by using the physical equipment. Some teachers even made appropriate intervention to guide children to strengthen their limb movements and increase the

physical activity level by using hula hoops and balls, etc. Teachers consolidate children's learning experience in a timely manner and give them appropriate feedback. In addition, to tie in with the focuses of the development plan for this school year, teachers praise children for attempting various learning methods courageously. Teachers also guide children to share how they solve the problems that they have encountered during the learning process. Children like sharing their learning process and feelings with peers. They encourage and appreciate each other. Teachers understand children's individual needs, therefore adjust homework for children and provide them with individual guidance through the activities and teaching resources in the learning zones which are designed with different levels, so as to support children's learning.

- 2.7 Children enjoy going to school. They are ready to try new things, curious and observant. They can apply their daily life experience and acquired knowledge to understand and analyse things around them. They listen to teachers attentively and are eager to voice their opinions, expressing their thoughts confidently. They have developed good routines that they change activity venues in an orderly manner. They also tidy up the learning materials and their personal items properly. Children are provided with opportunities to take up different duties. They are responsible and happy to complete tasks assigned by teachers.

3. Recommendations for Enhancing Self-improvement of School

The school has a sound SSE mechanism. The management leads the team to keep abreast of the latest educational development and exploit resources with the aim of enhancing the quality of education services continuously. The school has built a learning community. The management may, with the principle of child-centredness upheld, keep promoting the team's professional development to refine the school-based curriculum and synergise the team's professional competence to lay a solid foundation for children's learning.