

School No.: 567345

Quality Review Report (Translated Version)

Po Leung Kuk Wai Yin Kindergarten

**Unit A, 1/F, Quarry Bay Community Complex, 1 Greig Road, Quarry Bay,
Hong Kong**

14, 15 & 17 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: 14, 15 & 17 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 The school receives full support on administration and curriculum from the leadership team and strategically plans its school-based development work to provide children with quality education and care services. The school maintains close connection with the affiliated schools under the same sponsoring body, while formulating the curriculum outline with them collaboratively. The schools learn and exchange from each other through regular visits. Hence, the school solicits professional capacity to facilitate its continuous advancement under a solid foundation. The roles and responsibilities of staff are clearly defined and the daily operation of the school is smooth. The management properly allocates work by taking into account of children's needs, teachers' expertise and preferences, thereby enabling teachers to give play to their strengths. In accordance with the annual development plan, the school arranges training for teachers to strengthen their knowledge and skills in related areas, so as to achieve desired results of the work. The school has established an effective induction mechanism. The management and experienced teachers steer new recruits and pass on their teaching experience and knowledge to them, hence facilitating their professional development. Teachers share the common goal of enhancing the effectiveness of learning and teaching in an ongoing manner.
- 1.2 The school develops a sound mechanism of school self-evaluation (SSE) and has internalised the SSE work in its daily work. Teachers clearly understand the procedures and scope of SSE. They are able to review the work effectiveness with evidences, so as to make self-improvement continuously. Last two school years, the school strived to conduct learning activities in the learning area of Nature and Living in order to foster children's exploratory spirit and enhance their problem-solving skills, and took them as the major concerns. In light of the SSE findings, the school proves that engaging children in self-motivated exploration is an essential means in learning. Therefore, it further increases the free exploration elements in play and takes developing children's creativity and collaboration skills as the

development plan for this school year. The school regards another major concern for this school year as nurturing children's positive values and attitudes. The management leads teachers to apply what they have learnt from training to design appropriate activities. In tandem, it combines work related to parents to enhance the effectiveness of the plan. Overall speaking, the school is able to make proper use of the SSE findings to formulate its development plan with clear objectives by taking into consideration children's needs and its development pace. It also deploys strategies by phases and conducts timely reviews to ensure that the expected results of the plan can be achieved.

- 1.3 The school respects and accepts children with special needs. It establishes an inclusive and caring environment. A clear mechanism is also in place for teachers to identify and refer these children the soonest as well as arrange suitable support services for them. The school regards parents as its key partners. It informs parents of its SSE findings and development focus through diversified channels, including quarterly bulletins and sharing forums, with a view to accomplishing accountability. In addition, the school collects parents' views on school development through parent groups. It also encourages parents to take part in paired reading or group activities with their children, enabling parents to understand their children's performance at school. According to the major concerns and parents' needs, the school arranges appropriate seminars and workshops to strengthen parents' skills in cultivating their children's positive values, thereby joining hands with parents to support children's healthy growth. Parents agree to the school's rationale and actively participate in activities for promoting home-school cooperation, which is conducive to facilitating the school's sustainable development.

2. Learning and Teaching

- 2.1 The school sets specific curriculum goals. In addition to making reference to the curriculum outline of the sponsoring body and teaching packages, the school selects real-life themes to design its integrated curriculum. It also makes adjustments on curriculum content according to children's life experiences, hence devising a comprehensive curriculum that caters for children's developmental needs. The school puts efforts to facilitate children's learning through first-hand experience and play. It designs diversified activities such as festive celebrations, visits and project activities, and creates an inspiring environment for children to nurture positive values, acquire skills and construct knowledge under a pleasant atmosphere. The school

often arranges mixed-age activities for children and designs appropriate activities and play that suit children's developmental characteristics. Children are provided with ample opportunities to take part in music, art, physical and free choice activities daily to facilitate their balanced development.

- 2.2 The school formulates the content on the assessment of child learning experiences in accordance with the curriculum goals. Teachers assess children's performance in different aspects by means of continuous observation and records. They also develop learning portfolios to keep children's assessment information as evidence of children's development. The school invites parents to participate in children's assessment and record their children's daily performance, helping teachers understand children's all-round development. Teachers summarise information from all aspects and conclude children's performance every school term. They also meet with parents to inform them of their children's learning progress. The school is able to collate and analyse children's assessment information to inform curriculum planning while using the information as the basis for catering for learner diversity.
- 2.3 The school has established a well-developed mechanism of curriculum coordination and review. The management grasps curriculum implementation thoroughly through classroom walkthroughs, lesson observation and scrutinising curriculum documents. It supervises and provides feedback to teachers in a timely manner while demonstrating its role of monitoring and promoting curriculum development in full. The school promotes a collaborative culture among the team. Teachers discuss the thematic content and corner design to ensure that the content adheres to the principle of child-centredness. The school actively consolidates and develops teachers' professional capacity by assigning teachers to different working groups. They explore different teaching topics and try out new teaching strategies. Through peer lesson observation and evaluation, the school also encourages teachers to exchange their views, thereby inspiring their teaching ideas. Teachers are able to apply the SSE rationale to review the effectiveness of activities based on children's performance, while following up and implementing suggestions are provided for enhancing children's learning.
- 2.4 The school values children's moral development. Building on the past experience, it actively nurtures children's good behaviour. Last school year, the school took into account of children's needs and formulated the major concern to help children manage their emotions. Through storytelling and sharing activities, teachers helped children identify and manage their emotions. For example, children were guided to

express their feelings with adults or peers instead of losing their temper when they were angry. Based on the SSE information, the school sets fostering children's positive attitudes when facing adversities or challenges as the major concern this school year. Teachers set the development focus, including perseverance and optimism, and incorporate relevant learning elements into the themes, so as to develop children's self-confidence and positive attitude. Teachers often praise children using proper verbal or written expressions. They encourage children to help one another in order to foster their social and moral development by building a healthy interpersonal relationship among them. The school integrates appropriate parent education work, such as organising parent workshops on parent education, to help parents understand the importance of nurturing children's positive values. Children are eager to make attempts. They solve problems together with peers or seek assistance from teachers when facing difficulties. Children are confident, and active to complete various learning activities. The effectiveness of the development plan is observed.

- 2.5 The school took enhancing children's exploratory spirit and abilities as the major concern last two years. It formulated relevant strategies and appropriate development plan. In the first year, the school used the topics comprising elements of science from the natural environment and daily life, guiding and inspiring children to be curious about surroundings and natural phenomena. Last school year, it provided more opportunities for children to develop the exploratory abilities of observation, prediction and comparison by using senses. In tandem, teachers encouraged children to exercise their creativity to design simple tools for use in daily life, for example, adding a towel on the sole of a shoe to wipe the floor. The school has extended the plan and set up related activities in interest corners regularly. As observed, children proactively take part in various types of exploratory activities. They attentively compare the taste of different food, or observe and explore how a gear wheel rotates. They also install batteries on their own to switch on a small fan so as to generate wind. Children discover and compare the characteristics of things as well as their conditions before and after manipulation, through which they experience the relationship between nature, technology and living.
- 2.6 The school sets developing children's creativity and collaboration skills as another major concern of the school year. It implements the plan smoothly based on the strategies deployed. Teachers gradually relax the rules of physical activities. They also encourage children to try different playing methods, cooperate with peers

and use a wide range of materials, such as plastic bottles and physical equipment, to design physical games. Children actively take part in physical activities. Under a relaxing atmosphere, they engage in activities such as playing with balls and jumping over obstacles to develop their gross motor ability.

- 2.7 The school creates an inspiring learning environment for children in accordance with children's interests and development. Teachers display children's creative artworks and thank you cards for teachers along the corridors. Children's thoughts and feelings are observed everywhere. The school suitably plans the arrangement of spaces. It divides the classroom into different learning zones and places abundant amount of interesting toys and materials therein according to the themes, so that children can learn from doing and exploration, as well as develop their self-directed learning ability. Children are eager to use materials with different textures. They attentively observe and record the characteristics and growth of animals, including goldfishes and frogs, which is conducive to developing their care for animals. The school arranges children of similar ages from different grade levels to play together, so that senior children can learn to take care of junior ones while junior ones can learn from senior ones. Children are proactive. They have active participation in playing chess and building blocks with their peers. They also negotiate with peers and learn to observe the rules of games. Children enjoy role-play activities and are engaged in imitating different characters and creating dialogues in fun-filled scenarios, demonstrating good language ability and rich imagination.
- 2.8 Teachers teach prudently with kindness and patience, building a harmonious relationship with children. They pay keen attention to children's individual needs and cater for their diversity by using different methods and teaching aids with different learning levels, adjusting learning content and providing suitable individual guidance. Teachers often take part in children's play and provide appropriate intervention when necessary. They also guide children to perform body movements by following the rhythm, so as to stimulate their imagination and creativity. After play, teachers lead children to share their experiences and feelings, helping them consolidate the knowledge and skills acquired. The target of learning through play is therefore attained.

3. Recommendations for Enhancing Self-improvement of School

The school adheres to its mission and strives to foster a harmonious and joyful school life for children. It makes good use of the SSE findings and takes into account of children's

needs to devise its development plan with specific goals, which can cultivate children's moral development and active learning attitude. Building on the solid foundation of the school, the management could continue to promote a collaborative culture in pursuit of improvement, and leads the team to draw up the school's development work through SSE, thereby providing quality education and care services for children.