

School No.: 563811

Quality Review Report (Translated Version)

Po Leung Kuk Wong Siu Ching Kindergarten

**5/F, Choi Wan Estate Community Centre, Choi Wan Estate,
Wong Tai Sin, Kowloon**

15, 16 & 19 October 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 15, 16 & 19 October 2018

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 upholds its school mission of child-centeredness. With the support of the leadership team, the school has demonstrated team spirit to plan and implement different developmental work so as to provide utmost care for children. It creates a joyful and inclusive learning environment to facilitate children's whole-person development. The management has fully performed its role of professional leadership and administration. They have established clear guidelines to ensure that staff carry out daily matters smoothly. Latest information of kindergarten education development is disseminated to staff through various channels, while their views are also collected and addressed accordingly. The school has strategically arranged teachers to attend professional training and sharing sessions. The training content includes support for new recruits, deepening and implementation of school-based teaching approaches, teaching skills to cater for learner diversity and so forth. The school assesses the effectiveness of the training programmes and takes follow-up actions in a timely manner. Teachers are eager to learn and apply what they have learnt through some ongoing action research activities on pedagogies which dovetail with children's learning needs. The school is striving for excellence continuously.
- 1.2 The school has developed a good school self-evaluation (SSE) mechanism. The management leads the staff to examine the school context through collecting evidence from different channels with a view to formulating an appropriate development plan. An effective monitoring mechanism has also been set up to review and improve the problems identified during the implementation process. In the past two years, taking into account the contextual factors, the school has regarded the development of an inclusive culture, facilitating home-school cooperation and enhancing children's exploratory skills as its major concerns. With clear objectives and thorough planning, the implementation of the school development plan is in good progress. Besides, aiming at enhancing the transparency of school policies, the school disseminates the annual SSE results and school development directions to parents via a number of channels, such as, parents' day and school newsletters. The

SSE culture is entrenched in the school. The teaching team is well equipped with reflective abilities which gives impetus to the school's continuous improvement through the inter-connected self-evaluation process, viz. planning, implementation and evaluation.

- 1.3 The school adheres to the principle of "education for all" and nurtures children with different backgrounds and learning needs. With an effective identification mechanism in place, teachers identify children's developmental needs, make necessary referrals and provide children with appropriate caring services at an early stage. To further enhance the related work, the school regarded catering for children's individual needs and promoting an inclusive culture as its major concern last year. The school capitalises on external resources to arrange for teacher training. It also collaborates with professional bodies to formulate appropriate strategies to support children. In establishing an inclusive culture and fostering children's moral development, teachers arrange for children to take turns in being little instructors to learn how to care for one another. Besides, the school organises ethnic food sharing, social support group, singing performance in sign language, etc., with the aim of creating an inclusive school environment.
- 1.4 The school maintains a two-way communication with parents. Both teachers and parents know about children's performance in school and at home respectively in a timely manner. The school also collects parents' views and takes them into consideration for improving school operations. To enhance parents' competence in parenting, the school organises diversified parent education activities, such as, seminars, tea gathering and lesson observation, to help parents better understand the school's mission, children's development progress and appropriate parenting techniques. This year, the school sets up another major concern to cultivate in parents and children a positive life attitude through different measures such as arranging training for parents, organising parent-child activities and sharing tips on emotional health. The effectiveness of such efforts has yet to be seen. The school capitalises on parents' expertise and invites them to participate in parent-child activities such as drawing little books and planting with children. The school builds a relationship of mutual trust and support with parents. With concerted efforts, they strive to help children grow healthily.

2. Learning and Teaching

- 2.1 The school formulates a comprehensive and balanced curriculum which cultivates in children positive attitudes and encourages them to acquire skills and knowledge by exploring through play. The teaching team connects all learning areas by adopting themes through an integrated approach. To cater for children's interests, experiences and diversity, teachers select specific curriculum content and adjust the design of corresponding activities flexibly. Moreover, the school utilises community resources to arrange different visits for children to widen their horizons. It works out the daily schedule with active and quiet activities arranged alternately and provides mixed-age learning opportunities for children. Children's affective and social development are facilitated through learning to accept, love and help one another.
- 2.2 With a sound curriculum management mechanism in place, the management has demonstrated its professional leadership by working with teachers in the cyclical process of curriculum planning, implementation and evaluation for continuous improvement of the school. The teaching team cares about children's interactions with their peers, teachers and surroundings, and uses systematic observation and assessment tools to examine the effectiveness of the teaching activities. Teachers conclude the implementation of the curriculum by conducting lesson observation, reflections and attending curriculum meetings, etc. They also compile and analyse the assessment information of children in order to have an overview of their learning and development. The school is able to summarise the review results and adjust the teaching strategies, with a view to enhancing children's learning effectiveness. In addition, the school promotes teachers' professional development by encouraging teachers to conduct action research. It set up a focus in the last school year for teachers to explore effective ways of catering for learner diversity in light of the practical situation. The related work includes strengthening collaboration among teachers, parents and other professional bodies as well as organising a wide range of experiential activities to help exploit children's potential.
- 2.3 Last year, cultivating children's ability and interest in exploration was the school's major concern. Teachers improve the school's environmental setup, purchase more teaching aids and adjust the design of activities. They actively take part in training and school visits, and apply what they have learnt while conducting self-reflections in light of current situation and considering peers' suggestions. The school also organises parent-child activities to solicit parents' assistance and support. Some of

the learning performance of children prove that such efforts have been delivering results gradually. This year, the school continues to work on this major concern and provides children with ample opportunities to engage in more activities related to daily lives with a view to motivating children to explore interesting ways to acquire knowledge proactively. From observation, teachers use real-life examples, questioning techniques and provide abundant materials in the learning process. They are able to arouse children's curiosity to explore through comparison and experiment.

- 2.4 Teachers plan and utilise space effectively. A planting area has been set up in outdoor area to let children sow seeds, water plants and observe the growth of fruits and vegetables. Other learning zones are also designed creatively and with different levels of complexity for children to learn by doing. The design of the environment aims at stimulating children's senses. It not only enhances children's self-motivation and involvement during the learning process, but also helps them develop a good self-management habit. Children enter different learning zones according to their own interests. For instance, they observe little animals' behaviour closely in the nature zone, enjoy delicious "afternoon tea" while chit-chatting in the imaginative play corner, and use different tools to draw and construct on trays of sesame, rice or sand. Teachers observe children's self-directed learning and participate in children's games or intervene when necessary. In concluding sessions, they inspire children by means of some vivid examples during play, and invite children to share their problem-solving experiences and creative ideas with peers.
- 2.5 Teachers devise teaching plans by referring to the curriculum outline of different learning themes. The teaching objectives, procedures and content are precise. The design of activities stresses on enriching children's new learning experiences through a mixed-age environment which can facilitate children to observe, manipulate, explore and inspire one another on top of their interests. Moreover, the school arranges group learning sessions by means of contextualised stories, role-play and demonstration of teaching aids to facilitate children's further understanding of concepts under the themes. Teachers adjust the learning content and teaching strategies to cater for individual differences among children. Teachers are keen and have good teaching preparation. They use appropriate expressions, possess good storytelling skills and ask questions to guide children to think and imagine. Proper encouragement and commendation are often given to children and there is a good interaction between teachers and children. Lessons are conducted smoothly. In

addition, teachers integrate different games into music activities to let children feel the change of rhythms and make body movements. Most of the teachers are able to flexibly adjust the pace of activities so as to extend children's enthusiasm for learning.

2.6 The school make effective use of signs and music to guide children to engage in different activities in an orderly manner. Children follow rules cooperatively, and are able to tidy up quickly after activities then engage in another learning session. They have good self-management abilities, get along harmoniously with peers and are always ready to serve others. In the gross motor activities, children enjoy rolling over, hopping and stepping forward freely. During group games, they treat people with courtesy and are confident to be leaders and give peers clear instructions. Children are happy to share their experiences, ask questions proactively yet listen to peers patiently and show appreciation to one another. From the assessment information in recent years, it also shows that children have strong curiosity in general. They are expressive, energetic and sociable. Their overall development is good.

2.7 To assess children's overall learning experiences, the school formulates assessment guidelines in accordance with the curriculum objectives, covering the purposes, strategies, procedures and criteria of formative and summative assessments. In daily learning environment, teachers observe, record and evaluate children's performance in each domain of child development systematically, while taking into account parents' observation of their children's performance in parent-child activities at home, and children's opinions on their own work, hence displaying children's development progress from different perspectives. The school consolidates the assessment information and reports to parents to facilitate their understanding of children's learning progress and potential as well as the setting of reasonable expectation for their children. Teachers analyse the assessment results for planning the curriculum, adjusting teaching content and refining activity design. The school selects some of the assessment items to review the effectiveness of the major concerns and could further adjust the descriptions of these items so as to demonstrate the developmental pace of children of different ages more clearly. In this way, teachers would be able to modify the implementation strategies in good time so as to enhance teaching effectiveness.

3. Recommendations for Enhancing Self-improvement of School

With a mature management structure and self-evaluation culture in place, teachers are able to advance in the process of professional development while making every effort in providing children with meticulous care and guidance. Building on this solid foundation, the school could further enhance home-school cooperation and join hands with parents to achieve the mission of promoting healthy growth of children, thereby helping the school move towards excellence.