

School No.: 564036

Quality Review Report (Translated Version)

**Pok Oi Hospital Chan Hsu Fong Lam
Kindergarten**

**Unit 204, Kwong Tin Shopping Centre, Kwong Tin Estate,
Lam Tin, Kowloon**

16, 17 & 19 October 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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: 16, 17 & 19 October 2023

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 maintains close contact with the affiliated kindergartens of the organisation to facilitate the professional exchange of the team through joint-school teacher training. The management is open-minded that it is willing to listen to and respect the views of the staff. It allocates duties according to teachers' experience while providing timely care and guidance to help teachers master the work requirement. Teachers have a sense of belonging to the school. With a harmonious and cordial working atmosphere, teachers have a rapport with each other to implement various plans of the school with concerted efforts. The school has followed up on the recommendations of the previous Quality Review to organise training activities with good planning. Meanwhile, through an appraisal system, the school facilitates teachers to be clear about their strengths and development needs, as well as the direction of professional development. The school keeps on promoting self-enhancement among its staff for boosting the teaching effectiveness.
- 1.2 The management leads the team to conduct school self-evaluation (SSE). They examine the implementation of daily activities frequently to keep track of the progress. In the last school year, the school regarded developing children's creativity as its major concern and optimised the design of art activities, with a view to unleashing their creativity and imagination. In this school year, the plan is extended to parent level. The school launches parent-child art activities to further assist children in expressing their feelings through a variety of artistic creation. The school has been putting effort into promoting moral education in recent years. It shares moral stories with children during morning assemblies and incorporates cultivation of positive values as well as traditional virtues into the curriculum. It also encourages children to practise what they have learnt at home to reinforce the effectiveness of the plan. The school deploys suitable strategies from different aspects while planning a wide range of activities to foster children's aesthetic and moral development effectively.

1.3 The school embraces and cherishes children that a caring atmosphere is created on campus. Teachers and professionals discuss support strategies together to cater for learner diversity. They arrange adaptation activities such as organising a school opening ceremony for newcomers, primary school recess simulation activity, etc. to help newly admitted children, and those who will be promoted to primary one, integrate or transit to a new learning stage. The school maintains good communication with parents. Apart from holding parent lesson observation every school term for parents to better understand the school curriculum, the school also arranges gatherings in the afternoon or early evening to share with them clips of children's learning, keeping them informed of the school life of their child aptly. The school collects views of parents on a regular basis and plans parent education activities according to their needs so as to strengthen their parenting skills. The school also utilises the parent-teacher association as a bridge in promoting parent-child activities and parent workshops. Therefore, parents and the school work together to foster children's happy growth.

2. Learning and Teaching

2.1 The school designs an integrated curriculum by adopting themes related to children's life experiences. The curriculum takes into account the cultivation of values and attitudes, as well as the acquisition of skills and knowledge in children. Every year, teachers launch project learning activities for children of all grade levels, with themes including marine life, Chinese restaurant and bread. Teachers guide children to explore everyday things in order to sustain their interest in seeking for knowledge proactively. The school makes good use of community resources. For instance, it carries out physical games with children at a nearby sports centre periodically, or visits community centres for the elderly during festivals to enrich children's learning experiences. The school incorporates the element of Chinese culture into the curriculum. Teachers bring children to a bamboo theatre for enjoying Cantonese opera, trying on the costumes and creating Chinese opera masks. In addition, the school organises a parent-child pottery making activity, enabling children to experience the beauty of traditional Chinese art. A fun-packed activity month relating to sports in ancient and present times is also held, during which children are introduced to the origins of some modern sports events. The school provides children with chances to try Cuju and Chuiwan (ancient Chinese ball games), and

Touhu (an ancient Chinese pitch-pot game) through taking part in relevant physical activities and participating in sports days. All these not only motivate children to establish a habit of doing regular exercise, but also help them learn about Chinese culture by comparing the difference between the ways of playing traditional and modern sports games. Regarding daily schedule, teachers arrange sufficient time for children to engage in music, physical, art and free choice activities every day to facilitate their balanced development. However, the school must review and remove the relatively difficult learning content of Language and Early Childhood Mathematics for K3 in the primary one adaptation activities so as to meet children's abilities and needs.

- 2.2 Teachers devise assessment items according to the learning objectives and continuously observe and record children's performance. Through thematic learning assessments, analysis on the observation of activities and so forth, teachers keep track of children's progression in different learning areas. The school also invites parents to give feedback and provide words of appreciation for their child, as well as evaluating their attitudes and approaches to child-rearing, which are conducive for teachers to rendering appropriate advice and support to parents as needed. However, the school is required to revise the practice of presenting children's learning performance with average scores in the summative assessments in a bid to reflect their learning progress accurately.
- 2.3 The management has extensive experience in curriculum planning. It leads teachers to discuss and map out the teaching plans as well as set-up of interest corners for each grade level. The management keeps abreast of the curriculum implementation through attending curriculum meetings, scrutinising teaching documents, conducting lesson observations, etc. It also provides teachers with suggestions on activity design and teaching strategies in a timely manner, effectively performing the roles of curriculum leadership and monitoring. Teachers possess reflective abilities as they can delve into ways to refine the activity arrangements and teaching skills based on the learning performance of children, thereby enhancing the quality of learning and teaching.
- 2.4 The school endeavours to nurture positive values and attitudes in children. It has regarded promoting moral education as its major concern in recent years. In accordance with the various developmental stages of children, teachers set foci of moral education for each grade level and decide monthly themes for the traditional virtues. Through reading moral picture books and conducting play with children in

thematic activities and story sharing sessions, along with delivering positive messages during morning assemblies, teachers further consolidate children's knowledge and experience of positive values. The school pools the efforts of parents in activities like award schemes and parent-child simple learning tasks, and joins hands with them to encourage children to apply the acquired knowledge in daily life, such as keeping good sleeping habits, finishing homework and reading books attentively, understanding parents' hard work and expressing care for them, proactively practising the traditional virtues of being diligent, eager to learn and filial pious. With patience and guidance, teachers gently remind children about ways to show respect for teachers and their peers during lessons. A harmonious relationship is established between them. Children take learning seriously and get along well with peers while often helping one another, demonstrating their good moral character.

- 2.5 Teachers meticulously decorate the campus as a colourful art zone to tie in with the major task of implementing diversified art activities. Apart from hanging the large-scale, coloured pattern drawing created collaboratively by children on the school's main entrance door, teachers utilise the walls and windows of classrooms and corridors to exhibit children's works such that the campus is imbued with rich artistic atmosphere. During thematic activities, teachers guide children to appreciate theme-related famous paintings and learn different artistic concepts and skills to enhance their confidence and abilities in art exploration and creation. Teachers further design appropriate and fun-filled extended activities. For example, they let children make umbrellas with filter papers for sheltering the small animals from rain and wind in stories. Children are concentrated and engaged in the art activities. They have plenty of ideas that are richly childlike. They are also able to share their works with confidence, fully expressing their thoughts and displaying creativity. Besides, the activity content of the interest corners in the classrooms aligns with the learning themes. During free choice activity time, children draw with big brushes of their own accord. They also do towel exercise, sit ups, weight lifting, etc., in the role-play corners to strengthen their physique, realising a healthy lifestyle. In the exploratory corners, children like to identify the characteristics of different objects carefully by using their senses, including hearing and smell, to satisfy their curiosity in discovering the surroundings.
- 2.6 Teachers are friendly and they listen to children's thoughts patiently. By offering encouragement and praise frequently, teachers prompt children to actively take part in learning activities and get along with peers in harmony. In thematic teaching,

teachers prepare adequate real objects as teaching materials for children to deepen their understanding of the learning content through sensory exploration and manipulation. Teachers make good use of questions to guide children to think and speak their mind, giving them room to express their views and discuss with one another. Additionally, teachers give clear demonstrations and explanations to assist children in mastering basic physical movements and proper postures. Guided by teachers, children play musical instruments or perform rhythmic movements along with beats and lyrics of the songs in music games, enjoying the fun therein.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism and is able to keep pace with the needs of children to draw up major concerns. Yet, it must collect relevant assessment information according to the success criteria and use children's performance as evidence so as to evaluate the effectiveness of plans more efficiently.
- 3.2 The school is required to remove the rather difficult learning content in the primary one adaptation activities for K3 in accordance with children's abilities and needs, and revise the arrangement of summative assessments in order to reflect children's learning progress precisely.