

School No.: 564028

Quality Review Report (Translated Version)

**Pok Oi Hospital
Chan Poon Pui Ching Memorial Kindergarten**

G/F, Block 9, Hor Ping House, Long Ping Estate, Yuen Long, Territories

2, 3 & 8 April 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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: 2, 3 & 8 April 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 support and advice from the leadership team to make timely improvement in areas of administration management, resource utilisation, etc. It maintains liaison with affiliated schools under the sponsoring body to co-organise teacher training and large-scale activities that share resources effectively. The management is open-minded. It is willing to consider, accept and follow up staff's views, striving to build a positive and trusting working atmosphere. The teaching team gets along with one another harmoniously through candid communication and close cooperation. The school puts in place an induction mechanism for new recruits to learn about the school's education rationale and arrange experienced teachers to support and help the new recruits understand their work requirements the soonest. The school organises teacher training with diversified content which covers skills in teaching, supporting children with special needs, etc. The training facilitates the team to collaborate and exchange ideas according to children's needs, which benefits teachers' professional development. The school has followed up the recommendations of the previous Quality Review that it steers the teaching team to put their gain from the training into practice and improves the daily schedule arrangement as well as the environment set-up, thereby promoting sustainable improvement of the school with their concerted efforts.
- 1.2 The school has developed the school self-evaluation (SSE) culture and put it into its daily work. The school organises school-based SSE training for teachers to understand the rationale of SSE and content of the *Performance Indicators (Kindergartens)*, so that teachers can grasp the skills of conducting SSE. The teaching team makes reference to the stakeholders' views and relevant review information to evaluate the overall work effectiveness. It then identifies areas for improvement seriously so as to further explore the key tasks of the coming year. In recent years, the school has set its major concerns as nurturing children's creativity and developing their positive values. It maps out the development plans from the perspectives of teacher training, curriculum design and parent education. The plans

have been launched smoothly with satisfactory outcomes.

- 1.3 The school regards parents as its partners and takes “Happy Parents, Healthy Family and Blissful Children” as the rationale. It implements parent and parent-child activities in this regard that help parents develop positive parenting attitudes and skills. The school establishes a volunteer team and invites parents to assist in conducting school activities according to their interests. Home-school activities serve as a platform for parents to meet and support each other, so that they can share their parenting experience. The school observes children carefully and accepts their diverse needs. It provides sufficient channels to communicate and collaborate with parents. The school takes care of children meticulously. With the appreciation and recognition from parents, the school joins hands with parents to support children to grow up healthily and joyfully.

2. Learning and Teaching

- 2.1 By referring to the school mission, together with the school-based development direction and children’s needs, the school sets its curriculum goal as nurturing children to be bold in making attempts and innovations. It devises the curriculum by themes with comprehensive content which meets children’s interests. The school plans the daily schedule with active and quiet activities arranged alternately and fosters children’s balanced development through whole-class, group and individual activities. The school provides children with sufficient music, physical and art activities every day, meanwhile increasing the time for free choice activities this school year, with a view to developing children’s self-directed learning ability. However, the school arranges English grammar learning for K3 children and designs difficult learning content but fails to provide sufficient time for music, physical, free choice activities as well as afternoon nap for children every day during the interface period between kindergarten and primary school. With respect to the practices that fail to meet children’s developmental needs, the school must make improvement.
- 2.2 The school devises the assessment content for children of each grade level in light of the learning objectives. It assesses children’s performance comprehensively by themes through continuous observation, which can clearly provide feedback to parents on their children’s learning. At the end of the school term, teachers summarise children’s learning by calculating the mean value of each theme, which cannot reflect children’s actual performance. The school must improve its summative assessment by accurately reporting children’s learning performance in

order to reflect their developmental stages. The school develops learning portfolios for children comprising the formative and summative assessment reports, children's work, activity observation records, etc., which serve as evidence of children's growth. The school tries to collate the thematic assessment information of each grade level this school year in order to understand children's general learning phenomenon. The management may yet lead teachers to make good use of the assessment information to analyse and follow up children's performance so as to inform the curriculum.

- 2.3 The school emphasises on developing children's creativity. With reference to the teacher training and school-based experience in developing art activities accumulated over the years, experienced teachers have had a good foundation in designing and conducting art activities. In light of the considerable amount of new recruits in recent years, the school arranged professional training again last school year in order to help teachers better understand the characteristics of children's aesthetic development, enabling them to refine the activity design by reviewing the arrangement of art activities of each grade level. As observed, teachers are able to lead children to explore and appreciate the surroundings with interesting scenarios so as to stimulate children's motivation in creation. In addition, teachers are able to give children clear and progressive guidance on art techniques while encouraging them to use different materials to express their unique ideas. Children are engaged in the art activities. For example, they are confident of drawing the shadows of animals on a savannah at sunset, and creating colourful clownfish on the back of their hands. The content and forms of expression are rich. Children enjoy the creation process, and appreciate their work with contentment. This school year, the school tries to guide children to use their own artworks to extend learning, like pretending to take care of their self-made pets. The extended art activities not only connect with children's thematic learning, but also arouse their interest in art creation further.
- 2.4 In recent two years, another major concern of the school has been promoting children's affective and social development. In order to enrich teachers' understanding of positive values and enhance their skills in designing relevant learning activities, the school utilises a wide range of external resources to arrange teacher training. Teachers apply what they have learnt to revise the learning objectives in the Learning Area of Self and Society of each grade level. They also focus on children's needs to put greater efforts into developing children's understanding of their emotions and hence enhancing their social skills. The school

enhances children's social skills through activities including moral storytelling, imaginative play, visits to emotion education exhibits, etc. It also sets up an emotion board in the classroom for children to express their emotions upon the arrival at school every day. The plan brings positive outcomes to children as it has helped them establish a good interpersonal relationship with others and express their feelings in the daily school life.

- 2.5 The school has developed a curriculum management mechanism. The management steers teachers to plan and implement the curriculum and provides suitable guidance to them in a timely manner. It also arranges peer lesson observation for teachers to exchange experiences with one another so as to enhance their professional capacity. Teachers care about children's learning, and review their teaching collaboratively through regular grade-level meetings. Some teachers can take follow-up actions focusing on the learning objectives and children's performance, which is conducive to informing the activity design. Yet, teachers place undue emphasis on reviewing their teaching performance of theme-related and art activities, which affects the effectiveness of the curriculum evaluation as a whole. The school should strengthen teachers' ability in reviewing the curriculum so as to evaluate the implementation of the curriculum holistically. Also, teachers should record the findings from their reviews in brief to pass on their teaching experience.
- 2.6 The school establishes a campus full of artistic ambience for children. Teachers make use of children's artworks to decorate the campus in order to increase their opportunities to appreciate each other's work. They also play light music from time to time to create a relaxing and joyful learning atmosphere. In the classroom, teachers arrange diversified activities to develop children's creativity. Children can express their ideas by drawing attentively in the art corner and on the painting wall, or they can conduct various types of constructive games with peers to unleash their creativity. Teachers set up the imaginative play corner for each grade level. Yet, they only prepare some toys related to the theme in the corner which fails to engage children in the roles during the play. The school needs to improve the set-up of the corner for children to develop their language skills, social skills and so forth through imaginative play. Teachers provide materials from nature in the discovery corner for children to explore with different senses. Teachers yet need to intervene children's activities in a timely manner, meanwhile making good use of questions to stimulate children's thinking in order to nurture their exploratory spirit persistently. Teachers often observe children and participate in their games so as to understand

their performance. However, the school is advised to provide children with the opportunities to review their activities so as to consolidate their learning, and hence strengthen their self-directed learning ability.

- 2.7 Teachers are amiable and speak in soft intonation. They always encourage and praise children so as to create a caring atmosphere on the campus. Teachers respect the uniqueness of each child and listen to their needs patiently in order to provide appropriate care. During music activities, teachers can use interesting story plots to enhance children's learning motivation. Yet the design of some music activities cannot meet children's interests and abilities. The school must strengthen teachers' abilities in designing and conducting music activities to help children express their emotions and enjoy the fun of music activities. In addition, the waiting time for some of the physical activities is rather long which lowers children's participation opportunity. It is necessary for the school to improve the design of physical activities and space utilisation, thereby ensuring the effective development of children's gross motor skills so as to enhance the learning effectiveness.
- 2.8 Children are energetic and friendly. They are obedient and polite with smiling faces all the time. They are willing to play with peers, take turns and share with others. Children also provide assistance to peers who are in need. They help and love each other, meanwhile they get along with peers in harmony, demonstrating good social development. Children sort and pack learning materials and tableware actively, and put on and take off their shoes on their own, displaying a good self-care habit.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is able to review the effectiveness of its annual plan through collecting stakeholders' views. It still needs to formulate concrete and observable success criteria from children's learning process and performance to evaluate the effectiveness of the plan more accurately, hence planning the work for the next stage.
- 3.2 The school can consolidate the teaching team's capacity to implement the school-based curriculum, yet it must improve the summative assessment so as to accurately reflect children's performance, meanwhile using the child assessment information to inform the curriculum. In addition, the school should enhance teachers' skills in designing and conducting music and physical activities and reinforce their ability in reviewing the curriculum. At the same time, it should improve the arrangement of the K3 English learning content and the interface between kindergarten and primary school, thereby enhancing the quality of learning and teaching.