

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,
New Territories**

29, 30 October & 1 November 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 October & 1 November 2024

☒ **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 supports the development of the school. In recent years, the school has been striving to improve the campus facilities and has completed the enhancement works to create a comfortable learning environment for children. The organisational structure of the school is explicit, with a delineation of roles and responsibilities. Newly recruited teachers also receive appropriate assistance that staff members discharge their duties properly, resulting in smooth daily operations. The management values communication with the team. It is willing to listen to and accept team members' opinions. In the last school year, the management formed a core task force and empowered experienced teachers to take part in school administrative management and curriculum coordination so as to groom talent. The management plans diversified activities according to the school's development directions, teachers' needs at work and their preference. It adopts approaches such as tiered training, inter-school lesson observation and Mainland exchange to enhance the professional capacity of the teaching team.

1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to discuss and devise development plans together and collect various views through channels like regular meetings and questionnaires to review the implementation of the plans. In the last school year, the school regarded strengthening positive education and promoting Chinese culture as its major concerns. It drew up teacher training, learning activities, parent-child reading

schemes, etc., from the perspectives of different stakeholders, which was conducive to the implementation of the relevant work, facilitating children's development of positive attitudes towards interpersonal interaction as well as knowledge of Chinese culture. In this school year, the school is keen to enhance teachers' classroom management and teaching skills based on its situation. It brings in external professional support to assist teachers in grasping methods of prompting children to actively participate in activities, hence increasing the learning effectiveness. On the whole, the major concerns of the school meet children's learning needs and are implemented in a step-by-step manner.

- 1.3 The school has in place an effective identification and referral mechanism for children with special needs to receive the necessary service the soonest. Teachers employ strategies such as visual cues, individual guidance and seating arrangements to cater for learner diversity and assist in children's learning. To accommodate the needs of newly admitted children, the school adjusts lesson time to let them adapt to the new environment progressively. In tandem, individual interviews are conducted between teachers and parents of the newcomers so that teachers can gain insight into children's personality and performance. The school contacts a number of primary schools in the district and organises a series of visits for children who are about to be promoted to primary school, helping children understand the learning mode of primary school. Moreover, the school arranges emotion lessons to enhance children's social skills and problem-solving abilities, preparing them well psychologically for transiting to primary one. The school maintains close liaison with parents to keep them informed of their child's learning and development. The school holds parent seminars and parent-child activities relating to the work plans to deepen parents' understanding of the school's development directions while organising parent workshops and experiential activities to let parents learn child-

rearing and emotion management skills, strengthening their competence in parenting. Parents trust the school and are active in serving as volunteers to assist in carrying out school activities. The school regards parents as partners and walks side by side with them on the road to parenting.

2. Learning and Teaching

- 2.1 The school formulates learning themes according to children's life experiences and interests. It selects suitable and interesting picture books to plan a school-based curriculum of which the content covers all learning areas, taking account of the cultivation of attitudes in children as well as their acquisition of skills and knowledge. The school attaches importance to children's artistic development. It draws up the learning content of the learning area of Arts and Creativity that aligns with the themes to let children know about the artists' works and design styles. Children then learn to express their feelings and progressively unleash their creativity through artworks. The school provides sufficient time for children to participate in music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, some pieces of homework in Language and Early Childhood Mathematics for K3 in the second school term are rather difficult. The school must remove the inappropriate content in order to meet children's abilities and needs.
- 2.2 The school devises assessment items of child learning experiences based on the thematic learning objectives. Teachers record and evaluate the performance of children in different learning areas through continuous observation while inviting parents to share children's behaviour at home, hence understanding children's development from multiple perspectives. Teachers develop learning portfolios for children, and keep the assessment information and children's works in an orderly manner. Teachers conduct summative assessment for children at the end of a school

term and report to parents their children's developmental progress and give them specific suggestions in face-to-face meetings. The school timely consolidates the child assessment results to review the learning performance of children at each grade level and follow up on their individual needs. It may analyse related assessment results according to the objectives of the work plans so as to use them as reference for evaluating the work effectiveness and adjusting strategies.

- 2.3 By conducting routine classroom walkthroughs, observing lessons and scrutinising curriculum documents, the management monitors and understands the curriculum implementation while giving appropriate guidance to teachers. It arranges peer lesson observation to encourage the sharing of teaching experiences among team members, which is conducive to the professional growth of them. The management and members of the core task force lead other teachers to conduct collaborative lesson planning. Teachers prepare teaching reflection weekly but they mostly comment on the thematic activities. The management must help the team to strengthen the effectiveness of curriculum evaluation, including examining the effectiveness of different learning activities holistically, and keeping and consolidating the information of curriculum reviews, with a view to facilitating the future curriculum planning and passing on good experiences, thereby fostering the curriculum development of the school.
- 2.4 The school has been regarding strengthening positive education and promoting Chinese culture as its major concerns in recent years. In respect of positive education, the school enhances teachers' understanding of children's emotions and social development as well as sharpening teachers' skills in leading related activities by joining support programmes and training. Teachers actively apply what they have learnt to teach children to express their feelings and deal with negative emotions properly by means of stories, nursery rhymes, games and so forth. As observed,

children accepted other's opinions during thematic activities and tried to talk about different solutions to problems. They got along and worked well with their peers in games. On the other hand, the school incorporates elements of Chinese culture into the curriculum and designs different types of parent-child activities, such as launching a reading scheme to encourage parents and children to read books related to Chinese culture together. An achievement exhibition titled traditional Chinese art is held to show parents the furniture designed by their children, who took inspiration from the elegant colour and lines of blue and white porcelain. Experiential activities like tie-dye and face-changing dramatic art and so forth are also arranged. The school organises parent-child cultural tours in which parents and children of K3 have the opportunity to learn about Cantonese opera, various kinds of handicrafts, etc., in the Mainland, thus experiencing and appreciating the rich and vibrant traditional art and culture of the country from multiple perspectives. Besides, the school enriches the learning content relating to national education based on themes. For instance, with the theme of family, stories about traditional virtues are told so that children can learn to be filial to their parents and get along well with their siblings. However, some of the Tang Poems or idioms that teachers selected fail to meet children's life experiences and abilities. The school must review and revise them to enhance the learning effectiveness through appropriate materials.

- 2.5 The school environment is bright and clean. Campus venues are utilised in a flexible manner for children to have ample space to carry out various activities. Teachers set up a number of learning zones in classrooms, and place an array of materials and teaching aids for children to use during free choice activities. Children have grasped the corner routines and are able to plan and record the corner activities that they intend to participate in. They love going to the art zone to make drawings and collage attentively. Their artworks are quite creative. Children take

the initiative to go to the play zone. They jointly construct a house with paper bricks, toilet roll tubes, etc., and simulate cooking food, unleashing their imagination through peer interactions. Teachers put seashells, magnifying glasses, globes and other items in the discovery corner. They are recommended to strengthen the exploratory elements of this corner and encourage children to explore things through observation, test and comparison when completing simple learning tasks, thus nurturing children's curiosity and inquisitive mind. During free choice activities, teachers respect children's ways of play and ideas while guiding children to make more attempts. Some teachers conduct reviews after the activities. They may invite children to share their play experiences and discoveries in order to help them extend their interest in learning and consolidate their acquired knowledge.

- 2.6 Teachers are amiable and have a close relationship with children. The school regards enhancing teachers' classroom management and teaching skills as the development focus of this school year. Teachers apply what they have learnt to daily teaching and always give concrete compliments to children to reinforce their good behaviour. In thematic activities, teachers guide children to express their thoughts by asking questions. They also organise group discussions to encourage children to solve problems in collaboration, effectively facilitating children's classroom participation. Children share their experiences with their peers enthusiastically, leading to a good classroom interaction. Additionally, teachers design physical games with an adequate amount of exercise for children, and arrange for them to freely choose to play slide, ride tricycles and so on. Children show favourable body coordination. In music activities, teachers lead children to sing, tap musical instruments and perform rhythmic movements to the melodies. Yet, teachers must pay attention to children's performance and their mastery of the learning content, thereby adjusting the teaching strategies and content flexibly to

inspire children's aesthetic development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism through which members of the teaching team jointly formulate work plans and review the implementation of these plans. The school is required to align with children's needs to set the objectives of the major concerns in a more focused manner and devise specific success criteria based on the objectives so as to evaluate the work efficacy more effectively, hence driving its continuous development.
- 3.2 The school must lead teachers to examine the effectiveness of different learning activities while systematically keeping the relevant information to enable the transfer of experiences and the planning of future work. It is also necessary for the school to remove the excessively difficult K3 homework of Language and Early Childhood Mathematics in the second school term with a view to meeting children's abilities and learning needs.