

School No.: 564010

Quality Review Report (Translated Version)

Pok Oi Hospital Mrs Chu Kwok King Memorial Kindergarten

**G/F, Wing B & C, Shui Moon House, Tin Shui Estate, Tin Shui Wai,
Yuen Long, New Territories**

4, 5 & 22 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 4, 5 & 22 October 2021

- 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 Under the steering of the leadership team, the school arranges teachers to take part in joint-school trainings organised by the sponsoring body for them to grasp the development trends of kindergarten education. Members of the management closely communicate among themselves. They share the work of the school and curriculum, striving to promote the team's collaboration to implement the work plans. The management values teachers' professional growth. Teachers are provided with trainings which ties in with the school context or the needs of their professional development. The management arranges peer lesson observations, teaching demonstrations, etc., for teachers to learn from each other. In light of teachers' strengths and interests, the management empowers teachers to take charge of and coordinate different school affairs and activities. The teaching team works seriously and cooperates with each other. They are happy to share and study the teaching skills, which is conducive to enhancing the quality of teaching.
- 1.2 The school has followed up the recommendations of the previous Quality Review to strengthen teachers' understanding of school self-evaluation (SSE) and encourage teachers to implement the rationale of SSE in daily teaching, so as to enhance the effectiveness of learning and teaching. The school has developed a proper SSE mechanism. At the end of the school term, the management leads teachers to review the school's work in each domain and draw up major concerns and relevant strategies for the next school year according to the school's development and the developmental needs of children. The school's major concern for last school year was to enhance children's interest in art creation and reading. The school introduced professional training to strengthen teachers' understanding of leading art and reading activities. The teaching arrangement was also revised for teachers to apply what they have learnt from training. In the light of home-school cooperation, the school also provided training for parents to implement the work plan. The school devises two major concerns which are creating a positive atmosphere on the

campus and facilitating children's moral development respectively in this school year. It plans the work from different aspects. The work plans have been implemented smoothly and the effectiveness is expected shortly.

- 1.3 The school has a well-established mechanism to identify and refer children with diverse needs. It makes good use of external resources to render those children appropriate support the soonest. The management and teachers often share children's condition with one another. They discuss together the strategies for supporting individual children. Children are engaged in the learning activities. They play with peers joyfully. The school understands that children need to adapt to the changes when they are newly admitted to school or preparing for primary school life. Hence, the school arranges suitable activities to cater for children's psychological needs and help them face the new learning environment. The school builds close partnership with parents. It puts parents' efforts together effectively by forming a team of parent volunteers and establishing a parent-teacher association. The school organises parent education activities proactively to enhance parents' competence in parenting. Parents are happy to participate in the activities and express their support to the school, building a good home-school relationship.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum using themes based on children's life experience and interests. The curriculum covers all learning areas. The school capitalises the resources in the community to arrange visits and experiential activities related to the themes for children to enrich their learning experiences and widen their horizons. The school attaches importance to moral education. It cultivates in children positive values and encourages them to practise good behaviour through sharing stories of picture books with children, implementing moral activities and service ambassador scheme, etc. The school even regards the promotion of children's moral development as a major concern in this school year. Moral characters such as kindness, love and courage are emphasised in a more focused manner when planning school-based moral education activities. In these activities, children get to know and practise moral-related elements through sharing stories of picture book, mixed-age activities, etc. The school may infuse the elements of moral education into the curriculum systematically, in order to strengthen the connection with thematic learning, so as to

further enhance the effectiveness of the plan. The school has arranged its activity schedule properly to include whole-class, small group and individual learning sessions. Children are also provided with adequate opportunities to engage in music, physical, art and free choice activities every day to facilitate their balanced development. Yet, some learning content and homework for K3 children are relatively difficult. The progress of line drawing exercises for K1 children in the second school term are also too hurried. The school must cancel those inappropriate homework for K3 children according to their abilities and improve the arrangement of line drawing exercises for K1 class, so as to meet children's developmental needs.

2.2 The school assesses children's performance by means of continuous observation and record-keeping. It devises assessment items with specific assessment criteria according to the learning objectives, which helps teachers assess children's performance objectively. The school develops learning portfolios for children to keep different assessment forms, observation records, children's work, etc., as the evidence of their growth. The school also invites parents to assess children's learning performance in different areas in the thematic assessment form. Yet, it is inappropriate for parents to be the assessors for some assessment items. The school has yet to follow up on the recommendations of the previous Quality Review to clarify the objectives and approach of parents' assessment. The school summarises children's learning performance every school term, with the aim to informing parents of children's development in different stages. However, the school takes the average results of the thematic learning as summative assessment, which does not accurately reflect children's development progress. The school must improve the approach of summative assessment so as to enhance the effectiveness of children's assessment.

2.3 The school regarded the implementation of diversified art activities as a major concern last school year to cultivate children's creativity and imagination. The school participated in external support programme to strengthen teachers' abilities in designing art activities. Teachers strive to create an artistic ambience by displaying children's work on the walls of the classrooms. They design interesting theme-based art activities conscientiously, including guiding them to observe different pictures and information to stimulate children's creative ideas, and teaching them to grasp different skills of craftwork in a systematic manner. Children are free to choose from a variety of materials in the art and craft corner or from their own art and craft bag to engage in free creation. As observed, children are immersed in art

and craft activities; rich and creative ideas are shown on their work. Children are happy to share their creation with peers. The effectiveness of this major concern has been observed.

- 2.4 Another major concern of the school in last year was to cultivate children's reading interest. The school adopted diversified strategies to promote reading and put efforts to enhance the reading culture at school such as adding story time in morning assemblies, lending books to children by utilising resources from the community and sponsoring body, etc. Teachers take part in training about reading to enhance their storytelling skills. A "Reading and Writing Inspiration Zone" is set up as a learning corner in the classroom to place books and other materials such as waterproof canvas and hand puppets, with a view to encouraging children to write freely after reading, engage in role-playing based on stories or record their feelings. As observed, children like entering the "Reading and Writing Inspiration Zone" to manipulate puppets and play, but spend relatively less time on reading attentively. The school may make use of appropriate strategies, such as providing a comfortable and serene reading environment, so as to further cultivate children's reading habit.
- 2.5 The school has put in place a curriculum management and monitoring mechanism. The management demonstrates leadership by leading teachers to draw up teaching plans together, and monitors the curriculum implementation through classroom walkthroughs, lesson observations, scrutiny of documents, etc. Teachers often conduct reflection about their teaching. They review the teaching effectiveness based on children's performance and teaching objectives, and then follow up on the improvement measures to enhance the effectiveness of learning and teaching. The management may lead teachers to have a holistic review on the effectiveness of the curriculum at the end of the school term, with a view to informing the curriculum design.
- 2.6 The school arranges the use of venues effectively to provide children with adequate space for engaging in diversified learning activities. Teachers tie in with the themes to set up different interest corners to provide children with manipulative and exploratory opportunities. The activities are designed with different levels of difficulty to meet children's individual development, so that children can develop active learning attitude through play. When children are engaging in free choice activities, they select games according to their learning paces and preferences. For example, they like to act as the chef and customers in a restaurant in the imaginative play corner, and their imagination is shown. They observe and manipulate theme-

related real objects in the exploratory corner, and their curiosity is displayed. Teachers also design the collaborative corner games that foster children's interaction. Teachers intervene in a timely manner during children's activities to inspire children's creativity, enhance their communication and problem-solving skills. Children are eager to participate in various activities. They are engaged in play in a relaxing atmosphere.

2.7 Teachers are caring and patient. They often encourage and praise children, and adopt different strategies such as individual counselling and adjusting grouping arrangement to cater for children's diverse needs. Teachers provide appropriate language environment for non-Chinese speaking children to use Chinese. Teachers are conscientious in teaching. They make good use of real objects, pictures and so forth to help children understand the learning content concretely. Teachers place emphasis on children's participation when designing activities. For example, teachers invite children to complete simple tasks together, which can strengthen the interaction between children effectively. Teachers design gross motor development activities for children by infusing interesting contextualised stories. Children take part in the activities enthusiastically. However, children in some classes choose wall games and do not have enough exercises. In regard to music activities, teachers arrange children with activities such as singing, rhythmic movements and manipulating musical instruments, for children to appreciate the rhythms and melodies of music. Yet, teachers arrange children to play in turns in some activities, leading to relatively long waiting time for children. The effectiveness is thus undermined. The school should review the arrangement of physical and music activities in order to enhance the learning effectiveness.

2.8 Children are obedient and polite. They raise their hands before speaking. Also, they take the initiative to greet and thank others. Children are willing to make bold attempts and express themselves. They actively respond to teachers' questions, demonstrating positive and interactive atmosphere in class. Children's self-care development is satisfactory. They put on and take off shoes by themselves and take the initiative to clean up materials after activities. Yet, some children's postures in grasping a pen are improper. Teachers should provide appropriate fine motor exercises and individual guidance to lay a good foundation for children to write in future.

3. Recommendations for Enhancing Self-improvement of School

The school implements the rationale of SSE in its daily work. The management may continue to lead the team to review the effectiveness of learning and teaching. The school must cancel the learning content and homework which do not meet children's developmental needs, and improve the arrangement of music and physical activities to enhance the quality of learning and teaching. The school must follow up on the recommendations of the previous Quality Review regarding the child assessment, review the strategies of parents' assessment and revise the summative assessment approach, with a view to enhancing the effectiveness of the assessment of child learning experiences.