

School No.: 539872

Quality Review Report (Translated Version)

**Po Leung Kuk Choi Koon Shum
Kindergarten**

**G/F & 1/F Affluence Garden, No 33 Tsing Chung Koon Road,
Tuen Mun, New Territories**

3, 4, 5 & 7 January 2022

**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: 3, 4, 5 & 7 January 2022

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 cares about and supports the school's development. In addition to providing administrative support, it also organises administrative training courses and education seminars for the management and teachers respectively, with a view to enhancing their professional competence. In recent years, the sponsoring body has appointed a new management member to inject impetus into the school's development. With mutual communication, the management has developed a close collaborative relationship with teachers in promoting the school's development with collective effort. The school provides appropriate support for newly recruited teachers to help them grasp the curriculum characteristics and teaching requirements of the school so that they can adapt to the school's working environment as soon as possible.
- 1.2 In response to the recommendations of the previous Quality Review, the school has improved the school self-evaluation (SSE) work by devising concrete objectives based on major concerns. It also arranges a balanced daily schedule for children, conducts peer lesson observations and so forth. Task forces are set up to organise different aspects of SSE work respectively and the progress is reported regularly in meetings. Upon completion of thematic teaching or activities, the school reviews relevant arrangements by collecting stakeholders' views through questionnaire surveys. It embeds the rationale of SSE in daily work. In recent years, the school has regarded promoting positive education and developing art culture in campus as its major concerns. With clear objectives, it strives to create a positive campus atmosphere and enhance children's interest in art creation. The school taps external professional resources and strategically connects the teacher professional development activities to major concerns. Through a series of seminars or workshops, it strengthens teachers' grasp of positive education and art creation. Such practice facilitates teachers to apply what they have learnt and roll forward the plan proactively.
- 1.3 The school concerns about the diverse needs of children. Apart from having

established a specific identification and referral mechanism, the school also collaborates with professional teams to develop individual learning plan according to different situations of children. Teachers fully understand the development of children. They adopt suitable strategies during classes to help and support children with special needs. Regarding the caring for non-Chinese speaking (NCS) children, the school makes good use of resources to offer individual guidance, small group learning, etc., to assist them in learning Chinese. The school also organises “International Costume Day” to encourage children to wear different ethnic costumes. It teaches them the costumes of those ethnic groups and their living habits. As such, children learn to respect diverse cultures. The school cares for the newly admitted children meticulously. It holds meetings for parents of new children to understand how to help their children get familiar with the new environment and get along with peers, which is effective to help children adapt to school life. The school attaches great importance to home-school cooperation. It keeps close liaison with parents using multiple channels to keep them posted of the school life of their children. In recent years, the school has tied in with the implementation of major concerns to organise relevant seminars and workshops for parents, with the aim of enabling them to know how to facilitate positive parent-child relationship and foster children’s interest in art creation, achieving the goals of nurturing children’s growth with concerted efforts of parents and the school.

2. Learning and Teaching

- 2.1 The school leads teachers to make reference to the *Kindergarten Education Curriculum Guide* and the information of teaching packages to design an integrated curriculum using real-life themes and devise the curriculum outline of each grade level together. The curriculum fully covers all learning areas, encompassing the cultivation of children’s positive values and attitudes, the acquisition of skills as well as the construction of knowledge. The school reviews and revises the daily schedule to arrange sufficient time for children to engage in music, physical, art and free choice activities every day, which is conducive to facilitating their balanced development. However, some content and homework in the language learning areas for K3 children are rather difficult. The school must remove the inappropriate content so as to meet the abilities and developmental needs of children.
- 2.2 A mechanism for the assessment of child learning experiences has been established.

The school develops portfolios for children. It observes and records their learning and development continuously. Appropriate assessment items are drawn up according to the learning focuses of themes while objective assessment criteria are devised based on the learning and all-round developmental characteristics of children. Parents are invited to observe their children at home for teachers to understand children's home life. Teachers then integrate the assessment information of different aspects to summarise children's learning performance at the end of school terms. Teachers meet with parents to help them understand their children's learning progress. The school is able to organise and analyse the information collected from child assessment to form the basis for informing curriculum planning, so as to revise the curriculum content timely.

2.3 The school has developed a mechanism for curriculum coordination, monitoring and review. The management attends curriculum meetings and works with teachers to discuss activity arrangement and the design of interest corners for preparing appropriate teaching content. It also gives advice to teachers by scrutinising teaching documents as well as understands the implementation of curriculum through lesson observations and classroom walkthroughs. Teachers reflect on teaching in a timely manner to review the effectiveness of learning and teaching. During thematic review meetings and the curriculum meetings in each school term, the teaching team collaboratively discusses and reviews the effectiveness of curriculum implementation using the information of child assessment and teaching reflection, thereby adjusting the curriculum content and teaching strategies.

2.4 In recent years, the school has regarded promoting positive education as its major concern. It is committed to creating a positive atmosphere in campus such as displaying positive slogans or facilitating teachers and children to encourage each other with positive wordings so as to give positive energy among themselves. As such, children can grow in a positive learning environment. The school has also nurtured children's positive characters by means of telling picture book stories, sharing thankful experiences during morning and afternoon assemblies, organising award schemes with positive objectives, etc. The school development plan of promoting positive education can achieve the expected results. As observed, teachers often give compliments to children. Children are friendly and always show appreciation to their peers. They are able to express their feelings in a positive way. When they have different views with peers, children try to negotiate among themselves. Although they may not win in games, children still hold optimistic

attitudes and encourage one another. In this school year, the school considers developing art culture in campus as another major concern. It capitalises external professional resources to arrange art activities for children in order to enhance their interest in art creation. Different kinds of artworks are displayed in the campus and the unique creations of children are showcased to draw children's attention to appreciate. The school still needs to draw on the experiences of participating in external professional support and takes into account the needs of children to refine the school's integrated curriculum for achieving a better result.

- 2.5 The school environment is spacious, neat and tidy. In recent years, the school has added more outdoor activity facilities for children to have more physical activity space. Teachers have arranged physical games in accordance with children's abilities and physical development pattern. The school has made good use of campus space to set up sensory walls and game walls for children to manipulate and play. In the exploratory corner, suitable materials are provided to stimulate children to engage in exploratory activities. Examples are placing a basin of macaroni for K1 children to explore and compare the sizes and shapes of different macaroni using senses, providing different kinds of cloths for K2 children to compare the thickness, giving tools like fans and torches for K3 children to engage in exploration of wind, light and shadow. Regarding the reading corner, small sofas and cushions are placed to make it a comfortable environment. Together with a rich variety of books, the reading corner effectively attracts children to read therein. As for the creation corner, a great diversity of natural materials such as wood slices, stones and shells are available to inspire children to unleash their creativity. The school sets up a playing corner in each classroom to provide carton boxes, cans and plastic bottles of different sizes. Children are free to choose materials to engage in ordering or creating games, or follow teachers' instructions to build igloos. Yet, teachers are advised to take part in children's games in an opportune time in order to guide children to extend the play and create innovative playing methods.
- 2.6 Teachers care for children and are amicable. They are able to adopt diversified pedagogical approaches such as storytelling, exploring mystery boxes, etc., to arouse children's learning interest. When designing teaching plans, teachers takes into account children's diversity to devise different levels of difficulty so that children can complete activities according to their own abilities. From observation, teachers are good at using diversified strategies like seating arrangements, verbal cues and individual guidance to support children with different learning needs and cater for

their diversity. During teaching, teachers give clear explanations and instructions which help children engage in activities. Some teachers can pose suitable questions to stimulate children to think. They can also intervene in activities in a timely manner to deepen children's learning. The school may continue to conduct peer lesson observations so that teachers can learn and exchange with one another, thereby enhancing the teaching effectiveness. During physical activities, teachers and children engage in limb stretching movement. Children are also arranged to play slide, climbing frame and so forth, showing good body coordination skills. Some teachers include free choice activities in the physical activity session. However, they still need to ensure that children have adequate amount of exercise when participating in different kinds of activities. During music activities, teachers lead children to sing and perform rhythmic movement. They engage children in music activities through role-play. Children like singing and enjoy the fun of music activities.

2.7 Children love going to school. They take initiative to greet others. Children are enthusiastic to take part in learning activities and keen to respond to teachers' questions. They often express their own views actively. The affective development of children is good and they like playing with peers. Children tidy up toys and things on their own after activities, showing their good self-care abilities. When participating in the national flag raising ceremony, children are able to stand solemnly facing the national flag in a serious manner. Through first-hand experience, their sense of belonging to the country is developed. NCS children get along with peers harmoniously. They are engaged in learning activities and can talk with peers in fluent Cantonese. K2 and K3 NCS children can write Chinese characters neatly.

3. Recommendations for Enhancing Self-improvement of School

The school still needs to enhance its SSE work by integrating the existing assessment tools in order to evaluate the work effectiveness in a focused manner, thereby further enhancing the effectiveness of SSE. The management is also required to lead teachers to review the learning content and homework for K3 children and remove the inappropriate parts, with a view to meeting the developmental needs and abilities of children. Besides, the school may continue to conduct peer lesson observation to promote professional exchange so as to enhance the effectiveness of learning and teaching.