

School No.: 158240

Quality Review Report (Translated Version)

Po Leung Kuk Fung Leung Kit Memorial Kindergarten

**G/F, Heng Yuet House, Heng On Estate, Ma On Shan,
Shatin, New Territories**

1, 2 & 4 November 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: 1, 2 & 4 November 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 The school principal maintains liaison with the representatives of the sponsoring body and the principals of other affiliated kindergartens through regular meetings. They exchange views constantly on administrative work and school development so as to keep up with the trends of kindergarten education and steer the school development. The management has a passion for education. With clearly-defined duties and sincere cooperation, it is effective in the coordination and management of various school affairs as well as promotion of curriculum development. The school places importance on teacher training. It not only encourages teachers to participate in joint-school training organised by the sponsoring body, but also forms a learning community with peer schools in light of the development needs of the school and teachers. Furthermore, the school plans school-based training activities to enhance teacher's professionalism. The management considers the induction for newly-recruited teachers important. Appropriate guidance and support are provided to help new teachers adapt to the work environment as soon as possible. The school has a harmonious work atmosphere. Staff members discharge their duties properly and bring team spirit into play with mutual trust and respect. The school team upholds the school's education belief and puts the knowledge acquired into practice in work proactively, with a view to promoting school advancement with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review to enhance teachers' understanding and participation of school self-evaluation (SSE). The management leads the team to implement the cyclical SSE rationale in their daily work. They gather stakeholders' views to review the work effectiveness in different areas, and hence draw up the major concerns of that school year according to the school context. The objectives of the school work plan are clear in which the strategies are formulated in the aspects of teacher training, activity design and parent education with thorough considerations. In the last school year, the school regarded enhancing children's reading interest and expression abilities as the major concern.

It enhanced teachers' skills of storytelling and leading drama activities through training and infused relevant elements into learning activities. Seminars were also arranged to help parents grasp the skills of parent-child reading. The plan was smoothly implemented and the result was quite encouraging. Another major concern of the school in recent two years has been creating a caring school culture to promote children's physical and psychological health. In the last school year, the school introduced external support to organise workshops for parents to promote parent-child exercises at home. Besides, various sports equipment was procured to facilitate children's physical development. In this school year, the school promotes children's emotional education. It designs interesting learning activities to facilitate children's affective and social development. In the meantime, the school continues to communicate with parents and gives suggestions for taking care of their children's emotional needs and grasping positive parenting skills. The strategies are implemented in a step-by-step manner and the effectiveness is seen gradually.

- 1.3 The school is committed to developing parent work. It actively sets up different channels to keep close communication with parents for them to learn about their children's school life. The school also takes the initiative to gather and properly follow up on the opinions of parents towards the school. Parents trust and support the school, they are willing to be parent volunteers to assist in carrying out activities. The partnership between parents and school has been built. The school accepts and understands children's diverse needs. Clear guidelines and mechanism to identify children with special needs are established. Teachers collaborate with professional organisations and parents to follow up on children's situation in order to help them unleash their potential. The school has built a caring and harmonious school culture which is favourable to the healthy and happy growth of children.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to design a curriculum using real-life themes to integrate the learning content of all areas. The curriculum is comprehensive and balanced. It covers the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. The school proactively refines the curriculum design and the daily schedule arrangement. For example, it adjusts the learning schedule and increases the opportunity of free choice activities in light of children's needs, with a view to promoting a child-centred curriculum. The arrangement of the daily

schedule is appropriate. Children have sufficient time to take part in music, physical, art and free choice activities, which is conducive to their balanced development. The school has enhanced the homework arrangement in recent years such as reducing the amount of copying and designing interesting simple tasks to extend children's learning. Yet some homework for K3 children is too difficult and should be cancelled.

- 2.2 The school's policy on the assessment of child learning experiences is well-formulated. Learning portfolio is developed for each child to keep the observation records, analysis of their work and the summative assessment of each school term with a view to fully reflecting children's development in different ages. The assessment items are clear and specific, which correspond to the curriculum aims. Teachers assess children's learning performance through continuous observation during teaching. They discuss the assessment criteria collaboratively so as to ensure that objective evaluation is made on children's performance. Teachers distribute thematic assessment results in a timely manner for parents to understand their children's learning progress. Besides, parents are invited to fill out the home observation record to share their children's performance at home. As such, the school understands children's growth from multiple perspectives. Teachers grasp children's development situation and give feedback to children in a timely manner. They make reference to child assessment information as evidence to review the curriculum.
- 2.3 The school's mechanism for curriculum coordination and monitoring is in smooth operation and effective. The management and teachers often review the arrangement of learning activities, and hence making improvement and taking follow-up actions accordingly in response to children's abilities and needs. The management provides concrete suggestions to teachers through lesson observation to facilitate their professional development. Teachers earnestly plan the activities including setting up the environment, designing play activities and devising strategies to address the diverse needs of children. They are willing to share their experiences and ideas of activity design with others which is conducive to enhancing teaching effectiveness. During the suspension of face-to-face classes in the last school year, teachers put efforts to design simple household tasks for children. They made good use of external resources to provide learning materials and design handy guidelines for parent's reference in order to support children to learn at home.
- 2.4 In the last school year, the school's major concern was to enhance children's reading

interest and expression abilities. Teachers tell stories to children every day. They have good communication skills which attract children to continue to listen attentively. With the aim of encouraging children to read, teachers set up a reading zone in classrooms and place theme-related story books therein. Children take the initiative to select books and read earnestly. Teachers create an interactive reading atmosphere. They encourage children to share their ideas about the stories and guide them to express their thoughts in various ways during different activities. For example, teachers guide children to share their life experiences during thematic sharing activities, play different roles using different gestures and speeches during role-play, create artworks, etc. Children are eager to respond, showing strong motivation to express themselves. Besides, school organises talks for parents to share with them the skills of parent-child reading and the tips of selecting books. Parents recognise the importance of reading and work together with the school to foster the reading habits of children. The effectiveness of the plan has been observed.

2.5 The school has taken creating a caring school culture to promote children's physical and psychological health as its major concern in recent two years. In the last school year, the school introduced external professional support to provide training for teachers, helping them grasp the skills of conducting physical activities. It also promoted parent-child exercises at home during the suspension of face-to-face classes in order to encourage children to engage in regular exercises to develop strong physique. In this school year, teachers proactively put their knowledge gained from training into practice. They guide children to share their experiences by using interesting stories and real-life scenarios, and enable children to understand different emotions by making abstract concepts more concrete. Teachers respect and accept children's feelings. They are patient to listen to their thoughts. Teachers can make good use of daily scenarios to teach children to express their needs, developing their social and communication skills. Children are active to respond and willing to share their feelings. They learn the skills of getting along with peers progressively and make attempts to solve problems with suitable ways. The school recognises that parents' personal emotions and parenting styles are highly associated with their children's emotions, so it communicates with parents to make them understand the importance of children's emotional education. Overall speaking, the effectiveness of the plan is seen gradually.

2.6 The school puts emphasis on cultivating children's active learning attitudes and

providing sufficient play time and suitable learning environment. The setup of interest corners in classrooms meets children's abilities and contains exploratory elements. A great variety of materials is available at the interest corners for children to manipulate. Teachers pose clear questions to guide children to predict, verify and record. Children are keen to find out answers. In addition, teachers place sufficient and diversified materials in the art and craft corner and arrange a designated area to display children's two-dimensional and three-dimensional artworks, with the intention of attracting children to create freely. The activities are well received. In the imaginative play corner, there are materials for children to engage in role-play. They play different roles with peers using plentiful ideas. Teachers make good use of the space on the wall to set up language games and little mailboxes for children to try to show their care to others through drawing or writing. In general, the environment setup can cater for children's developmental needs, enabling children to learn joyfully and effectively. Teachers are concerned about children's learning effectiveness. They observe and intervene in a timely manner. Some teachers participate in children's play and seize the opportunities to inspire children's learning.

2.7 Teachers are kind, amiable, and have a close relationship with children. They are conscientious in teaching and design suitable play activities based on children's life experiences to stimulate children's learning interests. Teacher's explanation and demonstration are clear. They make good use of gestures, voices as well as suitable teaching materials to help children understand the learning content. Teachers are sensitive and can give timely response to children to extend their thinking. The teacher-child interaction is dynamic, which is favourable to children's effective learning. Teachers cater for children's diverse needs proactively. For example, they devise follow-up plans for children with special needs to help them improve their emotions and develop proper behaviour. The school has created an inclusive culture. Teachers maintain close liaison with non-Chinese speaking (NCS) parents in order to help NCS children integrate into social life. NCS children are engaged in school life. They are enthusiastic to learn and willing to express their needs in Chinese. Children have good self-care abilities; they are able to change their shoes by themselves. They care for public properties and put back things to the original place after use, keeping the classrooms tidy.

2.8 During music activities, teachers guide children to imagine in different scenarios to sing, perform rhythmic movements and strike the musical instruments together. Teachers facilitate every child to take part in play and encourage them to use their

creativity to change the lyrics and rhythmic movements of nursery songs, thus creating a playful atmosphere. Teachers may select melodies with more obvious rhythm and make clearer demonstrations to help children grasp the learning focuses. As for physical activities, teachers set up different games for children to play freely, such as walking on the balance beam and throwing bean bags. Children are willing to try and the amount of exercise is sufficient. However, the design of some physical activities are not able to attract children to play continuously. Teachers may adjust the teaching arrangement and provide guidance in a timely manner according to children's performance, with a view to facilitating children's gross motor development.

3. Recommendations for Enhancing Self-improvement of School

The school's management structure is solid and stable. The team is united and works in collaboration for promoting the school development. The management demonstrates its professional leadership to lead teachers to implement the major concerns, improve the school-based curriculum and enhance the teaching quality with concerted efforts. The school is required to cancel those homework which is too difficult for K3 children. It should continue to maximise teachers' teaching effectiveness in conducting music and physical activities through training, with a view to enhancing learning and teaching continuously.