

School No.: 159204

Quality Review Report (Translated Version)

Po Leung Kuk Fong Wong Woon Tai Kindergarten

Shop KG02, G/F, East Wing, TKO Gateway, Hau Tak Estate,
2 Sheung Ning Road, Tseung Kwan O, N.T.

6,7,8 & 10 November 2017

Kindergarten Inspection Section
Education Bureau

Education Bureau
The Government of the Hong Kong Special Administrative Region
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Dates of Quality Review: 6,7,8 & 10 November 2017

☒ **School met the standards of Quality Review**

☐ **School did not meet the standards of Quality Review**

School Performance

1. Continuous Development

- 1.1 The school maintains good connections with affiliated schools under the same sponsoring body. Through joint-school teacher training activities, the professional capacity of teachers has been strengthened. The school has established a culture of idea exchange and sharing, which encourages teachers to learn from one another and boosts teaching effectiveness. The management adopts an open mindset and is willing to listen to and respect the opinions of teachers, while assigning teachers clear work guidelines. With timely support from the management, teachers are able to collaborate with one another to promote the school's continuous development.
- 1.2 The school followed up the suggestions received in the previous Quality Review. Through a self-assessment system, the management leads the teachers to review school performance as a whole, improve daily schedule and Friday activity days, etc. to better cater for children's learning needs. In recent years, the school has taken music activities as the key entry point and arranged training for teachers, further integrating thematic learning content and music learning elements to create interesting activity scenarios that arouse children's interest in learning. The school also takes care of children's individual needs. By introducing professional support, teachers' and parents' knowledge and skills in handling different learning needs of children have been reinforced. Referral service is provided wherever necessary. The school cares about children's learning effectiveness and growth, formulating corresponding

development plans to follow up, which is conducive to whole-child development.

- 1.3 The school regards parents as partners and maintains close contacts with them. Through pickups, Parents' Day and school news, parents are informed of the school's development approach and children's behaviour in school. Different parent-child adaptation activities allow children who have just been enrolled to familiarize themselves with the campus environment, thereby building a sense of security and creating pleasant and positive learning experience. Also, the school organizes an array of parent activities, such as parenting education seminars, lesson observation for parents and parent volunteering activities, to help parents understand and grasp the learning and developmental needs of children. Such involvement of parents effectively nurtures children's growth.

2. Learning and Teaching

- 2.1 Taking the cultivation of children's positive attitude and skill and knowledge learning into account, the school develops its curriculum by themes covering all areas of learning. The school attaches importance to cultivating children's etiquette and manners. Through morning and afternoon assemblies and daily learning activities such as stories and games, the school conveys messages of care and helping others to children. An appropriate daily schedule is designed for children to have equal opportunities of engaging in self-selected, music, physical fitness and artistic activities, enjoying a balanced learning experience. On Fridays, the school arranges mixed-age or mixed-class activities for children. Diversified activities are held using every space of the entire campus. Not only does this enhance learning atmosphere in a fun way, but also provides opportunities for children from different classes and grades to interact, promoting social development. Still, the school has to follow up on the appropriacy of some coursework, especially those in K3, to avoid

content that is too difficult and beyond syllabus, ensuring that the design and content of material is in line with the development of children's needs and abilities.

- 2.2 The school has established a sound mechanism to coordinate, monitor and review the curriculum. Teachers of different grades discuss together the setting of classroom and learning corner activities, in addition to formulating the learning content of each topic. When drafting a teaching plan, teachers make reference to the information in previous Quality Reviews, and the management offers opinions during the planning stage. In terms of course implementation, the management team patrols and observes lessons to understand teaching progress, and provide guidance and support. The school recognizes the child-oriented philosophy and has arranged thematic teaching sessions, providing more opportunities for children to select activities they like. On this basis, the management can lead teachers to examine thematic learning content deeply and adjust the orientation of teaching. In this way, children can have more opportunities to express their opinions and ideas, feelings and experience, further improving learning effectiveness.
- 2.3 The school is concerned about children's physical fitness and health. In recent years, through the introduction of professional training, physical activities have been continuously improved to enhance children's learning effectiveness. The school can design activities that are suitable for children's abilities and needs, while incorporating thematic elements, hoping to increase the fun of the activities. As observed, teachers are generally able to make clear instructions and demonstrations when leading physical activities. Some teachers carefully examine children's movements and follow up with further instructions immediately. With encouragement from teachers and classmates, children are given sufficient opportunities to actively engage in activities that

require different physical skills, thus building up their interest in participating in physical activities.

- 2.4 The school attempts to add more thematic elements to music activities, hoping to enhance children's motivation and interest in learning. School music activities, including singing, playing musical instruments, appreciating music and other different learning elements, allow children to express their emotions. Some teachers can effectively combine different thematic elements with a variety of music activities. But some teachers still cannot fully master the required skills, which affects the effectiveness of what the music activities intend to do. The management can lead teachers to review current overall arrangement of music activities, aligning with learning goals to continuously improve the effectiveness of activities based on children's performance.
- 2.5 Showcasing children's works in corridors and classrooms helps children establish a sense of belonging to the school. The school formulates guidelines and requirements for the theme layout of each grade, and allows teachers to exert certain creativity to show the character of different classes. The classroom features different learning corners, providing enough room for children to engage in role-playing games, art creation, reading and other activities. The school thoughtfully designs the environment to lay the foundation for children to learn independently. More three-dimensional or manipulative teaching materials can be added to allow children to explore and learn using different senses. The school can add different layers to games and activities of learning corners to cater for various learning needs of children.
- 2.6 Teachers care for the children. They often talk to children gently with patience and offer positive feedback to encourage them to learn and establish good behaviour. In general, teachers give children clear instructions and ask specific, clear questions.

However, open-ended questions can be further utilized to guide and inspire children, promoting their thinking skills and ability in expressing themselves. Children are disciplined and courteous, as well as willing to follow the instructions of teachers. They line up in an orderly manner, and wait quietly and patiently to participate in activities. Children are interested in different activities and are actively engaged. Their self-care skills are quite good. They know how to put on and take off shoes and coats.

- 2.7 The school adopts the mode of continuous observation to evaluate and record children's learning and development in various fields. According to children's daily performance, the school writes thematic learning assessment reports. Regular observation record is made based on children's development stage, and parents are invited to give feedback on children's performance. Providing children with summative assessments helps parents understand children's overall learning and development. The school provides a variety of assessment materials for children, which is conducive to following up on individual children's learning, and reviewing the appropriateness of the overall curriculum. The school can try to perform a comprehensive analysis of the above-mentioned information to better target children's needs, thus formulating development plans accordingly.

3. Suggestions to promote self-improvement in the school

- 3.1 The school utilizes data from inspection, children assessments, questionnaires, etc. to formulate future development directions. However, the management should lead the team to integrate and analyze data by setting specific work goals based on children's abilities, strengthening the deployment of the overall plan. The school adopts opinions from teachers and parents to reflect their concerns. The school can make reference to children's performance to prove the substantial effectiveness of their work, boosting the school's continuous advancement.

3.2 The school recognizes the child-oriented philosophy and actively adapts or makes new attempts in the curriculum. On this basis, the management can lead teachers to discuss together how to improve the effectiveness of various learning corners, to effectively boost independent learning through manipulation and exploration. In addition, the school should review curriculum content to further promote interactions between teachers and children. In this way, children can have more opportunities to express their opinions and share their feelings.