

School No.: 604259

Focus Inspection Report (Translated Version)

Po Leung Kuk Lee Shu Fook Kindergarten

**Shop 2, G/F, On Chung House and Shop 2, G/F and 1/F,
Commercial Block 1, Shun On Estate, Kwun Tong, Kowloon**

19 June 2024

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school draws up its curriculum according to children's life experiences. It adopts an integrated approach using similar themes for each grade level and devises the learning content in alignment with children's developmental needs, striving to promote the school-based curriculum. The school attaches importance to children's moral development and incorporates content such as self-management, interpersonal skills and environmental protection into the curriculum. It also uses moral stories to design extended activities and encourages children to practise good deeds through home-school cooperation. Moreover, the school actively promotes reading by, for example, letting children role-play and share the book content to give them more opportunities to express themselves. Apart from arranging visits to enrich children's learning experiences, the school also provides children with opportunities to take part in music, physical, art and free choice activities every day. At present, some of the learning content and homework of K3 are too difficult. The school must remove the inappropriate content so as to meet the developmental needs of children.
- 1.2 The school puts emphasis on promoting Chinese culture. In addition to organising festive activities like parent-child Lunar New Year Fair, the school holds a Chinese culture week to provide children with different learning experiences to understand and appreciate Chinese culture. As observed, children tried on Chinese folk costumes, designed blue and white porcelain patterns, created ink paintings, etc., to experience the beauty of traditional art. Paper cuttings and Peking opera masks are displayed in classrooms whereas a range of games, such as pitch-pot and Chinese zodiac matching, is set up along the corridors. Children are willing to appreciate the artworks and participate in the games. Teachers played Chinese classical music in the course of the activities and the campus is imbued with a Chinese cultural

atmosphere. Besides, the school holds the national flag raising ceremony every week and on important days to cultivate a sense of national identity in children.

1.3 Teachers devise assessment content and criteria that tie in with the learning objectives. They adopt continuous observation to assess children's performance in all areas and create learning portfolios for children, maintaining observation records, thematic assessments and other information to serve as evidence of children's growth. The school invites parents to record children's daily behaviour and living habits to help teacher get a better grasp of the development of children. At the end of a school term, teachers sum up children's learning to let parents understand their child's development. Furthermore, teachers make use of the child assessment information as reference to adjust the curriculum.

1.4 Abundant resources are available in the school where materials are neatly placed. Teachers not only post positive words and phrases to create a harmonious atmosphere on campus, but also utilise classrooms and corridors to display children's works for their mutual appreciation. Corner activities are in line with themes and attractive. Children can play in the corridors or different classrooms during free choice activity sessions, which is conducive to their interaction. It is observed that children played the roles of shop assistants and diners. They talked with one another, read the menu to order food and experienced the process of paying a restaurant bill. Plentiful art and craft materials are placed in the classrooms. Creativity is displayed in children's works and children are delighted to introduce their creative works. Teachers join in children's games to render timely guidance. Teachers conduct reviews with children after play to let children share their favourite activities and what happened during the activities. In tandem, teachers encourage children to admire the proper behaviour of their peers, which helps nurture children's positive values and attitudes.

- 1.5 Teachers are amiable. They speak softly when leading activities and always give recognition and compliments to children. Teachers prepare for teaching conscientiously. They use theme-related real objects to prompt children to explore with different senses, thus learning through manipulation to increase children's understanding of their surroundings. During music activities, children have opportunities to appreciate pieces of music. They enthusiastically sing and beat time, and illustrate the melodies with body movements. In respect of physical activities, children take part in various circuit games set up by teachers. Children try climbing, jumping, throwing and other movements to facilitate their gross motor development. However, the waiting time for some of the activities is rather long. Teachers also provide various items for children to create physical games but some of the design of the activities is rather static. Teachers are advised to pay attention to the amount of exercise for children and improve the arrangement of the physical activities to enhance the activity effectiveness.
- 1.6 The management leads teachers of each grade level to discuss the curriculum content and teaching plans. Through lesson observations, classroom walkthroughs, scrutiny of documents and so forth, the management keeps track of and monitors the curriculum implementation as well as giving advice to teachers. The school has established a mechanism for reflection. Teachers conduct review upon the completion of a theme. They evaluate the teaching effectiveness based on children's performance and the learning objectives, proposing suggestions for improvement to inform the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The team puts great efforts into planning a school-based curriculum that aligns with children's life experiences to promote learning through play for children. Teachers are

advised to improve the arrangement of physical activities while the school must remove the excessively difficult learning content and homework so as to meet children's developmental needs.