

School No.: 563935

Focus Inspection Report (Translated Version)

Po Leung Kuk Lee Siu Chan Kindergarten

**5/F., Shun Lee Estate Community Centre, Shun Lee Estate, Kwun Tong,
Kowloon**

22 February 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 organisation brings together the professional competence of its affiliated kindergartens to devise the curriculum outline collaboratively. According to the content of the outline and with reference to the teaching packages, the school designs its curriculum that covers all learning areas. The school carries out project learning of which the content of exploration is relevant to children's daily life, facilitating children to enhance their attitude and skills in seeking knowledge proactively through observation, discussion and so forth. Various activities are conducted in mixed-age mode to increase children's interaction with peers of different ages so as to foster their language and social skills. The school allocates sufficient time for children to participate in music, physical, art and free choice activities every day to promote their balanced development. It also utilises the space of the school premises to provide more venues for physical and planting activities to enrich children's learning experiences. The school makes use of community resources to organise dragon dance activities as well as introducing Chinese folk tales, etc., to children so that they can learn about Chinese culture from an early age and gain a deeper understanding of the country.
- 1.2 The school has established a policy on the assessment of child learning experiences. Teachers observe the performance of children continuously and reflect such performance on thematic and summative assessment reports. In tandem, teachers create learning portfolios for children to maintain various types of assessment forms, observation records, artworks, etc., as evidence of children's growth. As shown in the observation records, teachers described children's performance in the activities, kept parents informed of their children's learning progress and gave them specific parenting advice. Thus, home and school work together to help children unleash their potential. Teachers analyse the assessment information to inform curriculum

planning.

- 1.3 To tie in with Lunar New Year celebrations, the school beautifies the campus with decorations related to dragons and displays children's craftworks and activity photos, filling the campus with an artistic atmosphere. There is an abundance of resources in the learning zones for children to accumulate different learning experiences through manipulation. Children make glutinous rice flour doughs and test the proper ratio of water to flour to fully show their curiosity. They experience the process of preparing for festivals by imitating their mothers doing year-end clean-up and making glutinous rice balls for their family members in the family corner. In the art corner, children carefully observe the characteristics of orchids on the desk to create fingerprint drawings. They share their joy of attending the dragon dance activity and then draw dragon images. After enjoying the fireworks with their family members, children make collage with natural materials like branches at school. Children express their feelings through their artworks that are creative and beautiful. The reading corner is comfortably furnished. Teachers place plentiful reading materials there to cultivate children's interest in reading. Children have a sense of responsibility that they take turns to water the plants. Their self-care abilities are good as they keep the campus tidy by putting back the items used after activities. Children simulate baking cakes to celebrate their peer's birthday. They get along well and help and care for one another, showing good social development.
- 1.4 Teachers are well-prepared and dedicated to teaching. They speak softly and always give specific compliments and responses to children. Thus, they have a harmonious relationship with children. Teachers design physical activities like pitch-pot to develop children's eye-hand coordination abilities. Furthermore, they provide opportunities for children to create new ways of play with materials such as tyres and hula hoops, thereby mastering striding, jumping, balancing and other skills.

Teachers use the scenarios of Lunar New Year celebrations and dragon dance to introduce music activities which ignite children's imagination to perform rhythmic movements. Children enjoy the activities very much. During free choice activities, teachers join children's play. Teachers are good at observing children in the activities and take photos as records. After the activities, teachers help children revisit their play experiences and ask questions to inspire children to express their thoughts, hence extending their learning.

- 1.5 A mechanism of curriculum coordination, monitoring and evaluation is in place in the school. The management leads teachers to prepare lesson plans and design teaching activities. It also scrutinises documents, conducts classroom walkthroughs, etc., to guide and support teachers with a view to enhancing the effectiveness of learning and teaching. In order to refine the school-based curriculum in an ongoing manner, the school may plan the arrangements of fine motor activities of each grade level holistically to optimise the activity design. Regarding teaching reflection, some teachers are able to make concrete suggestions to improve teaching effectiveness. They also observe from one another and share through peer lesson observation to foster their professional growth.

2. Recommendations for Fostering Sustainable Development of School

The school strives to create an enriched learning environment with concerted efforts for children to learn happily, so that they can develop positive attitudes, acquire skills and construct knowledge. In order to refine the school-based curriculum in an ongoing manner, the school may plan the arrangements of fine motor activities of each grade level holistically to optimise the activity design.