

School No.: 325988

Quality Review Report (Translated Version)

Po Leung Kuk Li Tsui Chung Sing Memorial Kindergarten

G/F, Ka Shing Lau, 5 Fat Kwong Street, Hung Hom, Kowloon

27, 28 & 30 May 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 27, 28 & 30 May 2024

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 maintains close contact with the affiliated kindergartens of the organisation. With the support of the leadership team, the school utilises resources to implement school affairs and organise joint-school activities, facilitating its steady development. The management has served the school for years and is familiar with the school operations. A good rapport is built among management members that they jointly promote the curriculum and discharge administrative duties. The school attaches importance to the professional growth of teachers. It actively arranges training and provides opportunities for teachers to practise what they have learnt, striving to enhance the teaching effectiveness. The management is willing to listen to teachers' views, and takes follow-up action and renders support timely. Team members adopt a pragmatic attitude to promote the continuous development of the school with concerted efforts.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to establish a school self-evaluation (SSE) mechanism. The management leads teachers to apply the cyclical SSE process of planning, implementation and evaluation to the daily work, review the work effectiveness in different domains and refer to the views of different stakeholders to plan the priority tasks of the school together. In recent years, the school has been regarding strengthening the element of free exploration in activities as its major concern. It has also been putting much effort into promoting positive education to nurture children's positive values and foster their social development. The team deploys strategies in various aspects including enhancing teachers' expertise through training, adapting the curriculum content and organising parent education activities. The work plans are generally implemented in an orderly manner.
- 1.3 The school accepts the diverse needs of children. It has a well-defined identification and referral mechanism while capitalising on the organisation's and external resources for early intervention and support of children with special needs.

Before the commencement of a school year, the school arranges parent-child adaptation activities for the newly admitted children to help them familiarise themselves with the school environment and develop a sense of security. In respect of supporting non-Chinese speaking (NCS) children, the school organises group activities to support their learning while translating the school notices for NCS parents to keep them informed of school matters. The school values the liaison with parents. Teachers help parents understand their child's learning modes and performance at school through daily conversations, parents' day, lesson observation, etc. The parent-teacher association has been formed for years. By helping the school to gather parents' opinions, organise parent-child activities, provide volunteers and so forth, it is effective in promoting home-school cooperation and serves as a bridge between parents and the school. Parents trust and support the school. They work hand in hand with the school in fostering children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school designs a curriculum using real-life themes. The curriculum content covers all learning areas and is in line with children's abilities and developmental needs in general, taking account of the cultivation of values and attitudes in children as well as their acquisition of skills and knowledge. In connection with the themes, the school arranges visits to community facilities, museums, farms, etc., to enrich children's learning experiences. Moreover, children learn about Chinese culture through hands-on festival activities. Following the previous Quality Review, the school has reviewed and rearranged the activities in the afternoon sessions for the whole day class to provide opportunities for children to participate in physical, musical and art activities every day while adjusting the homework design in a step-by-step manner. However, some of the mathematics homework of K3 is still inappropriate and the school must review and remove those content to meet children's development.
- 2.2 The school formulates assessment items according to the curriculum content. Teachers of each grade level discuss the assessment criteria and assess children's learning performance through daily observation. The learning portfolios of children are planned explicitly to maintain assessment forms, observation records, children's works and so on. Furthermore, the school invites parents to record

children's performance at home and lets children choose to express their feelings towards their own works with simple icons. Teachers meet with parents and distribute assessment forms regularly to facilitate parents' grasp of children's development.

- 2.3 The school has a mechanism for curriculum coordination and evaluation. Teachers of each grade level often convene meetings to deliberate teaching design and activity arrangements, and examine the effectiveness. The management attends meetings, scrutinises teaching documents, observes lessons, etc., to keep track of the curriculum implementation. Teachers have built a habit of performing teaching reflection with a checklist every day while the team regularly discusses and briefly records the teaching of each grade level. Nevertheless, the management is advised to strengthen its monitoring and curriculum leadership, including understanding if teachers' reflection can accurately reflect the teaching effectiveness, leading teachers to analyse the overall teaching performance and identify the learning needs of children with diverse abilities, so as to inform the planning of school development and teaching design.
- 2.4 The school has all along been emphasising children's moral character as well as affective and social development. In recent years, it has strived to make use of the resources of the organisation to strengthen the elements of positive education and set learning objectives focused on benevolence, bravery and wisdom, etc. Meanwhile, the school encourages children to practise good deeds in daily life through award schemes, helping them develop proper attitudes and learn to care for others. In this school year, the school provides picture books about emotions in alignment with the support programme and asks children to express their daily moods through icons when entering the campus. Some teachers would attend to children's moods and life experiences one by one, caring about children's physical and mental well-being. Teachers set an example by always wearing a smile, respecting and believing in children. They also design activities that help children practise the attitude of positive living, with positive results. Building on its development foundation laid in prior years, the school has accumulated experience in cultivating children's positive values. It may regularise and keep developing the effective strategies through the curriculum evaluation mechanism.
- 2.5 The school premises have undergone renovation in recent years, resulting in bright and spacious area with a comfortable and neat environment. The school sets a reading space in the renovated lobby to display books while adding exploratory

installations, such as lego walls and pipeline periscopes, to improve the learning environment. The school has been regarding promoting children's free exploration as its major concern in the recent two school years, and allowing children to role-play and play constructive games in the new activity area of the lobby. Teachers also decorate the imaginative play corners in classrooms to tie in with the themes and place different types of materials in the constructive corners to ignite children's imagination and creativity. However, it is observed that some teachers asked children to complete designated tasks, including homework, assigned craftworks and English group learning activities, during free choice activity sessions, so they were unable to thoroughly enjoy the fun of free exploration. Moreover, the lego walls in the lobby were not open to children during free choice activity sessions and only a few classes could play cooperative games in the activity area. The school has to step up the monitoring of the implementation of the major concern and adjust the arrangement of free choice activities having regard to the work strategies. It may further make use of the facilities and add more teaching aids to increase the opportunities for children to fully participate in play, hence enhancing the effectiveness of the major concern.

- 2.6 Teachers are kind, amiable and always give compliments to children. Teachers mainly adopt direct teaching and explanation, with slides and pictures as teaching aids. Some teachers make good use of questions and cues to help children understand the learning content. The team could strengthen its interaction with children and encourage them to share their life experiences and express their views, so as to extend their learning. In order to accommodate children's different needs, some teachers offer individual assistance during activities while some others calm children's emotions with visual cues and children's favourite items, helping children maintain focus on learning. The management is recommended to lead teachers to share their strategies of catering for learner diversity with one another, including adapting the learning content and activity design, through professional development activities like peer lesson observation, with a view to enhancing the overall teaching effectiveness of the team.
- 2.7 Children are courteous and well-behaved, following teachers' instructions to carry out activities. They are attentive and earnest when playing and singing the national anthem in morning and afternoon assemblies. Children are engaged in music, physical and art activities, with K3 children particularly keen to display their own art and craft works, willing to express themselves. Since the last school year, the

school has tried to reduce the monotonous group games gradually and incorporated self-directed games for children in physical activities. Children take the initiative to adjust the throw distance, thoroughly enjoying themselves. Some teachers arrange for children to select physical equipment on their own to design circuit games. Such practice relaxes the restrictions effectively as well as motivating children to learn. Children are eager and excited to make attempts. The school could continue to develop the aforementioned good experiences to create more chances for children's free exploration, thereby strengthening the effectiveness of learning through play.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has always been arranging for the teaching staff to join different task forces to enhance their collaboration, which is on the right track. The school is advised to keep pace with its development needs to streamline the organisational structure, consolidate working groups of similar roles, and review and plan the duties of teachers. The management may strengthen its professional leadership to lead teachers to evaluate the effectiveness of learning and teaching comprehensively so as to determine the priorities of the future school work in an accurate manner and devise development plans that dovetail with the school context. The management should also enhance monitoring the implementation of the work plans to increase the effectiveness of the major concerns.
- 3.2 The school is required to revise and remove the inappropriate homework content. It must step up its curriculum monitoring and sharpen teachers' reflection skills while utilising the review findings to grasp teachers' performance in teaching and children's needs for adapting teaching strategies and catering for children's diverse needs, thus informing the curriculum.