

School No.: 157813

Quality Review Report (Translated Version)

Po Leung Kuk Tin Ka Ping Kindergarten

**Block O, Level 1, G/F, Ching Shing Court, Cheung Hong Estate,
Tsing Yi Island, New Territories**

15, 16 & 18 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 15, 16 & 18 November 2022

- 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 management provides effective leadership to the team in carrying out school duties and organises professional development activities for teachers in light of the school's major concerns and foci of curriculum development. Teachers are arranged to share with peers what they have learnt from training to promote professional growth of the team. The management is open-minded. It respects and listens to teachers' views while maintaining a two-way communication with them through meetings and daily contacts. The school team is stable and recognises the development goals of the school. With a shared vision, members of the team are willing to make new attempts in terms of teaching. They support one another and maintain the sustainable development of the school together.
- 1.2 The school has established a self-evaluation mechanism for the team to review each task when appropriate. At the end of the school year, the management leads teachers to analyse children's performance and refer to stakeholders' feedback for assessing work effectiveness. Meanwhile, they work together to devise major concerns and development plans for the coming years in accordance with the school's development. Last school year, the school regarded promoting positive education and Chinese arts as its major concerns. It held teacher training and implemented relevant activities to facilitate children's acquaintance of traditional Chinese arts and the cultivation of positive values. The plan was carried out in a systematic manner. This school year, the school considers taking forward positive education and Chinese culture as its major concern, in a bid to develop children's knowledge in Chinese culture and positive attitude. In tandem, the school takes developing children's interests in English as another major concern of this school year. Teachers enrich their relevant knowledge through professional exchange and they also conduct music activities with children by making use of English nursery rhymes. The plan has been implemented smoothly.
- 1.3 The school caters for the diversity of children and has set up a clear mechanism so

that children in need receive respective services the soonest. There is regular communication among teachers, parents and relevant professional teams and they support for the different learning needs of children collaboratively. Teachers are arranged to prepare teaching materials and adjust homework for non-Chinese speaking (NCS) children. Teachers also provide individual assistance for them to enhance their interests and abilities in learning Chinese. The school takes care of the newly admitted children with great efforts and organises parents' day for those of newcomers, allowing parents to learn how to help their children get familiar with the new environment. The school allows parents to accompany their children to school at the beginning of the school term while arranging parent volunteers to help ease the emotions of individual child. Teachers and parents liaise closely which facilitates newly admitted children to adapt to school life as soon as possible.

- 1.4 The school maintains contact with parents through multiple communication channels. It keeps parents informed of the direction of school development and their children's performance at school. It also collects their views on the school and children's learning. Thus, parents and the school collaborate to support children's growth. The school values parent education and organises different seminars and workshops for parents to gain knowledge about parenting skills and development foci of the school, among others. Parents recognise the mission of the school and support its work and development. The school is preparing to establish parent-teacher association, with a view to further strengthening home-school collaboration, promoting the development of the school and supporting children's learning. As such, the transparency of the school is enhanced, which is on the right track.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and taking into account children's life experience and interests, the school devises an integrated curriculum using themes. The curriculum is comprehensive in content and covers all learning areas, emphasising the nurture of values and attitudes as well as acquisition of knowledge and skills. The school provides children with opportunities to take part in music, physical, art and free choice activities daily, resulting in a balanced daily schedule. Some pieces of the K3 homework in the second school term are too difficult and the arrangement is inappropriate. The school must remove them so as to shield children from extra study stress.

- 2.2 The school has established a sound policy on the assessment of learning experience with clear and consistent assessment guidelines in place. The assessment items cope with curriculum objectives. All these are conducive to teachers' holistic and objective assessment of children's performance. Teachers develop learning portfolios for children, making records of and understanding children's performance in various areas by continuous observation. Teachers inform parents of the development of their children regularly and invite them to record their children's performance at home in the aspects of self-care and emotions, which is beneficial to parents and the school to follow up on children's needs together. The school is recommended to further analyse and consolidate information of children's assessment in a systematic manner for future reference and giving feedback to curriculum planning.
- 2.3 The school has a mechanism for curriculum management and monitoring. The management holds regular meetings with teachers of all grade levels to jointly discuss teaching activities. It gets hold of the curriculum implementation through scrutinising curriculum documents and classroom walkthroughs and then gives suggestions for improvement. Teachers conduct teaching reflections individually and collaboratively on thematic activities and review different learning activities with reference to children's performance, activity implementation and so on. However, the learning content of individual activities fails to meet children's abilities. The management is advised to lead teachers to reflect on the setting of learning objectives, thus further enhancing the effectiveness of learning and teaching.
- 2.4 In line with the major concern, teachers apply what they have learnt from training to infuse positive values into the curriculum and deliver positive messages by designing corner games and parent-child activities. Staff members also encourage and support one another through messages and games, creating a positive atmosphere in the campus. As observed, teachers often encouraged and praised children whereas children helped and reminded peers. The school was imbued with care and harmony. The effectiveness of the work has been observed. The school has been dedicated in promoting Chinese culture in recent years. For instance, it lets children experience festivities like Mid-autumn festival and Lunar New Year and schedules parent-child artistic creation including ink painting and blue and white porcelain. Children gain deeper understanding of Chinese culture through engaging in traditional Chinese festivals and arts. In addition, the school conducts the national flag raising ceremony on a regular basis and educates children on getting to know

and respecting the national flag and national anthem. After the ceremony, teachers share information about Chinese culture. Such arrangement is appropriate.

- 2.5 The school environment is bright, neat and tidy. Children's and parent-child artworks are exhibited around the campus, which is beneficial for children's appreciation among themselves. The school utilises the campus space properly to set up different corners such as thematic corner, art corner and constructive corner, so that children can take part in all kinds of activities in different venues during the free choice activity sessions. Teachers put effort on setting classrooms as restaurants, sport areas and so on which are closely related to the theme of health for children to have role-play and physical activities. Children are engaged in the activities and often interact with peers, which facilitates their social development. There are plentiful materials available for children to use in the art corner. Children display creativity by making collages, drawing or creating out of clay with dedication. They love taking the initiative to share their artworks with others as well. Teachers respect the way that children play and invite them to share their experience after activities while using questions to guide them to express themselves. Teachers mainly observe children's performance in the course of activities. It is suggested that teachers could perform the role as participants and inspirers to further assist children in using their imagination and add fun to play.
- 2.6 Teachers use pictures and teaching aids to supplement teaching. They are advised to use more real objects or make full use of items related to children's daily life, thereby further stimulating their interest and sense of engagement. Teachers are kind and amiable. They care for and embrace children. Teachers provide individual guidance and cater for different needs of children during activities. Children are divided into groups to take part in physical activities. They can also choose from a variety of equipment or materials to play with. These activities not only help achieve the pre-set learning objectives, but also provide children with opportunities for exploration. As observed, children used different facilities to play, including exploring different ways of playing with the materials. They also had adequate amount of exercise and had fun in it. Furthermore, teachers organised music activities such as singing, performing rhythmic movement and beating time to music, which was along the right direction. Coping with the major concern of this school year, the school conducts music activities with English songs aiming at enhancing children's interest in English. However, some designs of music activities focus on English learning, leading to insufficient music elements that undermine

children's learning interest. Teachers may review and revise the activity design in order to make the music activities more interesting while increasing the learning effectiveness.

- 2.7 Children are obedient and polite. They enjoy going to school and are willing to share and express opinions. Children are proactive and full of curiosity. They are pleased to make attempts, stay engaged in activities and learn with peers joyfully. Children tidy up personal belongings on their own and help arrange chairs properly. They also put the used learning aids back during free choice activities, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has a comprehensive curriculum and arranges a balanced daily schedule for children. Yet, some pieces of homework for K3 are too difficult. The school must abolish such arrangement to dovetail with children's development. The management is also required to lead teachers to review and revise the learning objectives and content including the design of music activities, with a view to catering for children's abilities and needs.