

School No.: 158232

Quality Review Report (Translated Version)

Po Leung Kuk Yip Ng Bun Bun Kindergarten

**Shop No. KG01, 1/F, Yung Ming Shopping Centre, Yung Ming Court,
Tseung Kwan O, New Territories**

8, 9 & 14 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: 8, 9 & 14 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 shares its administrative and teaching affairs with the affiliated kindergartens of the organisation through regular meetings to gather collective wisdom and borrow good practices from one another. Besides, they collaborate to launch activities about teachers' professional development, parent education, etc., striving for advancement. In view of the school-based needs, the management brings in external support services and organises training, encouraging teachers to put what they have learnt into practice. Teachers are also arranged to share their concrete experiences during meetings for enhancing the quality of learning and teaching of the team. The school allocates duties according to teachers' abilities and preferences for them to have a more comprehensive understanding of the school's operation and development by planning and implementing work in different areas, thus facilitating the professional growth of teachers. The teaching team is stable and has a sense of belonging to the school. Team members have created a collaborative atmosphere of unity and mutual trust, driving the school continuously forward with concerted efforts.
- 1.2 The school implements the inter-connected school self-evaluation process, viz. planning, implementation and evaluation in its daily work. Teachers have developed a reflection habit. They review the implementation effectiveness in the aspects of teaching and large-scale events from time to time for making improvements. At the end of a school year, the management leads teachers to examine the school's needs and jointly discuss the work plans for the following school year. The school has endeavoured to strengthen the home-school liaison in recent years. Moreover, it regards motivating children to know about Chinese culture as its major concern in this school year. The school deploys strategies from various perspectives such as curriculum design, home-school cooperation and child learning, and delivers the relevant work in a step-by-step manner, which heads in the right direction.

1.3 The school embraces and cares about children's diverse needs. An identification and referral mechanism is in place for children with special needs to receive suitable support the soonest. The school progressively increases the school hours for newly admitted children. Teachers closely monitor children's learning and emotional reactions while collaborating with parents so that children can adapt to school life as soon as possible. In the meantime, the school designs learning and experiential activities for K3 children, getting them physically and psychologically prepared for promoting to primary schools. The school maintains daily communication with parents through various channels and occasionally holds seminars and workshops to strengthen their understanding of children's development and parenting skills to sharpen their competence in parenting. Through parent-child games, lesson observation for parents and volunteer campaigns organised by the school, parents can take part in these activities to develop a stronger connection with the school. The school formed a parent-teacher association in the last school year for carrying out activities with parents together, which is favourable to enhance cohesion among parents. Parents agree on and recognise the educational rationale of the school. They join hands with the school to nurture children's healthy growth.

2. Learning and Teaching

2.1 The school makes reference to information including teaching packages and the *Kindergarten Education Curriculum Guide* and takes into account children's life experiences to design an integrated and comprehensive school-based curriculum. Teachers lead children to have outdoor experiential activities based on themes, which facilitates children to cultivate positive values, acquire skills and construct knowledge through diversified sensory exploration. There are extended games in each theme for guiding children to consolidate the acquired knowledge and the school invites parents to take part in these games to enhance parent-child relationship and deepen parents' understanding of the school curriculum. Therefore, parents could cooperate with the school accordingly when needed to increase the learning effectiveness of children. With respect to the daily schedule, the school provides children with ample time for physical, music, art and free choice activities to foster their balanced development. Children are arranged to engage in mixed-class physical activities every day as well so that they have more opportunities to interact and cooperate with peers of the same age, thus improving their social skills.

- 2.2 The school devises the content of the assessment of child learning experiences in accordance with the curriculum aims. It sets clear criteria for teachers to comment on children's learning objectively. In addition to observing children's performance continuously, teachers collect information in the areas of affective and social performance as well as self-care of children from parents in a bid to understand children from multiple perspectives, and then conclude their pace of development regularly. Teachers encourage children to ask their parents or peers to briefly evaluate their work. By accepting commendation or advice from others, children build their self-confidence and learn an attitude of humility. The school systematically maintains child assessment information in the learning portfolios, then distributes it to parents periodically to keep them informed of their child's developmental progress while providing them with follow-up measures on supporting children. The school also utilises assessment information to inform curriculum planning and improve learning and teaching.
- 2.3 Based on the curriculum coordination and monitoring mechanism, the management steers teachers to refer to the curriculum review information to plan teaching outlines and schedules for the next school year. The team convenes regular lesson planning meetings to set learning objectives and content of different activities in light of children's interests and abilities. The management participates in meetings, classroom walkthroughs and scrutinises relevant documents to give teachers timely advice and teaching assistance while guiding them to reflect on the learning effectiveness of children. Teachers are willing to share their teaching experiences. They review the curriculum implementation in a grade-level-based approach in every theme and make corresponding adjustments and follow-ups for refining the curriculum. However, the school may select the items of the data collected at the end of a school term to undertake a focused analysis so as to increase the effectiveness of curriculum management.
- 2.4 The school is committed to stepping up the promotion of Chinese culture in this school year so that it incorporates related elements into the curriculum proactively. For instance, teachers introduce that ancient people used sedan chairs as a replacement for walking in the theme of transport. Alternatively, teachers let children explore shadow play in a theme about science to learn about the relationship between light and shadow. Teachers apply their acquired knowledge from training to design art activities such as ink painting and paper cutting according to themes while letting children play claves, bronze gongs and other Chinese musical

instruments during music activities, enabling children to gain exposure to the culture of the motherland from an artistic perspective. Teachers also attach importance to the cultivation of the values of politeness, filial piety and benevolence in children. Children are encouraged to offer their seats to people in need and share their toys to peers, expressing their care through actions to practise traditional Chinese virtues. As observed, children took the initiative to greet others. They could help each other, comply with rules as well as respect teachers. Furthermore, the school plans project learning with the theme of the Lunar New Year. Children gain knowledge about Lunar New Year food by kneading glutinous rice balls, savouring turnip cakes, etc. They also understand the meaning behind traditions and send blessings to one another by wearing Chinese costumes, attending simulated Lunar New Year fairs and gatherings. The school conducts the national flag-raising ceremony on important days and arranges for children to sing the national anthem every week, nurturing their sense of national identity from an early age. The effectiveness of the major concern has been seen.

- 2.5 The school environment is spacious, bright and neat. Teachers put much effort into displaying children's work all over the campus and exhibiting the toys made by both parents and children in specific areas of the classrooms, which is conducive to increasing children's sense of belonging to the school and interest in participating in games. The school has followed up on the recommendations of the previous Quality Review to optimise the use of space and the arrangements of free choice activity sessions. Diversified corner activities have been set up in classrooms for children to choose from them. There are puppets and a variety of quality books in the reading corners. Teachers occasionally read with children to let them enjoy the fun of reading. Things that can produce wind like hand-held fans and portable fans as well as a simple anemometer are placed in the exploratory corners. Children explore wind power freely to observe magical phenomena. Teaching aids on the walls are manipulative for children to consolidate their Language and Early Childhood Mathematics concepts through fun-filled little games. In general, children enjoy free choice activities. They focus on sand letter tracing, drawing with big paintbrushes or making three-dimensional creations with magnetic tiles and building blocks. Teachers always observe children and join in their games timely to stimulate their desire for further exploration while supporting them appropriately. Teachers are advised to design teaching aids with different levels of complexity for addressing children's individual learning needs. Teachers may guide children to

express their feelings or share how they solve problems during the concluding sessions, facilitating children to collate and consolidate what they have learnt.

- 2.6 Teachers care about children and praise their good behaviour all the time. Teachers guide children to support and appreciate each other, such as attaching encouraging notes next to the photos of their peers. All these create a caring and harmonious atmosphere on campus. Teachers work closely together and are conscientious in teaching. They jointly spice up the lessons with mutual support to enhance the learning interests of children and the teaching effectiveness. Teachers communicate clearly and can tell vivid stories while using effective questioning to guide children to share experiences and express thoughts so as to help them gradually grasp the acquired knowledge. In music activities, teachers lead children to create body movements along with the melody of songs or play musical instruments for brief accompaniment. Children are engaged in singing and love to interpret the mood of the songs through different means. In physical activities, children are free to select exercises that they would like to participate in, such as crawling, riding tricycles and throwing balls. Hence, children can develop gross motor skills in a relaxed and joyful manner.
- 2.7 Children like to go to school and they are energetic and active. They are self-disciplined and possess good self-care abilities as they, for example, take the initiative to pack things, tidy up clothes and put on and take off shoes. Children get along well with others. They play and learn together with pleasure. For instance, children actively finish artwork with their peers or show appreciation for one another's work during art creation activities, demonstrating good social development. Children take turns to be group leaders. They greet their peers during school time or assist teachers in carrying out simple tasks in activities to serve others proactively.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism. It assesses the progress of daily duties and major concerns regularly to refine the plans. The school is recommended to devise focused success criteria based on the task objectives so the effectiveness of the assessment can be evaluated in a more specific manner, which is beneficial for the deployment of development in the next stage.
- 3.2 For learning and teaching, the school may select the items of the data collected at the end of a school term to undertake a focused analysis for increasing the effectiveness

of curriculum management to a further extent. Teachers may design teaching aids with different levels of complexity to cater for the individual learning needs of children and guide them to express their feelings or share how they solve problems during the concluding sessions, thereby helping them collate and consolidate what they have learnt.