

School No.: 325090

Quality Review Report (Translated Version)

**Hong Kong and Macau Lutheran Church
Shek On Memorial Kindergarten**

2-3/F, Shek On Building, 11 Po Kong Village Road, Wong Tai Sin, Kowloon

8, 9 & 14 January 2020

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 8, 9 & 14 January 2020

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 ties in with the mission of the sponsoring body to show solicitude and provide care service for children and their families. In view of the relatively large number of new teachers, the school actively organises orientation training for them. In addition to arranging experienced teachers to help the new recruits adapt to the work environment and daily routines, the principal also provides orientation courses for the new recruits, such as the writing skills of anecdotal observation, so that they can engage themselves in the teaching work as soon as possible. The leadership team pays attention to school development. It provides timely supervision and support to the school, and demonstrate its role of professional leadership. The management steers the team to plan the development directions of the school strategically. Senior teachers play the role as curriculum leaders and conduct curriculum meetings with the other teachers regularly, with a view to continuously refining the school-based curriculum with reference to children's developmental needs.
- 1.2 The school has followed up the recommendations of the previous Quality Review. It stops arranging written assessments, improves the design of music and physical activities, allocates work aptly according to teachers' abilities and strengths, and also trains up middle level management staff strategically. The school self-evaluation mechanism is well-developed. The team conducts interim reviews to assess the progress and effectiveness of various work, so as to make adjustment and take follow-up actions accordingly. Upon completion of a school year, the school consolidates the experience and makes reference to children's learning performance as well as stakeholders' views, in order to formulate the major concerns for the upcoming year. Last year, the school effectively enhanced children's speaking ability and problem-solving skills through drama activities. This school year, the school participates in the support programme to further facilitate children's language development, enhance their social skills and help them learn the ways to manage their emotions. The plan is devised comprehensively. The school provides suitable

training and support for children, teachers and parents. It also reviews the effectiveness of the plan in a timely manner. The plan is therefore implemented smoothly and the expected results are envisaged.

- 1.3 The school cares about children. It accepts their diversity and effectively caters for their individual needs. Teachers identify children's needs and refer children for professional assessment in a timely manner. They also review the criteria on the assessment of child learning experiences and homework content for children with special needs and maintain close liaison with parents as well as relevant professional groups, so as to plan effective counselling work and properly record the support services received by children and their learning progress. The school has successfully created an inclusive atmosphere. Children enjoy going to school. Non-Chinese speaking children and Chinese-speaking ones take part in various activities devotedly. The school informs parents of the focuses of its development plans through different channels, such as daily meetings and telephone interviews. It also encourages parents to participate in different kinds of voluntary services in view of their strengths and interests, so that parents are able to have a better understanding on the development of their children and the school. The school arranges seminars and workshops for parents suitably, which can enhance the effectiveness of parent education.

2. Learning and Teaching

- 2.1 The school makes reference to children's developmental needs and adopts the teaching packages to design the school-based curriculum. The curriculum is comprehensive which covers all learning areas as well as facilitates children's all-round and balanced development. The school selects real-life themes and uses story plots to connect all activities, which is effective in arousing children's learning motivation. Apart from thematic learning, teachers design appropriate themes based on things that are of children's interest. They then guide children to carry out projects or design experiential activities by using the story backgrounds of picture books. Children engage themselves in exploration, developing their interest in active learning. In addition, the school makes good use of outdoor space which can provide the opportunities for children to get in touch with nature. Children can take a stroll or learn planting, assist in weeding and watering plants. They also observe the bees flying in the garden and learn to appreciate the beauty of nature.
- 2.2 The school arranges sufficient music, physical, art and free choice activities for

children in the morning sessions every day, so as to facilitate their all-round development. After the afternoon nap, children of the whole-day classes mainly engage in free choice activities, yet they are provided with music and physical activities once a week only. The school is advised to further increase the time of music and physical activities for children of the whole-day classes so as to promote their balanced development.

- 2.3 The assessment of child learning experiences is properly planned, which ties in with the curriculum objectives. The school develops learning portfolios for children. Teachers' continuous observation records on children's daily performance as well as the summative assessment for each school term are kept, so as to reflect children's development progress in different ages comprehensively. The school invites parents to share their children's performance at home, helping teachers grasp children's living habits. Yet, the school must adjust the content of the "Report on the Learning Performance at Home" and avoid focusing on assessing children's ability in word recognition and their acquired knowledge, so as to meet children's developmental needs and learning interests.
- 2.4 The school establishes a sound mechanism to coordinate and monitor the implementation of the curriculum. The management pays attention to the effectiveness of learning and teaching. It effectively guides and supports teachers through lesson observation, classroom walkthroughs and attending curriculum meetings. Teachers actively conduct reflections and professional exchange. They observe children's learning progress conscientiously and make reference to the assessment of child learning experiences, so as to reflect on the appropriateness of curriculum design and make flexible adjustment to enhance children's learning effectiveness. However, some of the K3 homework in the second school term is rather difficult. The team must review and revise accordingly and arrange activities that meet children's developmental needs, thereby consolidating children's learning.
- 2.5 Last school year, the major concern of the school was to enhance children's creativity and speaking ability through drama activities. The school cooperates with external organisations to organise teacher training. It also forms a core group to support teachers to practise relevant skills in learning activities. As observed, teachers set up fun-filled scenarios in light of the teaching focuses to stimulate children's learning interests. Based on children's abilities, teachers select appropriate strategies, such as sharing of stories, imaginative play, creating body movements, to facilitate children's thinking and exploration, so as to achieve the learning objectives.

Children show confidence and actively take part in the activities. They think earnestly and try hard to solve problems. Children demonstrate rich imagination that they express their own ideas through speaking and body movements. They also learn to respect others' views.

- 2.6 This school year, the school takes enhancing children's social skills and ability in emotional management as the major concerns with reference to children's needs. The school participates in the external support programme and launches a trial-run in K2 to conduct relevant teaching activities. Through play, teachers discuss the ways to solve problems in daily life with children, guiding them to learn to manage their emotions and enhance their social skills. Teachers step up the corner design, such as adding simple games for children to share their feelings and encouraging children to chat with peers to express their emotions. The school also utilises the resources offered by the programme properly to arrange workshops for parents, so that parents can learn relevant parent-child communication skills. Children are also provided with a positive environment for their growth through home-school cooperation. This school year, the school regards another major concern as facilitating children's language ability through reading. As observed, the decorations in the reading corner attract children to read voluntarily. Teachers often enter the corner to read stories with children and interact with them. The initial results of the plan are observed.
- 2.7 Teachers set up different interest corners in the classrooms based on themes, including the role-play corner, craft corner and exploratory corner. The interest corners are designed with an integrated approach which cater for children's abilities and provide sufficient and diversified materials to encourage children's active participation. Teachers add different materials continuously according to children's interests. They encourage children to suggest the ways of playing so that children can be more engaged in the activities. Children are familiar with the corner rules and take part in the activities attentively. They imagine, create and explore in the corners to develop their thinking, language, social and aesthetic abilities. Teachers are observant. They intervene or take part in children's play in a timely manner and encourage children to make further attempts, demonstrating the role of inspirers and counsellors. Children enjoy playing together with teachers. After playing, teachers consolidate the experience and feelings with children and give positive feedback to children promptly. In summary, the free choice sessions are filled with a relaxing atmosphere. Children can learn joyfully through play.

- 2.8 Teachers are kind and friendly to children. They understand children's thoughts and are trusted by children. Teachers are well-prepared for their teaching. They give clear instructions and adjust their teaching strategies in view of children's responses during the teaching process. Teachers cater for children's diverse needs meticulously. They understand the challenges faced by children with different backgrounds and development paces. They respect and accept children's views and use questions with different levels of complexity to inspire children's thinking. In addition, they arrange group activities to provide opportunities for children to explore and experience, so as to facilitate their learning.
- 2.9 The music activities are organised systematically, including singing, rhythmic movements and manipulation of musical instruments. Children enjoy singing and are familiar with the songs. During the sessions of rhythmic movements, teachers lead children to exercise their imagination and dance freely by following the rhythms of music, enjoying the fun of music games. During physical activities, children participate in skills training and free choice physical games actively. They have good body coordination and can master different movements. Teachers design games with different levels of difficulty according to children's abilities to provide them with suitable challenges. Yet, they should take note of the relatively long waiting time for some of the physical games which affect children's amount of exercises. Teachers are also advised to improve the design of the activities to facilitate the development of children's fine and gross motor skills, with a view to enhancing the effectiveness of the activities.

3. Recommendations for Enhancing Self-improvement of School

In consideration of the school-based needs and children's developmental needs, the school can plan the task objectives and strategies properly, while tapping community resources for its continuous development. It may yet further increase the time for music and physical activities for the whole-day classes, adjust the design of K3 homework in the second school term and also the content of assessment conducted by parents, thereby enhancing the effectiveness of learning and teaching in an ongoing manner.