

School No.: 323268

Quality Review Report (Translated Version)

**Christian Evangelical Centre
Lok Fu Kindergarten**

**G/F, Lok Him House, Lok Fu Estate Phase 5,
Lok Fu, Kowloon**

18, 19 & 21 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 18, 19 & 21 October 2021

- 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 leadership team supports the school in various aspects. It gives advice to school on administrative affairs, shares the importance of team collaboration with teachers and assists the school in organising seminars for parents. The management places emphasis on teachers' professional development. It actively introduces school-based support programmes and arranges teachers to attend different seminars according to their needs with a view to facilitating them to grasp the trends of the kindergarten sector. The management has compiled a clear staff handbook and updates its content in a timely manner for teachers to understand the work requirements of the school.
- 1.2 The school has followed up the recommendations of the previous Quality Review to make good use of the assessment information to understand and follow up children's learning progress. The school has set up a school self-evaluation (SSE) mechanism. The management leads teachers to gather the information collected from curriculum reviews and the views of stakeholders to reflect on the work effectiveness of major concerns, teaching as well as support for children. In these two school years, the school has considered cultivating children's moral characters and facilitating learning through play as its major concerns. The objectives are clear and in line with the development of kindergarten education. The school has also planned for the relevant work on parent education which is beneficial for the implementation of the development plans.
- 1.3 The school has established a mechanism for supporting children with diverse needs. It identifies and refers children with special needs at an early stage so that they can receive appropriate services as soon as possible. The school takes care of non-Chinese speaking (NCS) children properly. It arranges designated teachers to provide in-class assistance for the children, which is conducive to their Chinese learning and integration into school life. The school values the liaison with parents. It makes good use of different channels such as face-to-face conversation, circulars and online platform to communicate with them. The school also organises suitable

seminars and workshops for parents to learn the skills of parenting and managing emotions. To tie in with the major concern of cultivating children's moral characters, the school launches the "moral tree programme" to encourage parents to record and appreciate their children's good behaviour. Parents agree that the major concern can exert positive influence on enhancing children's politeness and self-confidence.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into account children's developmental needs to devise its curriculum. It arranges the learning schedule according to the themes. The curriculum fully covers the six learning areas, and also attends to the cultivation of positive attitudes as well as the acquisition of knowledge and skills. Based on the learning themes, the school selects picture books which are appropriate for nurturing children's positive values and reading interests through fun moral stories. Regarding the daily schedule, the school arranges integrated music and physical activity time for children. However, most of the activity designs tend to emphasise only one learning area, either music or physical fitness, leading to the imbalance in the implementation of the curriculum. Besides, the time for some free choice activities for K2 and K3 classes is inadequate, undermining the opportunities for children to explore their surroundings. The school is required to improve its daily schedule so as to provide adequate time for children to engage in music, physical and free choice activities, for the sake of promoting their whole-person development. The school has adjusted the homework design to exclude those Chinese words with complicated strokes in light of the needs of children. Yet, the amount of copying for K2 children is still rather excessive. The school must follow up and rectify the arrangement accordingly.
- 2.2 The school formulates child assessment content in accordance with the learning objectives. It assesses children's performance in each learning area through continuous observation and record-keeping. Learning portfolios for children are developed for keeping their observation records, artwork, assessment information, etc. in order to fully reflect their development. Teachers consolidate the assessment information from different aspects and report the learning progress of children to their parents every school term. Moreover, the school uses the child assessment information to understand children's development for taking appropriate follow-up actions and improving curriculum planning.

- 2.3 The school has set up a curriculum coordination, monitoring and review mechanism. The management understands the implementation of curriculum through scrutinising curriculum documents, attending meetings and conducting classroom walkthroughs. Generally, teachers are able to reflect on the implementation of teaching activities. Some teachers review their teaching effectiveness based on children's performance and come up with suggestions to improve their teaching. In this school year, the school is going to conduct peer lesson observation. The management may set the focuses of lesson observation based on the emphases of school development and the needs of teachers. As such, teachers can discuss and exchange their teaching experiences in a focused manner to improve their teaching skills.
- 2.4 The school has put emphasis on the cultivation of children's moral characters and has regarded it as the major concern in recent years. Last school year, the school aimed to help children learn the importance of good behaviour through role-play activities. However, the suspension of classes affected the implementation of the plans, leading to unsatisfactory results and the school therefore adjusts the plans in this school year. Gentleness, caring and gratitude are set as the three key moral characters. Children are guided to learn to get along with and care for others and encouraged to practise good behaviour in daily life through strategies like stories, assemblies, reward scheme, etc. Nevertheless, there is room for improvement regarding the discipline of children when they participate in thematic and music activities. The management may guide teachers to explore feasible ways to help children get familiarised with the activity routines so that they can engage in the activities quickly. The school may also tie in with the strategies of the major concern, for example the reward scheme, to help children gradually develop good behaviour such as observing the rules and being polite.
- 2.5 Another major concern of the school in recent years has been promoting children to learn through play. The school steers teachers to draw reference to the previous training experience to understand the role of teachers in children's play. It also identifies free choice activities as the starting point for teachers to put their knowledge into practice. Teachers set up the classrooms according to the themes. They design the imaginative play corners, reading corners and art and craft corners. They also provide abundant toys and teaching aids therein for children to participate in the corner activities at their own will. During the activities, teachers roam around to observe and take part in children's games. Meanwhile, they provide guidance and encouragement in a timely manner. After the activities, teachers guide children

to talk about their favourite interest corners and playmates. Children are familiar with the classroom environment and take the initiative to participate in the games. The effectiveness of the plan is manifested initially. Based on this foundation, teachers are advised to design and provide diversified cooperative games for children to learn from one another through communication and collaboration, with a view to facilitating their social and language development. Besides, it is found that some interest corners are relatively crowded. Teachers are suggested to make flexible use of the classroom environment to provide sufficient space for children's exploration.

2.6 Teachers help children understand the thematic content using teaching aids like pictures and books while guiding them to share their thoughts and encouraging them to express their views through questioning. When telling stories, teachers are able to draw children's attention with appropriate use of voices, facial expression and body movement. They also design games to arouse children's learning interests. When talking to NCS children, teachers make good use of body language and picture cards to facilitate their understanding of the content of the dialogues. Teachers care about children and accept their diversity. They make adjustment to the homework of NCS children according to their abilities in order to help them acquire writing skills gradually. Notwithstanding, teachers must flexibly adjust their ways of explanation and demonstration in a timely manner according to the response of children, hence helping children in need to comprehend and engage in learning, thereby enhancing the learning effectiveness.

2.7 The school encourages teachers to lead music and physical activities using an integrated approach. Yet, the activities fail to incorporate both learning elements simultaneously. The school's music activities are mainly about singing and playing music games, in which the activity design is not diversified. It is necessary for the management to strengthen the guidance to teachers so as to improve their skills accordingly, with a view to facilitating children's aesthetic development with vibrant and fun-filled music activities. During the session which is comprised of mostly physical activities, teachers arrange skill training for children and let them engage in free choice physical activities. However, when teachers are facilitating the skill training, they should observe children's performance more often, so as to intervene and provide timely support for them to master the skills. In addition, with regard to free choice activities, children spend relatively long time on queuing up for facilities like the slide and tunnel, or choose to engage in constructive play which tends to be sedentary, causing them to have insufficient amount of exercises. The school is

required to improve the design of physical activities to provide sufficient active activities for children in order to help them develop strong physique through suitable physical activities.

- 2.8 Children are energetic, active and eager to learn. They are happy to express their views and share their experiences and feelings when creating artwork. Children take the initiative to read books and enjoy the fun of reading. Children are imaginative and creative that they love creation and engaging in role-play. In general, NCS children are able to understand the instructions of teachers and they are enthusiastic to take part in classroom activities. NCS and non-NCS children often learn and play together, showing a good rapport among them.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school must improve the daily schedule to provide children with sufficient time for participating in music, physical and free choice activities in order to foster their balanced development. Besides, the transition programme which prepares K3 children for primary education also fails to provide them with adequate time for music, physical and free choice activities. Follow-up action must be taken for such arrangement. The school also has to further reduce the amount of copying for K2 children according to their development.
- 3.2 The school provides different training opportunities for teachers. However, the management is still required to strengthen its role as curriculum leader. It should lead teachers to review the implementation of teaching and the planning of space, as well as define the emphases of peer lesson observation to encourage teachers to share their teaching experiences in a focused manner. The management is also required to assist teachers in internalising their knowledge gained from training through practices and trials in a progressive manner, with a view to facilitating the professional growth of the team.