

School No.: 565741

Quality Review Report (Translated Version)

Chan En Mei Lutheran Day Nursery

G/F., 150A Tai Choi Yuen Road, Cheung Chau, Hong Kong

31 May, 2 & 4 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 31 May, 2 & 4 June 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 is concerned about the school development and provides appropriate support and professional advice to the school. It also promotes collaboration and communication among affiliated schools of the sponsoring body to share teaching resources and what they have learnt from training, which attains synergy effect to enhance the quality of teaching together. Having served the school for years, the management is familiar with the operation and the needs of the school. It leads teachers to grasp the development trends of kindergarten education to enable the school to advance with the times. The management builds up the team with respect and care, and creates an open culture for discussion. Team members cooperate with one another in a candid manner. The management delegates authority properly. It arranges teachers to take part in planning and implementing various school activities in order to bring team spirit into play. The school also arranges trainings according to the school-based development and teachers' individual needs with a view to enhancing their professional competency. With harmonious collaboration, the school team members pool their efforts together to promote the sustainable development of the school.

1.2 The school strives for self-improvement. It implements the inter-connected self-evaluation process, viz. planning, implementation and evaluation in their daily work. The school adopts a whole-school approach to formulate the major concerns every year by analysing information collected from different aspects. In recent years, the school has formulated enhancing children's learning interest and ability in English, and promoting free play as its major concerns. It takes forward the plans in various aspects such as organising teachers' professional training, adjusting teaching content and enhancing the environment set-up. The management leads the team to review the implementation progress of the major concerns in a timely manner. It follows up and adjusts the strategies when necessary to enhance the effectiveness of the work plans.

1.3 The school values home-school cooperation and builds a close partnership with

parents. The school takes into account of the needs of parents to organise seminars and workshops to enhance their knowledge on parenting and child-rearing. It also facilitates parents to know more about the school through different channels such as disseminating school newsletters, organising tea gatherings, etc. The school is committed to support children with diverse needs. It has put in place a well-developed mechanism to identify children in need and make referrals. It also makes optimal use of external professional services to provide suitable support to children as early as possible. Teachers are caring and patient. They take good care of children and are concerned about their emotion and behaviour. Teachers adopt appropriate strategies to help children integrate into school life and participate in various activities actively. Teachers communicate closely with parents and professionals, and collaborate with each other to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum using themes that cater for the life experiences and interests of children. The curriculum is comprehensive and is able to instil in children positive attitudes, help them develop skills and construct knowledge. The school designs diversified teaching activities meticulously according to the themes and children's interests. Children can learn from observation, manipulation and experience, and hence their learning experiences can be enriched. The school upholds the school mission of fostering children's balanced development. It arranges both active and quiet activities in its daily schedule and provide sufficient time for children to engage in free choice, music, physical and art activities every day. However, the homework arrangement of the school needs to be improved. The line drawing exercises designed for K1 children involve too many restrictions. Some numeracy exercises for K2 and K3 children and some homework arranged in the kindergarten-primary transition programme for K3 are rather difficult. The school must review the homework design to reduce the restrictions in line drawing exercise for K1 children and cancel the homework which is too difficult for K2 and K3 children. Diversified activities that meet the abilities and needs of children should be designed to consolidate and extend their learning.
- 2.2 Teachers make reference to the curriculum outline to devise the assessment items that correspond to the teaching objectives. By continuous daily observation, teachers

record children's learning situation which reflects children's performance in different areas effectively. At the end of each school term, teachers summarise children's overall performance and provide specific suggestions conducive to their growth. Teachers also keep children's work and learning performances in the learning portfolio so that parents can be informed of their children's development progress comprehensively and nurture children together with the school. The school collates the information of children's performance in each grade level under each theme systematically with a view to adjusting the teaching arrangement. The school may further utilise the assessment data to summarise children's learning situation in each grade level and for the whole school in order to inform the curriculum planning holistically and review the effectiveness of the major concerns.

- 2.3 The school has established a sound mechanism for curriculum management. The management leads the teaching team to plan the curriculum and monitor the implementation of the activities in an effective manner by means of attending meetings, scrutinising teaching documents and conducting lesson observations. The teaching plans can specifically state the procedures of various learning activities and the environment set-up. Teachers review the effectiveness of activities based on children's performance when conducting teaching reflection and curriculum review of each grade level, and give concrete suggestions that help inform the teaching arrangement. Teachers participate in training actively, and use their knowledge gained from training to enrich and enhance the curriculum content. Teachers often conduct peer lesson observations to learn from each other in order to draw on collective wisdom to enhance the teaching effectiveness together.
- 2.4 The school builds on the knowledge gained from the training two years ago and continues to regard enhancing children's learning interest and ability in English as its major concern in this school year. By arranging activities such as storytelling, singing and group games, teachers stimulate children's interest in English and provide them with more opportunities to be exposed to English language. As observed, children are able to complete the tasks as instructed by teachers during the English activities, and they can use simple English sentences to answer questions enthusiastically. However, the teaching contents of the said English activities fail to align with the themes, and some teachers often ask children to read the English vocabularies repeatedly, placing much emphasis on drilling. The school is required to review the teaching arrangement and adhere to the integrated approach in designing the curriculum. It should tie in with the objectives of the development

plans to provide an interesting and real-life language environment for children to build up their confidence in using simple English to communicate with others.

- 2.5 The school promotes free play actively. It places emphasis on enhancing children's ability to learn on their own initiative and has regarded it as another major concern in recent years. The teaching team implements the plan by participating in training, adjusting the arrangement of free choice activities and improving the activity design, striving to provide favourable factors to promote free play for children. Teachers design interest corners meticulously. They create a rich learning environment by providing diversified and sufficient materials for children to manipulate and explore freely. From observation, children engage in activities and play at their own will. They immerse themselves in doing art creation or manipulating teaching aids that train fine motor skills, engaging in experiment about water or pretending to travel on a boat with peers. The learning atmosphere is relaxing and joyful. At this stage, apart from observing and supporting children's activities, teachers are advised to continue to explore their roles and the functions for inspiring children to learn during free play, with the aim of enhancing the effectiveness of learning through play.
- 2.6 The school makes good use of the spacious playground for children to engage in physical activities. Teachers lead children to stretch their limbs and grasp different skills in physical activities systematically. Children are willing to try, showing their good gross motor development. In line with the major concerns, teachers provide children with free play opportunities during physical activity sessions, allowing them to use different physical equipment and materials to create ways to play freely. Yet, children are also allowed to choose to engage in quiet activities such as role-playing games at family corners or manipulating the teaching aids on the wall, which reduce the opportunities for them to participate in physical activities. The school is required to review such arrangement to ensure that children have sufficient opportunities to develop their gross motor skills.
- 2.7 Teachers care for children and are amiable. They always reinforce children's good behaviour by positive verbal expression. Teachers cater for the diverse learning needs of children by adopting various strategies such as individual guidance, homework adjustment and encouraging peer support. Teachers fully grasp the teaching content. They have good communication skills. Their explanations and instructions are clear. Teachers guide children to think by questioning and provide ample opportunities for children to share their life experience, creating a learning atmosphere of teacher-child interaction. Teachers design music activities for

children with different elements including singing, manipulating the musical instruments and song appreciation. Children are engaged and enjoy the fun of music activity.

2.8 Children are energetic and polite. They take the initiative to talk with others, showing their confidence and good language ability. Children get along with peers harmoniously. They like playing together and have good social development. Children show concern for others and are willing to give a helping hand. They are eager to complete the tasks assigned by teachers like taking up the role of a group leader, which demonstrate their sense of responsibility. Children enjoy learning and are devoted to playing games. They follow the rules when switching to other games or queuing for their turns to play. Children manipulate teaching aids attentively, such as cutting papers, piling up blocks, and putting on and taking off their socks and shoes with their hands skilfully. They tidy up the items on their own after the activities, displaying their good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has grasped the SSE rationale that facilitates the sustainable development of the school effectively. The teaching team works in unity and puts much effort on revising the curriculum in order to enhance the effectiveness of learning and teaching. The management should continue to lead the team to review and improve curriculum planning and homework design. When implementing various development plans, all learning areas should be connected using an integrated approach to provide children with comprehensive learning experiences. The assessment information of children's learning performances should be further utilised to inform curriculum planning and review the effectiveness of the development plans.