

**School No.: 325635**

# **Quality Review Report (Translated Version)**

**Evangelical Lutheran Church of Hong Kong  
Nam Cheong Kindergarten**

**Outdoor Play Area, Unit No. KG01 G/F & Cheong Chung House,  
(Block 1) Nam Cheong Estate, Sham Shui Po, Kowloon**

**19, 21 October & 10 November 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 19, 21 October & 10 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 school has built on the developed foundation to strive for advancement and maintain continuous improvement in learning and teaching. The leadership team facilitates synergy between the school and other kindergartens under the same sponsoring body by organising task forces among the schools, joint-school teacher training and school visits regarding the priority tasks. The school enhances its work effectiveness through sharing teaching experience with peer schools and learning from their successful experiences. The management keeps abreast of the development trends of kindergarten education and understands the needs of the school. With the prudent use of resources, the management strengthens teachers' professional competence, optimises the school environment, as well as providing children with abundant learning experiences and appropriate support. The teaching team is stable, and willing to equip themselves with professional expertise and skills to support the school's development. Team members implement the work together, thereby driving the school to move steadily forward with concerted efforts.
- 1.2 Since the previous Quality Review, the school has progressively improved the balance of the curriculum and the daily schedule according to the recommendations. The assessment tools for child learning experiences have also been refined. In recent years, the school makes flexible use of the campus venues and puts effort into setting up appropriate space for children to play while increasing the exploratory elements in the activity design, thus providing more opportunities for children to explore actively, unleash creativity and enhance problem-solving ability. The work is in line with children's needs and the directions of curriculum development. The school takes forward its work strategically, including the introduction of external professional support which helps teachers acquire the skills of play design and facilitation. In tandem, it has initially carried out a pilot of the relevant activities in K2, with peer lesson observation arranged for understanding its implementation, so as to adjust the design of play and teachers' role. Furthermore, the school has summarised the pilot experience for planning and promoting the activities at a

school-wide level in the following year, which now has been implemented at all grade levels, thus facilitating children to learn through play effectively. Another development focus of the school is the enhancement of learning environment. The school began by improving the set-up of classroom interest corners in the previous school year. It will further holistically review and intensify the relevant work in this school year in order to strengthen the effectiveness of learning and teaching. Overall speaking, the school is able to examine the school context through self-evaluation. It devises development directions by adhering to the principle of child-centredness, taking into account the trends of education and the availability of internal and external resources. The implementation and assessment strategies are also aptly deployed which are favourable for implementing the development plans smoothly.

- 1.3 The school attaches importance to and caters for the diversity of children. It taps external resources properly and supports children in a systematic manner. It works closely with professional teams, which facilitates them to identify and refer children in need at an early stage, arrange on-site counselling services, as well as coordinating supportive strategies with parents. The school has participated in a support scheme for non-Chinese speaking (NCS) children in order to provide professional training to teachers. It also organises visits and experiential activities to assist NCS children in learning Chinese, helping them integrate into the school and the community. Besides, the school has various measures in place for helping children adapt to a new stage of learning, among which the “School Tour Week” enables incoming entrants to participate in activities in person and get a taste of life in kindergarten. Parents can get a first glimpse of their children’s learning mode in the school as well. The thematic learning “Graduation”, experiential activities co-organised with primary schools, etc., are conducive for K3 children to realise and cope with the changes in learning. Parents trust the school. They appreciate teachers’ care and teaching towards children. The school has considered enhancing parent education as its major concern in this school year. It enhances parents’ understanding on the school’s priority tasks and rationale of teaching through parents’ lesson observation. Parent-child activities are also organised to encourage parents’ active participation in acquiring parenting skills. The school raises parents’ awareness for parent education through the above to strengthen the effectiveness of home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school implements its curriculum through a thematic approach. The content is related to children’s life experiences and covers “Language”, “Nature and Living”, “Arts and Creativity” and other learning areas. The school is advised to strengthen the planning on the learning area of “Self and Society” and devise the relevant content by sticking closely to the themes, thereby facilitating children to connect learning in an integrative manner. Teachers design a wide range of activities or utilise the community resources for arranging visits or experiential activities related to themes or festivals, so that children can apply and practise what they have learnt, enriching their learning experiences. The school is also keen to infuse cultures, custom and other elements from different countries into appropriate activities. On one hand, it cultivates children’s appreciation of Chinese culture and their sense of national identity at an early age; on the other hand, children learn and respect cultures of other countries, thus creating a harmonious and inclusive atmosphere on the campus. The school plans various kinds of activities in the daily activity schedule to promote the balanced development of children. In recent years, the school has introduced the weekly sessions of “Reading Period” and “Picture Books” together with diverse strategies to cultivate children’s reading interest and habits. The effectiveness of the work can be observed progressively.
- 2.2 In respect of the policy on the assessment of child learning experiences, the school sets assessment criteria to evaluate children’s performance in each learning area objectively and reflect children’s learning in a holistic manner. Teachers summarise children’s progress at different stages on a regular basis to keep parents informed of their children’s performance in each development domain. Suggestions for following-up on children’s learning are also provided for parents to nurture children’s growth through concerted efforts. Regarding homework design, some of the assignments in language and early childhood mathematics for K2 and K3 children are relatively difficult. In addition, Chinese and English dictations in the primary one simulation activities are also inappropriate for children’s developmental needs and abilities. The school must review and cancel the abovementioned inappropriate arrangements.
- 2.3 The school’s curriculum management mechanism is in smooth operation. The management performs its role of a curriculum leader to steer teachers to plan, implement and review the curriculum. It also provides timely suggestions and support to teachers. Teachers draw up lesson plans and design teaching aids of

different levels of complexity by making reference to the previous curriculum reviews and taking into account the backgrounds, abilities and needs of children in each class. After the activities, teachers review the effectiveness in light of children's performance and use the assessment information as the basis for adjusting learning content and teaching strategies, informing curriculum planning.

2.4 In recent years, the school has made facilitating children's learning through play its major concern. It plans the play sessions meticulously. Climbing frames, slides and wooden bridges are in place in the outdoor play venue. Materials and tools including plastic pipes, cardboard boxes and balloons are also placed in the play venue for children to use freely. Children greatly enjoy engaging in and designing play. They collaborate to make hoardings out of tools and cardboard boxes, imitating construction workers in maintenance projects. They pick coloured balloons and put them on their fingertips as puppets. They also inflate the balloons and tap them with peers. Children explore freely during the activities and play with various materials, displaying their creativity. When encountering difficulties, children try to solve problems by themselves or seek assistance from peers or teachers, thereby developing their problem solving skills. Teachers perform their role effectively as they decorate the play venue conscientiously and provide adequate materials for children while imposing less restrictions on play. They also participate in and intervene in children's plays at an opportune time and inspire children's thinking with questions. After the activities, they invite children to share their experience and feelings, helping them consolidate what they have acquired and learned from each other. In sum, the arrangements of the playtime facilitate children to develop their creativity, problem solving and social skills through play. Positive results have been seen. Some children, however, choose relatively quiet activities during the playtime held on Wednesdays, which are originally intended for physical activities. This reduces the opportunity for children to engage in gross motor activities. The school must follow up on this situation to ensure that children get enough physical exercises every day.

2.5 The school regarded enhancing learning environment in classrooms as one of its priority tasks in the previous school year. Teachers utilise classroom space to display children's artwork, such as ink-wash paintings and paintings of blue and white porcelain, that tie in with the learning theme of "Hong Kong China". It inspires children to share their creative ideas with one another and helps deepen their understanding of and appreciation for Chinese culture and arts. There are different

interest corners in the classrooms, in which the chatting corner is newly set up for children to chat in a cosy space. The school purchases a variety of books for the book corner. Children choose their favourite books, concentrate on reading or discuss the stories with their peers during the “Reading Period”, showing their engagement. Yet, in the exploratory corner, the school may still design more interesting activities for exploration to sustain children’s curiosity and exploratory spirit. During the free choice activity sessions, most of the children like creating collages or drawings with different materials and they give their work as gifts to teachers and peers afterwards. Some children act out a scenario of purchasing and selling food together in the role-play corner, such that the concepts of healthy diets and proper money management are applied in the play. Their interactive process is authentic and interesting. At the end of the activities, children generally are able to tidy up their things, demonstrating good self-care abilities. They get along well and are willing to learn and play together.

- 2.6 Teachers have good communication skills. They make appropriate use of real objects, pictures, etc., to supplement teaching and arouse children’s learning interest. Teacher-child interaction is adequate. Teachers often guide children to express their views by raising questions or inviting children to share their thoughts. For example, children take the initiative to respond to questions regarding the illustrations or content of a story during the “Picture Books” session. Their responses are mostly related to their life experiences or acquired knowledge. Teachers observe children’s performance carefully and adjust their teaching strategies, such as rephrasing or repeating key points, when needed. It facilitates NCS children to understand the learning content. Children are engaged in music and physical activities. Yet, the learning content in the current music activity sessions is excessive, such that all learning activities can only be completed hurriedly and hence undermining the learning effectiveness. The school is required to improve the design of music activities and map out appropriate learning objectives, so that children can enjoy the fun of music activities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school sets forth its development directions which meet its context and foster the sustainable development of the school. To further enhance the effectiveness of the work, the school is advised to set clear objectives and relevant success criteria when devising the work plans, thereby promoting and evaluating the work effectiveness in

a focused manner.

- 3.2 In respect of learning and teaching, it is necessary for the school to review the K2 and K3 homework content and remove the inappropriate parts. It must also cancel the dictation activities in the primary one simulation activities, ensuring the teaching arrangement meets children's abilities and needs. In addition, the management is required to lead teachers to strengthen the planning of the learning area of "Self and Society" , improve the design of music activities, as well as enhancing the exploratory elements in the classrooms' interest corners, so as to facilitate children's learning and development.