

# **Focus Inspection Report (Translated Version)**

**Lui Cheung Kwong Lutheran Kindergarten**

**G/F., High Block, Oi Lim House, Yau Oi Estate,  
Tuen Mun, New Territories**

**30 May 2023**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

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

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## **1. School Performance**

- 1.1 The school selects themes that correspond to children's life experiences and adopts an integrated approach in designing the school-based curriculum and devising teaching materials. The curriculum content covers all learning areas, helping children establish positive values and attitudes, and acquire skills and knowledge. The school also puts effort into providing children with different learning experiences, which includes allocating ample free choice activity time for K1 classes every day and introducing free play sessions for K2 and K3 classes. Hence, children are given sufficient opportunities to take part in self-directed exploratory activities and artistic creation. Diversified activities are held on Fridays to develop children's interest and potential. Besides, a music and physical activity session is arranged in the daily schedule. However, children involve in music or physical activities on alternate days at present. The school is required to improve such arrangements so as to strengthen the daily music and physical elements, thereby promoting balanced development in children.
- 1.2 The school has regarded cultivating children's exploratory and problem-solving skills as its major concern in recent years. Teachers engage children in project activities that are based on authentic contexts in everyday life, such as exploring the topics of illness, tooth decay and short-sightedness. Under the guidance of teachers, children express their relevant experiences and feelings, investigate the underlying causes, and suggest specific ways to maintain a healthy lifestyle. The themes of these project activities are closely related to children's life experiences, which is conducive to raising children's awareness of their surroundings and enhancing their problem-solving skills. This school year, to integrate the major task of promoting national education, the school sets Chinese culture as the theme of the project activities in the first school term. During the activities, children try out ink-wash

paintings and papercutting, as well as making Chinese foods like dumplings, and siu mai, to get a taste of and learn about Chinese art and food culture. The school organises a virtual cultural tour to Beijing and Chinese cultural events to introduce children to the attractions and traditional craftsmanship of our country, thereby deepening children's understanding of our motherland and developing their sense of national identity gradually.

- 1.3 The school evaluates children's development through continuous observation. It has set clear criteria for thematic assessments. It also keeps reviewing and refining the arrangement of summative assessment in order to reflect children's progress at various stages more accurately. The school collates the assessment information systematically. At the end of a school term, the school analyses the overall performance at grade and class level to examine the teaching effectiveness and inform the curriculum. The school has followed up on the recommendations of the previous Quality Review to cancel the writing exercises of K1. Yet, some homework content in the Early Childhood Mathematics learning area for K3 is too difficult. The school is required to review and revise the content so as to meet children's developmental needs.
- 1.4 The campus is imbued with an artistic atmosphere. Teachers make good use of the space to exhibit children's creations. An array of drawings and artworks are posted on the walls and windows for children's mutual appreciation, thus strengthening their sense of belonging to the school. To foster children's curiosity, the school has established a little garden to grow plants and vegetables, and maintain fish and horned frogs, etc. Tiny potted plants grown by children are also placed in the corridors. Through the process of observing and taking care of animals and plants, children gain an understanding of the living habits of organisms. Teachers set up interesting activities meticulously. Children draw pictures and design ball-rolling

games using paper tubes in the corridors. They also create their own activities with a variety of items in the physical play venue to fully unleash their creativity. In classrooms, teachers have designed games with children's photos and have made teaching aids of different levels for children to consolidate what they have learnt through manipulation. Children use environmental-friendly materials for creation. They carry out experiments to test the water absorbency of materials like tissue paper and plastic bags. The overall planning of the environment facilitates children's innovation and promotes their proactive learning abilities.

1.5 Teachers are conscientious in teaching. They leverage real objects and pictures to supplement their teaching and employ multiple strategies such as acting out stories as dramas vividly, designing games and experiential activities in connection with the learning themes to enhance children's learning interest. Teachers use questions and arrange group sharing for children to voice their opinions. They offer concrete praise for children's good performance at opportune times, helping children build their self-confidence. Teachers excel at introducing scenarios for music activities to enrich children's imagination. Children create body movements to express melodic modulation, convey feelings and creativity. During the concluding sessions, teachers and children discuss the difficulties encountered by children and brainstorm feasible ways for improvement. Some teachers even collaborate with children to solve the problems in light of the discussion results, effectively extending children's play experience.

1.6 The school has a clear curriculum management mechanism. The management monitors the curriculum implementation adequately and gives appropriate support and advice to teachers through attending meetings, scrutinising documents and observing lessons. Teachers conduct collaborative lesson planning and design activities attentively. They reflect on the teaching effectiveness in earnest. The

teaching team carries out reviews on a regular basis to propose specific suggestions for improvement while continuously refining the curriculum according to children's performance and needs.

## **2. Recommendations for Fostering Sustainable Development of School**

The school has a well-developed mechanism of curriculum management. The management fully demonstrates the role of supervisors in leading teachers to review and optimise the curriculum seriously. The school is required to improve the arrangement of music and physical activities in order to promote children's balanced development as well as revising the excessively difficult homework for K3 to cater for children's developmental needs.