

Focus Inspection Report (Translated Version)

Rock of Ages Lutheran Kindergarten

**No. 1, G/F, Shek Sau House, Shek Lei (I) Estate,
Kwai Chung, New Territories**

9 June 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 makes reference to the teaching packages and selects picture books that are of children's interest as teaching materials to organise an integrated curriculum using themes. The curriculum content covers various learning areas while taking into account the cultivation of values and attitudes and the acquisition of skills and knowledge. The school arranges a wide range of activities including outdoor visits and snack making to broaden children's life experiences. Besides, it lets children participate in national flag raising ceremonies, traditional festivities, lion dance activities and so forth, through which children understand Chinese culture and cultivate their sense of belonging towards the country. The school emphasises the moral development of children. By incorporating the moral elements into the curriculum and setting monthly moral themes, the school commends children's good behaviour. The daily schedule of half-day classes is balanced. Yet, the school fails to provide sufficient opportunities for children of whole-day classes to take part in music, physical and art activities every day. The school is required to adjust its daily schedule to foster children's balanced development. Furthermore, some pieces of homework in Early Childhood Mathematics for K3 are relatively difficult. The school must review and remove the inappropriate content in order to meet children's developmental needs.
- 1.2 Teachers create learning portfolios for children to keep information such as children's thematic learning assessments, campus snapshots and their artworks. Teachers assess children's performance in each theme through continuous observation. Teachers prepare observation records of children's activities and summarise children's performance at the end of a school term, which are provided for parents to keep abreast of their children's all-round development. Teachers review the assessment information of children to adjust the curriculum in light of children's

performance.

- 1.3 The school environment is bright and clean. Children's artworks are displayed in the classrooms and along the corridors while photos of children taking part in activities are posted in the lobby for their appreciation and revisiting of learning. There are drawing walls in the corridors for children to create freely. Art and craft materials are also available in classrooms to enable children to be fully engaged in the art activities. K3 children jointly create a home for ducklings by drawings and collages. In the imaginative play corner, teachers place plentiful materials. Children role-play different characters such as firefighters and bakery staff. Children are willing to start a conversation, which facilitates interaction among them. Teachers put building blocks, plastic pipes and other diversified materials in the corridors for children to demonstrate their creativity by figuring out various ways to play. Teachers make timely intervention to children's play. They are recommended to conduct reviews with children after their play. Such measure helps children consolidate their experiences and extends their interest in play.
- 1.4 Teachers tell vivid stories and guide children to think of the story content. Children are attentive and immerse themselves into the scenarios of the stories to show their imagination. Teachers facilitate their teaching with pictures, mystery bags, puppets, etc. The activities are conducive to children's expression and hands-on experiences, thus arousing their motivation to learn. As observed, children participate in activities vigorously and are eager to share what they have learnt. Additionally, teachers are kind and have a good relationship with children. Children respect and love their teachers. They also greet others actively and are pleased to get along and cooperate with peers during activities.
- 1.5 The management leads teachers of all grade levels to devise the curriculum outline and teaching plans. It understands the curriculum implementation and gives

teaching advice through classroom walkthroughs, lesson observations and document scrutiny. Teachers reflect on their teaching on a regular basis and review the teaching arrangements based on children's performance to make suggestions for improvement. With an aim of further enhancing the effectiveness of learning and teaching, the school may guide teachers to make good use of the information collected from teaching reflections to inform curriculum planning and adjust the curriculum content.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is required to refine its daily schedule to ensure that children of whole-day classes have ample opportunities to take part in music, physical and art activities every day, thus promoting balanced development in children. Besides, some pieces of homework in Early Childhood Mathematics for K3 children are relatively difficult. The school must review and remove the inappropriate content in order to cater for children's developmental needs.
- 2.2 Teachers conduct teaching reflections periodically to propose suggestions for improvement. The school is recommended to guide teachers to utilise the information of teaching reflections to give feedback to the curriculum, thereby enhancing the learning and teaching effectiveness to a further extent.