

**School No.: 565407**

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

**Hong Kong Christian Service Lei Cheng Uk  
Nursery School**

**No.316, Podium Level, Shun Yee House, Lei Cheng Uk Estate,  
Sham Shui Po, Kowloon**

**18, 19 & 21 February 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 18, 19 & 21 February 2019**

**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 upholds the school mission of nurturing children's whole-person development. The leadership team fully supports the school in regard of administration, curriculum, child support, etc., with the aim of providing quality education and care services for children. Along with the kindergartens under the sponsoring body, the school brings together teachers' professional capacity, plans and develops learning and teaching strategies to facilitate children's effective learning with concerted efforts. Meanwhile, the school promotes exchange of the teaching team through joint-school teacher training activities. The management possesses extensive professional knowledge. It is able to perform its role of leadership to guide teachers to grasp the development trends of kindergarten education and build a shared vision. The school has actively followed up the recommendations of the previous Quality Review, and increased the opportunities of professional exchange and team collaboration. The school team creates a learning atmosphere and demonstrates team spirit to promote the school's continuous improvement.
- 1.2 The school strongly believes the rationale of enhancing school development by school self-evaluation (SSE) and hence incorporates SSE into its routine work. In this way, the school is able to monitor the implementation of work and evaluate the results effectively. In light of children's developmental needs, the school collects evidence and analyses the assessment information systematically so as to examine the work effectiveness thoroughly. It also formulates the development plan with clear objectives and appropriate strategies based on the review results. Last school year, the school regarded promoting children to learn through play as one of the major concerns. It tapped external professional support properly for organising professional exchange and offering opportunities for "Seed" teachers to practise. The initial results of implementing free play are achieved. Based on the experience of last year, the school maps out strategical plans from the aspects of curriculum planning, teaching skills and parents' participation, and "Seed" teachers are

empowered to guide all teachers to refine the design of play. Furthermore, the school holds the parent-child fun day for parents to experience the enjoyment of play and realise the importance of learning through play for children. From observing children's performance, the school timely adjusts its strategies and achieves the expected objectives of the development plan effectively.

- 1.3 The school accepts and caters for children's diversity. Through an effective identification mechanism, it identifies children's special needs at an early stage. The school makes good use of resources to render children appropriate support which enables them to grow up in a caring and inclusive campus. The school maintains close connection with parents. Various communication channels such as parents' day, school newsletter, intranet and so forth are in place to inform parents of the school's education rationale so that parents are able to support the school's development direction. The school organises a variety of parent education activities ranging from parent-child activities to education seminars for parents to understand the characteristics and pace of child development so as to enhance their parenting competence. The school regards parents as key partners. It actively collects and follows up the views of parents which are conducive to promoting the school's continuous development.

## **2. Learning and Teaching**

- 2.1 The school designs its curriculum by making reference to the *Kindergarten Education Curriculum Guide* and the curriculum outline of the sponsoring body while considering the school-based development objectives as well as the developmental characteristics and needs of children. It encourages children to learn through play with a view to developing children's positive values and attitudes as well as skills and knowledge in a joyful learning environment. The curriculum is designed in an integrated approach with themes. The content is able to connect learning to daily life and covers all learning areas. The curriculum is adjusted flexibly in light of children's diversity. The school organises diversified activities to enrich children's learning experience. Children are arranged for project activities in an attempt to foster positive attitudes of self-directed learning and develop exploratory abilities. The school arranges active and quiet activities alternately in the daily schedule. Children are provided with whole-day, group and individual learning as well as sufficient opportunities for art, physical and free choice activities.

In short, the curriculum is able to facilitate children's comprehensive and balanced development.

- 2.2 The school plans the content of child assessment according to the curriculum objectives. To assess children's learning experience, it adopts an appropriate approach for conducting assessment and maintaining records to understand the mental and physical development of children and facilitate learning. The school sets clear assessment guidelines. Teachers make reference to the assessment criteria and observe children's performance during daily learning activities continuously. At the end of the school term, children's overall performance are reported to parents clearly to inform them of their children's development progress. The school keeps children's work and assessment information systematically and lets parents know the learning progress of their children in a timely manner, meanwhile suggesting appropriate ways of teaching. It joins hands with parents to assist in children's learning and growth. The school is able to analyse the child assessment information, review and adjust the learning and teaching strategies so as to inform curriculum development.
- 2.3 The school has a well-developed curriculum management mechanism. The management leads the team to conduct collaborative lesson planning, lesson observation, meetings and so forth, in order to monitor the curriculum planning and implementation in a timely and effective manner. The management attaches great importance to teachers' professional development. To enhance the learning effectiveness of children, the management encourages teachers to aptly adjust the teaching methods, as well as focusing on guiding them to conduct professional discussions so as to explore feasible solutions in accordance with the development focuses. It also discharges its duties of a curriculum leader by conducting teaching demonstration. Teachers review the teaching effectiveness in light of children's performance and regularly follow up the suggestions for improvement. The collaboration spirit is fully displayed. Teachers often exchange and discuss teaching practices as well as suggesting solutions, thus to enhance children's learning effectiveness.
- 2.4 Last school year, the school tied in with the curriculum development and set using free play to facilitate children's learning as its annual work plan. The management led "Seed" teachers to explore and revise the implementation plan in an ongoing manner applying the inter-connected self-evaluation process, viz. planning, implementation and evaluation. This school year, the management keeps leading

all teachers to adjust the implementation strategies and the design of play. Teachers provide a wide range of low-structured materials for children to select freely and create their favourite play so as to develop positive attitudes of self-directed learning and active exploration among children. From observation, children use unwanted materials to create play which was conducive to developing their balancing skills. They discuss with peers about the playing methods and engage themselves in gross motor activities such as running through and creeping on a number of tyres. Teachers participate in the play with children to observe their performance while providing timely guidance and inspiration. After play, children share their experiences of play enthusiastically under teachers' guidance. Children express their ideas and feelings in an organised manner. Teachers effectively play a facilitating role to help children consolidate the new knowledge and skills that they have acquired.

- 2.5 Teachers are pleasant and friendly. They care about children and respect the uniqueness of every child. Teachers cater for children's diversity by adjusting learning content, providing learning materials of different levels of complexity, individual guidance and so forth. Teachers are well prepared for lessons using pictures, real objects, multimedia, etc., to assist teaching. They also make good use of questioning to stimulate children's thinking and expression through teacher-child interaction. The teaching team has developed a rapport in their collaboration which creates a pleasant learning atmosphere. Teachers also act as children's role models to show them the appropriate attitudes and behaviour when interacting with others in a group, so as to develop children's virtues imperceptibly. Children are engaged in the activities and willing to face challenges. They are courteous and take the initiative to tidy up things after activities, showing good self-care abilities and living habits.
- 2.6 Teachers strives to create a fun-filled language learning environment. By means of diversified activities such as experience sharing, storytelling and games, children are enabled to acquire vibrant language learning experience under relaxing and real-life contexts. As observed, children pay attention to teachers' storytelling and enjoy singing nursery rhymes. They express their feelings and thoughts through talking, drawing or simple writing. They also draw greeting cards to express care to peers and teachers. Children like reading and they share the content of books with peers on their own initiative, displaying their interest in reading.
- 2.7 The school organises diversified art creation and appreciation activities for children.

Teachers decorate the campus with artworks of children and that of artists so as to nurture children's creativity. Children select different materials according to their preference and pleurably engage in creation. They confidently show their own work to others. Children participate in music activities actively and enjoy singing. They unleash their imagination by following the melodies and express their ideas with body movements, fully demonstrating their creativity and passion for music.

- 2.8 The school plans the use of venues meticulously and provides children with an inspiring learning environment. It places potted plants around the campus and provides unwanted materials for children to play in order to cultivate their love for nature and the virtue of cherishing all things. In the classrooms, there are different interest corners which are designed to arouse children's curiosity and interest in learning. Children explore with different senses and discover the relationship between relevant things in daily life of their own accord. Children like playing different roles in the thematic imaginative play corner. They collaborate and communicate with peers which displays good social development.

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

The school demonstrates the spirit of continuous improvement in full. It leads the team to uphold the education rationale of child-centredness while keeping abreast of the trends of kindergarten education actively. It formulates work plan that meets child development and maps out appropriate support services to cater for children's diversity. The school strategically guides teachers to pursue self-improvement through the inter-connected self-evaluation process, viz. planning, implementation and evaluation. In this way, teachers could continue to accumulate experience and develop professional capacity for promoting the school's continuous development collaboratively as well as enhancing the effectiveness of education and child care, resulting in comprehensive and balanced learning experience for children.