

School No.: 311650

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

## **Hong Kong Lutheran Church Kwun Tong Kindergarten**

**G/F - 1/F, 2 Horse Shoe Lane, Kwun Tong, Kowloon  
(Excluding Classroom 13 and Corner Office next to the Staircase on 1/F)**

**12, 13 & 15 December 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 12,13 & 15 December 2023**

- 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 takes into consideration the job nature to formulate task forces and allocates duties properly based on teachers' abilities and preferences so that they can give full play to their strengths. The school has established a filing system for teachers' convenient access to the minutes, lesson plans and other documents, facilitating their planning of teaching tasks. The school organises annual school-based training that is related to the major concerns and encourages teachers to pursue further studies for self-enhancement, which are conducive to increasing the professional competence of the team. An explicit appraisal system is in place to assist the management in understanding teachers' strengths and needs of their work whereas teachers can keep on improving themselves through self-review.
- 1.2 The school devises its development directions every year through school self-evaluation. It has regarded strengthening children's understanding of Chinese culture as its major concern in recent two school years by adopting strategies such as teacher training, curriculum design and adding teaching resources. In the last school year, teachers organised traditional festival celebrations and designed thematic activities for children to get an initial exposure of Chinese culture. Upon the foundation of the plan, teachers promote parent-child activities this school year so that parents and children can experience traditional customs and practise virtues.
- 1.3 The school cares for children with diverse needs. There is an identification and referral mechanism for children with special needs. With external support services, the school ensures children receive appropriate support and care through communication amongst teachers, professionals and parents concerned, and by following up on children's performance. In this school year, the school takes supporting children with special needs and their parents as another major concern. Apart from adopting the routine approaches, the school arranges professional further studies for the team to enhance relevant knowledge and skills in supporting children with a view to creating an inclusive and friendly learning environment for them to

grow up healthily and happily. The school introduces adaptation weeks for newly admitted children to integrate into school life. In tandem, teachers encourage K3 children to take part in primary one experiential activities while providing parents with information of choosing primary school. These facilitate children's and parents' understanding of the environment and learning mode of primary school. Teachers liaise with parents through parents' meetings, phone calls, and face-to-face conversation when parents sending or picking up their children. Meanwhile, the school holds parent seminars regularly to promote parent education. The school forms a team of parent volunteers who are willing to participate and assist in implementing school activities, demonstrating their support for the school.

## **2. Learning and Teaching**

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school stipulates learning content that meets children's life experiences and interest and plans an integrated curriculum using themes. These are conducive to children's cultivation of good attitudes, learning of different skills as well as knowledge construction. The school attaches importance to children's moral development and endeavours to strengthen moral education in the curriculum. It launches an award scheme and organises parent-child activities so as to collaborate with parents in nurturing children's positive values. It also schedules a range of on-site seminars and outdoor visits in accord with the themes of different grade levels to enrich the learning experiences of children. The daily schedule is properly planned that children are given sufficient time to engage in music, physical, art and free choice activities every day, catering for children's interest and developmental needs. However, some learning content and pieces of homework in Chinese and Early Childhood Mathematics of K3 are relatively difficult. The school must review and remove the inappropriate content and homework so as to meet children's learning needs.
- 2.2 The teaching team devises assessment items according to thematic learning objectives. It is also able to formulate objective assessment criteria and use thematic assessment forms to keep records of children's learning performance continuously through daily observation. The school develops learning portfolios to systematically keep children's thematic assessment forms, observation records and self-evaluation on their own artworks. Assessment information is distributed to

parents regularly to keep them informed of their child's development. Yet, the school arranges an assessment week before the end of each school term for evaluating children's phased development. Such measure is not necessary and also does not meet the principles of continuous observation. The school is required to cancel the related arrangements immediately.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management and teachers conduct curriculum meetings on a regular basis to discuss teaching foci and assessment items together. The school has followed up on the recommendations of the previous Quality Review earnestly. The teaching team has developed a habit of reflection and is generally capable to keep records of the activity rundown and learning performance of children. Some teachers can render rather concrete suggestions based on activity reviews. Upon this foundation, the management is advised to strengthen curriculum leadership and monitoring to lead teachers to have professional sharing on teaching techniques and activity design, and collaboratively discuss specific and effective suggestions for improvement. It must also follow up on the implementation of the suggestions and inform curriculum planning by utilising the review results in order to promote the continuous improvement of learning and teaching.
- 2.4 The school has regarded enhancing children's understanding of Chinese culture as its major concern in the past two years. In conjunction with the themes, teachers utilise moral stories to enable children to learn traditional virtues such as courtesy and modesty, filial piety, paying respect and so forth. Teachers also arrange festival celebrations and enhance the elements of traditional culture in learning activities, helping children learn the origin of and meaning behind customs. During the Chinese culture week, teachers share moral stories with children. They play traditional folk games and create artworks with Chinese characteristics. Hence, children gain exposure to Chinese art and culture amid an interesting and interactive atmosphere. The teaching team puts much effort into devising the activities of the cultural week, letting K1 children appreciate short videos of art and cultural activities and learn simple Kung Fu and fan dance for acquiring an initial understanding of traditional Chinese martial arts and dance. K2 children collect information about the living habits of China's national treasure giant panda, and try to draw pandas and bamboos with ink. By organising art exhibitions, teachers let children in the school appreciate each other's artworks and have an impression of the features of traditional art. Teachers share picture books with K3 children to arouse their curiosity towards

folk games. Teachers also encourage parents to exploit their creativity with children to make pinwheels, spinning tops and Chinese shuttlecocks, hence enjoying the fun of traditional games. The school enhances children's awareness of and interest in traditional art and culture through the aforesaid work strategies. The team collaborates to implement the work plans and the effectiveness thereof has been observed.

- 2.5 The school makes prudent use of activity rooms and outdoor venues to give children sufficient space to take part in various activities. Children's artworks and Christmas decorations are hung in the classrooms according to festivals, adding a festive touch. Taking into account the thematic learning content, teachers change the setting and activities of interest corners regularly for children to consolidate what they have learnt through play and manipulation of teaching aids. As observed, teachers turned role-play corners into a simulated hair salon and a restaurant. Children were engaged in acting hairdressers to cut customers' hair attentively as well as waiters to welcome diners and cooks to prepare nutritious meals, etc. They laughed and talked in the course of events, leading to a relaxing and joyful atmosphere. There are easels and tools in art and craft corners for children to draw freely. A variety of materials is also available such that children create fruits and noodles with playdough and strings to exhibit their creativity.
- 2.6 Teachers care for children, showing love and patience. They praise children immediately after good behaviour. Teachers also cater for children with special needs and assist them in learning with optimal use of demonstration, guidance and body language. Teachers prepare real objects, pictures and so forth as teaching materials to arouse children's interest and motivation in learning. Building on this foundation, teachers may observe children's performance in activities more often and adjust the learning content and teaching skills in light of children's prior knowledge with the aim of enhancing the effectiveness of learning and teaching. Teachers lead children to perform rhythmic movements and play musical instruments in music activities. Children enjoy listening to songs and singing along with enthusiasm. During physical activities, group games are arranged for children to train their gross and fine motor. However, most of the climbing facilities and slides in the venue do not meet the developmental needs of K2 and K3 children. Teachers are required to select suitable equipment for children to carry out physical activities.
- 2.7 Children treat others with courtesy and greet them proactively. Children comply with school rules that activities are conducted in good order. Children are willing

to take part in free choice activities and often invite peers to play together. They listen to and accept opinions of others and help one another, while enjoying the fun of cooperative play. Children tidy up tableware and items on their own after meals and activities for keeping classrooms tidy and clean, possessing good self-care abilities.

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

- 3.1 Given a harmonious and stable teaching team, there is a solid foundation for driving the school steadily forward. The leadership team, management as well as the teaching team are recommended to strengthen their communication and build a close collaborative relationship for facilitating the pursuit of advancement with concerted efforts so that the daily affairs can be handled in a more proper manner. Meanwhile, the management may guide the team to further improve their self-evaluation skills and jointly set up clearer task objectives and more specific success criteria. All these are conducive to assessing the effectiveness of the plans, and deploying the development for next stage.
- 3.2 The school promotes curriculum development progressively. The management is advised to enhance its functions of curriculum leadership and evaluation. It should also lead teachers to sharpen their teaching skills and reflective abilities as well as following up on the suggestions for reflection precisely with a view to informing curriculum design. The school must cancel at once the practice of scheduling assessment weeks to assess children's phased development for adhering to the rationale of continuous assessment. Additionally, the school is also required to remove the learning and homework content that are rather difficult for K3 children so as to enhance the overall effectiveness of learning and teaching.