

School No.: 158674

Quality Review Report (Translated Version)

Kin Sang Lutheran Kindergarten

**G/F, Wings A & B, Hong Sang House, Kin Sang Estate, Tuen Mun,
New Territories**

1, 2 & 4 April 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: 1, 2 & 4 April 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 has kept in pace with the times in promoting the school development. The management demonstrates its role of professional leadership to steer teachers to keep enhancing the curriculum planning and the design of teaching activities based on the rationale of child-centredness. The school has followed up the recommendations in the previous Quality Review to improve the daily schedule and increase the elements of play in English activities so as to arouse children's learning interests. In accordance with school development and the needs of teachers, the school arranges appropriate teacher training and professional exchange. It strategically nurtures teachers and unleashes their potentials through properly delegating authority. A harmonious atmosphere is developed within the school team. Team members exchange views with each other, hence a culture of learning community is successfully developed to promote the school's continuous advancement with concerted effort.
- 1.2 The school has a sound school self-evaluation (SSE) mechanism. The team collects and makes effective use of the views of different stakeholders to seriously review the school's work in every aspect, meanwhile planning and implementing the annual development plan according to the needs of children. Last school year, the school regarded enhancing children's moral education as the major concern. The school has also actively kept abreast of the trends of the curriculum development and put efforts in improving the environment set-up since last school year. It provided children with more opportunities to interact and communicate in free choice activities, and took enhancing children's communication abilities as another major concern. This school year, the school has promoted the work plan to different grade levels. It makes good use of the SSE information to assess the work effectiveness, refine the environment and activity design in an ongoing manner, thereby enhancing the learning effectiveness of children. The school has clear objectives for its work plan with proper deployment. It adjusts strategies and implements the tasks progressively by means of teacher training and timely review. The work

effectiveness of the plan has been gradually observed.

- 1.3 The school accepts and caters for children's diverse needs. It has developed a well-defined identification and referral mechanism. Children's development progress is clearly recorded. The school suitably taps community resources to support children's needs so that they can receive assistance as soon as possible. Furthermore, the school formulates appropriate measures to help newly admitted children adapt to school life in a step-by-step manner. It gains the trust and recognition of parents, a partnership is successfully developed upon home-school collaboration. The school keeps close liaison with parents through different channels, and organises parenting seminars as well as workshops in a timely manner, with a view to providing parents with parenting tips and skills of managing children's emotions. The school also invites parents to be volunteers to assist in carrying out activities from which they are able to understand their children's learning. The parent-teacher association has been well developed. It plays the bridging role between the school and parents while pooling the efforts of parents in an effective manner. Parents and the school join hands in helping children grow healthily.

2. Learning and Teaching

- 2.1 The school adheres to the rationale of child-centred curriculum. It designs the school-based curriculum by making reference to children's life experience and abilities. The curriculum is comprehensive and covers all learning areas including the cultivation of positive attitudes as well as the acquisition of skills and knowledge. The school enriches children's learning experience through arranging visits and experiential activities. Despite the provision of sufficient time for children to participate in physical and free choice activities, the school fails to provide adequate music activities for children every day. The school must improve the related arrangement to ensure children have balanced learning experience every day to facilitate their all-round development. Besides, during the activities for K3 children to experience primary school life, the school should keep reserving music, physical and free choice activity time for them every day so as to meet their developmental needs.
- 2.2 The school is able to tie in with the learning objectives to assess children's performance in different areas by using continuous observation. It also invites parents to observe children's performance at home, record their interesting episodes, etc., to reflect children's growth from different perspectives. The school develops

a learning portfolio for each child to maintain records of various assessment information, observation and so forth. At the end of the school term, teachers summarise the related assessment information for parents. The school analyses children's assessment information to understand their individual needs and uses the information to give feedback on the curriculum planning, thus serving the purpose of assessment for learning. However, the school currently uses the average score of the thematic assessment as the result of children's summative assessment which cannot reflect children's learning progress accurately. The school should make the appropriate change accordingly.

- 2.3 The school has a sound mechanism for curriculum coordination, monitoring and review. The management is experienced in developing curriculum. It leads teachers to conduct collaborative lesson planning, discuss the thematic learning focuses, conduct weekly lesson plans, design corner activities, etc. The management grasps the implementation of curriculum through attending meetings, scrutinising teaching documents, classroom walkthroughs, etc., while giving teachers suggestions, feedback to improve teaching and activity design constantly. The school arranges peer lesson observation strategically according to the annual work priorities. It conducts discussions with teachers about their mentorship roles, environment set-up, etc., in order to achieve the objectives of the work plan. The team has developed a habit of reflection and exchange. In view of children's learning progress, the team suitably adjusts the curriculum design and teaching strategies to enhance the effectiveness of learning and teaching in an ongoing manner.
- 2.4 The school has put great efforts in promoting moral education and regarded this as the major concern of the previous school year. To cultivate in children the virtues of respecting and caring for others, the school strengthened the moral elements in the learning activities, and enhanced teachers' skills in designing and conducting activities through training. From lesson observation, teachers lead children to engage in observation and experiential activities in order to guide them to take note of the environmental hygiene issues, such as the ways to keep the environment clean outside the campus, anti-mosquito measures and disease prevention. Teachers use questioning and incidental teaching to explore and handle problems with children. Children are eager to speak. They discuss together the solutions and the ways of helping people affected, showing empathy to others. The work plan has achieved the expected results.
- 2.5 The school has regarded setting up the play environment to increase the opportunities

of interaction for children and enhance their communication abilities as its major concern of these two years. Last school year, the school strengthened teachers' skills of designing play activities through training. It also revised the daily schedule in order to provide sufficient time for children to participate in free choice activities. By means of discussion and sharing within the team, the school continues to refine the design of interest corners this year and increases the exploratory elements in play so as to further enhance children's learning effectiveness. The school makes good use of the campus space to set up different exploratory games in the lobby and classrooms. There are abundant materials for children to engage in art creative activities. Children can also engage in imaginative play of buying and selling in the scenes constructed by the school. Teachers invites children to display collected items in the interest corners to boost their sense of belonging to the learning environment. As observed, children plan their free choice activities according to their interests while regularly exchanging their views with each other. They either discuss or solve problems together, showing good communication and social skills. Children have good language expression abilities and speak fluently. The effectiveness of the work plan has been observed.

2.6 Teachers are dedicated to providing care and learning guidance to children. They design activities meticulously in order to stimulate children's curiosity and interest in learning. When leading activities, teachers suitably consider and respect children's views, thus reflecting the core value of child-centredness. Teachers praise children's good behaviour concretely and observe their performance in free choice activities in a careful manner. They even join children's play. Teachers arrange learning materials with different levels of complexity, adjust the progress and design of the homework to address children's diverse needs.

2.7 Teachers arrange diversified physical games for children and design activities with different levels of difficulty to help them develop physical skills such as balancing and jumping. Children are also free to choose indoor facilities such as trampolines and climbing frames. Children master body coordination skills. Teachers let children enjoy music through song appreciation, music games and playing musical instruments. They also work with children to create new words to the song as a means to unleash children's creativity. The music activities are conducted under a joyful atmosphere.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school team stays united and is passionate about teaching. It keeps abreast of the development trends of kindergarten education. It also uses children's assessment information to inform the learning and teaching work, meanwhile refining curriculum planning and activity design so as to enhance the quality of learning and teaching continuously. The school is still required to revise the way of using the average score for evaluating children's performance, thereby reflecting their development progress accurately.
- 3.2 The school has been actively revising the daily schedule, and increases time for free choice and physical activities. However, it should ensure that children have enough time to participate in music activities. Furthermore, the school is advised to provide children with sufficient time for music, physical and free choice activities when arranging activities for children to experience primary one school life, so as to facilitate their balanced development.