

School No.: 564397

Quality Review Report (Translated Version)

Lok Fu Rhenish Nursery

G/F, Wang Cho House, Wang Tau Hom Estate, Kowloon

14, 15 & 17 January 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: 14, 15 & 17 January 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 leadership team cares about the school's development. It provides appropriate professional support with respect to administrative management and development planning. The management places great emphasis on teachers' professional development. In addition to co-organising teacher training activities regularly with the affiliated schools under the sponsoring body, the management has also followed up the recommendations in the previous Quality Review to increase the opportunities for school-based professional exchange by arranging school-based training in accordance with the development objectives. Through lesson planning, lesson observation, teaching reflection and so forth, the teaching effectiveness is thus enhanced. There is also a proper induction mechanism for new recruits. The school allocates duties by arranging experienced teachers as mentors to guide new and inexperienced staff so that they can grasp the education rationale of the school and adapt to the teaching work. The teaching team has developed a sense of belonging to the school. Teachers support each other and actively put what they have learnt from training into practice with a view to providing joyful learning experience for children and enhancing the teaching quality of the school continuously.
- 1.2 The school has developed a culture of school self-evaluation. Under the leadership of the principal, all teachers use the evidence collected from observation of children's performance, stakeholders' survey findings, activity evaluation results, etc., to review the work effectiveness in various areas and make suggestions for improvement. The core work of the school in the previous school year was to arouse children's learning interests and enhance their ability of artistic creation. The school mapped out appropriate strategies from the aspects of teacher training, curriculum design, parent education and so forth. This school year, the school regards facilitating children's moral development and continuing to arouse their learning interests as the major concerns. Building on the existing foundation, the school is able to plan strategies properly, carry out timely evaluation and take follow-up actions. The work plan has been effectively implemented.

1.3 The school respects and accepts the uniqueness of children. It formulates a clear mechanism to support and cater for children's diverse needs. The school is able to identify children with special needs as early as possible and provide them with timely referral and follow-up services. Furthermore, the school renders appropriate support to newly admitted children and non-Chinese speaking children to help them integrate into school life. The school maintains close liaison with parents. Parents are invited to observe lessons and assist the school in carrying out activities so that they are familiar with the curriculum rationale of the school and the school life of their children. The school also organises parent seminars to encourage parents to learn the skills of communicating with their children so as to build a good parent-child relationship. Parents trust and support the school's work. The school collaborates well with parents to support children to grow healthily and happily.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and designs the curriculum according to the developmental needs of children of different ages. The curriculum is arranged in a spiral learning approach with real-life themes. Teachers design fun-filled learning contexts and arrange theme-related visits such as learning the farming process in the fields and visiting grocery stores in order to provide children with authentic life experience. The school's curriculum is comprehensive and balanced which covers all learning areas. The school adopts play as strategies for children to develop positive attitudes and values as well as acquire basic knowledge and skills in a pleasant atmosphere. However, the school must cancel the dictation arrangement in the activities for preparing K3 children for the interface between kindergarten and primary education. The daily schedule and learning content of those activities should be adjusted to meet children's abilities and developmental needs so as to avoid unnecessary pressure of learning.
- 2.2 The school plans activity sessions appropriately. Children can participate in music, physical and art activities every day and choose their activities freely according to their preferences, which help facilitate their balanced development and foster a positive attitude for self-directed learning. The school arranges mixed-age activities for children in the afternoon session, including chess and physical play to increase the opportunities for children to interact and learn. From observation, elder children design some imaginative play to unleash their creativity while younger children observe and learn from their senior schoolmates by imitation.

- 2.3 The school has set up an assessment system for children's learning experiences. Teachers assess children's performance in different learning areas by using continuous observation. The assessment content ties in with the curriculum objectives, thus fully reflecting children's development at different stages. The school has established learning portfolios for children to maintain records of observation, thematic and summative assessment information, including parents' observation of their children's living habits. The portfolios serve as evidence to show the growth of children. Teachers inform parents of their children's development progress in a timely manner and provide them with parenting tips when necessary. The school makes reference to the assessment information of children's learning experiences to inform the curriculum.
- 2.4 The school has developed a mechanism for curriculum coordination, monitoring and review. The principal is responsible for coordinating the curriculum and discussing with teachers regularly the arrangement of curriculum and teaching activities. By means of classroom walkthroughs, attending meetings and scrutinising curriculum documents, the principal monitors the implementation of the curriculum and provides teachers with professional views and guidance in a timely manner. Teachers conduct teaching reflections earnestly. They review their teaching effectiveness in light of children's performance and make suggestions for improvement. The school arranges teachers to conduct collaborative lesson planning and peer lesson observation. Taking the major concerns as focuses, the teaching team members share their teaching ideas with each other and achieve consensus. On the other hand, the school has arranged contracted tutors to design and lead some physical and music activities in recent two years. Yet, the related learning content is not a part of the curriculum planning. The teaching team is advised to continue to exercise its professional judgement to review and adjust relevant learning content in accordance with the curriculum objectives and children's developmental needs for enhancing the curriculum planning.
- 2.5 The school has set arousing children's interest in learning as the major concern in these two years. It has improved the design of interest corners gradually by providing fun play and manipulative materials for children. The school strived to improve the environment set-up and the design of learning activities last year. Teachers exchanged their design concepts and created the learning environment together through lesson planning meetings with the aim of arousing children's interest in reading and learning mathematical concepts. This year, the school has

further strengthened the element of free exploration in the activities of imaginative play corner and science corner. The set-up of the imaginative play corner is appealing with different props for children to access. This is effective in stimulating children's imagination and enhancing the social interaction among peers. There are real objects for sensory exploration in the science corner with clear problem-solving objectives. Children are eager to face the challenges. They take part in the games proactively and during which they cooperate and play with peers, showing strong interest in learning. Teachers are recommended to provide some open-ended exploratory games to increase the variety of play to meet children's interests and extend their inquisitive attitude.

- 2.6 The school set enhancing children's ability of artistic creation as the major concern of the previous year. Teachers collaborated to enrich the art learning experiences of children through collaborative lesson planning and observation. Teachers imposed less restrictions on art activities so as to encourage children to unleash their creativity. They also arranged experiential activities for children to stimulate more ideas from them. For example, teachers guided children to observe real objects before providing various tools and materials for them to create freely. Teachers displayed children's work at places where children could observe easily in order to encourage them to introduce their work to and appreciate each other. It was conducive to enhancing children's confidence and sense of satisfaction. As observed, children like doing art creation in the craft work corner. Their artworks are creative. Children have good fine motor coordination skills such as rubbing, cutting and pasting. Some children can even use different materials to construct three-dimensional work. The major concern has been proven effective.
- 2.7 The school regards facilitating children's moral development as the major concern of this year. It adjusts relevant curriculum content and uses strategies such as songs, stories, contextual discussion to infuse the elements of moral education into daily activities and guide children to behave well in their daily lives. The school also launches the "Showing Appreciation" scheme to encourage children to develop positive attitudes at school and home, for example, sharing with and helping others. Teachers demonstrate the attitude of care and acceptance. Children are obedient and polite. They get along in harmony with peers and play together.
- 2.8 Teachers explain clearly and lively. They catch children's attention by using effective communication skills. Teachers design activities in a serious manner, as well as prepare adequate and suitable teaching materials for children to learn with

multiple senses. Through the use of questioning, teachers guide children to share their thoughts while listening to their views patiently. Teachers are advised to adjust their teaching methods flexibly in view of children's learning performance. In accordance with children's responses, teachers may follow up and plan extended activities so as to sustain children's curiosity and inspire them to think. Teachers conduct contextualised music games and guide children to imagine. Children dance along to the music and enjoy singing. Children are committed to different kinds of physical activities. They are energetic and demonstrate good body coordination skills. Children enjoy school life and participate in various activities enthusiastically. They display good self-care abilities as they know how to pack pillows and quilts as well as return used items to original places to keep the classroom clean and tidy.

3. Recommendations for Enhancing Self-improvement of School

The school has implemented the inter-connected self-evaluation process, viz. planning, implementation and evaluation into its routine work. The management can continue to lead the teaching team to make further use of the assessment information of child learning experiences as evidence of the school's continuous progress, as well as reference for the planning work of the next stage. Besides, the school may review and adjust the newly developed learning content for physical and music activities in these two years according to the curriculum objectives so as to refine the curriculum design. To meet children's developmental needs and abilities, the school must adjust the design of transition activities in order to get children prepared for primary school life joyfully.