

School No.: 564583

Quality Review Report (Translated Version)

**Lutheran Philip House
Hing Man Nursery School**

Level 3, Community Building, Hing Man Estate, Chai Wan, Hong Kong

4, 8 & 11 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: 4, 8 & 11 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 follows up the recommendations of the previous Quality Review and keeps improving the curriculum. It has arranged appropriate daily schedule in providing children with balanced learning experiences every day. In the meantime, it is revising the mechanism on the assessment of child learning experiences. The school encourages teachers to take part in various training activities and actively arranges collaborative lesson planning, curriculum review, peer lesson observation, etc., so as to facilitate the conduct of professional exchange and discussion. In this connection, the team's professional capacity can be strengthened, and it is conducive to enhancing children's learning effectiveness in an ongoing manner. The management is familiar with the trends of kindergarten education development. It maintains good communication with teachers and allocates teachers' duties properly. The management develops the school self-evaluation (SSE) mechanism progressively so as to lead teachers to facilitate school development through the implementation of the cyclical process of SSE.
- 1.2 The school caters for children's diverse needs. It actively makes use of external resources to provide children with support when necessary. The school is able to create an inclusive culture in the campus for children with different backgrounds and abilities to learn and play joyfully together. The school provides appropriate care to children with special needs and keeps close liaison with their parents so as to facilitate children's development with concerted effort. In recent years, the school has formulated development plans to allocate resources and manpower to attend to the learning needs of non-Chinese speaking (NCS) children. In tandem, it keeps close contact with NCS parents to let them have a clear picture of their children's learning and development progress. The school is trusted and supported by parents. Parents are pleased to participate in the school activities such as thematic seminars, lesson observation and voluntary work. Through these activities, parents can better understand the abilities and needs of their children at kindergarten stage. Parents

join hands with the school to facilitate healthy development of children.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to plan the curriculum in a theme-based manner. The curriculum is comprehensive, covering different learning areas while taking into account of the cultivation of positive attitudes in children and the acquisition of skills and knowledge. Teachers devise project learning according to children's daily life experiences. They organise visits and festive celebration activities to enrich children's learning experience. In the first term of this school year, the school tried to use picture books as a starting point to design different activities in light of children's interests in the stories, with a view to enhancing children's language ability. However, the then management did not arrange any relevant training, and teachers' skills in promoting picture book teaching is average only. After reviewing, the school decided to suspend using picture books in the second term. The school should have a deliberate consideration and planning in implementing a new teaching approach to ensure that the activities can achieve the expected objectives. Besides, some writing exercises in K2 classes are carried out too hurriedly while some K3 learning content is rather difficult which does not meet children's abilities. The school must improve the aforesaid arrangement according to children's development. With regard to the school's daily schedule, quiet and active activities are arranged alternately. Children have sufficient music, physical, art and free choice activity time daily and they are provided with whole-class, group and individual learning opportunities.
- 2.2 In line with the curriculum objectives, the school formulates policies on the assessment of child learning experiences that assess children's learning performance by using continuous observation. The school has developed learning portfolios for children so as to keep their observation records, assessment information, artworks, etc. In the second term of this school year, the school has improved the assessment tools including simplifying the content of thematic assessments and integrating the assessment information from multiple perspectives to summarise children's overall performance at the end of the school term. The development is on the right track. The school meets with parents every school term to inform them of their children's learning progress. The school is advised to strengthen the use of children's assessment information to inform curriculum planning so as to continuously improve

the design of the curriculum.

- 2.3 The school has regarded helping NCS children learn Chinese language and building a culturally inclusive campus as the major concerns in recent years. It capitalises on external resources to provide small group Chinese learning for NCS children. It also provides training for teachers to gradually master the skills of taking care of children. To enhance NCS children's Chinese learning ability, teachers emphasise individual guidance during free choice activity sessions. They use teaching aids to help children recapture what they have learnt; they set up a favourable language environment, for example, displaying Chinese words and sentences with pictures in the classrooms to increase children's exposure to Chinese language. Some teachers use simple sentences, supplemented with graphics, real objects and so forth in order to strengthen the visual cues for children's easy understanding. As observed, NCS children have fun during class activities. Some of them are able to respond to teachers' questions in simple Cantonese. The school provides NCS parents with notices and children's assessment information in English, and invites them to take part in their children's learning. The school should adjust the curriculum in view of NCS children's language learning experience to design more fun-filled learning activities, so that children can have a more relaxed and pleasant learning experience, and in turn enhance the effectiveness of the work plan.
- 2.4 The school sets one of the major concerns of this school year as strengthening the elements of free exploration in play in order to enhance the effectiveness of self-directed learning for children. In addition to the large indoor play area, there are physical play facilities installed in the outdoor play area. Sufficient space is provided to place diversified materials which include big blocks, various recycled resources, etc., for children to use, mix and match freely in designing and participating in their play. As observed, children create different buildings with peers to construct their ideal city. They also use different materials to design interesting physical play to demonstrate their creativity and team spirit. Children have different opportunities to take part in free choice activities. They are courageous in making attempts and challenging themselves. The work plan has delivered some positive results.
- 2.5 The management leads teachers to discuss teaching content and environment set-up as well as review the teaching effectiveness of each learning theme through meetings. By means of attending meetings, scrutinising teaching documents and observing lessons, the management generally grasps the implementation of the curriculum.

Teachers often reflect upon their own teaching and some of them review their teaching effectiveness with reference to children's performance. Building on this foundation, the management is suggested to further enhance teachers' reflective abilities in general and make suggestions on areas for improvement such as teaching arrangement, teaching objectives and application of various strategies, so as to promote curriculum development in an ongoing manner.

- 2.6 The school caters for the needs of K3 children promoting to primary school. It invites primary school principals to explain the admission procedure and arranges primary school visits. Furthermore, the school provides relevant information about primary school admission for parents to help them understand how to prepare their children for the interface between kindergarten and primary school. The school arranges activities for children to experience primary school life. However, the teaching materials are difficult which do not meet the developmental needs of children at kindergarten stage. The school must rectify such arrangement immediately.
- 2.7 Under the leadership of the management, teachers collaborate with one another to improve the design of the interest corners in classrooms. They design different theme-based play activities to extend children's knowledge. There are abundant materials in the art and craft corner, children use egg shells, paper rolls and so forth to create art and craft work; theme-related storybooks are placed in the reading corner for children to read; in the science corner, there are simple experiments such as change of colours, shadow games and egg protection installation for children to explore. Teachers design the activities with different levels to cater for children's diverse needs. They reinforce individual guidance to attend to children's learning differences. During free choice activities, teachers observe children's performance in play. Some teachers intervene in a timely manner and support children's learning. Children have developed good routine training and behave politely. Children are earnest learners. They sort and pack materials at the end of activities, showing good self-care abilities.
- 2.8 Teachers are friendly and pleasant, and they always smile. It helps build a harmonious teacher-child relationship. They are able to use real objects, pictures, etc., to arouse children's learning interests. Teachers speak fluently and logically with clear focuses, some of them ask open-ended questions to encourage children to express their ideas. When teachers conduct storytelling, they use appropriate tones, facial expressions and body movements to stimulate children's imagination.

Teachers arrange music activities such as singing, music appreciation and playing percussion instruments. The design of the activities is fun-filled, which can guide children to imagine and feel the music rhythm while enabling them to enjoy the music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school should guide teachers to master the principles and skills of SSE while constantly enhancing the existing SSE mechanism and actively applying SSE in different work aspects, so as to facilitate the school's sustainable development. It is necessary for the management and all teachers to review the current state of the school in different areas collaboratively, and formulate the annual development plan by means of discussion and analysis of the school context. The school must give holistic and deliberate consideration to the formulation of the development plan, including setting concrete task objectives and corresponding success criteria, in order to review the work effectiveness objectively and clearly while following up for improvement in a timely manner.
- 3.2 In accordance with the needs of school-based development, the school gradually improves the curriculum design, policies on the assessment of child learning experiences, environment set-up, etc. The school has to lead teachers to review the teaching effectiveness from the overall teaching arrangement. Based on the developmental needs of children, the school should improve the learning content, homework and interface activities between kindergarten and primary school as appropriate. The school should also use children's assessment information to inform the curriculum planning and keep enhancing the appropriateness of the curriculum in order to facilitate children's learning.