

School No.: 158836

Quality Review Report (Translated Version)

**Lok Sin Tong Cheung Yip Mou Ching
Kindergarten**

**Units 1-5 & 11-15 (Wings A & B), G/F, Siu Keung House, Siu Kwai Court,
Tuen Mun, New Territories**

6, 7 & 9 January 2020

**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: 6, 7 & 9 January 2020

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 maintains close liaison with the affiliated kindergartens under the sponsoring body. The experiences of school-based development are shared with other schools through regular meetings. It also organises joint-school teacher training and mutual visits so as to facilitate professional exchange. The management understands the importance of professional development to teachers. It always provides training information for teachers and encourages them to pursue continuous studies according to their personal profession growth and the needs of school, so as to keep abreast with the times. In light of the school's developmental needs, the major concern of this school year is to strengthen the communication and collaboration among teachers. It arranges experienced teachers to assist new recruits to adapt to the working environment as soon as possible. The management is willing to listen to the views of teachers in order to understand their needs and provide support, which is conducive to promoting the sustainable development of the school.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism for all teachers to participate in the SSE work. It has also followed up the recommendations in the previous Quality Review by setting initial plan to use children's assessment information to inform the planning of school development. Last school year, the school regarded developing children's morals and creativity as the major concerns. It arranges external professional support and training activities to help teachers improve the teaching design and skills of conducting activities. Based on the review results of last school year, the school extends the related work this school year. It designs diversified moral education activities in light of children's needs while using the strategy of home-school cooperation to encourage parents' participation, which helps achieve the expected objectives. The school reviews the work progress regularly and implements the related work in a step-by-step manner.
- 1.3 The school respects and accepts children with special needs. An identification and referral mechanism is in place. The school is able to tap community resources

properly and also collaborates with external professional bodies to provide appropriate services for children in need. In tandem, the school forms a group for parents to exchange parenting experience and they support each other. The school sets up a number of channels to keep close communication with parents. Apart from organising parent education seminars, parent-child activities and lesson observation, the school also introduces its development directions to parents through the school newsletter. Parents are therefore enabled to understand the school curriculum, the principles of children's development and parenting skills. The school effectively rallies the efforts of parents and collects their views from the parent-teacher association. It solicits parent volunteers' efforts in assisting the school's outdoor visits, storytelling at school, adaptation activities for the newly admitted children, etc. Parents recognise and support the school. With concerted efforts, parents and the school work together in facilitating children to grow healthily.

2. Learning and Teaching

- 2.1 The school selects real-life themes and picture books of children's interests to design an integrated curriculum. The curriculum covers all learning areas, and includes the cultivation of children's values and attitudes, as well as the learning of skills and knowledge. The school arranges children to visit and use the community facilities to enrich their learning experiences. With respect to the daily schedule, the school arranges individual, group and whole-class learning opportunities for children every day. Children are also provided with adequate time to participate in music, art, physical and free choice activities. The school arranges mixed-age learning opportunities for children from different grade levels to play together and learn the ways to get along with peers, which helps children facilitate their social development.
- 2.2 The school formulates the assessment items with reference to the theme-based learning focuses. It assesses children's learning and development through continuous observation and record keeping. The school encourages parents to record their children's daily life so that teachers can have a better understanding of children's growth. The school summarises children's performance each school term and develops learning portfolios for children to maintain records of assessment information and children's work. It also reports to parents their children's overall performance and progress of development in a timely manner. The management collects and analyses children's assessment information and revises the basis for the curriculum outline in a progressive manner.

- 2.3 The school has developed a curriculum management mechanism. The management understands the curriculum implementation through scrutinising curriculum documents, lesson observation, attending teaching meetings, etc. The teaching team discusses teaching content and activity procedures during collaborative lesson planning. Yet, they seldom conduct in-depth discussion regarding relevant teaching objectives and strategies. When teachers reflect on their teaching, they point out children's cases that fail to achieve the learning objectives, but they do not explore the causes in depth and raise suggestions for improvement. The management should reinforce their professional leadership to enhance teachers' reflective abilities while steering the team to review the effectiveness of the activities by referring to the teaching objectives and children's performance. Concrete suggestions for improvement should be made to enhance the teaching effectiveness collaboratively. The school has taken strengthening the communication and collaboration among teachers as the major concern this school year. The management should seize the opportunity to implement professional exchange for teachers and encourage them to apply what they have learnt, so as to enhance teaching effectiveness continuously.
- 2.4 The school has regarded the development of children's morals as the major concern for two consecutive school years. Last school year, it made use of the teaching resources provided by the sponsoring body to let parents and their children complete appropriate tasks together. Children and parents collect the information related to moral education so that children can share it at school. To encourage children to care about peers, the school has implemented the weekly "Big Family Day" since last school year. Teachers have set up a number of play areas in the classrooms and arranged K1-K3 children into groups. Children can select their favourite activities such as physical group games, constructive play and wall painting. Children use big blocks to build animal-shaped models and ride on them with peers. They imagine travelling around on the "animals" and enjoy the great fun. Children play rainbow parachutes with teachers and peers so that they can develop cooperative abilities under the relaxing atmosphere. Children have abundant time to play together. Through interacting with peers, children's social development has been facilitated. The school makes reference to the review results of last school year to respond to children's needs. It sets focuses of moral development such as politeness, tidiness and obedience this school year. Teachers design a "Rainbow-Coloured Moral Education Booklet" and launch parent-child reward programmes such as "Politeness Ambassador" and "Star of Tidiness". Therefore, children are enabled

to practise in daily life and develop good behaviour. As observed, children take turns to serve as Politeness Ambassador every morning to greet others proactively and treat people with courtesy. In the mixed-age activities, elder children take the initiative to take care of younger ones while young children learn from the elder ones. The work plan is conducive to facilitating children's moral development. However, the school has taken part in several external support programmes at the same time. It is difficult for some teachers to grasp the teaching concepts thoroughly in each programme. Therefore, they are not able to apply their acquired skills on teaching. The management should lead the team to analyse relevant review details and examine the implementation progress of the work with reference to children's performance. The management should also encourage the team to brainstorm and discuss appropriate development focuses and success criteria, so as to enhance the effectiveness of the work.

2.5 The school developed children's creativity and regarded it as the major concern in the last school year. It arranged training and school visits to help teachers grasp the knowledge in arts and relevant skills. As observed, teachers provide children with abundant time to participate in art creation. Children are encouraged to use different colours, lines and composition to express their ideas, thus enabling them to learn the ways of artistic expression progressively. Children like participating in art activities. They use different materials to decorate their drawings creatively. Teachers make use of the campus space to display children's artworks for them to appreciate each other's work. Moreover, teachers set up different kinds of interest corners in the classrooms and place sufficient materials with clear labels for children's easy access. Teacher plan and utilise space properly for children to take part in free choice activities with sufficient space. They walk through to observe children's activities so as to understand their learning progress. Some teachers even make appropriate intervention when necessary, they consolidate and extend children's learning through interacting with children.

2.6 Teachers are friendly. They often praise children and maintain a good relationship with them. Teachers mainly use picture cards, real objects, etc., as teaching aids. They tell stories to children with flexible use of voices and facial expressions to draw children's attention and arouse their learning motivation. In general, teachers can achieve the objectives of activities and guide children to learn from their prior experience. Children pay attention to teachers' explanation and follow teachers' instruction to complete their tasks. They are able to tell their personal experiences

in the activities. Nevertheless, teachers seldom extend or follow up children's thoughts. Teachers should apply different teaching skills flexibly such as questioning and prompts to guide children to express ideas and feelings and also stimulate their thinking while facilitating their learning through interaction. Some teachers take note of children's emotional needs. They comfort children by hugs or gentle words, which is effective in soothing children's restless emotions. In regard to the learning of non-Chinese speaking (NCS) children, teachers support children's needs by providing them with individual guidance and also render appropriate counselling and care. As observed, NCS children are willing to participate in various activities. They are able to communicate with teachers and peers in simple Cantonese, and learn in an inclusive environment.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school concurs with the rationale of SSE and strives to steer the team to promote the school's development. The management may lead teachers to summarise and analyse relevant SSE information and use children's performance to validate that to what extent the objectives of the work plan are achieved. Moreover, in light of the school's development and the needs of teachers, the management may guide teachers to draw up appropriate development focuses and related success criteria, so as to evaluate the effectiveness of the work plan more accurately.
- 3.2 The management is still required to reinforce its role of curriculum leader for steering teachers to improve their teaching skills and reflective abilities, thereby improving the teaching effectiveness in an ongoing manner. The school has put efforts in strengthening the collaboration and exchange among teachers. The management should implement relevant strategies to solicit the professional capacity of the teaching team, with a view to promoting the school's sustainable development.