

School No.: 325317

Quality Review Report (Translated Version)

Lok Sin Tong Ku Lee Kwok Sin Kindergarten

G/F, Nga Yuen House, Chuk Yuen South Estate, Kowloon

13, 14 & 16 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 January 2025

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 keeps track of the school's development and daily operation through school visits and regular meetings. The organisation attaches importance to the professional development of teachers. By organising joint-school teacher training and Mainland exchange activities, the organisation broadens the professional horizons of teachers. The school has experienced personnel changes in recent years and the principal has already grasped the school context despite being in the position for just over a year. The management strives to build a team. It encourages and supports teachers from time to time while assigning experienced teachers as mentors to help newly recruited teachers adapt to teaching duties, including by providing in-class assistance and sharing experiences. Teachers get along well with one another to make efforts to cultivate children's healthy growth.
- 1.2 As for promoting school self-evaluation, all teachers review the work plans during meetings before the end of a school year. The school has taken nurturing children's exploratory spirit as its development focus over the past two school years and deployed implementation strategies in terms of environment setup, parent participation, etc. Another major concern of this school year is developing children's verbal expression skills. Teachers add sharing sessions in thematic learning. For example, children are invited to talk about the content of books and share their life experiences. The relevant work is being implemented in a step-by-step manner.

- 1.3 Upholding the school mission, the school endeavours to create a respectful and caring atmosphere as well as embracing children’s diversity. Teachers align with the recommendations of multi-disciplinary personnel to deploy the relevant strategies to assist children with special needs in learning. To familiarise newly admitted children with the school environment in advance, teachers conduct different activities before the commencement of a school year. They also adjust the lesson time for children to adapt to school life. The school arranges visits and primary school experiential activities for K3 children so that they can get prepared for promoting to primary one.
- 1.4 The school maintains close liaison with parents. It holds seminars and workshops to strengthen parents’ competence in parenting while encouraging them to take part in parent-child activities more often to foster home-school cooperation. The school invites parents of all grade levels to observe lessons in order to understand how their children get along with peers and the development of their children. The parent-teacher association has been established for years. It collaborates with the school to launch various activities such as parent-child outings and book lending schemes. Hence, parents and school join hands to facilitate children’s growth.

2. Learning and Teaching

- 2.1 The school devises a curriculum with reference to the teaching packages and connects different learning areas by using themes as well as accommodating children’s cultivation of values and attitudes, development of skills and construction of knowledge. In view of the needs of children, the school plans diversified experiential activities to enrich their learning experiences. Teachers guide children to carry out project learning and get to know new things through observation, first-hand participation and sharing. The school attaches importance to national

education that it jointly organises exhibitions of Chinese culture with the affiliated kindergartens of the organisation in an ongoing manner, allowing children to mutually appreciate traditional artworks. In tandem, the school devises plans for different aspects, including preparing relevant content for morning assemblies and news sharing, and guiding children to gain an initial understanding of Chinese architecture and food culture. In the course of learning the theme “Lunar New Year”, teachers encourage children to prepare and taste New Year food, imitate lion dance, etc., to foster an interest in traditional Chinese custom. The school conducts the national flag raising ceremony while inviting parents and children to take part in the ceremony together, thus joining hands to cultivate children’s respect for the country. The school offers ample opportunities for music, physical, art and free choice activities every day, leading to a balanced daily schedule. Regarding homework, the school is required to remove the excessively difficult content in Language and Early Childhood Mathematics of K3 in the second school term to meet children’s developmental needs.

2.2 The school draws up the content of the assessment of child learning experiences in accordance with the curriculum objectives and it covers all learning areas. Teachers adopt continuous observation and assess children’s performance based on the criteria devised. The school keeps thematic assessment information, observation records and other information in child learning portfolios, which are distributed to parents on a regular basis. Suggestions are also given when needed for parents to understand and follow up on children’s development. That said, the performance of children in English and Putonghua are shown in grades, which might lead parents to misinterpret the underlying meaning of the assessments and exert unnecessary pressure on children. The school must revise the assessment design. It must also collate and analyse the assessment information to inform curriculum planning.

- 2.3 The school has established a curriculum management mechanism. The management leads teachers to map out the curriculum outline. It keeps abreast of the implementation of the curriculum by joining meetings and classroom walkthroughs as well as providing feedback to teachers. Teachers of all grade levels carry out collaborative lesson planning before the commencement of a theme, design learning activities and share the work of compiling lesson plans. Teachers conduct reflection periodically. However, they seldom explore the relationship between children's performance and teaching strategies, resulting in the proposed recommendations failing to address the cause of problems for improving teaching. The school is required to enhance the team's capacity in reviewing teaching and lead teachers to evaluate the effectiveness and explore effective suggestions for improvement according to the learning objectives and children's performance, thereby increasing the teaching efficiency.
- 2.4 The school regards nurturing children's exploratory spirit through play as its major concern. It organises parent-child visits and corner activities. For instance, it takes children to visit a farm and experience the work of a farmer, during which they learn about the process of planting and realise factors that influence plant growth. Some teachers improve the setup of exploratory zone and motivate children to keep a record of the appearances of auspicious flowers and lucky bamboo, and try taking care of the plants. As observed, some children placed paper flowers into water and carefully watched the changes. In tandem, they tested the attraction force of different magnets with peers, demonstrating an interest in exploration.
- 2.5 This school year, the school takes developing children's verbal expression skills as another major concern. By introducing group discussion, the school provides children with more opportunities to express themselves. Teachers tell stories with appropriate voices and tone, and use questions to encourage children to share the

storyline. As observed, children listened attentively and were eager to express ideas. They could share the story characters and life experiences relating to the themes.

2.6 The campus is neat and spacious. Children have sufficient activity space. In classrooms and along the corridors, teachers exhibit photos of children in outdoor activities and the information they collected at home for children to browse. Classrooms are equipped with a variety of interest corners where children can choose to play corner games on their own. Items related to Lunar New Year are placed in role-play corners. Children put on Chinese costume and hold a red packet to say blessings to their peers, imitating the custom of paying a New Year call. There are abundant materials in art corners for children to use and create work by themselves. These activities include making home decorations, writing best wishes with coloured pens and making collage of spring couplets with small stickers. Children enjoy the fun of art activities. Reading corners are comfortably decorated with book recommendations available, attracting children to read books. Teaching aids in the learning corners are manipulative and some of them are attached with the function of answer checking and of different levels of complexity for children to choose from based on needs, thus consolidating children's acquired knowledge. Teachers observe children's participation in the interest corners to assist them in grasping the activity content. Teachers also join in the games from time to time, allowing children to throw themselves into the games. After activities, teachers guide children to revisit the activities. Teachers are advised to further strengthen the effectiveness of review sessions through concrete means such as showing real objects and supporting with demonstration.

2.7 Teachers are amiable, friendly and have a good relationship with children. They help children gain knowledge about methods of emotional regulation through a

variety of activities while always recognising children's behaviour, which is conducive to developing virtues in children. Children love to go to school and have good discipline. They are able to take things out on their own and put things back swiftly after activities, possessing good self-care abilities. The school creates a language environment to increase non-Chinese speaking (NCS) children's interest and opportunities for speaking by, for example, inviting NCS children to introduce the New Year custom of their hometown in Cantonese so that they can get more exposure to and use Chinese. Teachers employ various strategies to support the diverse needs of children. These include visual cue cards and individual guidance. During music activities, teachers guide children to sing and encourage them to design matching movements. Children are devoted into the music play and get along well with their peers. In physical activities, teachers set up a wide range of equipment in the venue and provide additional materials at opportune times to reduce the waiting time for children. However, the physical elements in some of the activities are slightly inadequate. Moreover, some teachers arrange for children to tighten screws and assemble small materials. These activities tend to be sedentary. The school is required to refine the activity design with a view to rendering ample opportunities for children to develop gross motor skills.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school lets all teachers review the work plans through meetings. Yet, the management is advised to lead the team to get hold of and practise self-evaluation by pondering task objectives from multiple perspectives, adjusting or enriching strategies based on the review results in a bid to enhance the effectiveness of the major concerns.
- 3.2 The management must strengthen its curriculum leadership and steer teachers to

improve the design of the physical activities while examining the effectiveness of activities in light of children's performance so as to boost the efficiency of learning and teaching. The school is required to remove the inappropriate homework in Language and Early Childhood Mathematics for K3. Besides, the school must cancel the practice of presenting children's performance in English and Putonghua by grades. The school should also inform curriculum planning through the utilisation of the child learning assessment information.