

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, Wong Tai Sin, Kowloon

25, 26 & 28 February 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: 25, 26 & 28 February 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 monitors the school's work effectively and provides appropriate support. The school maintains close liaison with the kindergartens under the sponsoring body and co-organises joint-school teacher training, child support work, etc. The management has served the school for years and developed a close rapport with members. It teams up to coordinate and handle administrative matters, and plans development directions by taking into account of the school context. The management is willing to consider and accept the views of staff. The teaching team is steady and develops a sense of belonging to the school. They discharge their duties and exploit their strengths. Teachers actively take part in training and share their knowledge with each other to facilitate professional development, with a view to enhancing the quality of learning and teaching.
- 1.2 The school has grasped the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The management leads the team to analyse the views of stakeholders so as to review the performance in different areas of work, discuss suggestions for improvement and formulate major concerns according to the school context. Last school year, the school regarded facilitating children's physical development as the major concern. Through purchasing physical equipment, reviewing and revising the content of physical activities, the school designed physical play activities that tie in with child development. Besides, the school put emphasis on improving the design of interest corners and activities in the classrooms so as to enhance the effectiveness of self-directed learning for children. The school sets nurturing children's interest in reading as the major concern of this school year. It provides training and joint-school lesson observation for teachers to pass on the experience of picture book teaching. Teachers use the story plots of picture books and conduct extended activities to stimulate children's reading interests. The work plan has been implemented smoothly and the efforts are gradually delivering results.
- 1.3 The school values the communication with parents and sets up different channels for

parents to understand their children's learning progress. The parent-teacher association has been established for years with steady development. It rallies the efforts of parents to assist the school in implementing activities. In view of parents' needs, the school carries out parent education programmes and sets up a parent resource centre to let parents borrow books and teaching aids for enhancing their parenting knowledge and skills. The school caters for children's diversity. There is a mechanism to identify children with special needs so that they can receive timely support or referral services. An inclusive atmosphere is created in the campus for children with different cultural backgrounds to learn happily together.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and designs the integrated curriculum with themes. The curriculum content covers all learning areas. The teaching activities are designed in accordance with the picture books that are of children's interests. The school arranges outdoor visits and festive activities to enrich children's learning experience. The school emphasises on children's moral development. It infuses moral education into daily activities through storytelling, role-playing, news sharing, etc., to help children develop positive values and attitudes towards life. With respect to daily schedule, children have sufficient time to engage in music, physical, art and free choice activities every day. They are also provided with sufficient whole-class, group and individual learning opportunities. However, some K3 learning content is rather difficult and the amount of homework is slightly excessive. The school is required to improve the learning content and homework design of K3 so as to meet children's abilities and learning needs.
- 2.2 The school formulates policies for assessing children's learning experiences which is in line with the school-based curriculum objectives. Children are assessed by means of continuous observation. The school develops learning portfolios for children which include observation records, assessment information, children's work, etc. The school summarises children's performance every school term and meets parents to inform them of their children's learning progress. The school sets assessment guidelines for teachers. Yet, some assessment items are inappropriate that teachers are not able to assess children's performance under a real learning environment. Besides, the school distributes the thematic assessment content to parents in advance, which is likely to cause children to be drilled by their parents at home and exert undue pressure on them. The school must revise the assessment

guidelines and cancel the arrangement of giving out the assessment content in advance. It is required to collate and use children's assessment information to inform the curriculum planning and constantly improve the curriculum design in order to facilitate children's learning. The school arranges dictation for K3 children to experience the learning mode of primary school. Such arrangement is inappropriate. The school must cancel the dictation arrangement to meet children's developmental needs at the kindergarten stage.

- 2.3 The school regarded facilitating children's physical development as the major concern of the previous school year. Teachers applied the past training experience and took into account of children's abilities and physical development to design skills training and physical play. As observed, teachers can generally lead children to do warm-up exercises in a story context which is effective in leading them to perform body movements creatively and in turn enhance the fun of the activities. The teaching team makes good use of the venues to implement diversified activities. Children like physical games. They are energetic and able to control tricycles skilfully. Sometimes, they play hula hoops alone or with peers. Children also like throwing and catching bean bags with peers, displaying good body coordination abilities.
- 2.4 The school strived to enhance the effectiveness of self-directed learning for children in the previous school year. The management leads teachers to improve the environment set-up. Teachers design a variety of exploratory games in the interest corners to extend children's learning interests. During free choice activities, children plan and participate in the corner activities. From observation, children make use of the unwanted materials such as carton boxes and plastic bottles in the art and craft corner to create three-dimensional artworks; they observe the growth of plants in the science corner; they pretend to have picnic and play in the countryside in the imaginative play corner. Children comply with the rules of the interest corners and play together. The learning atmosphere is relaxing and pleasant. They tidy up the materials properly at the end of activities and demonstrate good self-care abilities. Teachers invite children to share the activities and they are happy to express themselves. Teachers gradually enrich the set-up of the classrooms and design different kinds of cooperative play for children to arouse their interest in participating in the activities. That said, some corners are mainly designed for revising and consolidating the learning content, which are not fascinating enough. The school should make improvement to further enhance the learning effectiveness

of children.

- 2.5 The school takes nurturing children's reading interests as the major concern of this school year. Teachers choose interesting picture books to encourage children to create along the story plots or endings, and use words or drawings to express their ideas. Children also read aloud books to peers and teachers. Teachers make good use of children's creations and display it in the reading corner. As observed, children like reading. The stories created by children are also very creative. The work plan has been smoothly implemented.
- 2.6 The school has developed a curriculum coordination and monitoring mechanism. The management leads teacher to devise the curriculum for each grade level. Teachers make reference to the information of curriculum review and take turns to draw up teaching plans as well as the design of corner activities. The management monitors curriculum implementation and gives feedback and support through classroom walkthroughs, scrutinising curriculum documents and attending meetings. Teachers conduct teaching reflections and thematic reviews constantly. Some teachers review the curriculum and teaching effectiveness based on children's performance, and make suggestions for improvement. The management should demonstrate the role of professional leadership to lead teachers to analyse the learning objectives, which children could not achieve, for mapping out focused improvement strategies, thereby enhancing the effectiveness of learning and teaching continuously.
- 2.7 Teachers use teaching aids such as real objects, pictures, puppets, etc., and organise group activities to increase the interaction between teachers and children. Most teachers are able to ask questions to motivate children to think and encourage them to express their thoughts. Children are devoted to learning. They take the initiative to respond to teachers' questions and share their life experience with self-confidence. Teachers are friendly. They observe and understand children's learning performance in different interest corners during free choice activity. Teachers design diversified music activities. Under teachers' guidance, children sing, strike percussion instruments and perform rhythmic movements together to enjoy the fun of music activities.
- 2.8 Teachers respect children's uniqueness. They maintain close liaison with parents. They are able to provide individual guidance and peer assistance so that children can enjoy different activities according to their own development pace. Teachers care about children's emotional expression ability, they often encourage children to

express their emotions through language or pictures and follow up in a timely manner. Children help each other and get along in harmony.

3. Recommendations for Enhancing Self-improvement of School

The school is familiar with the rationale of self-evaluation and formulates appropriate work plans to promote the curriculum development. Building on this foundation, the management has to reinforce its professional leadership to enhance the appropriateness of the curriculum, including deleting the inappropriate homework for K3 children, cancelling dictation activity, reviewing the policy on the assessment of child learning experiences, adhering to the use of continuous observation to assess children's learning performance in different areas and using children's assessment information to inform the curriculum. The school should also make some interest corners more fascinating so as to arouse children's interest in taking part in the activities.