

School No.: 548278

Quality Review Report (Translated Version)

Lei Yue Mun Methodist Kindergarten

G/F, Lei Hing House, Lei Yue Mun Estate, Kwun Tong, Kowloon

31 March, 1 & 3 April 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: 31 March, 1 & 3 April 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 school has a well-defined organisational structure that staff of each level have clear authorities and responsibilities. The leadership team regularly joins the functional group meetings on parent education, administration, finance and so forth to monitor and support the school development effectively. The school has proper guidelines for resource allocation and filing management so that staff can discharge their duties efficiently while passing on experience through records. The management is familiar with the school culture and various school affairs. It recognises the potential of teachers and empowers them to coordinate activities in order to exploit their strengths. To tie in with the school-based development and needs of teachers, the school plans training activities for enhancing the professional competence of the team. All members of the school maintain candid communication, stay united and help one another. They are active in sharing teaching experiences and enhancing professional exchange, promoting school advancement with concerted efforts.

1.2 With a mature SSE mechanism, all teachers collaborate to review the work effectiveness of each domain, have an integrated analysis of the school context as well as formulate work plans according to the development pace of the school. Over the past three years, the school strived to nurture children's positive attitudes and train teachers on designing moral-related learning activities with picture book stories. By doing so, it helped children understand and express emotions, develop

positive values about mutual tolerance, acceptance and care for others, thereby creating a harmonious and inclusive atmosphere. This school year, the school aims to foster children to express their feelings and cultivate their creativity through music and art activities. In view of its conditions and opportunities for development, the school first focuses on enhancing the effectiveness of music activities by stipulating an appropriate plan that takes into account the needs of different stakeholders. The team implements the work in an orderly manner and aptly adjusts the pace of implementation through continuous review, ensuring that the plans can achieve the expected results. On the whole, the work plans have explicit goals and proper strategy deployment, which is conducive to the school's continuous development.

- 1.3 The school has a clear mechanism to identify and refer children in need so that they can receive adequate support the soonest. Teachers leverage their acquired knowledge from training with strategies including supporting children to express verbally and offering peer assistance. These facilitate the learning of non-Chinese speaking children in order to help them integrate into the school. The school liaises closely with parents through various channels. For instance, the school invites parents to take part in school activities, serve as volunteers and conduct lesson observations, which are beneficial for their understanding of the latest school trends and the development of their children. The school arranges seminars based on parents' needs to enhance their child-rearing skills. Teaching aid and book borrowing services are provided every week to encourage parents and children to extend learning at home while developing a reading habit, strengthening their parenting competence. In tandem, teachers update the display boards regularly to introduce community resources, and share all kinds of parenting information and the learning outcomes of children. The parent-teacher association has been established for years. It actively organises a wide range of parent-child activities to increase

the interaction and collaboration between home and school, cultivating children's growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school selects real-life themes to design its curriculum. It connects all learning areas in an integrated approach while arranging talks and outdoor visits to broaden children's learning experiences. The school has regarded facilitating children's moral and emotional development with picture books as its development focus in recent years. The team selects picture books to devise the relevant learning content as well as incorporating themes of Chinese culture into the curriculum meticulously in view of the trends in kindergarten education development. Children are arranged to participate in music, physical, art and free choice activities every day. However, the school is required to adjust the lesson time of the AM class for K1 and that of the whole-day classes of all grade levels with a view to meeting the requirements of the Education Bureau.
- 2.2 The school has an explicit mechanism for the assessment of child learning experiences. The team sets assessment items based on the learning and development objectives of which the content cover attitudes, skills and knowledge. Teachers collaborate with each other to map out assessment criteria. They evaluate children's learning performance in each learning area through continuous observation. The school regularly distributes the child's learning portfolios to parents that contain thematic assessment forms, observation records, artworks and other information. Teachers of each class create booklets at the end of a theme to keep parents informed of the learning experience of children. Therefore, parents grasp what their child has learnt at school, deepening their understanding and support of the school curriculum.

- 2.3 The school has established a sound curriculum management mechanism. The management team forms curriculum committees and performs its leadership role. It monitors the implementation of curriculum of all grade levels through scrutiny of curriculum documents, meetings and classroom walkthroughs, and provides guidance to teachers as necessary. The team has good reflection abilities that it reviews the teaching of different kinds of activities daily while proposing specific and practicable suggestions for improvement in light of the performance of children and the efficacy. The management examines the evaluation prepared by teachers and follows closely with the team on ways of adjusting activity design and teaching strategies, thereby refining the curriculum in a continuous manner.
- 2.4 To enhance the effectiveness of music activities, the school is working to strengthen teachers' skills in designing and conducting activities this school year while setting up a resource bank to properly maintain the school's rich collection of music teaching materials. Teachers plan activities attentively. According to the themes of each grade level, children's interests and the teaching objectives, teachers select songs with different styles and melodies. They incorporate pictures and story contexts to design interesting games for children to engage in singing, rhythmic movements and music appreciation, leading children to express their feelings. As observed, children looked at the pictures of a cordwainer making shoes, listened to the musical forms of songs, and then imagined and created gestures such as hammering nails and stitching to unleash their creativity and imagination. In another activity, teachers chose rhythmic songs for children to mimic horses dashing, strolling and stepping in a meadow by following the beat and tempo. Children showed their joy and happiness. The school attaches importance to parent participation and collaboration. It invites parents to attend lesson observation and music concerts so that they can get hold of the strategies employed by the school and experience the

fun of music activities at first hand. Overall speaking, the work plans have achieved the expected results.

- 2.5 The school flexibly allocates venues on campus to provide children ample space to take part in various activities. Teachers furnish the lobby, corridors and classrooms with children's artworks, attracting them to appreciate one another, among which the fruit ink paintings and the blue and white porcelain tea ware feature the most significant touch of traditional Chinese characteristics. Teachers set up interest corners in every classroom that tie in with the theme, encouraging children to participate in corner games in different classrooms in accordance with their preferences during the free choice activity sessions. There are teaching aids for language and numeracy which dovetail with the learning objectives and are available in different levels of complexity. Children may choose and play the aids based on their abilities to consolidate their learning. The teaching aids for fine motor skills are designed to integrate the daily life of children that they learn hanging clothes and lacing shoes, developing eye-hand coordination and self-care abilities. The setup of the role-play corner is attractive and accommodates the interests of children. K3 children are excited to visit the simulated boutique to try on food-shaped costumes. They take a look at their funny face and those of their peers in the mirror after changing the costumes. K2 children imitate beaver builders. They work together to move faux stones and paper bricks carefully to construct houses. K1 children wear rabbit headbands and are busy picking varying quantity of carrots in a simulated field to revisit the concept of number and numeracy. A wide range of materials and simple experiments are provided in the exploratory corners. Children place their hands in water and wood chips to feel the sensation of dryness and moisture. They also test the opacity of different fabrics and observe changes in light and explore their surroundings with their senses. In general, corner games are conscientiously

planned to help children learn through play.

- 2.6 Members of the teaching team have established a tacit understanding at work and cooperate seamlessly. They generally possess good communication skills and conduct role-play based on stories to attract children to watch. In tandem, the team gives demonstrations and asks questions to inspire children to think and predict the plot progression. Teachers meticulously cater for the diverse needs of children, care about them and praise their good behaviour concretely at opportune times, fostering a mutual appreciation, positive and harmonious atmosphere on campus. After the free choice activities, teachers hold review session for children to share their experiences in playing games. Children of the same grade level are arranged to carry out physical activities in the physical venues and classrooms. Most of the activities are designed to help children grasp the gross motor movements such as crawling, jumping, throwing, etc. That said, some games such as the message relay game have a rather low amount of exercise. The school must adjust the way of play to increase the opportunities for children to exercise in a bid to suit their physical developmental needs.
- 2.7 Children are passionate about their school life and show interest in learning. They are familiar with the classroom routines and orderly take part in all kinds of activities. Children love playing cooperative games with their peers. They take the initiative to share toys and materials, discuss playing methods and formulate rules, getting along well with one another. Children often draw, colour and do origami in the art and craft corners, introducing their works to teachers and peers confidently upon completion. Children possess good self-care abilities as they take utensils and food on their own when having meals, brush their teeth and wash their faces before and after the afternoon nap, placing great emphasis on personal hygiene.

3. Recommendations for Enhancing Self-improvement of School

The school has established a mature SSE mechanism and adheres to the cyclical SSE process in daily work. Building upon this foundation, the management is required to lead the team to rearrange the lesson time of the AM class for K1 and that of the whole-day classes of all grade levels, in addition to adjusting the design of some physical activities, thereby meeting the developmental needs of children.