

School No.: 565725

Quality Review Report (Translated Version)

Leung King Lutheran Day Nursery

**5/F., Leung King Estate Community Centre, Leung King Estate,
Tuen Mun, New Territories**

11, 16 & 18 June 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: 11, 16 & 18 June 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 maintains close liaison with the school that it supports and monitors the school operation while steering the affiliated schools to organise joint-school activities and teacher training together, thus facilitating the communication and co-operation among one another. The management arranges duties based on the expertise and preferences of teachers so that they can discharge their respective roles and exploit their strengths. Regarding the new teachers appointed in recent years, the management assigns experienced teachers as mentors so that the new recruits can grasp the work requirements the soonest, enhancing the passing on of experiences between team members. The teaching team actively strives for advancement and makes good use of different resources and channels to pursue further studies, strengthening its professional competence. The management values teachers' views as well and creates an atmosphere of mutual trust and assistance, leading team members to make a concerted effort to drive the school to move with the times.
- 1.2 The school carries out school self-evaluation (SSE) through collective discussion and maps out annual development plans in light of its context and the trends in kindergarten curriculum. In the last school year, the school regarded improving physical activities and enhancing children's interest as its major concern, while in this year it focuses on promoting Chinese culture as well as cultivating children's positive values and their sense of national identity. The school stipulates

implementation strategies in terms of teacher training, environment set-up and teaching design. For example, the school utilises external resources to plan teacher professional development activities, purchases physical equipment and creates a Chinese cultural setting, thereby the plan is carried out in an orderly manner.

- 1.3 The school embraces the diverse learning needs of children, giving support and guidance such as homework adjustment, visual cues and peer collaboration for facilitating children's development. The school adopts progressive lesson time to assist newly admitted children in integrating into school life, which caters for the pace of adaptation of individual children. The school puts emphasis on parents' opinions. It keeps good communication with parents through questionnaires, newsletters and so forth, and follows up on parents' recommendations pragmatically. In tandem, the school encourages parents to serve as volunteers and take part in lesson observation and parent education activities not only to deepen parents' understanding of the school work, but also enhance their child-rearing knowledge and skills. Thus, the school and parents jointly support the healthy and joyful growth of children.

2. Learning and Teaching

- 2.1 According to the *Kindergarten Education Curriculum Guide* and the recommendations of the teaching packages, and on the basis of children's life experiences, the school selects suitable themes to devise an integrated curriculum which is comprehensive in content. The school has adjusted the learning objectives of each grade level in recent years with reference to the child development information developed by community organisations. It has also revised the learning areas of Early Childhood Mathematics as well as Physical Fitness and Health for the continuous enhancement of curriculum organisation. Teachers arrange various

experiential activities for children including visiting museums and elderly centres, and strolling in the Lunar New Year Fair with parents. These activities are also infused with positive values and the elements of Chinese culture such as respect, obedience and filial piety to enrich children's learning experiences and give them opportunities for practising good deeds. Furthermore, the school attaches importance to promoting reading. With reading award schemes and paired reading workshops, the school and parents collaborate to nurture children's reading interest and habits. Regarding the daily schedule, children are furnished with sufficient time for music, physical, art and free choice activities every day to foster their balanced growth. That said, some pieces of homework of Language and Early Childhood Mathematics for K3 are too difficult. The school is required to review and revise them to meet children's abilities and needs.

2.2 The school draws up assessment items in accordance with the thematic teaching objectives. Teachers assess children's performance through continuous observation and regularly distribute the activity reports to parents. Teachers also retain all kinds of assessment forms, observation records and artworks in the learning portfolios to serve as evidence of children's growth. By meeting parents face-to-face, teachers explain the learning progress of children to parents and provide them with suggestions for support, thus joining hands with parents to follow up on children's development. Individual guidance or referral services are also available in light of children's needs. However, the school should collate and analyse the child assessment information for keeping track of the overall learning effectiveness of children to inform curriculum.

2.3 The management leads teachers to plan the curriculum outline, discuss the design of activities and teaching aids together. It conducts classroom walkthroughs, takes part in meetings and scrutinises documents to monitor the implementation of

curriculum of all grade levels, and gives advice to teachers. Teachers reflect on teaching but they mainly describe children's performance and seldom propose suggestions for improvement. The management may guide teachers to further review the effectiveness of learning and teaching from multiple perspectives, including learning objectives, teaching strategies and set-up of interest corners. Adjustment could be made at opportune times as well to boost the effectiveness of curriculum evaluation.

- 2.4 The school puts in much effort to promote Chinese culture. In this school year, the school takes cultivating children's positive values and their sense of national identity as the major concern. It organises workshops about tea art and arranges for teachers to go to the Mainland for exchanges with a view to strengthening teachers' competency of culture. The school launches peer lesson observation and meetings for teachers to share their teaching experiences and sharpen their activity planning skills. Teachers design a wide range of experiential activities such as reciting ancient Chinese poems, visiting historical buildings and joining festivities to enhance children's knowledge and appreciation of the Motherland while infusing values of showing respect to the elderly, caring and observing rules into the activities. To strengthen the effectiveness of the plans, the management should steer teachers to review the related curriculum content to set out specific learning foci of moral education, incorporate Chinese culture into various thematic activities systematically, and increase the coherence of the curriculum, thereby deepening children's understanding of the relevant ideas. Besides, the school should conduct regular reviews on the major concerns to get hold of the actual implementation, assess the efficacy and make timely adjustment of the strategies in order to ensure the plans are carried out effectively and use all the information as reference for drawing up the development plans of the following year.

2.5 The school environment is neat and spacious. In this school year, the school sets up a long hallway relating to Chinese culture along the corridor to tie in with the major concern. Ink brushes, tea ware, screens and other Chinese-style furniture and objects are placed there for children to admire, adding a touch of cultural atmosphere to the campus. Teachers set up interest corners in classrooms based on themes for children and their peers to learn through play. In reading corners, picture books related to Chinese culture and moral character are orderly displayed on the bookshelves. There are also small comfy sofas and puppets to set up a cosy reading environment. Children love reading with peers or create their own storyline using puppets, demonstrating their reading motivation. The learning corners are decorated as a bus compartment, a Hakka village house named Law Uk, a dinosaur theme park, etc. Children and their peers imitate taking a bus to the park or sitting outside the village house to enjoy tea and snacks. Meanwhile, they play the role of a dinosaur keeper. All these not only extend children's interest in the thematic learning, but also facilitate their social skills, communication skills and creativity. There are various tools and materials in exploratory corners including small bricks, gravel and little hammers. Children compare the weight of different materials with patience and try digging up and assembling dinosaur fossils, which is conducive to cultivating their exploratory spirit.

2.6 Teachers are friendly and patient that they are willing to listen to children's sharing. They make good use of puppets, self-made teaching aids and picture books to design activities. Teachers often ask questions to guide children to rely on their life experiences to have discussion on, for example, sharing discoveries in travel and praying for peers or family members who are not feeling well. Teachers introduce elements of play in music activities and guide children to simulate driving using a small rubber ring, walk like a dinosaur or build houses with plastic bricks to make

the activities more enjoyable. Teachers set up a great variety of equipment and facilities for children to have circuit games, hence fostering children's physical development. However, the content and rundown of some physical activities are not properly planned, in which the time spent on explanation, warm-up and break is relatively long, causing children to have less time for actually involving in the activities and conducting skills practices. The management is advised to lead teachers to refine the planning of physical activities and allocate time appropriately for enhancing the learning effectiveness of children.

- 2.7 Children treat people with courtesy, comply with rules and follow teachers' instructions. They take turns being the service ambassadors to stand guard at the entrance and greet parents and peers when arriving school. Children also help pack things after free choice activities to show their spirit of service. Children tidy up their clothes after going to the toilet and wipe their nose with tissue paper after sneezing, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism. It should formulate plans in a focused manner based on the goals of the major concerns, map out specific and clear implementation strategies and success criteria, as well as developing an effective review mechanism to collate and analyse all information of child assessment and teaching reflection systematically, therefore increasing the effectiveness of the plans.
- 3.2 To strengthen the effectiveness of learning and teaching, the management is recommended to lead teachers to review the teaching effectiveness from multiple perspectives and make adjustments in a timely manner to inform curriculum design. The school has to refine the planning of the physical activities and time arrangement for enhancing the learning effectiveness of children. For the purpose of facilitating

children's moral development, teachers are encouraged to devise explicit foci of moral education and step up the coherence of the curriculum of each grade level. Additionally, the school is required to remove the excessively difficult Language and Early Childhood Mathematics homework of K3 so as to meet children' abilities and needs.