

School No.: 323080

Quality Review Report (Translated Version)

N-M-S' Lutheran Kindergarten

No. 36, Grandeur Road, Yau Yat Tsuen, Kowloon

22, 23 & 25 October 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 22, 23 & 25 October 2018

- 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 roles and responsibilities of the school management are clearly defined. Two senior teachers perform their respective duties to assist the principal to coordinate and monitor administrative work as well as curriculum implementation. The management arranges suitable training for teachers and assigns work according to their interests and abilities with a view to unleashing their potential. In recent years, the school has empowered teachers by inviting them to assist with administrative and coordination work in turns. This can strategically pass on school management's experience and further strengthen the team's professional capacity.
- 1.2 The school clearly understands the importance of school self-evaluation. The management leads teachers to draw reference from the comments of stakeholders and the review results of their daily work for examining the school situation objectively and setting school's annual development directions. Moreover, the school has actively followed up the recommendations of the previous Quality Review by promoting school-based curriculum development. It has provided teachers with training by making good use of external professional support services and encouraged teachers to put what they have learnt into practice by revising the curriculum design, for example, adjusting arrangements of homework and language learning, and refining the assessment mechanism of child learning experiences. Building on the previous experience of organising training and implementing language activities, the school has set "boosting children's interest in language learning" as the major concern in the past two years and has improved teacher's skills of planning and implementing language activities in a step-by-step manner. Other than that, promoting children's learning through play is another major concern of the school this year. The school has participated in school-based support services in an attempt to enhance teachers' professional knowledge in play and improve their skills of activity design, with a view to fostering children's inquisitive attitude and problem-solving skills. This project is still at an initial stage and its effectiveness is yet to be seen.

- 1.3 The school values parents' work and understands that parental support and cooperation are key factors to the healthy development of children. Apart from maintaining close connection with parents through daily contact, the school has established a number of channels to collect and follow up parents' feedbacks, for example, sharing its annual development directions with parents through the school website to deepen their understanding of the school. The school organises parents' meetings and lesson observation to engage parents in children's learning and keeps them informed of the latest learning situation of their children as well as the rationale of the school curriculum. As the parent-teacher association has become mature, the school progressively makes good use of parents' expertise and invites them to assist in coordinating various activities such as family trips and parent seminars, in order to promote home-school communication and cooperation. Parents are delighted to participate in school activities. Their recognition and support for the work of the school are conducive to the sustainable development of the school.
- 1.4 With a clear identification and referral mechanism in place, the school helps children with special needs get suitable services in a timely manner. In recent years, the school has optimised external resources to arrange for teacher training, with a view to strengthening their abilities of catering for children's diverse needs. Besides, teachers with relevant knowledge and experience maintain communication with class teachers to help them develop strategies for supporting children in need with appropriate care.

2. Learning and Teaching

- 2.1 The school devises a curriculum outline for each grade level by referring to the *Kindergarten Education Curriculum Guide*, and adopts an integrated approach based on real-life themes. The curriculum content not only covers all learning areas but also includes the cultivation of the children's attitudes and the learning of skills and knowledge. Teachers develop class-based teaching plans and arrange visiting activities with reference to children's interests, abilities and needs. This helps enhance children's learning motivation and interests, and enrich their learning experience. The school also emphasises on children's moral development, and sets it as a key task last year. Moral education has been incorporated into daily activities through stories, news sharing, etc. As such, children are able to develop positive attitude and value gradually. With regard to daily schedules, children learn in individual, group and whole-class activities every day. They are given adequate

opportunities to participate in music, physical, free choice activities, etc.

- 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. Teachers record children’s learning performance in different areas regularly using different assessment tools. At the end of the school year, teachers compile the formative assessment information to conclude children’s performance during the period, informing parents of their children’s learning progress. Teachers assess children objectively in accordance with clear assessment guidelines. Besides the above information, the learning portfolio also includes children’s feedback. Teachers use simple pictures to guide children to review what they have learnt effectively. Moreover, in the hope of obtaining information of children’s learning situation from the perspective of parents, the school invites parents to assess their children using the same evaluation form of teachers. This practice is too demanding for parents and the effectiveness of asking parents to evaluate children’s performance is in doubt. The school should improve the approach of parents’ assessment by asking parents to observe their children’s behaviour at home in a real-life context, in order to improve the effectiveness of child assessment system.
- 2.3 The school accords high priority to children’s language development. In recent years, it has solicited external professional support services to equip “seed teachers” first. Last year the school’s major concern was to enhance children’s interests in language learning. The “seed teachers” shared their teaching experiences, co-planned with other teachers, conducted lesson observation, etc., to improve teachers’ skills of planning and implementing language activities in a step-by-step manner. Last year, the school also re-organised and tried out English activities in all grade levels. The activities were then fine-tuned so as to make continuous improvement for the arrangement. This year, the school continues to promote children’s interests in language learning. It encourages class teachers to conduct activities jointly with English-speaking tutors so that they could learn from one another, and work together to create an authentic language environment. The class teachers and tutors use different teaching strategies during activities, such as storytelling, singing nursery rhymes and reading aloud, to motivate children to learn the language. Children are interested in the activities.
- 2.4 To cater for the needs of K3 children in transiting to primary one, the school invites primary school principals to explain the primary one admission system to parents. Alumni’s parents are invited to share the tips of helping children transit and adapt to

primary one. These activities enable parents to have a better understanding on how to prepare their children for the interface between kindergarten and primary school. The school arranges simulation activities for children to experience activities of the primary school subjects as well. However, the simulation period is rather long and the content of some homework is considered too demanding. The management must lead teachers to improve the arrangement of simulation activities according to the developmental needs of children so as to get children psychologically prepared for primary school life.

- 2.5 The school management is in charge of curriculum coordination and monitoring, it leads teachers to co-plan lessons and coordinates the curriculum arrangement across all grade levels to ensure it is a spiral curriculum. Making reference to the information of curriculum reviews and child assessment, and considering the interests and needs of children in individual classes, teachers develop teaching plans and design classroom environment. The management monitors curriculum implementation and gives appropriate feedback and support to teachers by conducting classroom walkthroughs, vetting teaching documents and so forth. Teachers conduct teaching reflections and thematic reviews constantly. Most teachers are able to review the curriculum and teaching effectiveness based on children's performance, and make suggestions for improvement. The management could continue to act as a curriculum leader to further enhance the reflective capabilities of all teachers with a view to refining the school-based curriculum design continuously.
- 2.6 There are indoor and outdoor playgrounds in the school, and they are equipped with sandpits, slides, ride-on cars, etc. Teachers utilise the space fully to design various kinds of physical activities to facilitate the gross motor development of children. Children's art and craft work are displayed around the campus, encouraging children to appreciate one another and fostering their sense of belonging towards the school. Children are free to enter different interest corners in the classroom and engage in activities. Most corner activities are theme-related, which help children consolidate what they have learnt and extend their thematic learning. Materials are amply and neatly prepared in the interest corners, with clear labels guiding children to retrieve things in a proper manner. There is enough space for children to engage in activities or play with peers. Children are familiar with the rules of interest corners and able to choose their favourite activities according to their interests. They also regulate the number of participants in a corner on their own. They tidy up things properly at the end of activities, demonstrating good self-management abilities. Teachers

observe children's performance during free choice activities, intervene in a timely manner to support their learning and cater for individual differences.

- 2.7 Teachers are kind and friendly with smiling faces. They have good relationships with children. They prepare lessons well and use teaching aids such as real objects, pictures, etc., to boost children's learning motivation. However, teachers should pay attention to the size of the pictures to ensure that children are able to see the content clearly, so that they can respond to teachers' questions and engage in discussion. Teachers have good communication skills, and speak clearly and logically with focuses. They respect children's opinions and listen to their sharing patiently. Teachers demonstrate good classroom management skills by establishing and reinforcing classroom routines effectively and consistently. Children are able to follow instructions while taking part in activities. They are obedient and self-disciplined, and hence classroom discipline is well maintained. In general, children enjoy going to school and have a good learning attitude. They never hesitate to express thoughts and are engaged in activities.
- 2.8 The school accepts and respects children's uniqueness and individual needs. Before the start of a school year, class teachers of the previous year discuss individual performance of children meticulously with the teachers of the new year, so as to provide appropriate support for children continuously for enjoying their school life. Teachers know the characteristics of every child well. They make use of appropriate strategies to encourage children to participate in class activities, for example, using cue cards to assist children to understand classroom routines, putting Chinese speaking and non-Chinese speaking (NCS) children together during activities to enrich the language experience of NCS children.

3. Recommendations for Enhancing Self-improvement of School

The school has been improving its work efficacy in all aspects continuously through the cyclical self-evaluation process of planning, implementation and evaluation. The management could encourage teachers to have greater involvement in devising the details of annual development plans, including the setting of task objectives, success criteria and so forth, with the aim of achieving consensus among the teaching team and promoting school development collaboratively. Moreover, the school could make further use of children's assessment information to evaluate the effectiveness of the development plans from various perspectives.