

School No.: 321192

Quality Review Report (Translated Version)

Redemption Lutheran Kindergarten

G-1/F, 13 Muk Lun Street, Kowloon

18, 19 & 21 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 18, 19 & 21 July 2022

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 attaches importance to the inter-school communication and collaboration. It holds joint-school meetings for schools to share their experiences in school-based development, organises joint-school teacher training activities and sets up a resource sharing platform to facilitate cross-school professional exchanges. The school takes the professional development needs of teachers into account and arranges different types of training activities for them. It conducts peer lesson observation to allow teachers to observe each other's teaching in order to enhance teaching effectiveness. The management listens to teachers with an open mind and assigns their duties appropriately. It provides induction for new teachers so that they can work with experienced teachers to gain a practical grasp of the day-to-day operations of the school. The team is conscientious in its work, and is willing to take on responsibilities. Teachers work collaboratively to facilitate the school's development.
- 1.2 The school has established a culture of school self-evaluation (SSE) and has implemented the rationale of SSE into practice of their daily work. In response to the school context and the needs of children, the school has placed the promotion of learning through active exploration of children as its major concern in recent years. Through enhancing the related teaching skills of teachers and adjusting the daily schedule, the school increases the opportunities for children to explore. The school reviews the implementation of various tasks through daily observations and reflections on the teaching process and children's performance. It makes timely adjustments to the strategies so that the major concern can be implemented smoothly and effectively.
- 1.3 Through handbooks, circulars and parents' meetings, the school keeps parents informed of its initiatives and development directions. It distributes photos of children participating in different activities to parents from time to time so as to keep parents abreast of their children's school life, thereby strengthening the home-school

connection. It organises seminars regularly to help parents understand the developmental needs of their children and to enhance their parenting skills. It also conducts parent-related work according to the major concern to enhance parents' understanding of the school-based curriculum. The school has set up a mechanism to identify, refer and follow up cases of children with special needs. It also organises activities such as parent-child activities and group training to provide various assistance to families in need appropriately. At the beginning of the school year, the school takes a step-by-step approach to help newly admitted children to adapt to school. During that period, the school takes photos of children's life at school for parents to understand their children's learning, and liaises closely with parents to help children settle into their school life as soon as possible through home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes use of real-life themes to design its integrated curriculum. Teachers set learning topics according to children's abilities and interests, and help children develop a good attitude towards life, acquire skills and knowledge through the design of interesting exploratory and experiential activities. The school also emphasises children's moral development. Through religious stories, daily prayers and award schemes, it nurtures children positive values such as gratitude and care for others. The school provides sufficient opportunities in music, physical, art and free choice activities to facilitate children to obtain a variety of learning experiences. It arranges K3 children to go to primary schools in the second school term, thus enabling them to understand the differences between primary school and kindergarten school life. However, it should adjust the daily schedule for the kindergarten-primary interface to ensure a balanced schedule. The curriculum covers all learning areas and takes into account the development of children in the moral, intellectual, physical, social and aesthetics aspects. Nevertheless, some learning contents of K3 are rather difficult and do not meet children's abilities and developmental needs. The school is required to remove them.
- 2.2 In recent years, the school has considered increasing the opportunities for children to explore as its major concern. Through regular meetings, teachers share their good experiences as well as the difficulties they encountered in leading children during exploratory activities in order to enhance their teaching skills. As observed,

teachers use effective questioning to guide children to carefully observe and compare the types and features of different cakes, and to think about how to use various environmentally friendly materials to design a large three-dimensional cake artwork together. Children have an inquisitive and truth-seeking attitude towards the things around them. They can use simple language or pictures to record the results of their activities and express their ideas. They often explore topics of interest from their lives and have developed an active learning spirit, showing that expected outcomes of the major concern are achieved. The school can continue to follow up on the recommendations of the last Quality Review (QR) to plan and enrich the elements of the learning area of Nature and Living to provide more opportunities for children to learn and explore the natural phenomena.

- 2.3 The school has a clear mechanism for curriculum management. Teachers write daily teaching reflections and review the effectiveness of activities in terms of children's performance. The management monitors the implementation of the curriculum through conducting routine classroom walkthroughs and scrutinising curriculum documents. It also participates in lesson planning and review meetings to understand how teachers lead the activities and hence give suggestions for improvement. The team regularly reviews the relevant teaching kits and contents and makes adjustments according to the needs of children. The team also uses the information from the curriculum review to improve the teaching contents and arrangements for the next school year.
- 2.4 The school develops the assessment of child learning experiences in accordance with the curriculum objectives. It creates learning portfolios for children to systematically maintain records of teachers' observations, children's work and assessment information at children's different developmental stages as an evidence of their growth. Teachers regularly summarise children's strengths and developmental needs. They provide advice to parents on how to support their children's further development through the distribution of assessment materials and interviews with parents. At the end of each learning theme, teachers extract children's ideas and collate children's photographs for distribution to parents so that parents can understand children's inquiry process in their learning. The school still needs to plan and assess children's learning in the learning themes systematically so that the assessment data can be integrated and analysed for follow-up more effectively.
- 2.5 The school campus is clean and tidy, with classroom corners well organised to

provide a wide variety of materials and plentiful spaces for activities. In addition to toys, teachers have included teaching aids in the classroom to help children build up their life skills through manipulation. Children participate in different games according to their interests during free choice activities, such as collage and drawing with art materials, or constructive play on the table and floor. Some children role-play their parents in cooking using kitchen toys or focus on reading books. Children love to invite their peers to play with them, and a joyful atmosphere is promoted. Teachers observe and intervene children's activities in a timely manner. Teachers also allow children to share their ideas or review the play experiences at the end of activities so as to consolidate their learning.

- 2.6 Teachers are conscientious in teaching and are well prepared when leading activities. They can make good use of real objects and pictures to engage children. Teachers often positively and specifically commend children's good behaviour as well as respect children's ideas, leading to a harmonious teacher-child relationship. Teachers are amiable and patient. They use individual assistance and visual cues to cater for the diversity of children. They design music activities with careful thoughts, organising structured activities that allow children to enjoy music games by clapping their hands and performing rhythmic movements with the beat and melodies. However, some children choose to take part in the static constructive activities during physical activities, resulting in an insufficient amount of physical exercises. Teachers are advised to review the design and arrangement of physical activities to ensure the facilitation of the development of children's gross motor skills.
- 2.7 Children are proactive and polite. They participate eagerly in learning activities, respond positively to teachers' questions and are interested in learning. They show confidence and willingness to share their ideas. They present the games they designed to their peers from time to time, showing good verbal communication skills. Children are willing to help and share toys with each other, showing good social development. They also show good self-care abilities by tidying up their toys and learning materials after activities.

3. Recommendations for Enhancing Self-improvement of School

The school is advised to strengthen the role of teachers in formulating major concerns and to continue to follow up on the recommendations of the last QR to enrich the elements of the learning area of Nature and Living to provide children with more opportunities to learn

and explore the natural phenomena. The management also has to lead the team to improve the curriculum, including the removal of the rather difficult K3 learning contents to meet children's abilities and learning needs, and the revision of the thematic assessment arrangements to enable teachers to better grasp children's learning progress.