

School No.: 325236

Quality Review Report (Translated Version)

Sharon Lutheran Church Kindergarten

**No. 405-415, 4/F, Kan Wah House, Lok Wah North Estate,
Ngau Tau Kok, Kowloon**

3, 4 & 9 November 2021

**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: 3, 4 & 9 November 2021

- 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 joins the professional training activities organised by the sponsoring body to enhance the management's leadership and deepen teachers' understanding of civil education, making the school advance with the times. The school has a clear administrative structure. The management allocates its duties to coordinate the curriculum of each grade level. The school arranges the experienced teachers as mentors to guide the new teachers. It provides proper support to the newly recruited teachers and arranges them to observe the teaching of the experienced teachers so that they can adapt to the working environment and grasp the teaching requirements as soon as possible. Teachers are encouraged to take part in training. After that, they are arranged to share their acquired knowledge with peers with a view to enhancing their professional competence together. The teaching team get along with each other harmoniously. They are willing to promote the school's sustainable development in all aspects and striving for children's healthy growth.
- 1.2 The school follows up the recommendations of the previous Quality Review to arrange peer lesson observation for teachers with a view to creating the culture of professional exchange. The school consents to the rationale of school self-evaluation (SSE). It understands children's needs through various means. It also evaluates the work effectiveness of different domains at the end of the school year so as to devise the major concerns of the upcoming year. In the last school year, the school considered promoting positive education and learning through play as its major concerns. The former aimed at nurturing children's good behaviour, yet the plan was shelved due to the impact of the COVID-19 pandemic. The latter helped K3 children learn the basic concepts of money by using different games. In recent years, the school regards promoting positive education as its major concern. The plan has been implemented smoothly and much experience is thus accumulated. The school sets promoting learning through play as another major concern this year with a view to enhancing children's social and cooperative skills. The related work

is still at the initial stage and the effectiveness is expected to be seen.

- 1.3 The school caters for children's diverse needs with great care. Teachers identify children with special needs through daily observation. Follow-up and referral services are properly provided so that those children can receive professional support the soonest. The school maintains close communication with parents through a variety of channels. Parents learn about the school's development direction and their children's performance at school. The parent-teacher association has been established for years to assist the school in organising social or parent-child activities, which is effective in strengthening the ties between parents and the school.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages to design curriculum which covers all learning areas through an integrated approach. The curriculum is related to children's life experiences and takes into consideration of the cultivation of attitudes and acquisition of skills and knowledge. Teachers meticulously design theme-based teaching activities for children to learn through exploration, practice and interaction, hence enriching their learning experiences. The school has gradually adjusted the homework arrangement in recent years by reducing the amount of copying and increasing the play elements therein so as to enhance children's learning interest. Nevertheless, the items of homework for children to complete every day are still excessive, and some homework for K3 children is still relatively difficult. Moreover, there are subject-based learning activities in the kindergarten-primary transition programme for K3 children and such arrangement is not appropriate. The school should review the homework design to reduce the amount of homework items, remove the difficult homework for K3 children and cancel the inappropriate activity arrangement in the kindergarten-primary transition programme in order to meet children's abilities and learning needs.
- 2.2 The school is committed to nurturing children's moral development. In recent years, the school took enhancing positive education as the major concern. It has implemented the plan by arranging diversified activities, including designing "little angels" which represent different moral elements for children to learn good behaviours in a concrete manner, adding moral stories and games in the curriculum for children to develop proper attitudes of getting along with others. As observed, teachers strive to create a positive learning atmosphere. They often appreciate and

praise children's performance which effectively encourage children to perform good behaviour. Children are polite. They are happy to welcome their peers who come back school at the corridor. They make up their own ways of greeting together and have fun in the process. It is effective in creating a caring atmosphere in the campus.

- 2.3 Regarding the daily schedule, the school provides sufficient opportunities for children to engage in free choice activities every day. Children can choose different interest corner activities according to their own preference. Children are also arranged to take part in music and physical activities every day. However, there is one day in a week that the music activities are conducted in Putonghua and teachers focus teaching Putonghua vocabularies and sentences. As a result, children are unable to enjoy the fun of music activities. For the music activities of the other days, teachers arrange children to sing and perform rhythmic movements, yet they also tend to teach the thematic contents during activities. Overall, music elements are relatively weak. In terms of physical activities, as observed, teachers divide children into groups to participate in activities. However, the element of physical fitness for some activities is not adequate, and thus those children do not have opportunities to engage in gross motor activities. The school should review and improve the activity arrangement based on the learning focuses of music and physical activities, so as to ensure that children have sufficient opportunities to engage in music and physical activities in order to promote their balanced development.
- 2.4 The content of child learning experience assessment of the school is comprehensive and the policy concerned is appropriate. Teachers devise assessment items that correspond to the learning objectives and collaboratively discuss the assessment criteria, which is conducive to enhancing such the objectiveness of assessment. Teachers record children's learning progress through daily observations, which effectively reflects children's performance in all learning areas. At the end of each school term, teachers summarise children's overall performance and give concrete suggestions to promote their growth. Parents are also informed timely about their children's development progress. The school follows up on the recommendation of the preview Quality Review to collate and analyse the children assessment information regularly which serves as a reference for reviewing teaching effectiveness and informing the curriculum.
- 2.5 The school has set up a mechanism for curriculum coordination, monitoring and review. The management and teachers have meetings regularly to collaboratively design teaching activities and assessment items. By conducting lesson observations

and participating in activities, the management observes the implementation of curriculum and the teaching skills of teachers, and provides appropriate support and guidance. Regarding the evaluation of curriculum, teachers reflect on their teaching every day and record children's performance during activities. Meetings are held after the completion of each teaching theme to review the effectiveness of thematic and interest corners' activities. Teachers mainly reflect on thematic teaching activities but seldom review the learning activities in other areas. The school still needs to pay attention to the comprehensiveness of curriculum review and encourage teachers to review activities of different areas with a view to enhancing the effectiveness of learning and teaching holistically.

- 2.6 The school makes use of the walls and corridors to display children's work, which facilitates children to introduce their work to peers and appreciate the work. Teachers decorate the classroom environment on a theme basis. Different interest corners have been set up, materials with manipulative and exploratory elements are placed therein to extend children's learning. During free choice activities, children enthusiastically take part in different kinds of interest corner activities. In particular, they like acting as a model for photo-taking, preparing food for families or designing different facilities for the model community. Their creativity is unleashed with peer interaction. The school considers promoting children to learn through play as another major concern in this school year. It further enhances children's cooperative and social skills. Teachers' roles in play are also strengthened. They provide children with opportunities to share their feelings and learning experiences in order to inspire their learning. The plan is in its initial stage and the work progress is smooth.
- 2.7 Teachers are kind and amiable. They care for and respect children. Teachers and children have harmonious relationship. Teachers actively make reference to the advice from professionals of external organisations to support children in need during the lessons. For example, they put pictorial cards in the classrooms and provide individual guidance at an appropriate time. Teachers put effort to prepare the thematic activities with the intention of enhancing children's learning interest. In the last school year, the school took nurturing children's concept of money management as its major concern. By joining programmes of external organisations, teachers designed different games for K3 children under the themes of "money management" to facilitate children to learn the concepts of money management through interactions and experiences effectively. Teachers continue to

implement relevant activities in this school year with the good experiences passed on. As observed, some teachers talk for relative long time during thematic activities, making children difficult to concentrate and hence undermining the effectiveness of the activities. The management should encourage teachers to flexibly adjust the activity arrangements in response to children's performance with a view to maintaining children's concentration, thereby enhancing the learning effectiveness of the activities.

- 2.8 Children enjoy going to school. They are willing to express their feelings and needs. Some children are even able to talk about their life experiences clearly. Children get along well with their peers. They care for, appreciate and eager to help each other, displaying good social development. Children like participating in art and craft activities. During free choice activities, they choose diversified materials to create, demonstrating their rich imagination. Children have good self-care abilities. They take initiative to tidy up things and place them back after play. They are able to take off and put on their shoes.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school takes a serious attitude to implement the SSE rationale into daily work. However, the school must take a further step to identify its major concern in light of school context and children's needs. Concrete tasks objectives should be devised in order to review the work effectiveness in a more effective manner, so as to plan the school development of the next stage. The school puts emphases on home-school operation. It could formulate parent education activities according to parents' needs, to help them learn about their children's needs at different stages of growth and the methods of nurturing children. Hence, the school and parents can foster children's growth together.
- 3.2 The school must review the homework arrangements to remove the homework which is too excessive and those which is too difficult for K3 children. It should also improve the activity design of the kindergarten-primary transition programme for K3 children by deleting the arrangement of subject-based learning activities to address children's developmental and learning needs. The management must lead teachers to review and improve the designs of physical and music activities based on learning focuses to promote children's development.