

School No.: 523933

# **Quality Review Report (Translated Version)**

## **Sharon Lutheran Church Kindergarten (Tsz Oi Branch)**

**Rooftop of Carport Building, Tsz Oi Court, Tsz Wan Shan,  
Wong Tai Sin, Kowloon**

**20, 21 & 25 March 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 20, 21 & 25 March 2024**

**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 management is experienced and familiar with the culture of the organisation and the school development. It actively leads the team to review and revise the curriculum content to enhance the teaching efficiency. The school attaches importance to the professional growth of teachers. Taking into account the needs of teachers and children, the school plans corresponding courses to support teachers in catering for children with diverse needs and implementing major tasks. Besides, the school has followed up on the recommendations of the previous Quality Review to arrange focused lesson observations in view of the major concerns, which enables teachers to observe and share with the emphasis on the play-based teaching strategies, hence enhancing their professional competence. The management is open-minded in communicating with teachers and willing to listen to their opinions. It strives to create a harmonious work atmosphere and gather strength of the team to drive the school forward.
- 1.2 The school adopts a whole-school approach to conduct school self-evaluation (SSE). The management leads teachers to analyse and refer to the views of different stakeholders to comprehensively evaluate the work effectiveness of each area, take follow-up action and make improvement as well as collaboratively devising the work plans of the coming year. The school has been regarding the promotion of learning through play as its major concern in recent years and brought in external support services to strengthen teachers' skills in designing play. In this school year, more play elements have been gradually incorporated into the learning themes to boost children's learning interest. Moreover, the school has considered fostering children's moral development as another major task since last school year and reinforced children's good behaviour through picture book stories and award schemes. On the whole, the school is able to practise the cyclical concept of SSE as it draws up feasible plans based on its development pace and adjusts strategies according to the review findings, thus continuously improving its current situation.

1.3 The school regards parents as partners. It discusses and coordinates activities that suit parents' needs with the long-established parent-teacher association. Apart from allowing parents to understand their child's learning through lesson observations, the school also organises a wide range of parenting activities to sharpen their related skills as well as helping them maintain physical and psychological health. The teaching team caters for learner diversity. It has set up a clear mechanism to identify children's needs and provide referral service at an opportune time. To support children who are newly admitted and those who are about to promote to primary school, the school holds parents' day or seminars to let parents learn about the feelings and emotional changes of children when facing transition. Furthermore, the school holds parent-child activities before the commencement of the school year to increase children's sense of belonging to the school and arranges primary school visits to deepen K3 children's understanding of the new environment, assisting children in adapting to the different stages of their learning lives through home-school collaboration persistently.

## **2. Learning and Teaching**

2.1 The school designs an integrated curriculum using themes. The curriculum content is closely related to children's life experiences and infused with play elements to make learning more fun. To keep up with the curriculum development trends, the school organises activities that are filled with Chinese cultural features. For instance, it guides children to experience the traditional culture of our country through watching performances like juggling and Chinese orchestra while developing children's affection for the Motherland by making longevity peach buns with children to celebrate the National Day. In respect of the daily schedule, children are given sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development.

2.2 Teachers adopt continuous observation to assess children's performance in each learning area in accordance with the themes. The school has refined the mechanism for the assessment of child learning experiences in recent years. It has introduced summative assessments and consolidated information including observation records, children's works and so on to reflect the developmental progress of children while enabling parents to understand and follow up on their child's learning and growth needs in a timely manner. The school systematically analyses the performance of

children and makes good use of the assessment results to inform the curriculum.

- 2.3 The management leads teachers to hold in-depth discussion about activity design and prepare teaching plans. It keeps track of the curriculum implementation through meetings, lesson observations and so forth, and gives proper advice to teachers. Peer lesson observation, focused lesson observation, etc., are arranged for teachers to exchange their views on the learning and teaching strategies. Teachers reflect on teaching effectiveness. They review the appropriateness of the learning content upon completion of a theme and at the end of a school term to make adaptation in view of children's needs or enrich the teaching materials to facilitate children's engagement in learning, enhancing the teaching quality in an ongoing manner.
- 2.4 The school has been putting much effort into promoting children's active learning and free exploration through play in recent years. It has encouraged children to take part in various types of play with their peers according to their own interests and abilities. Building on the foundation of the play activity pilot scheme of the previous school year, seed teachers coordinate all teachers in this school year to tie in with the learning themes to enrich the play elements of interest corners and learning activities progressively for children to learn while having fun. For example, during free choice activity sessions, teachers guide children to complete simple learning tasks in the working zone to simulate earning wages. Then, children are free to visit other interest corners to carry out activities of making savings, shopping or donating money. Through role-play, children understand the lesson "no pain, no gain" and develop a proper attitude towards spending money. In a game designed for the thematic activity, teachers let children learn about how the people with visual impairment adapt to the environment, hence establishing an inclusive culture. During physical activities, children use diversified physical tools to invent physical games under the theme of healthy living. They invite peers to run, lift weights, etc., together. Children are in high spirits and eager to try novel ways of play. The concept regarding the importance of doing exercise is reinforced through their active participation in physical activities. After the activities, teachers review with children the acquired knowledge. Teachers display photos to help children express their feelings and think of solutions to problems. The school strengthens the play elements that naturally connect with the themes in the curriculum to motivate children's active learning effectively.
- 2.5 The school puts emphasis on children's moral development. It sets a monthly focus for moral cultivation. In tandem, the school incorporates positive values and

attitudes, such as care, honesty and forgiveness, into thematic activities based on the developmental needs of children of each grade level. It lets children read picture book stories about relevant moral character and employs award schemes to encourage children to do good deeds in daily life. Teachers keep records of children's performance in moral booklets and invite parents to give feedback. As observed, children got along well with their peers. They were willing to share their interests and thoughts, and treated others in a friendly manner. However, the school has launched two award schemes in parallel with repetitive content. It may consolidate the schemes and set explicit implementation objectives to elevate the work effectiveness in a focused manner.

- 2.6 Teachers decorate the interest corners in classrooms meticulously. They set up a veterinary clinic in the imaginative play corner for children to play the roles of veterinary surgeons and pet owners to learn to take care of small animals. Teachers also design toy shops to attract children to explore different ways of playing with a variety of toys so as to satisfy children's curiosity. Children are loving and caring. They like to feed the turtles and goldfish in the exploratory corners on schedule. Meanwhile, children observe and record the physical features and living habits of the animals. They apply the relevant knowledge and skills acquired from thematic learning to develop a proper attitude of animal protection. The content of the picture book stories in the reading corners dovetails with the themes. Children often read and discuss the story content together and are willing to share their life experiences with one another. During free choice activities, children place coins in self-made wallets in the imaginative play corners. Through identification of the currency value and money exchange games, children grasp the basic mathematical concepts progressively and experience the fun of learning by doing. Children carry out art activities wholeheartedly. They fully unleash their imagination as they place the finished food models in a simulated restaurant in the imaginative play corner to play games and make figures of athletes in action with lightweight clay.
- 2.7 Teachers are kind and amiable. Teachers always praise children for their virtuous behaviour in concrete terms while giving timely and proper prompts to children to help them manipulate teaching aids. During thematic teaching, teachers use real objects and icons to facilitate teaching and enable children to grasp everyday knowledge through observation and hands-on tests. Teachers also record the results of the simple experiments on graphs to assist children in presenting and summing up their findings of exploration in an organised manner. When conducting physical

activities, teachers give clear explanation and demonstration. They adjust the distance between hula hoops to let children take on different levels of complexity, thus catering for children with diverse needs. Teachers ignite children's imagination with interesting scenarios during music activities. Children thoroughly enjoy themselves in imitating dolls and robots to create body movements. They are lively and vibrant.

### **3. Recommendations for Enhancing Self-improvement of School**

The school applies the rationale of SSE to the continuous evaluation and analysis of the implementation of major concerns for adjusting the strategies when necessary as well as mapping out the work plans of the coming year. Regarding moral education, the school may consolidate the content of the award schemes and set clear implementation objectives to enhance the work effectiveness in a focused manner.