

School No.: 536040

Quality Review Report (Translated Version)

St. James Lutheran Kindergarten

G/F, Cheuk Wah House, Hing Wah (I) Estate, Chai Wan, Hong Kong

19, 20 & 22 March 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 19, 20 & 22 March 2019

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 maintains close connection with kindergartens under the same sponsoring body. The schools co-organise training and lesson observation for teachers to exchange and learn. The management sets clear working guidelines to ensure smooth school daily operation. It also allocates duties according to teachers' abilities and interests while arranging teachers to participate in the planning work. By means of empowerment and accountability, the management enhances teachers' professional capacity. Teachers are enthusiastic about teaching and willing to express their views. They work as a team and collaborate with one another to enhance the education quality of the school.
- 1.2 The school infuses the rationale of school self-evaluation into its routine work. It promotes the school to advance through reviewing and planning follow-up work. The school has followed up the recommendations in the previous Quality Review. It plans the curriculum in accordance with the rationale of child-centredness and designs fun-filled corner activities for children to learn through play. The school also flexibly deploys human resources so that teachers can strengthen their support to children. The school regards facilitating children's learning as its core work. In these two years, the major concerns of the school have been cultivating the interest of learning language and positive attitude of self-directed learning in children. The school arranged training for teachers last year to strengthen their skills and their confidence in leading English activities. This year, the school places focus on providing a relaxing and pleasant language learning environment which is conducive to nurturing children's interest in language learning. On the other hand, the school reviews the effectiveness of children's free choice activities in the previous year, and then revises daily schedule, and arranges venues flexibly to provide children with sufficient time and space for free choice activities for the current year. This helps children develop positive attitude of self-directed learning. Different work plans are implemented smoothly and gradually delivering results.
- 1.3 The school cares about children. There is a mechanism to identify children with

special needs. The school also taps external resources properly to provide timely support and referral services. Besides, the school arranges primary school visits for children as well as inviting primary school teachers to observe the learning activities of children in the school. The professional exchange between the school and primary schools is beneficial for them to plan appropriate adaptation activities so as to help children to be psychologically prepared for a new stage of learning. The school values parent education. It cooperates with the church to organise parent activities and parent education seminars, helping parents understand parenting skills better. The school keeps a close connection with parents. The parent-teacher association performs the bridging role for home-school communication and assists in organising school activities. Parents trust and support the school. The school has built a steady development foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages. It designs an integrated curriculum with themes and covers all learning areas. The school carries out project activities with topics that are of interest to children to stimulate their initiative in learning. Moreover, the school arranges visits, festive activities, etc., to enrich children's life experience. The school puts emphasis on moral education and the cultivation of reading habit in children. It launches an award scheme and makes good use of the strategy of home-school cooperation which are conducive to encouraging children to practise good behaviour as well as nurturing children's interest in reading. The school arranges appropriate daily schedule. Children are provided with sufficient time for engaging in music, physical, art and free choice activities. The school's curriculum content is comprehensive and balanced. Yet, some of the homework in K3 classes is rather difficult. The school should delete those inappropriate homework so as to meet the abilities and learning needs of children.
- 2.2 The school ties in with the learning objectives and formulates the scope of child assessment. It assesses children's physical and psychological development alongside their learning performance by means of continuous observation and making records. Moreover, the school develops learning portfolios for children to maintain records of their learning assessment information and work. It also collects parents' views on children's learning in order to grasp children's learning progress comprehensively. Teachers summarise the assessment information from different

perspectives and report children's learning progress to parents every school term. However, the school is recommended to consolidate and analyse children's assessment information so as to inform the curriculum planning and enhance the effectiveness of learning and teaching.

- 2.3 The management effectively monitors the implementation of the curriculum through lesson observation and scrutinising curriculum documents. It regularly leads teachers to review the curriculum design and discuss about the environment set-up. It also organises peer lesson observation and collaborative lesson planning with a view to developing a culture of learning community gradually. Teachers often make suggestions for improvement in connection with the activity arrangement, the design and application of teaching aids and so forth. In addition, teachers review the teaching effectiveness in light of children's performance so as to improve teaching strategies and facilitate children's learning.
- 2.4 The school creates a favourable learning environment to foster children's positive attitude in self-directed learning. The management guides teachers to plan daily schedule for all grade levels and arrange the same free choice activity timeslot for the two classes within the same grade level. Children can choose to have free choice activities in the two classrooms or indoor play area. The set-up in the classrooms is related to the learning themes. There are diversified art and craft tools as well as learning materials for children to observe and manipulate. In the indoor play area, there are imaginative play corner, reading corner, constructive corner, etc., with diversified physical facilities in place. The school sets one day in a week as the play day and arranges the same free choice activity timeslot on that day for each grade level. All children can choose to engage in activities in the classrooms or indoor play area. Teachers supervise children during activities in different activity areas. They participate in children's play and give encouragement or guidance when necessary. Children play in the activity areas that they have selected. They like to observe or manipulate learning materials while using different senses to explore and scaffold knowledge from play. They also engage in role-play and constructive games with peers. It is observed that children select physical equipment and discuss the methods of playing with peers. Children enjoy the fun of self-directed learning. On the play day, the school arranges mixed-age learning and interacting opportunities for children. Elder children learn to take care of younger schoolmates, meanwhile younger children take the initiative to introduce games in their classrooms to their senior schoolmates. Both non-Chinese speaking

(NCS) children and children with special needs are able to integrate into school life. They play and learn with peers. The campus is filled with an inclusive and pleasant atmosphere. When the activities end, children tidy up materials to keep the venues neat and clean, showing good self-care abilities. Teachers guide children to review the activities and encourage them to share their feelings with peers so as to consolidate their learning. The school may further enrich the corner materials and add games with different levels of complexity to cater for the diverse needs of children, with the aim of enhancing the learning effectiveness.

2.5 The school makes good use of corridors and classrooms to exhibit children's work as well as activity photos for children to look back on their learning. There is sufficient activity space in the indoor play area. The school also uses the neighbouring playground in the same estate to arrange activities when necessary, so that teachers are able to design games which require larger space to increase the diversity of activities. In light of children's physical development, teachers design appropriate physical games to facilitate children's body and limb coordination development. They also design a wide variety of music activities and use stories to stimulate children's imagination. Under teachers' guidance, children feel the rhythms and melodies of music through activities such as singing, playing percussion instruments and music appreciation. On the weekly play day, the school arranges whole-school physical and music activities. It sets up sequenced physical play by making good use of the indoor play area. Teachers station at different positions to guide and look after children. All children follow the designated route by classes and participate in various training such as crawling, jumping and rolling in sequence. The activity process is smooth. Teachers adjust their learning expectation in accordance with the skills acquired by children to make the activities more challenging and diversified. Children are energetic and engaged in different physical skills training. They are enabled to develop body coordination abilities, enhance physical fitness and nurture a love for sports. When the physical activity session is over, all children gather at the indoor play area. They sing songs of lilting melodies and dance with rhythms, enjoying the fun of group singing and dancing under teachers' guidance. Yet, teachers should lead children to do suitable warm-up exercises before arranging children for sequenced physical play so as to help them stretch their limbs and joints, and then get prepared for a series of gross motor activities.

2.6 The school is determined to cultivate children's interest in language learning.

Teachers introduce children to English language preliminarily in a natural and relaxing environment through storytelling, games, singing nursery rhymes, etc. In view of children's interests and life experience, teachers purchase appropriate English story books. Children have abundant opportunities to listen to and speak English. They use simple English to respond to teachers' questions and read English story books on their own initiative, children's interest in English is thus aroused.

2.7 Teachers use pictures, real objects, videos and so forth as teaching aids when conducting thematic discussions. They also ask questions effectively to motivate children to think thoroughly. Children are willing to respond to teachers' questions and connect what they have learnt to daily life while sharing their life experience with peers. Teachers show great care and respect to children. They often give positive feedback and are able to cater for learner diversity. In addition to providing extra individual guidance when necessary and adjusting the content of homework, teachers also encourage children to help one another in order to facilitate their learning. Children enjoy school life and are engaged in different activities. They speak clearly with confidence, and take the initiative to greet others. NCS children understand teachers' instructions and are generally able to talk with people in simple Cantonese. Children get along well and help each other, demonstrating good social development. However, some children's sitting postures and the way of grasping a pen are not proper. Teachers should provide further guidance to children so as to foster a good writing habit in them.

3. Recommendations for Enhancing Self-improvement of School

The school actively promotes the curriculum development. It makes flexible use of venues to provide diversified games for children and create a pleasant learning environment. At the current stage, the school needs to provide more learning materials with different levels of complexity in the interest corners, meanwhile collating and analysing children's assessment information to inform the curriculum planning and thus enhancing the effectiveness of learning and teaching. Moreover, the school should cancel the inappropriate homework in order to meet children's abilities and learning needs.