

School No.: 605530

Quality Review Report (Translated Version)

TWGHS Lucina Laam Ho Kindergarten

**Upper Ground Floor, On Tat Shopping Centre, On Tat Estate,
Kwun Tong, Kowloon**

8, 11 & 13 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: 8, 11 & 13 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 has opened for two years and established a foundation for each area of work. The management strives to unite the school team so as to provide the opportunities for teachers to cooperate and exchange experience, which is conducive to strengthening their rapport at work. The school ties in with the curriculum development and arranges seminars, workshops and peer school observation for teachers. It also conducts teaching demonstration and guides teachers to design activities according to their individual needs. The measures are effective in supporting teachers and facilitating their professional development.
- 1.2 The school has established the school self-evaluation (SSE) mechanism. The management leads teachers to formulate major concerns that are in line with children's development and deploy appropriate strategies, meanwhile collecting various information to understand the effectiveness of the plans so as to take suitable follow-up actions. Last school year, the school set the major concerns as enhancing children's logical thinking, problem-solving skills and social skills especially showing courtesy to others. The school arranged training for teachers to design challenging games and selected appropriate teaching aids to facilitate children's logical thinking and problem-solving skills. The school pays attention to children's physical and psychological health and has taken this as the development focus this school year. It conducts exercises, increases the variety of snacks and strengthens parent education in order to raise the health awareness of parents and their children. The school has regarded arousing children's interest in reading as the development focus this school year. It implements the parent-child reading programme and arranges workshops about parent-child paired reading for parents. Moreover, it plans to invite trained parents to tell stories at school with a view to enhancing children's learning interests and motivation. The school can make use of different strategies and the effectiveness of some work plans has been observed.
- 1.3 The school maintains communication with parents and invites parents to be volunteers to assist in implementing activities. The school caters for children's

diverse needs and makes good use of resources of its sponsoring body and external organisations to identify children with special needs and provide them with support services. With respect to the care for non-Chinese speaking (NCS) children, the school provides their parents with school information and children's assessment information in English to inform them of the school's operation and their children's learning performance.

2. Learning and Teaching

- 2.1 In line with children's abilities, interests and life experience, the school develops themes with reference to picture book stories. It designs an integrated curriculum and arranges diversified learning activities. The curriculum content covers all learning areas comprehensively. In addition, it organises festive activities and visits to enrich children's learning experience. The school values children's moral development and infuses moral education into the daily learning content, so as to nurture children's positive values in a progressive manner through diversified teaching activities. In regard of the daily schedule, the school arranges active and quiet activities alternately. Children are provided with sufficient music, physical, art and free choice activities daily while they also have whole-class, group and individual learning opportunities. Yet, some of the K3 Mathematics learning content and writing exercises are slightly difficult. The school is required to review the learning content and the appropriateness of K3 homework according to children's abilities. The school exposes children to English through storytelling, group activities, etc. However, some of the learning content is a bit difficult that it fails to meet children's learning needs and interests. The school should take improvement measures accordingly.
- 2.2 The school formulates the policy on the assessment of child learning experiences in accordance with the curriculum objectives. It assesses children's performance through continuous observation, meanwhile developing learning portfolios to maintain records of children's assessment information and their work. Starting from this school year, the school summarises the information of formative assessment every school term to conclude children's performance in all learning areas. Teachers meet with parents to inform them of their children's learning progress. The school reflects children's overall performance in different learning areas by means of charts, texts and mean score. However, the mean score calculated for children cannot accurately reflect their performance. The school is now planning

to improve the arrangement to refine the child assessment mechanism. Besides, the school makes use of children's assessment information to inform the curriculum so as to enhance the curriculum design continuously to facilitate children's learning.

- 2.3 Last school year, the school took enhancing children's logical thinking and problem-solving skills as the major concerns. The school arranged training for teachers to master the teaching approaches that improve the above abilities for children. The management led teachers to design different kinds of games together for children to construct mathematical logical concepts through observation, comparison, etc. It also purchased diversified constructive teaching materials and teaching aids to enhance children's thinking ability and problem-solving skills through manipulation. This school year, the school reviews the effectiveness of the plan and brings the teaching materials and teaching aids into the interest corners for children to manipulate during free choice sessions. As observed, the teaching materials and teaching aids are challenging by which children are stimulated to make attempts and explore. During the process, children discuss with each other and demonstrate their self-confidence through sharing their insights with peers and teachers.
- 2.4 The school attaches great importance to children's physical and psychological health development and takes this as the major concern for the school year. It prepares fruits, vegetables and so forth as snacks for children to help them develop a healthy diet. Children do exercises during the morning assembly every day. Teachers remind children to keep the proper postures from time to time, raising children's awareness on spinal health. The school organises seminars and distributes information for parents to understand the importance of healthy life. Children can mostly follow teachers' demonstration to do the exercises to promote physical health. They are also pleased to try different kinds of vegetables and fruits. The effects of the plan have been observed.
- 2.5 This school year, the school puts efforts to arouse children's interest in reading. In addition to implementing the parent-child reading programme and encouraging parent-child paired reading, the school arranges training for teachers and parents to improve their skills in storytelling and recitation. Teachers can generally use suitable tones, voices and facial expressions during storytelling in order to inspire children's imagination. During free choice activities, children read quietly and attentively in the reading corner on their own. Some children even use hand puppets to tell stories with peers, creating a good reading atmosphere. The effectiveness of the work plan has been seen gradually.

- 2.6 The management leads leaders of each grade level to plan the curriculum collaboratively. It understands the implementation of the curriculum through meetings, scrutinising teaching documents, classroom walkthroughs, etc., and provides comments and guidance in a timely manner. Teachers often review the teaching content and the effectiveness of the activity design according to children's performance so as to make suggestions for improvement. The school arranges teachers to participate in training organised by the sponsoring body with a view to helping them grasp the school mission and skills in picture book teaching. Upon completion of a theme or term, teachers review the effectiveness of the curriculum with concerted effort so as to enhance the quality of learning and teaching in a step-by-step manner.
- 2.7 Teachers make good use of the classroom space and set-up to establish interest corners with manipulative and exploratory activities for children. During free choice activities, children pretend to be a barber to do hairstyling for customers in the simulated salon to unleash their imagination. The materials in the art and craft corner are abundant. Children like using various materials to create their distinctive artworks with rich colours and composition. Teachers observe and participate in children's play, and intervene promptly to support children's learning. Children have good routine training that they take the initiative to pack items and put them back in order after activities.
- 2.8 Teachers are amiable and friendly with smiling faces all the time. They are well-prepared for their teaching. They give clear instructions with logical explanation. They are also good at using multimedia and pictures as teaching aids to arouse children's learning interests. Teachers stimulate children to think with open-ended questions while children have sufficient opportunities to participate and express their views. Some teachers let children share with one another to encourage them to convey their experiences. Children learn earnestly and respond to teachers' questions actively. They are fully engaged when playing together with peers, showing their joyful mood. During physical activities, teachers prepare diversified materials and design different games. Yet, teachers should pay attention to children who engage in quiet activities for a long period and encourage them to take part in gross motor activities, so as to ensure they have sufficient amount of physical exercises. Teachers take note of children's different learning needs and provide individual guidance to them. They also adjust the levels of difficulty of homework and encourage children to help one another, so that children can learn together

happily.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school understands the importance of home-school communication and parent education. Therefore, it starts different parent-related work gradually, including inviting parents to be volunteers at school and providing parenting seminars and various kinds of communication channels for parents. The school can keep using different methods to strengthen the exchange and cooperation with parents so as to nurture children's healthy and joyful growth through home-school collaboration.
- 3.2 The school endeavours to enhance the effectiveness of learning and teaching. In this stage, the school should refine some K3 learning content and homework as well as some English learning content in order to improve the appropriateness of the curriculum in an ongoing manner. In addition, it should also improve the ways to summarise and analyse children's assessment information, so as to reflect children's development progress more effectively and inform the curriculum design.