

**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**

**29, 30 October & 1 November 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: 29, 30 October & 1 November 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 school has the support of the organisation and receives explicit guidance on aspects such as administration, procurement and hygiene monitoring, which facilitates the smooth operation of school affairs. The leadership team attends regular meetings to understand the school operations. It also strengthens communication between the school and the organisation's affiliated kindergartens through joint-school activities. The school has a well-defined administration structure, with a delineation of roles and responsibilities. In addition to arranging training for newly recruited teachers to help them understand the organisation's culture, the management assigns experienced teachers to support the new recruits in integrating into the team. The school attaches importance to teachers' professional development. It organises training activities in alignment with teachers' needs and the major concerns, facilitating the professional growth of teachers and the implementation of work plans.

1.2 The school has established a school self-evaluation (SSE) mechanism. The management takes into account resources from the organisation and external channels as well as the needs of teachers and children when formulating the school's development directions. It devises development plans, such as setting objectives and implementation strategies, in meetings. The school evaluates the effectiveness at the end of a school term, drawing on the teaching team's observation and results of the post-activity survey. Last school year, the school regarded cultivating

children's respect for nature by promoting environmental education activities as its major concern. Its work included reviewing the curriculum, designing learning activities and organising parent-child activities relating to environmental protection. The effectiveness was evident. Nurturing children's creativity through art and music activities was another major concern of the school. It enhanced teachers' abilities in designing and conducting art activities through training. Upon reviews, the school believes that teachers' efficacy in leading music activities still has room for improvement. Therefore, it takes fostering children's creativity through music activities as its major concern of this school year and implements the plan with teacher training. Another major concern of this school year is developing children's inquisitive spirit. The school adopts teacher training and the design of child and parent-child activities as the strategies. The work is being carried out in a step-by-step manner.

- 1.3 The school accepts children's diversity. An identification and referral mechanism has been implemented. Professionals communicate with parents and teachers respectively to support children's development and learning with concerted efforts. In response to the needs of the newly admitted children, the school helps them learn about the campus environment before they go to school. Parents understand the school curriculum and teaching approaches through briefing sessions, during which they can communicate with teachers as well. To facilitate K3 children's transition to primary one, the school provides information on choice of schools and holds parent seminars and primary school visits in the district. Thus, parents can choose a suitable primary school for their children. Moreover, the school sets "transition to primary school" as one of the learning themes to enable children to understand the learning environment and teaching mode of primary school, helping them to get ready. The school regards parents as important partners and maintains close liaison

with them. Not only does the school arrange lesson observation for parents, but also provides diversified parent-child activities to keep them informed of the school development and children's learning. A parent-teacher association is in place to foster home-school communication. Quite a number of parents are willing to join the parent courses of the organisation in addition to the school-based parent education activities, which is conducive to enhancing their competence in parenting. The school recruits parent volunteers to guide children to wrap rice dumplings, assist in outdoor visits, tell stories and so forth, putting home-school cooperation for child growth into practice.

## **2. Learning and Teaching**

2.1 With reference to the teaching outline of the organisation and by selecting picture books in connection with real-life themes, the school devises an integrated curriculum that addresses the cultivation of attitudes, development of skills and construction of knowledge. The curriculum content covers all learning areas. To promote Chinese culture, the school carries out various activities like making Chinese dowry cakes to guide children to understand and appreciate traditional Chinese culture. Children are given sufficient time for music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, the design of some Language and Early Childhood Mathematics homework is too difficult for K3 children. The school must remove such homework to meet children's developmental needs.

2.2 The school has an explicit system for the assessment of child learning experiences. Teachers adopt continuous observation to assess children. They develop learning portfolios to systematically keep thematic assessment forms, anecdotal observation, artworks, etc., as evidence of children's growth. The school provides assessment

guidelines to assist teachers in evaluating children's learning performance in an objective and consistent manner. Yet, it must revise the practice of using grades to present children's performance in Putonghua so as to avoid exerting unnecessary pressure on parents and children. The school distributes assessment information to parents on a regular basis to let them grasp their children's development, while also discussing ways of supporting child growth with parents through meetings.

2.3 The school has established a mechanism for curriculum coordination, monitoring and evaluation. The management scrutinises curriculum documents and attends teachers' lesson planning meetings to deliberate learning activities and corner setup while rendering guidance and advice at opportune times. In tandem, it keeps track of the curriculum implementation through classroom walkthroughs and lesson observation. Teachers conduct routine reflection. They are generally able to review the teaching effectiveness based on children's performance and make specific suggestions for improvement. Upon such foundation, the management is advised to lead teachers to review the music activities continuously and use the review findings as a basis for evaluating the effectiveness of the work plans.

2.4 Tying in with the major concern of promoting environmental education in the last school year, teachers incorporated the attitudes of being grateful and protecting nature into thematic learning. They organised activities for children to get in touch with nature and introduced ways of conserving the Earth's resources to raise children's environmental awareness. Aligning with the major concern of developing children's inquisitive spirit in this school year, teachers arrange diversified activities for children to explore their surroundings with their senses, thereby nurturing their curiosity. For instance, children explore the appearance, colour and scent of tea leaves. Alternatively, they compare the sound transmission of cup phones made from different materials. As observed, children were interested

in the exploratory activities in general.

2.5 With regard to the major concern of nurturing children's creativity through art activities, the school utilises external resources to arrange teacher training while observing and sharing of teaching experiences with peer schools, with an aim of improving teachers' skills in designing activities. Children use various kind of art materials to create two-dimensional and three-dimensional works of their own accord. Artworks of children are displayed on campus for their mutual appreciation and learning. Their works are distinctive and creative. This school year, the school considers enhancing the effectiveness of music activities as its development focus. Teachers employ stories as activity scenarios for children to participate in role-play, singing and other activities. The plan has been carried out in an orderly manner, and its effectiveness is yet to be seen.

2.6 The school premises are bright, neat and spacious, which is favourable for children to carry out a variety of learning activities. Children's activity photos are displayed around classrooms to create a warm and pleasant learning atmosphere. Teachers meticulously decorate interest corners. They make good use of the walls to set up interesting games. Teaching materials and aids are plentiful and meet children's needs and abilities, helping children consolidate their learning. The props in the role-play corners are appealing. Children love throwing themselves into the scenarios to jointly imitating hanging the laundry to dry and taking care of pets. Diversified activities are available in the Chinese culture corners. Children experience ink painting and simulate feeding the giant pandas, showing that the activities are fun in design. Teachers always pay attention to children's play and make interventions in a timely manner. During concluding sessions, teachers may guide children to collate their discoveries from games in addition to inviting them to review corner activities they participated, hence assisting children in extending and

consolidating their learning.

2.7 Teachers are amiable, nice and always wear a smile. They actively respond to children's needs and utilise strategies like visual cues and seating arrangements to support children with special needs. Teachers prepare for teaching conscientiously. They facilitate teaching with pictures and real objects, along with demonstration to help children grasp the learning content. Teachers have a captivating voice which is effective in sustaining children's motivation to learn. Teachers arrange for children to talk to their peers, providing more opportunities for them to communicate and express themselves. The physical games foster children's gross and fine motor development as well as body coordination. In physical activity sessions, children also have the chance to choose physical equipment and tools freely to create games alone or with their peers. Teachers encourage children to make different attempts. All these lead to an adequate amount of exercise for children.

2.8 Children are courteous and greet others proactively. They respond to teachers' questions enthusiastically, showing self-confidence. Children are engaged in various types of activities. They are passionate about learning that they listen to and follow teachers' instructions attentively. Children are active and energetic. They develop good social skills in a cooperative and interactive environment. After activities, children take the initiative to put away their personal belongings and toys in an orderly manner, demonstrating satisfactory self-care abilities.

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

3.1 The school adopts a whole-school approach to implement SSE. To further enhance the review effectiveness, the school may consider conducting assessments against children's overall performance more often when devising development plans so as to strengthen the efficacy of the plans.

3.2 Staff members work as a team to promote the curriculum development. Yet, they must remove the inappropriate homework and cancel the practice of using grades to evaluate children's performance in Putonghua activities. Teachers are advised to sharpen their skills in revisiting play experiences with children to inspire learning.