

School No.: 155624

Quality Review Report (Translated Version)

Yuen Long Lutheran Life Kindergarten

Lots 3713 & 3714 in D.D. 120, On Shun Street, Yuen Long, N. T.

3, 4, 5 & 10 March 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 3, 4, 5 & 10 March 2025

- 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 In alignment with its development and teachers' needs, the school plans different professional development activities for teachers, including organising training and Mainland exchange activities with the affiliated schools of the organisation. Teachers regularly share of what they have learnt from training during meetings. All these are conducive to enhancing the professional capacity of the team. The management formulates an appropriate induction mechanism to help newly recruited teachers get familiar with their work the soonest. In tandem, it allocates tasks according to the expertise, preference and experience of teachers, giving full play to their strengths. The school develops detailed work guidelines and various types of resources are properly managed, leading to smooth daily operations. Team members discharge their duties and work together to promote the school development proactively.
- 1.2 The management leads teachers to conduct self-evaluation in accordance with the school mechanism. The school has been striving to cultivate children's positive values in these two years. It regarded reading as the major strategy in the last school year to let children have a basic understanding of moral character. This school year, the school steps up cooperation with parents to encourage children to practise virtues. Another major concern of the school in recent years has been promoting learning through play for children. On the whole, the school considers the needs of different stakeholders when drawing up plans, and various tasks have been implemented in an

orderly manner.

- 1.3 The teaching team caters for children's diverse needs. It is effective in identifying and providing referral services to children with special needs so that they can receive professional support as soon as possible. The school employs appropriate strategies to assist newly admitted children in integrating into school gradually. For instance, the school arranges for incoming kindergarten entrants and their parents to take part in activities at school. It adjusts lesson time progressively and lets parents accompany their children in class at the beginning of a school year. Regarding the interface between kindergarten and primary education, the school schedules primary school visits and graduate sharing sessions to facilitate children's and parents' understanding of the environment and learning mode of primary school.
- 1.4 The school values home-school communication. It keeps close contact with parents and grasps their needs to organise a wide range of parent education activities, helping parents learn about child development, develop positive parenting attitudes and skills as well as enhancing their competence in parenting. The parent-teacher association has been formed for years and serves as a bridge of communication between home and school. It assists with parent and parent-child activities of the school while managing the parent chat group to foster home-school cooperation. The school systematically organises parent volunteers and offers suitable training like paired reading skills so that parents can support the work of the school in an effective manner. Parents participate in school activities and volunteer work enthusiastically, joining hands with the school to create a dynamic school life for children.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and teaching resources in the community, the school devises themes based on children's life experiences and selects suitable

books to plan an integrated curriculum, addressing the cultivation of children's values and attitudes as well as their acquisition of knowledge and skills. The teaching team arranges outdoor visits and experiential activities that tie in with themes for children to enrich their knowledge and life experiences. Children are given sufficient time to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule. In respect of homework, some line drawing exercises of K1 have overly strict standards while some pieces of homework for K3 children are inappropriate and the amount of Chinese vocabulary copying is rather excessive. The school must revise the homework design to meet children's development.

2.2 The school has an explicit mechanism for the assessment of child learning experiences. The team formulates clear assessment items and criteria according to the learning objectives of each theme. Teachers adopt continuous observation to assess children's performance and prepare thematic assessment reports to present children's learning. They describe children's activity participation and analyse children's works to comment on the development of children while summarising the performance of children in each learning area at the end of a school term. Teachers distribute the assessment information at opportune times to keep parents informed of the developmental progress of their children as well as receiving suggestions about supporting child development. Thus, home and school follow up on children's needs in collaboration.

2.3 The school has established a curriculum management mechanism. It has clear guidelines stipulating the work arrangements and requirements relating to learning and teaching. Members of the teaching team jointly draw up the curriculum outline. In meetings, teachers of each grade level review the thematic teaching, plan the learning content of the next theme, and organise learning activities and environment setup. The management keeps track of the curriculum implementation by

scrutinising curriculum documents, attending curriculum meetings, observing lessons, etc., while giving advice to teachers according to its observation. The school arranges peer lesson observation for teachers to observe and share with one another, enhancing the professional competence of the team. At the end of each school term, the teaching team evaluates the overall implementation of the curriculum and refers to the child assessment information to inform the curriculum. Nevertheless, the suggestions in the teaching reflections are mainly about adjusting the activity arrangements. The management could lead teachers to sharpen their reflection skills in an ongoing manner, including evaluating the extent to which the learning objectives have been accomplished and the effectiveness of the teaching strategies, making suggestions and carrying them out, so as to increase the effectiveness of learning and teaching.

- 2.4 Promoting learning through play for children has been the major concern of the school in these three years. The team improves the design of corner activities and spices up the activities. It also organises children's fun day on a regular basis to provide a wide range of equipment and materials for encouraging children to explore on their own. Last school year, the plan focused on adopting play-based learning strategies to foster children's language development. Each class selected different books, and then teachers led children to design games based on the stories and characters of the books. Teachers also arranged for children to take turns participating in activities in different venues. During free choice activities, teachers played English games with children to increase teacher-child interactions and enhance children's interest in language learning. This school year, emphasis is placed on promoting Chinese culture. The school holds parent-child Chinese culture experience day and festive activities where children and parents can experience traditional arts, folk toys and cuisines through booth games and

performance appreciation as well as learning about the festival custom and culture. By and large, the team creates various opportunities for children to enrich their play experiences, understand traditional culture and build a sense of national identity for an early age.

2.5 The school has been regarding nurturing children's positive values as its major concern over the past two years. The teaching team incorporates relevant learning elements into the thematic curriculum such as selecting suitable storybooks for children to learn about virtues. The school adds a number of books about moral education and encourages children to borrow and read them with the launch of reading schemes. Apart from organising various activities, the school also introduces award schemes to let children and parents set the goals for daily tasks, hence guiding children to practise good deeds. Children take turns to serve as caring ambassadors. When their peers entering the campus, children greet them and help them clean their hands. In assemblies before class, children share with all teachers and peers the people and things that they are thankful to, hence cultivating children's sense of responsibility and gratitude. Teachers allocate suitable simple learning tasks to children. They always use positive language to guide children to care about and share with others. As observed, children followed the classroom routines and talked to teachers and peers courteously, showing self-confidence. Children get along well with their peers. They play together and use materials in turn while giving a steer and a helping hand to one another.

2.6 The school premises are spacious, bright and clean. There is a planting area for children to observe plant growth and learn to tend plants, such as watering, transplantation and fertilisation. In recent years, the school has redesigned the classroom space to provide more corner activities. It is observed that each classroom had its own reading space. The reading space was comfortably

furnished, along with a variety of books, including those recommended by teachers, to motivate children to read. Diversified art and craft materials and daily items are neatly placed in art corners for children to make drawings and collage. Children's works such as ink paintings, paper cutting and hanging ornaments are put in an interest corner simulating a craft shop where children can play buy and sell games. In a simulated shop of a walled village, children prepare and taste basin meal. The activity in the exploratory corner is about different types of paper into ink for children to observe and compare the water absorption speed of these pieces of paper. Children also use different amount of water to dilute the ink to compare the ink colour shades. Children choose corner activities according to their interests. They are engaged in the activities and show an active learning attitude.

2.7 Teachers are kind and amiable. They enjoy spending time with children and have a good teacher-child relationship. Teachers facilitate teaching with real objects and pictures to guide children to comprehend learning content by observing and touching real objects. Children take part in activities proactively. They answer teachers' questions and voice their opinions enthusiastically. Teachers design circuit games using an array of physical equipment and make demonstrations. Children grasp various movements and are willing to try, throwing themselves into the activities. In music activities, children sing, perform rhythmic movements and beat time with musical instruments. Teachers may increase the variety of the music activities based on children's development to foster children's aesthetic development through different experiences. Before school dismissal, some teachers ask children to briefly introduce the activities they have participated or like. Teachers are recommended to encourage children to share the creative ideas of their works and their discoveries during games to help children consolidate learning and facilitate their mutual learning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school keeps pushing the boundaries of excellence and is on the right track. However, the work objectives covered in the existing major concerns are rather broad. The management is advised to lead the team to set development priorities in a more focused manner according to the pace of school development while achieving a consensus among team members to deploy strategies and devise success criteria that align with the objectives. In this way, the plans can be implemented and evaluated more smoothly.
- 3.2 The school has been actively promoting curriculum development in recent years, with team members giving their all and supporting and cooperating with one another. The school must review the homework design and revise the inappropriate parts in accordance with children's developmental needs and abilities. The management could continue to lead the team to improve the design of music activities, and sharpen teachers' skills in conducting teaching reflection and guiding children to revisit their activities, with a view to promoting the efficacy of learning and teaching.