

School No.: 155624

Quality Review Report (Translated Version)

Yuen Long Lutheran Life Kindergarten

Lots 3713 & 3714 in DD120, On Shun Street, Yuen Long, New Territories

7, 8, 9 & 14 May 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: 7, 8, 9 & 14 May 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 leadership team monitors and supports the school's work effectively. It leads the school to co-organise large-scale activities, teacher training, etc., with the kindergartens under the sponsoring body, so as to optimise the effectiveness by sharing resources together. The school premises locate next to the affiliated church of the sponsoring body. Whenever necessary, the school borrows the venues of the church to increase children's activity space. The school organisation structure is clear and the management discharges their respective duties properly. They have developed a close rapport at work after cooperating with one another for years. With concerted effort, they coordinate the curriculum and support teachers through arranging training for them, observing and sharing experience with each other so as to facilitate their professional development. The school has established different working guidelines to ensure that daily matters are in smooth operation. The management collects teachers' views through different channels. It respects teachers' suggestions and allocates duties according to their abilities and interests while giving timely support. The teaching team shares the work and cooperates with one another to promote the school's development collaboratively.
- 1.2 The management leads teachers to gather evidence from different perspectives, including the views of stakeholders, teaching reflection, etc., thereby reviewing and improving the work in different areas. The school has regarded enhancing children's language expression and thinking abilities as the major concerns in these two years. The management arranges appropriate training for teachers to enhance their teaching skills. Last school year, another major concern of the school was to promote children's physical development and interest in physical activities. While in this school year, one of the major concerns is the introduction of drama activities so as to develop children's abilities in expression and imagination. Teachers grasp the skills of designing and implementing relevant activities through capitalising on professional support. The objectives of the school's development plan are specific.

There are also concrete strategies and success criteria to review the effectiveness of the plan. The work plan has been implemented smoothly. The overall impact is significant.

- 1.3 The school accepts and caters for children with different needs while providing them with timely referral and follow-up services. On the other hand, it makes good use of the resources of the sponsoring body and external organisations to provide children with appropriate care the soonest. Teachers have the opportunities to meet professional groups to reinforce their understanding of catering for learner diversity, so that they are able to make appropriate adjustment in daily activities. The school regards parents as partners and maintains close communication with them. It also arranges parent education in light of their needs to understand the proper parenting skills. It organises parent-child activities and forms a parent volunteer team to understand their children's learning and the development directions of the school. Parents agree to and support the school, building a steady foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise the curriculum outline and designs an integrated curriculum with themes. The curriculum content covers all learning areas. The topics of the project learning are related to children's life that children can explore, observe and collect information to construct knowledge. This school year, the school tries to use picture books to arouse children's reading interests. The school attaches importance to moral education for children. It guides children to express care to others, be courteous, develop social skills and so forth by storytelling, experiences sharing, discussion, etc., so as to nurture children's good behaviour. The school's curriculum content is comprehensive. Yet, some homework for K2 and K3 children is slightly difficult. The boxes in the exercise books are also a bit small for writing, which do not meet children's developmental needs. With regard to the daily schedule, children start their learning activities happily after rhythmic exercises every day. The school provides children with sufficient time for music activities every day. However, the school still has to follow up the recommendations of the previous Quality Review to arrange physical activities for children every day. Besides, children are required to finish designated activities before engaging in free choice activities. As a result, the actual free choice activity time is inadequate. The school must improve the inappropriate

homework and exercise book design, and provide children with sufficient free choice and physical activities every day in order to facilitate their balanced development.

- 2.2 The school has strived to refine the mechanism for the assessment of child learning experiences in recent years. Last school year, it introduced a thematic assessment form for teachers to set assessment items according to the thematic teaching objectives. Through continuous observation, teachers assess children's learning performance and integrate various information every school term to conduct summative assessment on children's learning progress. They also develop learning portfolios for children to maintain records of observation reports, children's work, etc., for parents to understand their children's learning performance comprehensively. That said, the school uses the mean scores of thematic learning to summarise children's performance which cannot reflect their development progress accurately. The school should improve practice of the summative assessment while further consolidating and analysing children's assessment information, and use it as the basis for adjusting the curriculum and following up children's learning.
- 2.3 The school actively develops children's language expression and thinking abilities and has regarded it as the major concern in recent years. The management makes use of external resources to provide teacher training in order to deepen their understanding of children's development in language expression and thinking. Furthermore, it leads teachers to design activities which are in line with children's interests and abilities. Building on the experience of the previous year, the school puts emphasis on parent education this school year. It collaborates with parents to help children use language to express their views. The work plan is mapped out properly. Teachers are able to apply their knowledge to select topics of children's interest and make use of teaching strategies for children to think and express more, such as using open-ended questions in daily teaching activities and providing opportunities for children to share and report to each other. From observation, teachers respect children's views and encourage them to express their ideas. Children think earnestly and listen carefully to peers' sharing. They express confidently and some content is creative. The efforts have begun to yield results.
- 2.4 The school regarded supporting children's physical development and arousing their interest in taking part in the physical activities as the major concerns last school year. It collaborated with external professional bodies to enhance teachers' skills in designing and conducting physical activities through collaborative lesson planning, lesson observation, etc. The play area of the school is spacious. There are various

large-scale physical facilities in place, including climbing frames, slides, etc., for teachers to design diversified physical games to train children's physical fitness. Children control, throw and catch balls. They also enjoy running or jumping, gradually developing different abilities such as balancing, controlling and moving. Children are courageous to make attempts, showing good limb coordination. Nevertheless, when the coach conducts on-site demonstration on leading physical activities for children, teachers only play an assisting role. Teachers should actively apply their knowledge to take charge of the role in facilitating children's activities so as to enhance their professional capacity.

- 2.5 In this school year, the school has introduced drama activities to enhance children's expression and imagination abilities as the major concern. The management leads teachers to consider children's abilities and interests to design learning activities with rich theatrical elements to enhance children's expression and imagination abilities through role-play. As observed, children discuss the content of stories, create story endings, decide the cast to play the characters, and then cooperate with one another to interpret stories. Children are engaged in the activities. They collaborate with peers while using body and verbal language to present the story creatively.
- 2.6 The school has a curriculum coordination, monitoring and review mechanism. The management discusses the curriculum outline and thematic learning content with teachers, and then teachers take turns to devise teaching plans. The management understands the curriculum implementation through daily classroom walkthroughs, lesson observation and scrutinising teaching documents, during which it gives teachers timely guidance. Teachers often conduct teaching reflections. Some teachers are able to reflect on their teaching effectiveness with respect to activity arrangement, learning objectives, children's performance, etc., and make suggestions on improving the curriculum and teaching. The school is required to further enhance teachers' reflective abilities so as to improve the learning and teaching quality in an ongoing manner.
- 2.7 The school is clean with good lighting. Teachers make good use of corridors, walls and other spaces to display children's work for children to appreciate and learn from one another. The interest corners in the classrooms are designed by themes, including the imaginative play corner, exploration corner, art and craft corner, etc. Teachers encourage children to collect theme-related items to share with peers at school, making children more devoted to learning. However, the school should increase the amount of exploratory materials and set a clear goal for the exploration

corner to encourage children to explore. Moreover, the school should decorate the imaginative play corner with contextual elements and add diversified art and craft materials to encourage children's creativity. Children have developed daily routines and good self-care abilities. They know the rules well and are able to comply with the rules. They tidy up things on their own at the end of the activities. The school puts great emphasis on nurturing children's reading interests. There is a weekly reading session for children to choose books freely at the reading room. Children read alone or with peers, which is conducive to developing their reading habit.

2.8 Teachers make good use of pictures, multimedia and so forth as teaching aids to deepen children's understanding of the learning content. They speak clearly and use appropriate tones, facial expressions and body language during storytelling to catch children's attention. They also ask open-ended questions to inspire children's thoughts. Teachers arrange music activities such as singing, playing percussion instruments, rhythmic movements. That said, the schedule of some activities is packed, making it a bit hurried to carry out the activities. The school should review the activity design and children's learning effectiveness, and take follow-up actions and improvement measures. Teachers cater for children's learning differences. They often discuss different strategies for child care, including individual counselling, seating arrangement or peer collaboration to get children engaged in learning. Children get along in harmony. They help peers and share their life experience with each other.

3. Recommendations for Enhancing Self-improvement of School

The management leads the team to implement the school self-evaluation rationale in its daily work. It actively promotes curriculum development and regards it as the work plan. At the current stage, the management is still required to keep improving the daily schedule arrangement so that children can have sufficient opportunities to take part in physical and free choice activities daily, thereby facilitating children's all-round development. Besides, the school must delete the inappropriate assignments; enhance all teachers' reflective abilities; and improve the approach of summative assessment, so as to reflect children's development more effectively and inform the curriculum to enhance the teaching quality constantly.