

School No.: 323080

Quality Review Report (Translated Version)

N-M-S' Lutheran Kindergarten

No. 36 Grandeur Road, Yau Yat Tsuen, Kowloon

25, 26 & 28 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: 25, 26 & 28 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 leadership team understands, monitors and supports the school by attending meetings and scrutinising reports. There have been personnel changes in the school in recent years. To increase the new members' understanding of the school, the management introduces the school mission of the organisation, the resources support as well as the teaching principles to teachers. In tandem, it holds team activities that foster teacher bonding so that teachers can build teamwork as soon as possible. Various guidelines and teaching materials are properly kept for staff members' easy access. The management allocates duties according to teachers' expertise and experiences, while rendering guidance through meetings and daily communication, helping teachers deal with the school affairs systematically.
- 1.2 The management recognises the rationale of school self-evaluation (SSE). Before the end of a school year, it leads the team to review the past year's school work and map out the development directions based on the school context. Enhancing the effectiveness of music activities and improving children's language skills are considered as the major concerns of the school in the last school year and this school year respectively. The school introduces external support programmes and organises peer lesson observation, encouraging teachers to apply what they have learnt. Moreover, it holds parenting activities in alignment with the major concerns. The deployment of the work plans is appropriate in general.
- 1.3 The school has an explicit mechanism to identify and refer potential cases so that children with special needs can receive assistance the soonest. The teaching team

maintains liaison with professionals and parents to share children's development and discuss the support strategies, catering for children's needs. The school cares about how children adapt to new learning stages. It arranges visits and experiential activities for both incoming children and those transitioning to primary one respectively to learn about the new environments and learning modes. Furthermore, meetings for parents are held to help them prepare children for kindergarten and primary school admission. The school maintains contact with parents through different channels and uploads children's activity highlights to the e-platform in a timely manner to keep parents abreast of the latest campus news. The parent-teacher association has been formed for years. It collaborates with the school to coordinate parent-child activities and assists in gathering parents' views, serving as a bridge of communication between home and school. Parents are willing to serve as volunteers and the school makes the most of their expertise and talents. For instance, it invites parents to school to share their work experiences, tell stories, etc., with a view to prompting parents to get involved in children's learning and promoting parent-child relationship.

2. Learning and Teaching

2.1 The school refers to the Kindergarten Education Curriculum Guide to devise the curriculum outline. The curriculum content covers different learning areas. Teachers arrange experiential activities according to themes, such as visits, pet seminars and planting activities, to enrich children's learning experiences. Festive activities and Chinese culture week are also held for children to understand traditional custom and art. In this school year, the school tries to incorporate learning elements of Chinese culture into all themes to allow children to have more access to traditional food, games and art. Children are given sufficient time to take

part in physical, music, art and free choice activities every day. However, for a few days a week, children have to engage in assigned learning activities during the free choice activity sessions. The school is advised to adjust the activity arrangement to ensure that children have adequate opportunities to choose to play various games freely. In respect of homework, the school must review and remove the inappropriate content of the Language and Early Childhood Mathematics homework to meet children's abilities and developmental needs. Besides, during the period of primary one adaptation activities, K3 children are arranged to attend lessons by subjects and their time for free choice activities is inadequate. The school is required to revise such arrangements to provide a balanced daily schedule.

2.2 The school formulates assessment content based on the curriculum outline. It has clear assessment guidelines to help teachers prepare the children assessment reports. Teachers observe children's performance in various areas continuously to develop learning portfolios for children that maintain observation records, children's works, assessment reports and other information. The portfolios are distributed to parents regularly. Teachers give parents suggestions about following up on children's learning. They also encourage parents to read the references compiled by the school and practise the provided strategies at home to support children. The school intends to consolidate and analyse the child assessment information in this school year, which is on the right track. The school has responded to the recommendations of the previous Quality Review as well to adjust the design of parent assessments. Yet, the existing assessment requires parents to evaluate children's understanding of the thematic learning content. The school must review and revise such inappropriate practice.

2.3 The school has established a curriculum management mechanism by which the management leads teachers to devise the teaching schedule and conduct collaborative

lesson planning to draw up teaching activities. By scrutinising curriculum documents, observing lessons and conducting classroom walkthroughs, the management keeps track of the curriculum implementation while offering advice and support, hence helping newly recruited teachers adapt to the teaching work the soonest. Upon completion of a theme, teachers of each grade level convene meetings to reflect on their teaching. They prepare and hand in the evaluation reports for the management's review. In light of the fact that the reflection content failed to help teachers examine the teaching effectiveness in a focused manner, the management has begun to revise the reflection form in this year. It introduces foci of teaching reviews and suggests teachers to list evidence of child performance, helping team members grasp the reflection skills. The school may leverage this opportunity to lead teachers in evaluating the design and implementation of various types of activities to inform teaching and improve the curriculum.

2.4 In the previous school year, the school regarded improving the design of music activities as its major concern that it recruited music tutors to train teachers and guide teachers in revising the learning content and teaching design. The school also prepared teacher's guide for music activities to help them devise the objectives of music activities and teaching steps. As observed, teachers confidently led children to sing. The activities were well-organised and the games were able to hone children's sense of rhythm. That being said, some of the learning content involves music theory and some teachers ask children to read sheet music and play, which do not meet children's abilities and needs. The school must remove the content that emphasises musical knowledge to let children enjoy music activities.

2.5 The school environment is spacious, neat and clean. The school attaches importance to reading. It encourages children to recommend their favourite books according to themes and bring the books to school to share with their peers. In

addition, the school designs an activity about circulating reading journals and put the display booklet in the corridors to foster the sharing of parent-child reading experience among families and create a reading atmosphere. Teachers set up the interest corners in classrooms based on themes and provide plentiful materials. Reference photos are put up in the art and craft corners to inspire children's design ideas whereas the learning aids in some corners are manipulative in design. The role-play corners are decorated attractively. Children love to visit there with their peers, simulating household cleaning and tidying up, or playing the roles of shop assistants and customers to buy and sell in a shop, thus showing good social development. The school is advised to adjust the design of the exploratory corners and the learning corners on the walls in some classrooms, and select content that is more relevant to children's life experiences while introducing more interesting games, so as to facilitate learning through play for children.

- 2.6 Children are courteous, observant and willing to follow teachers' instructions. Teachers are conscientious in teaching. They listen to children patiently while always giving compliments and encouragement to children. Teachers intervene in children's activities at opportune times during free choice activities and invite children to share their experiences in review sessions. It is observed that some teachers enriched children's sharing content by incorporating their observations and assisted children in consolidating experiences. Some children commented on what their peers shared, showing self-confidence. Nevertheless, learning activities tend to be rather teacher-directed and some of the words used are jargons, which is unfavourable for teacher-child and child-child interactions. Teachers are required to adjust the teaching arrangement, such as using more daily vocabulary words, to increase the activity participation opportunities for children, strengthen interactions and enhance children's interest in learning.

2.7 In the multi-storey school building, there is a number of physical activity zones with different facilities for children to engage in all types of gross motor activities. Children have an adequate amount of exercise. Teachers arrange circuit games in the indoor activity playground to guide children to learn to coordinate various body parts. Teachers give clear demonstration before the activities. They are recommended to adjust teaching in response to children's performance, aptly render specific feedback and guidance to children and raise children's safety awareness in order to cater for the different paces of learning in children.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In respect of SSE, the team has built a habit of reviewing the activity effectiveness. It could further consolidate and analyse the review information, such as the child assessments, teaching reflection and results of stakeholder surveys to evaluate the current status of the school curriculum planning and home-school cooperation, as well as identifying the challenges that may arise when implementing tasks so as to plan targeted strategies, thereby raising the effectiveness of the work plans.
- 3.2 The management is required to strengthen its curriculum leadership to guide teachers to holistically review the curriculum, adjust teaching plans and homework design according to children's developmental needs while removing inappropriate content. The school must also improve the arrangement of primary one adaptation activities to provide children with a balanced and suitable learning experience. Besides, it is necessary for the school to plan appropriate assessment modes to enable parents to give feedback on their child's performance properly. The school is advised to adjust its parent education strategies as well so that both home and school can have reasonable expectations for the development and cultivation of children, thus working together to foster children's healthy and happy growth.