

School No.: 554901

Quality Review Report (Translated Version)

Lock Tao Christian Kindergarten

**Kindergarten 1, Podium 1, Choi Ming Shopping Centre, Kin Ming Estate,
Tseung Kwan O, New Territories**

12, 13 & 18 December 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 12, 13 & 18 December 2023

- 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 strives to establish a caring culture on campus and create a joyful and harmonious learning atmosphere, endeavouring to enhance the quality of education. The management understands the development trends in kindergarten education and has a good grasp of the school context. It solicits external resources to help teachers strengthen their professional competence and leads the team to deploy key tasks in order of priority which include promoting moral education, fostering children's social and emotional development as well as supporting the learning of non-Chinese speaking (NCS) children. Considering that there are new members joining the teaching team in recent years, the school appropriately assigns duties and arranges an induction scheme based on their experiences and needs so as to help the newly recruited teachers familiarise themselves with the working environment and teaching requirements the soonest. The management proactively communicates with the teaching staff. Team building, social and fellowship activities are organised to deepen the mutual understanding among teachers while peer exchange and collaboration are encouraged. The management puts a great effort into developing teachers' team spirit and their sense of belonging so that they work as one to drive the school forward.
- 1.2 The school pragmatically follows up on the recommendations of the previous Quality Review to refine the relevant work. Regarding learning and teaching, the school reviews and revises the curriculum content, the daily schedule arrangement and the homework design. Moreover, it formulates a clear policy and guidelines on the assessment of child learning experiences to improve the efficacy of assessment. On the other hand, the management and teachers jointly evaluate the effectiveness of the major concerns. They take account of the views and needs of the stakeholders to devise annual work plans and implementation strategies that are in line with the school context. On the whole, the school is able to plan various development work through the established self-evaluation mechanism to keep abreast of the times.

1.3 The team caters for learner diversity. Team members pursue further studies and maintain close contact with relevant professionals to support children's different needs appropriately. The school has put emphasis on nurturing children's social and emotion management skills in recent years. It makes use of stories, teaching aids, environment set-up, etc., to help children understand emotions and learn to express their feelings in proper ways. Besides, cultural experiential activities are held to increase children's and parents' exposure to, acceptance of and respect for the culture of different ethnicities, promoting inclusion on campus. Teachers apply the strategies that they have learnt from training to raise the interest and motivation of NCS children in learning Chinese. In addition to organising a variety of education seminars to enhance parent's knowledge and skills in parenting, the school arranges parents' day, lesson observation and tea gathering to enable parents to be timely informed of the school's curriculum rationale and their children's performance at school. Parents are willing to take part in parent-child activities or serve as volunteers to accompany their children in learning and play. They join hands with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school adopts an integrated approach to draw up its curriculum. It connects the content of all learning areas with themes that are closely related to children's life experiences and interests. It also plans a balanced daily schedule for children to participate in different types of activities every day to facilitate their all-round development. Teachers tie in with the themes to design interesting games as well as organising visits and activities of sensory exploration to assist children in grasping and extending their learning. Besides thematic teaching, the school enriches children's learning experiences through diversified modes of activities like project learning, Chinese culture week and celebration of festivals.
- 2.2 In recent years, the management has been leading teachers to improve the arrangements of the assessment of child learning experiences progressively, such as introducing thematic assessments for continuous understanding of children's development in a more systematic manner, revising the content and criteria of summative assessment to reflect children's performance comprehensively, and analysing the assessment information at the end of a school term to further follow up on children's learning needs. Furthermore, the school creates learning portfolios

for children to properly maintain various assessment reports, activity observation records, children's and parent-child's works, etc. The portfolios serve as evidence of children's growth and progress.

- 2.3 Teachers regularly discuss together the learning objectives, activity design and environment set-up according to the themes to draw up concrete teaching plans which are conducive to implementing activities and evaluating the effectiveness. Some teachers are able to suggest adjustment strategies in view of children's learning difficulties or the actual circumstances in carrying out the activities to improve the efficacy of learning and teaching. The management excels in its curriculum monitoring role. For example, it scrutinises teaching plans and reflections, observes the practice of learning activities and gives feedback or demonstration to teachers where appropriate, so as to get a firm grasp of the curriculum implementation and support the teaching of teachers effectively. Teachers also exchange their experiences with one another through curriculum meetings, training sharing sessions, peer lesson observations and so forth to enhance their professional competence.
- 2.4 The school has regarded promoting children's moral development as its major concern in recent years and employed different strategies to take forward the work. In this school year, apart from naturally incorporating elements like treasuring food, protecting animals and the environment into thematic teaching, teachers also make use of picture books with real-life story contexts to facilitate children to understand the expected responsibilities and behaviour in different social groups. The school arranges for children to visit elderly centres, express gratitude to those who render help to them and take part in adventure activities with family members, etc. to cultivate in children a grateful and caring heart, and a proactive and courageous attitude through experiences and practices. Additionally, a wide range of activities relating to Chinese culture are organised, such as letting children try their hands at lion dance and make art and craft works of lion head, or visiting museums to admire Chinese architecture, to facilitate children's understanding of the traditional culture of our country and develop their sense of national identity. In sum, the school cultivates children's positive values and attitudes and assists them in building good moral character from multiple aspects. The school may review and summarise the accumulated experience for consolidating the relevant curriculum content and considering the needs of children in order to set clear objectives for the work of the next stage and refine the overall planning of the school-based moral education.
- 2.5 The school creates the learning environment meticulously. It utilises the corridor

walls to place an array of sensory materials and displays the creative works of children while sticking signs on the floor to set up simple physical games for children to have more fun when interacting with the environment. In the afternoon play sessions, different activity zones are set up, with diversified tools and materials available for children of all grade levels to play mixed-age games on their own initiative. Children construct, imagine and explore together, during which they develop their creativity, problem-solving and social skills. In the course of the games, teachers pay close attention to children's performance and are able to exploit their observations to guide children to share their play experiences. The designs of the interest corners in the classrooms are also favourable for children to consolidate and extend their learning. During free choice activity sessions, children love to do art and craft works and draw in the art corners. A number of children give their works to peers as gifts to express their care or gratitude. They act as environmental professionals in the imaginative play corners. Children know how to apply their acquired knowledge as they sort and put the recyclable items into the recycling bins. Teachers help children make water filters. They tell children stories and play with them as well. Children are engaged in the fun and harmonious activities and learn earnestly. In the review sessions of the free choice activities, teachers invite children to check the progress of their corner activity plans. Teachers may encourage children more often to talk about their discoveries and feelings during the activities so as to help them organise the new knowledge and skills gained.

- 2.6 Teachers lead the thematic activities in a flexible manner. They always use stories or scenarios that tie in with the teaching content to stimulate children's motivation to learn and facilitate teaching with real objects or self-made teaching aids. For instance, they make sandwiches with children, play games of food classification and word match to promote children's learning effectively. Children share their life experiences with enthusiasm. The teacher-child interaction is good. Teachers understand children's needs. They enable NCS children to comprehend the instructions with picture cards. They also frequently praise and prompt children to make attempts. All these are beneficial for enhancing the confidence of NCS children to express themselves in Chinese. There are different elements like singing, performing rhythmic movements and playing musical instruments in music activities. Teachers are advised to aptly adjust the way of teaching in light of children's performance, such as helping children play relevant games along the rhythms and melodies of the songs for children to express their feelings through

music to a greater extent. Physical activities are well-organised in which teachers give clear instructions and demonstrations. The design of some of the skill-building activities is connected with the thematic content so that children not only can consolidate their relevant learning, but also have sufficient opportunities to exercise their body. Teachers are recommended to improve the planning of the music and physical activities in the afternoon session of whole day classes to sustain children's interest in learning with engrossing or challenging activities.

3. Recommendations for Enhancing Self-improvement of School

The school has committed to promoting moral education in recent years. It tries to carry out the work in different aspects and has accumulated considerable experience. The management may lead teachers to conclude the successful experience to set explicit objectives for the next step of work for improving the overall planning of the school-based moral education. The school is also advised to refine the arrangements of the music and physical activities in the afternoon session of whole day classes, and to facilitate teachers to enhance their professional competence continuously through focused lesson observation.