

School No.: 157600

Focus Inspection Report (Translated Version)

Loving Heart Lutheran Kindergarten

G/F, Hok Sam House, Lung Hang Estate, Shatin, New Territories

15 May 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school makes reference to the teaching packages to prepare the curriculum outline and devises its thematic integrated curriculum which aligns with children's life experiences and interests and covers all learning areas. Children are given opportunities to experience traditional festivities, participate in national flag raising ceremonies and appreciate shadow play so as to understand Chinese culture and cultivate a sense of national identity. The school values children's moral development. It nurtures their good behaviour by sharing moral stories during the morning assemblies, singing nursery rhymes related to morality with children, as well as commending them based on the monthly character trait themes. The school allocates adequate time for children to carry out free choice activities every day. However, children have insufficient opportunities to take part in music and physical activities. The school is required to adjust the daily schedule to facilitate children's balanced development. Besides, K1 children are asked to write along dotted lines and some pieces of Early Childhood Mathematics homework for K3 children are rather difficult. The school must review and remove the inappropriate part to cater for children's developmental needs.
- 1.2 The school creates learning portfolios for children to maintain thematic learning assessments, children's work and other information systematically. Teachers continuously observe children to assess their learning performance and make concrete suggestions for improvement for parents to keep track of children's development aptly. In addition, the management identifies the less able children and adapts the homework for children as needed.
- 1.3 The school environment set-up is neat and tidy. A variety of children's works is exhibited in the classrooms and corridors for their mutual appreciation. In accordance with the theme of the Dragon Boat Festival, teachers give children

insights into the ingredients of rice dumplings such as dried Malacca Galingale and glutinous rice. Teachers also provide different materials and tools for children to design arts and crafts including rice dumpling hanging ornaments. In tandem, teachers invite children to imitate paddling a dragon boat, sing nursery rhymes and have collaborative drawings, such that children can learn about the custom of the Dragon Boat Festival. Moreover, there are books related to this festival in the classrooms. Children are fully devoted into reading. All these are conducive to the enrichment of their knowledge about the themes.

- 1.4 Teachers are amiable and friendly. They have a good relationship with children. Teachers utilise pictures, mystery bags, puppets and so forth to support their teaching, enhancing children's interest in learning. Some teachers excel in sharing stories with children, helping children understand the story content. Children are allowed to carry out games using hula hoops, large building blocks, balance boards and other materials. They invent various playing methods to demonstrate their creativity. During play, some teachers ask children questions to inspire them to think of how to make good use of more materials for creation. After play, teachers and children revisit the process to foster children to collate their acquired knowledge. However, some teachers fail to make timely adjustment based on children's performance during the activities. It is suggested that teachers may pay more attention to children's participation in the activities and adapt the teaching strategies or activity arrangement when needed.
- 1.5 Children enjoy going to school. They are engaged in the learning activities and curious about their surroundings. They get along well with others, love playing together with their peers as well as willing to share their life experiences. Children follow teachers' instructions to queue up and switch to another play area in an orderly manner. Children show favourable self-care abilities as they tidy up things on their

own after activities.

- 1.6 The management leads teachers to devise the curriculum outline and the teaching plans. It also keeps track of the implementation of the curriculum and advises on teaching through classroom walkthroughs, lesson observations and document scrutiny. Teachers conduct teaching reflection on a regular basis and make suggestions for improvement, but they seldom review on the effectiveness in light of the teaching objectives. The management is recommended to guide teachers to examine the design of learning activities and effectiveness of teaching from different aspects including goals and children's performance, and use the results as a reference to revise the curriculum and to inform the learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is required to refine the arrangement of the daily schedule and let children have ample opportunities to take part in music and physical activities every day in order to facilitate children's balanced development. Additionally, the school must review and remove the inappropriate homework of K1 and K3 so as to suit children's developmental needs.
- 2.2 Teachers design diverse activities for children. Yet, when teaching, they are advised to adjust their teaching strategies and activity arrangement as required taking account of children's learning performance, with a view to strengthening the teaching effectiveness. Furthermore, the management is recommended to steer teachers to evaluate the effectiveness of learning and teaching according to the learning objectives while making specific suggestions for improvement, thereby informing the curriculum.