

School No.: 565717

Focus Inspection Report (Translated Version)

Lui Kwan Pok Lutheran Day Nursery

G/F & 1/F, 7 Church Road, Cheung Chau, Hong Kong

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**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 With reference to the teaching packages, the school uses themes to organise a curriculum that covers all learning areas and accommodates children's life experiences and interests. The school gives ample opportunities for children to engage in music, physical, art and free choice activities every day to foster their balanced development. Elements of national education have been incorporated into school activities such as lion dance, sugar painting as well as appreciating and trying to draw ink painting to strengthen children's understanding of traditional Chinese art and culture. Regarding homework, the school is required to review the design of homework of K3 and remove the rather difficult parts, so as to cater for children's learning needs.
- 1.2 The school adopts continuous observation to assess children's performance in all learning areas. It also creates learning portfolios for children to properly retain thematic assessments, activity records, development reports and so forth as evidence of their growth. The assessment items meet the teaching objectives in general. That said, the management must still lead the team to formulate consistent assessment criteria for teachers to review and analyse the performance of children in an objective manner, serving as reference for informing curriculum planning.
- 1.3 Teachers display children's artworks that are filled with childlike fun in classrooms for children to appreciate each other. Teachers put much effort into setting up the interest corners in which games full of elements of manipulation, creation and consolidation of learning are available for children to choose from and play. Children solve tangram puzzles by following pictorial clues, design patterns on the cut-out templates of blue and white porcelain on wall and paint and do cut-and-paste in art and craft corners, unleashing their creativity. Dim sum models, menus and cookware are placed in the role-play corners. Children go to a simulated Chinese

restaurant together for communal meals. During the interaction with each other, they make use of language and learn to serve others. Children observe order and the rules of the games. They are willing to share toys with peers and engaged in activities collaboratively, getting well along with one another. After activities, children take the initiative to tidy up things, demonstrating good social development and self-care abilities.

1.4 Teachers care for children. They are amiable and friendly that they always praise and encourage children, resulting in a good teacher-child relationship. Teachers utilise real objects, pictures, videos and other teaching materials, along with different tones, voices and facial expressions to facilitate teaching so as to arouse children's interest in learning. Teachers are aware of learner diversity and give individual guidance when necessary while encouraging children to carry out collaborative games, which is conducive to cultivating children's attitudes of respecting and cooperating with others. Teachers make good use of the space in physical play venue. Children and their peers create games with sensory boards, bean bags, hula hoops, etc., during which they possess good body coordination. Teachers review with children after activities. Children have developed a habit of narrating the flow of activities. However, teachers are advised to have a better understanding of children's performance in the activities and guide them to explore and think about solutions to problems by revisiting their experiences of play, thereby consolidating and extending what they have learned.

1.5 The school has established a curriculum management mechanism. The management keeps track of the implementation of curriculum by attending meetings, conducting classroom walkthroughs and scrutinising teaching documents. Teachers conduct collaborative theme-based lesson planning and reflect on teaching regularly. Some of them are able to render suggestions for improvement in light of

the performance of children. The management is required to further lead the team to analyse the effectiveness of learning activities and refine the activity design and teaching techniques in an ongoing manner. Information of the review should also be used for informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school endeavours to offer diversified learning experiences to children. The management must lead the team to explore further in improving teaching strategies and enhance the effectiveness of reflection. They must examine and collate curriculum review information systematically and set explicit assessment criteria for reflecting children's performance in an objective manner, optimising learning and teaching continuously. Besides, the school is required to review the homework design of K3 and remove the inappropriate content in order to suit children's developmental needs.