

School No.: 316660

Focus Inspection Report (Translated Version)

Zion Lutheran Kindergarten

2/F, 275 King's Road, 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 devises its school-based integrated curriculum by connecting the content of the six learning areas using themes. In this school year, the school regards promoting Chinese culture as its major concern and tries incorporating relevant elements into the curriculum. For instance, the theme of Lunar New Year is added in all grade levels. Activities such as dragon and lion dancing, designing spring couplets and making festive food are arranged to guide children to know about the custom of traditional festivals. The school also organises children to enjoy Cantonese opera at a bamboo theatre, create opera masks and paper cutting during lessons, as well as introducing pitch-pot and shuttlecock kicking in the free choice physical activities, which help children learn and appreciate the art and culture of our country and experience traditional folk games. In respect of daily schedule, the school provides sufficient opportunities for children to take part in various learning activities every day to foster their balanced development.
- 1.2 The school adopts continuous observation to evaluate the performance of children. It maintains assessment forms, children's artworks and so forth in the learning portfolios that are distributed to parents at an opportune time to let them understand the learning progress of their child in different areas. The school is required to follow up on the recommendations of the previous Quality Review to consolidate and analyse the assessment information to serve as reference for examining the teaching content and effectiveness, thus informing curriculum planning. The school has refined its homework design and reduced the amount of copying in recent years. Yet, some homework content in the Early Childhood Mathematics learning area for K3 is too difficult. The school must revise such content to cater for children's development.

- 1.3 Teachers set up a number of interest corner activities in classrooms for children to choose from them according to their preferences during the free choice activity sessions. Theme-related picture books are displayed in the reading zones, attracting children to take the initiative to grab a book and read or read with their peers. Some teachers read with children. This is not only beneficial for nurturing children's interest in reading, but also facilitates non-Chinese speaking (NCS) children to learn Chinese under a relaxing atmosphere. In exploratory zones, children manipulate torches and plastic sheets to explore the changes of light and shadow, or use their own test methods to get a grasp of the wind speed of fans, demonstrating their inquisitive attitude. In the art and craft zones, children make collages with cellophane sheets and fill the vehicle patterns with vivid colours, unleashing their creativity. Children also love to simulate cooking food, taking care of babies and so forth in the imaginative play zones. Apart from using family as the theme, the school may refine the setting of the imaginative play zones in light of the different learning stages of children in each grade level in order to inspire children to interact with one another in diversified, real-life scenarios, thereby further developing their language ability and social skills.
- 1.4 Teachers utilise real objects and pictures to facilitate teaching while designing games to assist children in understanding the learning focuses. For example, teachers guide children to explore how toy cars slide down the slopes of different gradients by making prediction, observation and comparison, or help children understand the properties of shadow movement through shadow-chasing games. In addition, teachers deploy strategies of visual cues or adjusting the pace of speech to support the learning needs of children. Teachers establish a natural context for communication in daily teaching, which is effective in enhancing NCS children's interest in learning Chinese. During music sessions, children move their body along

melodic changes and are engaged in using musical instruments for accompaniment and singing to express their feelings. Under the guidance of teachers, children play physical games like jumping and throwing to develop their body co-ordination. In free choice activities, teachers observe children's performance carefully to intervene and support them aptly. Teachers may make good use of the conclusion sessions to lead children to share their play experiences to help them organise and consolidate their learning.

- 1.5 After class, teachers carry out reflection in which they mostly describe the performance of children and teaching situation. They are required to review against the activity objectives and design, and propose concrete follow-up suggestions to adapt the teaching strategies and revise the curriculum content in a timely manner. The management scrutinises documents and always offers in-class assistance to understand the curriculum implementation. It may steer the teaching team to evaluate the overall curriculum on a regular basis to promote the continuous improvement of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The management must strengthen its role of curriculum leadership to lead the teaching team to boost its reflection abilities, regularly review and follow up on the planning of teaching to enhance the quality of learning and teaching unceasingly. Besides, the school is advised to review and revise the K3 homework that is too difficult with a view to meeting children's developmental needs.
- 2.2 The school cares for children and deploys appropriate teaching strategies for supporting children's diverse needs. In the meantime, the school creates a natural language environment to increase NCS children's opportunities to be exposed to Chinese. Teachers may optimise the setting of the imaginative play zones for

children to develop language ability and social skills in various real-life scenarios. Teachers are also recommended to invite children to share their play experiences after activities to assist them in consolidating their learning.