

School No.: 565784

Quality Review Report (Translated Version)

Fu Tai Lutheran Day Nursery

G/F., Oi Tai House, Fu Tai Estate, Tuen Mun, New Territories

29, 30 April & 3 May 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: 29, 30 April & 3 May 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 guides the school to liaise with the affiliated schools of the organisation to exchange information about the development of kindergarten education through regular meetings. Joint-school training activities are arranged for teachers to conduct school visits for observation and communication, hence broadening their horizons and enhancing the teaching quality of the team. The management keeps an open mind. It values contact with teachers and listens to their views. Moreover, the management empowers teachers to take part in planning and coordination tasks according to the school's needs and teachers' attributes so that teachers can give full play to their potential and collaboratively promote the advancement of the school.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to hold meetings, analyse stakeholder surveys and so forth to evaluate daily teaching as well as the implementation of various activities. In tandem, they adopt a whole school approach to sum up the work experiences and effectiveness in all areas and discuss the development foci of the coming year. The school strives to create a healthy campus and fosters children's physical and mental development proactively. In this school year, it formulates major concerns to facilitate children's social skills, moral development and guide them to understand Chinese culture. The school deploys strategies through teacher training, curriculum planning and parent education. The work plan is being carried out smoothly.
- 1.3 The school accepts learner diversity. It sets up a mechanism to identify and refer children with special needs so that they can receive support services. Lesson time for newly admitted children is extended progressively during the adaptation week for them to gradually integrate into school life. In respect of the interface between kindergarten and primary education, K3 children are arranged to visit primary schools and get a basic understanding of the learning mode of primary schools so as to be psychologically prepared to embrace the new learning stage. The school

attaches importance to home-school communication and contacts parents through face-to-face conversations, phone calls, etc. It also organises tea gatherings, lesson observation and so forth to help parents understand their children's learning performance. Furthermore, the school holds seminars and parent-child workshops based on annual development foci and parents' needs to facilitate parents' grasp of child-rearing skills, thereby enhancing their competence in parenting and promoting home-school collaboration to foster children's growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum information formulated by the organisation, the school selects topics that meet the school context and children's interests to devise an integrated curriculum using themes. The curriculum content covers all learning areas. Apart from making use of the teaching packages, the school employs picture books related to children's life experiences as teaching materials and designs extended activities according to the content of the picture books. The school arranges for children to visit community facilities, such as MTR stations and supermarkets, to consolidate what they have learnt and enrich their learning experiences through first-hand exposure. Children are given sufficient time to participate in music, physical, art and free choice activities every day so that they can develop positive values and attitudes as well as acquiring skills and constructing knowledge from a balanced daily schedule. However, some pieces of K3 homework are rather difficult. The school must review and revise the difficult content of the homework to meet children's abilities and developmental needs.
- 2.2 The school has established a mechanism for the assessment of child learning experiences. Teachers formulate corresponding assessment items based on the teaching objectives. They observe and document children's performance at school continuously while keeping assessment forms, activity photos, artworks and other information in children's learning portfolios, serving as evidence of children's growth. Parents receive the assessment information on a regular basis and understand their children's learning progress through face-to-face conversations with teachers. They also refer to teachers' suggestions to follow up on children's needs, thus working together with teachers to explore children's potential. The school is required to consolidate and analyse the assessment information to inform curriculum planning.

- 2.3 A mechanism for curriculum coordination, monitoring and evaluation is in place in the school. The management leads teachers of all grade levels to make reference to the curriculum review findings of the previous school year and draw on collective wisdom to prepare lesson plans and work out the activity details in accordance with children's needs of the year. The management attends meetings, scrutinises documents, etc., to monitor and follow up on the curriculum implementation, giving timely advice. Besides examining the implementation effectiveness of thematic teaching and corner activities, teachers may review the learning performance of children during music and physical activities and make specific suggestions to refine learning and teaching.
- 2.4 The school regards facilitating children's social skills as its major concern of this school year. Teachers design real-life and interesting games and group activities. For instance, teachers encourage children to share their views with one another in group discussions, then jointly solve the problems and complete simple learning tasks with concerted efforts. Children talk and exchange ideas, learning mutual respect and strengthening their social development in a step-by-step manner. The school organises a wide range of mixed-age activities on Fridays for children to learn together with their peers of all grade levels, providing children with more opportunities of learning through interaction. As observed, children played the roles of driver and passenger to engage in conversations naturally in a simulated car compartment. They also applied their life experiences in play to learn the procedures and etiquette of taking public transport. K3 children are happy to play board games with their junior schoolmates and share ways of playing the teaching aids with them. The effectiveness of the work plan has been shown.
- 2.5 Another major concern of the school in this school year is facilitating children's moral development and guiding them to understand Chinese culture. Teachers incorporate positive values such as observing regulations, loving your family and the environment into thematic teaching and activities to encourage children to practise proper behaviour in daily life. Additionally, K3 children participate in the scheme of the organisation to understand life cycles by assisting in taking care of an insect, thereby nurturing their attitude of cherishing life. They also attend sharing sessions about harmony across generations and chat with senior citizens to learn to respect the elders. On the other hand, the school holds the national flag raising ceremony on important days and adds the elements of Chinese culture to the curriculum, including introducing transport of ancient China, papermaking and art of tea, to facilitate

children's understanding of the cultural brilliance of our country from an early age. Teachers choose the picture book of the theme of Lunar New Year to design extended activities. For example, children bring cleaning tools to school to carry out year-end clean-up, have reunion dinner with their peers, etc., to experience the traditional Chinese custom and strengthen their sense of belonging to the Motherland.

- 2.6 There is sufficient activity space in the school with diffuse light. Teachers meticulously decorate classrooms and corridors with children's artworks not only to beautify the campus but also let children learn about mutual appreciation. Children manipulate the teaching aids in the language corners proactively. They learn the meaning of the words and images while checking the answers on their own to affirm their own efforts, showing self-confidence. The school is keen to promote children's interest in reading. Teachers place reading materials in classrooms and along the corridors as well as reading with children to cultivate children's love for reading. K3 children like to ask questions to help their junior schoolmates comprehend the story content during mixed-age activities, resulting in a good reading atmosphere at school. The school may strengthen the exploratory elements in corner activities to stimulate children's active exploration and pursuit of knowledge through observation, comparison and so forth. The school is advised to increase the supply of materials in art corners to guide children to unleash their creativity by making use of various types of materials and tools to make art and craft works. Children are familiar with the routines of free choice activities that they plan the order of activity participation systematically and record the results briefly, showing good self-management skills. Teachers observe children's play to understand children's needs. After the activities, teachers revisit the learning foci of the day with children and are recommended to encourage children to sum up the play experiences with their peers more often.
- 2.7 Teachers are conscientious in teaching and make adequate preparation for activities. In music activities, teachers lead children to sing, perform rhythmic movements and play musical instruments to the melodies so as to nurture children's aesthetic sense. Teachers use scenarios as an introduction to circuit games and place a variety of physical items to help children develop their balancing, jumping skills and eye-hand coordination. Some children construct building blocks during physical activity sessions. Teachers may pay attention to children's amount of exercises and give children ample opportunities to train their gross motor skills. Teachers are kind and amiable, caring for and loving children. The major concern of the school in the

last school year was promoting the emotional health of children. Teachers led children to express their feelings in a positive way through picture books. Yet, teachers are required to establish effective classroom routines and employ appropriate strategies based on children's individual needs, helping children engage in learning activities. Children like going to school. They take the initiative to greet others and show their art and craft works and three-dimensional models to others with eagerness, demonstrating energy and politeness.

3. Recommendations for Enhancing Self-improvement of School

The management and teachers recognise the SSE rationale and embed it in daily work to promote the continuous development of the school. In order to enhance the effectiveness of learning and teaching, the school must review and revise the rather difficult part of the K3 homework while consolidating and analysing the assessment information to inform curriculum planning. The school must strengthen the exploratory elements of the set-up of interest corners and add more materials to the art corners to facilitate children to seek knowledge actively and unleash their creativity.