

School No.: 324884

Quality Review Report (Translated Version)

Lok Sin Tong Lee Yin Yee Kindergarten

2/F., Ying Chuen House, Shui Chuen O Estate, Shatin, New Territories

29, 30 January & 1 February 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 January and 1 February 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 of the school maintains close contact with the management. It understands the latest development and needs of the school through regular meetings to render assistance in administration, resources management and other aspects. The school co-organises professional development activities with the affiliated kindergartens of the organisation for teachers to grasp the development direction of the organisation and keep pace with the trends in kindergarten education. In tandem, school-based training is arranged to enhance the teaching skills of the team. The organisational structure of the school is clear that there is a delineation of authorities and responsibilities. The staff discharge their duties properly and have built a good rapport at work. The management keeps an open mind to have candid communication with teachers. It is willing to listen to and accept their views such as improving the arrangements of free choice activities to widen children’s play space and experiences. A proper appraisal system is in place in the school for teachers to be fully aware of their strengths and development needs by reflecting on their own performance. Meanwhile, they can also make suggestions to the management to facilitate mutual improvement and drive the school forward together.
- 1.2 The school has established a school-self evaluation (SSE) mechanism. The management leads the teaching team to review the work effectiveness with reference to information like records of reflection and results of stakeholder surveys. The management and the teaching team collaboratively discuss the development plans according to the context and development needs of the school. In these two years, the school has been regarding the promotion of learning through play and national education as its major concerns. It aims to cultivate children’s interest in learning, active learning skills and moral character as well as deepening their understanding of Chinese culture. The school plans its work in different aspects, including arranging relevant professional development programmes for teachers, refining the curriculum and teaching design as well as holding parent-child activities. The work

plan has been carried out in a step-by-step manner and the effectiveness of the relevant project is seen gradually.

- 1.3 The school caters for children's diverse needs. It has set up a mechanism for identifying and referring children with special needs and utilises external resources to let them receive professional support the soonest. The school puts emphasis on developing parent-related work. Through diversified channels, it communicates closely with parents to keep them informed of their child's learning at school. Parents trust and support the school. They are willing to take part in school activities and serve as volunteers. A partnership between home and school has been built. The parent-teacher association assists in organising school activities and reflects the views of parents to the school through regular meetings. The school pulls together parents' efforts and endeavours to work hand in hand with parents to promote children's joyful learning and unleash their potential.

2. Learning and Teaching

- 2.1 With reference to different teaching packages, the school uses themes that are in line with children's life experiences to integrate the content of all learning areas to design its curriculum. Moral education is of great importance to the school. Teachers select moral stories based on each theme, choose suitable books in view of the needs of children at various developmental stages and organise class-based activities related to picture books to help children cultivate positive values and attitudes. The arrangements of the school curriculum and daily schedule foster a balanced and comprehensive development in children. Nevertheless, the school should review some learning content of Early Childhood Mathematics for K2 in the second school term so as to progressively guide children to grasp the relevant concepts, thereby enhancing the effectiveness of learning and teaching.
- 2.2 The school has a mechanism for the assessment of child learning experiences in place. In accordance with the learning objectives, the team devises items of thematic assessments and summative assessments while reaching a consensus on the assessment criteria through discussion. In this way, the development of children can be judged in an objective manner. Teachers adopt continuous observation to assess children's performance. They also systematically maintain children's work, analysis of children's performance in activities and various types of assessment forms in learning portfolios. The school disseminates the assessment information

to parents on a regular basis to let them understand their child's learning in a timely manner.

- 2.3 A robust curriculum monitoring and evaluation system has been built in the school. The management keeps track of and monitors the curriculum implementation through conducting classroom walkthroughs, attending meetings and scrutinising lesson plans and reflections. The team is able to reflect on teaching based on children's performance. Some teachers even make suggestions for improvement regarding refining the activity design or revising the curriculum content. Upon completion of a theme and at the end of a school term, the team reviews the situation and teaching schedules of each grade level respectively to facilitate the school to make reference to the relevant results and the child assessment information, hence informing teaching and curriculum planning.
- 2.4 The school has been considering the promotion of learning through play as its major concern in these two years in order to enhance children's interest in learning and active learning skills. In the previous school year, the school adjusted the daily schedule to clearly divide group activities and free choice activities into two sessions so as to ensure that children have sufficient opportunities for playing free choice games. In this school year, a warm-up play session is introduced for children to choose their favourite mixed-age activities in an indoor play venue. For example, children explore the rolling of tiny balls in pipe builders on the wall. They transport materials like small wood blocks and chenille balls with containers or tools to develop their fine muscles. Alternatively, children play a match of cuju in traditional Chinese style. As observed, the campus was filled with laughter. Children were excited and able to play with peers of different ages. Thus, their interest in learning was enhanced effectively. Teachers put effort into planning the interest corners of the classrooms to tie in with the themes in general. The learning aids are designed with different levels of complexity and attached with answers for children to manipulate during the free choice activity sessions. Children enthusiastically take part in the activities such as constructing a castle with the eco-friendly materials collected by their peers in the constructive corner, and spinning the spinning tops on different surface textures in the exploratory corner to compare and contrast how different materials affect the spinning. Teachers join in children's play and ask questions to guide children to express their views. Teachers lead children to revisit their play experiences and invite children to talk about the corner activities that they have participated in. Teachers may extend children's learning experiences

by encouraging children to share their discoveries.

- 2.5 Promoting national education has been another major concern of the school in these two years in view of the curriculum development trends and the school's existing foundation. The school plans the curriculum which incorporates moral stories and core values into each learning theme. It organises Chinese culture weeks as well. Children learn the traditional virtues and gain a better understanding of Chinese culture. In the Chinese culture week of this school year, relevant themes are set for each grade level to link up most of the activities so as to strengthen the coherence of the content of all learning areas. For instance, in alignment with the K3 theme "Cantonese Opera", teachers meticulously design activities and decorate different interest corners, including music activities related to the costumes of Cantonese opera for children to flick the flowing sleeves along the rhythm, designing and drawing shadow puppets based on Cantonese opera-cum-shadow play, and exploratory activities for exploring the materials used for making the shadow play screen. It is observed that children of each grade level listened attentively to the introduction of the themes of Chinese culture and linked the themes up with their life experiences to talk about the traditional things that they have learnt. Children also proactively explored the ancient Chinese folk toys and games, and experienced the art of China, showing great interest in the culture of our country. Besides, although the school has listed out the selected moral stories and core values in the curriculum outlines, it may steer teachers to systematically conceive learning content and activities that align with the core values. The school helps children put into practice how to be polite to others through its courteous ambassador scheme. It trains children to be the flag bearers of the school and attend the national flag raising ceremony with peers, hence cultivating their sense of belonging towards the country and national identity from an early age. The work of the major concerns is being implemented and bearing fruit.
- 2.6 The school premises are clean, tidy and bright. The corridors and classrooms are furnished with the two-dimensional and three-dimensional work of children, adding a touch of childlike fun to the campus. There is a comfortable reading zone in the school lobby for children to enjoy the pleasure of reading. The school allocates its venues flexibly to arrange for K3 children to enter classrooms of the same grade level at will and take part in different corner activities according to their preference during free choice activity sessions. In this way, the effectiveness of resource sharing is maximised and children's learning experiences are enriched. The school offers

plentiful teaching materials. Taking the art and craft corners for example, reference photos are posted there to inspire the design ideas of children while children can select different art materials to create. Children are conscientious during the course of creation and there is a variety of patterns on their work.

- 2.7 Teachers care for children and children are willing to show teachers what they have gained from the activities. Thus, there is a close teacher-child relationship. Teachers are good at role-playing, such as wearing wigs and Chinese costumes to introduce the Chinese folk toys and games in impassioned voices and facial expressions, to help children immerse themselves in the contexts effectively and listen attentively. Children enjoy performing rhythmic movements and dancing in pairs to the beat of music, showing good social development. Teachers set up a wide range of physical activities for children to choose from and participate in, during which children are energetic and have good coordination of gross and fine motor skills. Children follow the routines and have self-care abilities as they take the initiative to tidy things up after play.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the SSE rationale. The management is required to lead teachers to set success criteria corresponding to the task objectives and help the team evaluate the effectiveness in a focused manner, thereby clearly planning the development direction of the next stage.
- 3.2 The school should review some content of Early Childhood Mathematics for K2 in the second school term to guide children to grasp the relevant concepts in a step-by-step manner. Teachers are advised to collaboratively conceive the learning content and activities based on the selected moral stories and core values to enhance the effectiveness of learning and teaching.