

School No.: 153036

Quality Review Report (Translated Version)

Sai Kung Lok-Yuk Kindergarten

19E, Po Tung Road, Sai Kung, New Territories

20, 21 & 23 November 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 21 & 23 November 2023

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 supports the work of the school. It understands the school development and offers proper advice through regular meetings. The management is very experienced and understands the school context well. It strives to create a harmonious and joyful learning environment for children of different cultural backgrounds. To keep up with the development needs of the school, the management brings in external support to organise teacher training activities for broadening teachers' horizons and enhancing their professional competence. There is a clear delineation of roles and responsibilities in the management where team members discharge their duties properly. The management sets up functional groups to coordinate various work so that teachers can give full play to their strengths. In tandem, it provides opportunities for teachers to cooperate and communicate with one another across grade levels to strengthen the teamwork and pass on experiences. The teaching team is stable and has a good sense of belonging to the school. The management keeps an open mind in communicating with teachers. Team members work together to drive the school forward steadily upon a solid foundation.

1.2 The school has established a school-self evaluation (SSE) mechanism. The management leads teachers to evaluate the work progress of various areas and set development direction according to the development pace of the school and the needs of children. The school has regarded cultivating children's reading habits and skills as well as promoting national education as its major concerns in these two years. In this school year, the school also sets fostering children's social-emotional development as another major concern. It participates in professional support services and starts with K2 as pilot classes for children to learn about and manage their emotions. Moreover, the school lets teachers and parents understand the importance of the affective and social development of children. The school deploys the strategies in different aspects, such as teacher professional development,

environment set-up and parent education, to implement the work plan in a step-by-step manner.

- 1.3 The school attaches importance to learner diversity and has created an inclusive campus atmosphere. Teachers identify children with special needs early on to assist them in receiving professional support the soonest. Through daily peer interactions and activities, children are able to appreciate the cultural characteristics of different places and learn to accept one another. In response to the needs of non-Chinese speaking (NCS) children, teachers arrange enriched language learning in groups to improve their Cantonese listening and speaking skills. Teachers maintain close liaison with parents through different channels. They render translation services to NCS parents regarding the school notices and activities. In this way, NCS parents can keep informed of the school's latest news. The school makes good use of the resources from the organisation and community to organise an array of parent education and parent-child activities. Not only are there seminars and workshops to enhance the parenting skills, but also experiential activities of handicrafts to deepen parents' understanding of the community and promote Chinese culture to them. Thus, home and school join hands to foster children's healthy growth in a diverse culture of mutual respect and care.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school selects themes corresponding to children's life experiences to formulate an integrated curriculum that connects different learning areas. Furthermore, the school chooses suitable picture books to enrich the learning content of some themes and attract children to read the stories of the picture books. It also cultivates children's temperament through characters and storylines. An activity day is organised periodically to facilitate children's exploration and interaction with peers by way of interesting activities. Free choice physical games are also introduced to some physical activity sessions so that teachers can employ different strategies to extend children's interest in learning and prompt them to learn through play as well as unleashing their creativity. The school emphasises children's development of ethics, intellect, physique, social skills, aesthetics and spirituality. It alternately arranges active and quiet activities to enrich children's diversified learning experiences while conveying moral messages in morning and afternoon assemblies. However, the school has to examine the daily

- schedule of the activity day and take children's balanced development into account.
- 2.2 The school has stepped up the promotion of Chinese culture in recent years. During festivals and activity week, it thoughtfully designs relevant activities and competitive games to let children enjoy the blissful atmosphere of festivals and at the same time understand the significance of traditional customs. Teachers provide opportunities for children to experience at first hand face-changing, pitch-potting, juggling, etc., so as to deepen their understanding of the art and culture of our country. The school holds the national flag ceremony on important days to cultivate a sense of belonging towards our country in children and facilitate them to learn the warranted etiquette therein. Besides, the school puts a great effort into encouraging NCS children and parents to take part in parent-child activities so that children can experience and appreciate traditional Chinese culture in daily life.
- 2.3 The assessment objectives of the school are clear and the school draws up the assessment items in accordance with the learning objectives of the curriculum outline. There are assessment criteria as well to help enhance teachers' objectivity when conducting the assessments. The school assesses children's development and performance by continuous observation and documentation. It creates learning portfolios for children to maintain their work, activity records, summative assessments and so forth to present their performance in different learning areas. The school keeps parents informed of their child's learning regularly and gives suggestions on follow-ups to parents.
- 2.4 The management attends curriculum meetings, conducts classroom walkthroughs and scrutinises teaching documents to get a grasp of the curriculum implementation. It aptly gives guidance to teachers and always encourages them to apply what they have gained from training to design appropriate learning activities, hence enhancing the teaching quality. Teachers of the same grade level convene meetings of lesson planning. They jointly discuss the teaching content and learning schedule while communicating across grade levels on issues like the use of teaching aids to ensure the learning content at different levels can be connected with each other. Teachers have built a habit of reflection. They are able to assess children's understanding of the learning content based on children's performance. The management may lead teachers to communicate and exchange their experiences in a focused manner regarding the major concerns while sharing with one another their teaching strategies for continuous self-enhancement.
- 2.5 The school is keen on cultivating children's reading habits in this school year. It

creates a favourable environment and launches a parent-child reading scheme. Teachers set up a reading corner in each classroom and establish a reading zone in one of the classrooms. There are a mini tent and various styles of cushions in the reading zone, with plentiful books placed neatly on a display rack. It offers a comfortable and quiet space for children during morning reading sessions to attract them to read therein. In some of the thematic teaching, teachers make use of picture books to tell stories to children and encourage them to share with peers their favourite storybooks, which is conducive to motivating their reading interests. As observed, children loved to flip through books. They sometimes read together with peers and talked about the illustrations or the content of the books, which was full of fun. A reading atmosphere has been created in the school. Teachers are advised to employ different strategies to help children understand the stories and encourage them to express their ideas in order to enhance their reading skills.

- 2.6 Teachers set up the interest corners meticulously. They provide an ample amount of materials and design interesting and diversified activities, which are conducive to consolidating children's thematic learning, developing their fine motor skills and unleashing their creativity. There is a wide range of props in the role-play corners for children to engage in role-playing in realistic scenes and present their knowledge of everyday life. In a simulated hair salon, some children act as customers to choose the hairstyles they want from the photos while some children play the role of a hairdresser to get customers' hair done using various tools. After completing their work, the hairdressers even bring out a mirror politely and let customers appreciate their new look from different angles. Then, both the customers and hairstylists share a satisfied smile. Children are meticulous observers and fast learners that they absorb knowledge quickly. They tighten the bolts on the constructive wall with toy drills and try to assemble the wheels and transfer the energy from one to the next, mastering hand-eye coordination through manipulation as well as learning to explore and solve problems through continuous practices. Children conduct simple experiments with peers in the exploratory corners. They collaboratively compare the amount of oil in snacks by using oil-absorbing sheets to identify healthy food, thus extending their thematic learning. To dovetail with the major concern of this school year of fostering children's social-emotional development, the school incorporates skill learning, such as understanding emotions, expressing oneself and getting along with peers, into the learning activities of K2. Teachers display various facial expression illustrations in the corners to prompt children to express their

feelings. They also place toys like sensory bottles and bouncy balls therein to let children learn to release their emotions. Children sometimes argue with each other during play. Teachers calm children down patiently. They encourage children to learn to communicate with peers in proper ways and tell peers how they feel.

2.7 Teachers are amiable and friendly. They carefully observe children's performance in activities and motivate them to share experiences and ideas. Teachers adjust their rate of speech in view of NCS children's abilities and assist them in comprehending the semantic context. Most of the NCS children are able to respond in simple Cantonese. Teachers incorporate the content of different learning areas into the scenarios of thematic learning. During physical games, children choose materials on their own and create different ways of play based on the requirements of the simple learning tasks. Under a joyful atmosphere, children carry out circuit games and skills activities. They are full of energy and dare to take on challenges. Teachers also design theme-related music games thoughtfully to facilitate the extension of thematic learning. However, teachers may enrich the music elements to enable children to enjoy the fun of singing and performing rhythmic movements. The self-care abilities of children are good. Children also help one another and take the initiative to clean the desks and put away the activity materials, showing a spirit of service.

3. Recommendations for Enhancing Self-improvement of School

The school has established an SSE mechanism and embedded the rationale of SSE in daily work. The management is advised to lead the teaching team to set clear work objectives and success criteria that correspond to children's abilities regarding the major concerns. In this way, the work effectiveness can be evaluated in a more focused manner. With respect to the curriculum development, the school has to examine the daily schedule of the activity day and continue to enhance the professional exchange of priority tasks and teaching strategies among team members with an aim of driving the school forward.