

**School No.: 565733**

# **Quality Review Report (Translated Version)**

## **Cheung Ching Lutheran Day Nursery**

**Room 309-314, 2/F, Ching Kwai House, Cheung Ching Estate, Tsing Yi,  
New Territories**

**16, 17, 19 December 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 16, 17 & 19 December 2019**

- 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 school is able to increase manpower according to its needs in order to provide suitable care for children. It can also tap external support to organise teacher training and arrange focused lesson observation for teachers to learn from one another, which is conducive to enhancing the effectiveness of learning and teaching. The school has followed up the recommendations of the previous Quality Review by suitably empowering teachers to participate in the coordination work, thereby boosting the professional competence of the team. The principal possesses rich administrative experience and deals with school affairs pragmatically and prudently, while having a clear understanding of the school's work in different aspects. Hence, the school's daily matters are in good order. The team works in a harmonious atmosphere to promote the school's continuous development with concerted effort.
- 1.2 The school has a clear school self-evaluation mechanism. The team puts the interconnected self-evaluation process, viz. planning, implementation and evaluation into its daily work. It also collects stakeholders' views and analyses the school's development progress to formulate the annual major concerns collaboratively. Last school year, the school took promoting children's physical health development as the major concern. It enhanced teachers' knowledge and skills in designing and conducting physical activities, while arranging seminars and lesson observation for parents to understand the importance of exercises as well as maintaining a healthy lifestyle for children's development. The initial effectiveness of the plan has been observed. The school continuously reviews children's developmental needs. It takes the cultivation of children's morals as the major concern this school year, and selects caring for others as the development focus for the year. The school strengthens the related elements in the curriculum and invites parents to take part in voluntary services with children in order to cultivate children's positive attitude and value of caring for others. The school can deploy appropriate strategies and implement the plan in a step-by-step manner. In tandem, it can formulate success criteria in connection with the objectives and understand the work effectiveness

through conducting reviews, so as to take follow-up actions and make improvement.

- 1.3 The school accepts and respects children's diverse needs. It actively creates a caring and inclusive atmosphere. It has a clear mechanism in place to provide children in need with timely referrals or follow-ups. It properly makes use of community resources and professional support to offer suitable care services. The school values home-school communication. It has established an effective communication channel to inform parents of their children's progress at school. It also organises parent-child activities regularly and invites parents to observe lessons on-site to deepen parents' understanding of their children's school life. Meanwhile, the school arranges parenting seminars in accordance with parents' needs to enhance their skills in teaching their children. Parents support and trust the school. They are willing to take part in school activities and give impetus to the development of the school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and selects themes and picture books related to children's daily life to design an integrated curriculum which covers all learning areas. It also adjusts the learning content based on children's interests and abilities. The curriculum is comprehensive which includes the cultivation of children's attitudes and acquisition of knowledge and skills. The school ties in with the learning themes to arrange visits or experiential activities, so as to enrich children's learning experiences. It arranges an appropriate daily schedule for children to maintain a regular daily routine. Children are provided with sufficient time to engage in music, physical, art and free choice activities daily to facilitate their all-round development physically and psychologically. Yet, some of the K3 homework is a bit difficult. The school must delete the homework that does not meet children's abilities and developmental needs.
- 2.2 The school assesses children's learning progress through continuous observation. The items of thematic assessment are set in line with the learning objectives. The assessment content is comprehensive. Upon completion of a school term, teachers consolidate the assessment information and conclude children's learning performance in different stages according to their progress, enabling parents to have a better grasp of their children's development progress in different areas. The school develops learning portfolios for children and keeps information such as the thematic assessment, observation records and summative assessment properly as

evidence of their development. The school analyses the assessment information to understand individual children's development and needs. The information can also serve as the basis for informing the curriculum planning and revising the teaching strategies.

- 2.3 The principal steers the curriculum development of the school, and arranges teachers to participate in the curriculum coordination work. Teachers of each grade level discuss and determine the thematic content and learning focuses collaboratively through curriculum meetings. Teachers take turns to draw up the teaching plans. The principal scrutinises the teaching plans and provides feedback, guiding the teaching team to grasp the principles and directions of the curriculum and activity design. The principal also understands curriculum implementation through daily classroom walkthroughs. The school arranges peer lesson observation in accordance with the development focus, and conducts discussion after lesson observation for teachers to express their views on teaching objectives, teaching methods, activity design, etc., so that they can share their teaching experience with one another. The teaching team has established the habit of conducting post-lesson reflection. In addition to recording children's learning progress, it also gives suggestions to improve teaching. However, teachers' reflection at this stage mainly focuses on the thematic learning sessions, whereas the reflection on other learning activities is rarely seen. As teachers have accumulated experience in curriculum coordination, the principal may steer the team to further review children's learning effectiveness comprehensively, so as to explore the strategies to improve the teaching effectiveness collaboratively.
- 2.4 Last year, the school improved the design of physical activities and set promoting children's physical development as the major concern. The school reinforced teachers' skills in designing and conducting physical activities through participating in the external support programme and peer lesson observation. It also encouraged parents to take part in parent-child physical games with their children through activities such as parent seminars and the sports day, so as to help children develop a healthy lifestyle. Teachers design physical activities with clear objectives and different levels of complexity. They also create scenarios to make the activities more amusing. Teachers give clear instructions before the activities, and effectively monitor children's progress during the activities. As observed, children take part in the physical activities actively and are keen on trying, demonstrating good balancing and jumping skills. Nevertheless, some of the free choice activities in the physical

sessions, such as manipulating building blocks and teaching aids on the walls, are quiet in nature. The team should review the activity design and arrangement thoroughly to provide adequate opportunities for children to develop their gross motor skills, thereby facilitating their physical development.

- 2.5 The school has been attaching great importance to the cultivation of children's morals, and has taken caring for others as the learning focus this year. It strengthens the elements of moral education in the curriculum and designs corresponding learning activities. It also arranges K2 and K3 children to be the politeness ambassadors to take care of junior children, encouraging them to learn and practise the ways of caring for others in daily life. The school designs the activities carefully and effectively solicits parents' efforts to implement the plan. Parents agree with the school's development directions and are willing to take part in the school activities. Children care for others proactively. They help one another and get along well.
- 2.6 The school provides sufficient space for children to engage in free choice activities. It makes effective use of the campus environment to display children's artworks and activity highlights. It also ties in with the learning themes to decorate the classrooms and design learning corners to extend thematic learning. Various corner activities are set up in the classrooms, such as training on fine motor skills, imaginative play corner and exploratory games. Activities which can facilitate children's cooperation and problem-solving skills are also in place. Teachers walk through and observe children's performance during activities carefully. They play and read with children, as well as chat with them in a relaxing manner. The teacher-child interaction is good. The activities designed by teachers meet children's developmental needs. Children are able to select the activities according to their own preferences. Teachers can also cater for children's different learning paces by individual guidance, adjusting homework and designing teaching aids with different levels of complexity.
- 2.7 Teachers care about children. They are well-prepared for their teaching and can use intonations and questioning techniques to tell stories. They provide children with the opportunities to make responses and listen to children patiently. During free choice sessions, teachers design different music activities. They enable children to enjoy the activities through rhythmic movements, music games and manipulating musical instruments. Teachers arrange diversified topics of artistic creation for children, including sticking, kneading and drawing. As observed, children are engaged in various kinds of activities. Non-Chinese speaking (NCS) children can

generally follow teachers' instructions. They also read at the reading corner of their own accord and play happily with Chinese-speaking ones to learn from interaction.

2.8 Children enjoy their school life. They often smile and respond to teachers' questions actively. They are happy to express their ideas and share their life experiences, and are eager to try different activities. Children share toys with peers and often team up to engage in activities; they read stories to their peers and take part in role-play in the imaginative play corner. After activities and snack time, children pack the items and tableware by themselves, displaying good self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

The school team works earnestly and puts efforts to promote curriculum development as well as enhancing the effectiveness of learning and teaching. The team is advised to keep using the teaching reflection properly to review the effectiveness of learning and teaching in different areas in a focused manner. It may also improve the design of some of the physical activities to provide children with ample opportunities for gross motor activities. In addition, the school must delete the inappropriate K3 homework in order to meet children's abilities and developmental needs.