

School No.: 548278

Quality Review Report (Translated Version)

Lei Yue Mun Methodist Kindergarten

G/F, Lei Hing House, Lei Yue Mun Estate, Kwun Tong, Kowloon

23, 24 & 28 May 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: 23, 24 & 28 May 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 makes good use of the resources of the sponsoring body to organise inter-school training and arranges teachers to join overseas training according to their professional development needs. Teachers can widen their horizons through exchanging experience with the kindergartens under the sponsoring body and the kindergarten sector. The management has rich experience in administrative management. It allocates duties in light of teachers' abilities and empowers teachers to plan and implement various aspects of school work through different core groups. Moreover, it demonstrates professional leadership by giving timely guidance and suggestions. Teachers team up and support one another. They actively develop themselves and share what they have learnt with peers, showing team spirit and striving for fostering children's healthy growth.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism. The management leads all teachers to review the effectiveness for each area of work. It makes reference to the views of stakeholders and examines the school context thoroughly, thereby devising a 3-year development plan and follow-up items to promote sustainable development of the school. The school attaches great importance to children's physical and psychological health and added relevant elements into the curriculum a couple of years ago. Last school year, the school continued to work on the major concern of the previous two years to put more efforts on promoting a healthy lifestyle on the campus. Through organising a wide range of religious and parent-child activities, it deepened teachers' and parents' understanding of healthy living and reinforced positive values such as showing gratitude, cherishing life. Also, parents joined hands with the school to strive for fostering children's physical, psychological and spiritual development. This school year, the school starts working on a new cycle of development plan in line with the development of kindergarten education and the school-based curriculum. It takes enhancing teachers' professional capacity as the starting point, and then gradually guides children to observe the surroundings in daily life so as to arouse their interest

in exploring nature. The school formulates major concerns with clear objectives and appropriate strategies. It conducts timely review and makes adjustment for the work plans which helps promote continuous self-improvement of teachers and enhance the education quality.

- 1.3 Teachers observe children's performance carefully and convey children's special needs to the management in a timely manner. They also maintain close communication with parents and tap resources properly to provide follow-up support for children in need as early as possible. To help non-Chinese speaking (NCS) children integrate into the school life, the school translates school notices for their parents to strengthen the communication with them. In addition, it arranges teachers of NCS children to take part in training and uses appropriate teaching strategies to enhance the learning effectiveness of NCS children. The school regards parents as its partners. It informs parents of its development directions through diversified channels. It endeavours to promote parent education, for example, rallying the efforts of parent volunteers through the home-school cooperation committee to help the school implement different activities. Parents actively participate in parenting activities. They support and trust the school, and are willing to provide opinions for facilitating the school's continuous development.

2. Learning and Teaching

- 2.1 The school designs a school-based integrated curriculum by themes. The curriculum is comprehensive and covers all learning areas. It takes into account of children's abilities to provide diversified visits to enrich their learning experiences. The school arranges project activities for children every school term on the topics of their interests, providing them with self-directed learning opportunities so as to stimulate their learning motivation. The school upholds the mission of the sponsoring body and has been incorporating life education into the curriculum for years. By means of moral stories, religious activities, Good Characters Programme, etc., the school cultivates in children positive values such as sharing with others, cherishing life and expressing gratitude. In addition to inviting parents to observe children's good behaviour at home, the school has organised different parent-child activities in recent years to encourage parents to set examples for their children and extend children's learning at home, hence building a healthy campus and family living habits. However, the school must delete the inappropriate content in K3 children's mathematics homework so as to cater for their developmental needs.

- 2.2 The school arranges active and quiet activities alternately in the daily schedule. Every day, children are provided with sufficient physical and free choice activities. On Fridays, the school deliberately arranges abundant time for mixed-age or mixed-class play sessions while providing diversified materials. From observation, children have great fun in the play process. They select materials according to their preferences freely, including different kinds of blocks, unwanted materials, etc., and construct with peers, demonstrating their interesting ideas. Children design the rules of games and simulate different contexts for engaging in role-play harmoniously. The school provides children with the opportunities to collaborate with peers and unleash their imagination so as to facilitate their social development, meanwhile nurturing their creativity and developing their speaking confidence and abilities. The school strives to develop the play session on Fridays. Yet, it should take note of the balance of the daily schedule to ensure that every child is provided with adequate music activities while enjoying the fun of play.
- 2.3 The school designs concrete and clear assessment content according to the learning objectives of the themes in each grade level. Through continuous observation, the school assesses children's performance in each aspect every two months. At the end of the school term, teachers make reference to the formative assessment records to summarise children's development stages. The school creates learning portfolios for children in a systematic manner in which various evidence is included such as formative and summative assessment forms, children's work. In this way, parents are able to learn about their children's growth from different perspectives. The school uses children's assessment information to understand and follow up the individual needs of children. The information is also used as reference for adjusting teaching.
- 2.4 The school carries out a new 3-year development plan this school year. It emphasises on guiding children to observe their surroundings so as to motivate them to explore the relationship between nature and living. The school arranged professional training for teachers in the first school term to deepen their understanding of the learning area of Nature and Living and enhance their skills in conducting relevant activities. The team tried to put what they had learnt into practice in the second school term to design interesting experiential activities such as taking children for a ferry ride to experience the feeling of floating and observing the wheels of different transport. Teachers design extended learning activities with reference to the findings of children's exploration. The school connects children's

learning with daily life to stimulate their curiosity. The work plan is in line with the development trends of kindergarten education which helps develop children's active inquisitive learning attitude. The school may continue to exchange experiences and put theories into practice among teachers in order to accumulate teaching experience and cultivate children's interest in exploring nature and living.

- 2.5 The school has developed a clear curriculum management mechanism. The management provides room for teachers to exercise professional autonomy. Moreover, it adjusts learning activities according to the needs of children and gives timely suggestions to guide the team to plan and implement the curriculum. Besides, the school arranges peer lesson observation for providing teachers with the opportunities of mutual exchange, with a view to facilitating the team's professional development. Teachers have developed reflection habits. They record children's performance regularly and make follow-up suggestions by focusing on children's situation to enhance their teaching. At the end of the school term, the management leads the coordinators of each grade level to collect the views from teachers so as to review and follow up the teaching effectiveness, thereby promoting curriculum development.
- 2.6 The school campus is tidy and bright. Children's work is used to decorate the school premises in order to create a comfortable and friendly school environment for children. Teachers set up various interest corners for children according to the theme. The materials are manipulative and able to meet children's interests and abilities. Besides project activity period, the school allows children go to all classrooms of the same grade level and the assembly hall during free choice activities. This is not only an effective use of venues, but also increases children's activity space and facilitates the collaboration between children and different peers. During free choice activities, children participate in corner games in an orderly manner to take part in play activities such as creation, role-play and construction. Children share materials with one another and line up for their turns. They also discuss the playing methods together, resulting in a pleasant atmosphere. Teachers often observe and chat with children, some of them provide timely intervention and guidance to cater for the individual needs of children.
- 2.7 Teachers are friendly, they often encourage and praise children while listening to their needs patiently and providing them with appropriate care. Teachers are well-prepared for their teaching and have good collaboration among themselves. They often use pictures, hand puppets, real objects as teaching aids to engage children in

the activities and enhance the learning effectiveness. During physical activities, teachers arrange for children a variety of physical games, including skills training and group games, etc., in order to facilitate children's gross motor development and foster their active attitude in participating in group activities. In music activities, teachers are able to use interesting contexts to enhance children's learning motivation. The music activities are designed to meet children's interests and abilities. Children can express their feelings through singing and performing rhythmic movements, and hence enjoy the fun of music.

2.8 Children are friendly, obedient and polite. NCS children are able to communicate with teachers and peers in Cantonese. They play together with peers and have successfully adapted to the school life. Children demonstrate good self-care abilities and the spirit of service. After activities and meals, they take the initiative to sort and pack learning materials and tableware. They also help teachers distribute things and provide assistance to peers in need. Children help each other and get along harmoniously. Teachers should pay more attention to K3 children's way of holding a pen and using chopsticks, so as to help them master the proper postures.

3. Recommendations for Enhancing Self-improvement of School

The school has grasped the rationale and skills of SSE. It can continue to adopt the effective SSE cycle to plan and implement the work in a step-by-step manner. The school should lead the team to improve the arrangement of the play sessions on Fridays and some of the K3 mathematics homework, so as to enhance the quality of learning and teaching progressively.