

School No.: 530379

Focus Inspection Report (Translated Version)

Diamond Hill Ling Liang Kindergarten

Podium Level 2, Galaxia, 3 Lung Poon Street, Diamond Hill, Kowloon

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**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school upholds the mission of child-centredness to formulate a curriculum for children to learn through play. The curriculum content is comprehensive, addressing the cultivation of children's values and attitudes as well as their skill development and knowledge acquisition. Children are given sufficient time to participate in music, physical and art activities every day. They also have the opportunity to take part in free choice activities. In view of the effects of the epidemic on children's development, the school has paid close attention to the emotional management skills of children in recent years. It has utilised external resources and incorporated relevant elements into the curriculum, along with nursery rhymes, stories and corner activities, to convey positive messages to children and help them nurture optimism and positivity.
- 1.2 Taking note of the development of children's gross motor skills of the previous school year, the school focuses on enhancing children's physical fitness and health in this school year. It provides training to strengthen teachers' understanding of leading physical activities, and forms a new group to take charge of formulating relevant strategies and holding parenting activities to promote health education. Every week, children are given opportunities to participate in designated gross motor activities and time to play physical games of their choice. As observed, children chose bean bags, foam bricks, soft building blocks, etc., according to their preferences to design games. They also constructed balance footpaths with their peers and explored different ways of playing, thoroughly enjoying themselves. However, the time for some of the designated physical activities is rather short and children have not many times to experience them. Teachers are advised to improve the overall arrangement of the activities, such as adjusting the play materials in accordance with children's learning experiences and gross motor development and

inspiring children to apply their acquired knowledge to design physical games, so as to increase the opportunities for playing relevant activities. Teachers may also provide focused feedback to facilitate children's gross motor development, thereby further enhancing the effectiveness of the major concern.

- 1.3 The assessment policy of the school is explicit. Teachers continuously observe and record the learning of children. They reflect children's performance in all areas using assessment forms, observation records, children's work and so forth. The aforementioned information is properly maintained in children's learning portfolios and distributed to parents on a regular basis to keep them informed of their child's development. In tandem, the school encourages parents to put forward their observations of and expectations for their child so that teachers can have a better understanding of the growth needs of children. The school has clear assessment criteria and follow-up strategies for teachers' reference, which helps teachers render individual guidance in light of children's performance and cater for learner diversity.
- 1.4 The school puts much effort into planning the space of the premises to allocate suitable venues for children to carry out different learning activities. Teachers decorate the environment thoughtfully. They make good use of the space to display children's work and set up small personal mailboxes in the classrooms for children to design their own distinctive ones, filling the campus with childlike fun. There are plentiful materials in the interest corners. The games therein mostly come from teachers and the design is diversified and of different levels of complexity, accommodating the development and needs of different children. The manipulative teaching aids on the walls of the classrooms not only correspond to the thematic context but also dovetail with the learning content. Game boards are set up on the floor. Teachers change the content of the boards according to the learning themes to facilitate children to consolidate what they have learnt. All the games are fun-

filled for children to get engrossed in, during which children show a good learning attitude.

- 1.5 Teachers are conscientious in teaching and well prepared. Teachers often guide children to revisit their learning experiences and ask questions to encourage children to share their views, thus increasing children's self-confidence and giving them more chances to express themselves. Teachers are kind and amiable. Their relationship with children is good that they are familiar with the character and strengths of every child while taking care of them meticulously. Children enjoy their school life. They always wear a smile and treat others with courtesy. Children love music activities. Some teachers make use of scenarios to lead children to hum and sing lively, perform rhythmic movements and tap musical instruments to the beat. The connection between various sessions is natural and smooth, effectively boosting the learning atmosphere.
- 1.6 A well-developed curriculum management mechanism is in place. With reference to the curriculum outline and teaching plans devised by the joint-school curriculum core group of the organisation, teachers perform collaborative lesson planning to adapt the school-based teaching plans, teaching aids and the setup of corner activities. The management scrutinises lesson plans, conducts classroom walkthroughs and so forth to monitor the curriculum implementation and gives specific feedback to teachers in a timely manner. The team reviews teaching regularly and proposes follow-up measures based on the review findings such as revising the activity design and the setup of the learning corners. It also shares the good experiences with the affiliated schools of the organisation through joint-school meetings to pool the professional expertise and innovative ideas together, thereby informing curriculum planning, teaching arrangements and environment setup. In this way, the school continuously enhances the quality of teaching and keeps abreast of the times.

2. Recommendations for Fostering Sustainable Development of School

The school is keen on promoting learning through play and has laid a solid foundation for development. The team may review and adapt the arrangements of physical activities according to children's performance to further foster children's physical development.