

School No.: 133744

Focus Inspection Report (Translated Version)

Hong Kong Ling Liang Church Kindergarten

6 Leighton Lane, Causeway Bay, Hong Kong

19 & 20 March 2024

**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 devises its curriculum by making reference to the curriculum information of the organisation while considering school-based objectives of child development and children's interests. The school encourages children to have active exploration through play. It nurtures children's positive values and attitudes as well as developing skills and constructing knowledge in a joyful learning environment. Children are given ample opportunities to take part in music, art, physical and free choice activities every day, leading to a balanced daily schedule. The school puts emphasis on children's moral and spiritual development. Through morning and afternoon assemblies, religious activities, etc., it fosters a caring culture on campus that builds positive values.
- 1.2 The school has explicit assessment guidelines and criteria for grasping and documenting learning and development of children. Teachers observe children's performance continuously, analyse their performance in activities and works, while keeping records of their development in various areas. At the end of each school year, the school prepares an integrated summary to help parents understand their child's learning at an opportune time. Meanwhile, the school invites parents to observe and record their child's behaviour and attitudes in daily life, facilitating teacher's understanding of children's growth from different perspectives. The teaching team makes good use of children's assessment information for reviewing and adjusting the strategies of learning and teaching, thus informing curriculum.
- 1.3 The school plans the use of venues meticulously to provide children with an inspiring learning environment. It opens the campus before morning and afternoon assemblies and invites parents to engage with their child in activities like reading, art creation and construction according to their preference. There are diverse play corners and teaching aids of varying complexity to support children with different

developmental needs, helping them consolidate and extend their learning through play. In the constructive zone, children explore with multiple senses and select freely from different sizes of materials and physical equipment to create games. For instance, they work with peers to craft imaginary objects and imagine scenarios, thoroughly enjoying these activities. Hydroponic plants and soil growing plants are placed in the exploratory zone where tortoises and insects are kept for providing more opportunities for children to gain natural exposure and cultivate attitudes of respecting and cherishing nature. As observed, children showed keen interest in observing plant and animal growth, sharing what they discovered and acquired. Teachers played with children while observing children conscientiously and intervening when appropriate. They pose questions to inspire children's thinking, encouraging children to actively share their play experiences after activities so as to help them collate and consolidate what they have gained, effectively serving as learning facilitators.

- 1.4 Teachers care for and respect children, listening attentively to children's thoughts and opinions while providing positive feedback. They design activities in light of children's interest. Children eagerly raise questions and share their life experiences. They take the initiative to help their peers during activities and get along well for learning and playing together. Music activities incorporate a variety of elements such as singing, playing musical instruments and song appreciation. Children are engaged in the activities and enjoy expressing their emotions with singing, playing percussion instruments along with the beat, unleashing their creativity. Teachers offer rich sensory experiences to children through designing exploratory activities of light, shadow and colour. A wide range of art and craft materials is available in the visual art room with the provision of natural materials like pine cones, branches and dried flowers, allowing children to experience the fun

of art creation through diversified activities.

1.5 The school has a well-developed curriculum coordination, monitoring and review mechanism. The management monitors the curriculum implementation in a timely and effective manner by attending meetings, conducting lesson observation, scrutinising teaching documents, etc. Teachers evaluate the activity effectiveness and put in place suggestions for improvement based on children's performance. The school fosters a strong collaborative environment where teachers always exchange and discuss their experiences with one another and deliberate the challenges encountered during teaching and solutions to improve their teaching. The joint-school curriculum core group gathers teachers' feedback on the learning activities regularly and conducts professional discussion of children's performance across learning areas, which is effective in informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school has a spirit of ever-improvement. The management leads the team to adhere to the core value of child-centredness and create an inspiring learning environment in connection with the curriculum development direction of the organisation such that children can learn through play. The school is recommended to keep on accumulating professional experiences and guide teachers to make self-improvement strategically, thereby promoting its continuous development.