

School No.: 601861

Quality Review Report (Translated Version)

Hong Kong Ling Liang Church Sau Tak Kindergarten (Campus 2)

**Shop 2-3, 11-13, 15-18, 1/F., West Kowloon Place, One West Kowloon,
873 Lai Chi Kok Road, Kowloon**

12, 15, 16 & 18 April 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 15, 16 & 18 April 2024

- 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 adheres to the organisation's education mission and puts great efforts into creating a caring campus atmosphere and fostering children's comprehensive development. Under the guidance and support of the leadership team, the school liaises closely with the affiliated kindergartens of the organisation to exchange their experiences in administration, curriculum planning, work plans and other aspects, hence soliciting professional capacity to promote the continuous development of the school. The school attaches importance to the professional growth of the team. Training plans are devised while diversified teacher development activities such as workshops, cross-school visits and peer lesson observation are properly organised in response to the school's and teachers' needs, to enhance their overall professional competence and build a professional learning community gradually. The management has served the school for years and is familiar with the culture and development of the school. It is keen to demonstrate its professional leadership and strategically assigns duties according to the abilities and experiences of the team members, exploiting their potential through appropriate empowerment. A systematic induction mechanism is in place for newly recruited teachers to understand the school culture and curriculum features, helping them adapt to their work the soonest. Team members are passionate about early childhood education. They work as one to drive the school to pursue excellence.
- 1.2 The school has established a sound school self-evaluation (SSE) mechanism. The teaching team embeds the SSE rationale of planning, implementation and evaluation in daily work. The management leads teachers to gather and analyse stakeholders' views and children's performance, conduct a comprehensive review on the progress and effectiveness of work in different domains, and devise proper work plans based on the review findings. The school cares about children's personal and social development. The major concern of the school in the last school year was enhancing children's self-care abilities while in this school year, it is cultivating

children's positive values. The school sets clear task objectives, deploys suitable strategies in the aspects of curriculum design, environment setup and parent-related work, designing diversified activities. The work is carried out steadily and its effectiveness is evident.

- 1.3 The school creates an inclusive campus wholeheartedly and accepts children with different needs. It has established an explicit identification and referral mechanism while soliciting external resources to let children with special needs receive proper support as soon as possible. To improve teachers' skills in catering for children's diverse needs, the management arranges teacher training to facilitate teachers' grasp of appropriate strategies to support children's learning. The school cares about the adaptation of newly admitted children. It holds parents' day and provides orientation booklets before the commencement of a school year. Home and school work together to enable children to learn about campus life and get psychologically prepared for starting school.
- 1.4 The school values home-school cooperation. It strategically organises activities, including opening the campus for parents to play and read with children during admission hours, arranging for parents to attend morning and afternoon assemblies, and conducting parent lesson observation, to help parents understand children's school life, the development foci and curriculum rationale of the school. To strengthen parents' skills in child-rearing, the school holds talks and workshops that tie in with the needs of parents. In this way, home and school can achieve a synergy effect in fostering children's growth. The school utilises diversified channels to keep close contact with parents. It gathers views through the parent-teacher association and follows up on these views proactively. Parents trust and support the school. They participate in volunteer work enthusiastically and assist in organising parent-child activities. Thus, they are partners in school development.

2. Learning and Teaching

- 2.1 The school plans a school-based curriculum with reference to the curriculum information compiled by the joint-school curriculum team and in consonance with children's development and life experiences. The curriculum content is comprehensive, appropriate and covers all learning areas. The school strives to promote learning through play for children. It designs interesting learning activities and environment for children to play, hence cultivating their good attitudes as well

as acquiring skills and knowledge through interactions with people and the environment. Teachers schedule a wide range of experiential activities to broaden children's learning horizons, such as arranging for children to serve the senior citizens lunch at school so as to practise the virtue of respecting the elderly, and organising field trips to the Ocean Park to deepen children's understanding of the themes. The school also incorporates elements of Chinese culture into activities, such as traditional snack tasting, dough figurine creation and Chinese orchestra appreciation, to let children experience the beauty of Chinese art and culture and foster their sense of national identity gradually. Children are provided with sufficient opportunities to participate in music, physical, art and free choice activities, leading to a balanced daily schedule.

- 2.2 The school assesses children according to the organisation's assessment policy. The assessment content is clear and closely linked to the curriculum objectives. Teachers continuously observe and record children's performance in activities. In tandem, they develop learning portfolios for children to systematically maintain qualitative and quantitative assessment information for the full grasp of children's learning. The school reports to parents on a regular basis and provides suggestions on children's developmental needs, which helps parents follow up on their child's learning needs. The management leads teachers to analyse the assessment information to adjust teaching arrangements and inform curriculum planning.
- 2.3 The school has established a sound mechanism for curriculum coordination, monitoring and review. The management keeps track of the curriculum implementation by conducting classroom walkthroughs, observing lessons, scrutinising documents and so forth. It gives timely support and suggestions for improvement to teachers as well. Teachers analyse children's performance in meetings and review their teaching against learning objectives, activity arrangements, teaching strategies and other aspects to refine the curriculum design constantly. In view of teachers' development needs, the school plans peer lesson observation and teaching demonstrations for team members to observe and learn from one another, raising the quality of teaching in an ongoing manner.
- 2.4 The school has been regarding fostering children's personal and social development as its priority task in recent years based on its needs. The team evaluates the curriculum structure and revises the learning content according to the developmental needs of children. It plans the learning foci systematically, and refines the environment set-up and teaching design. In the last school year, enhancing

children's self-care abilities was considered as the school's major concern. Teachers formulated the objectives of each grade level and designed interesting corner activities, such as encouraging K1 children to learn to put on their clothes and K2 children to tidy up on their own, for children to grasp the self-care skills. Parent-child booklets were also published to assist children in setting self-care goals like tidying their clothes and making the bed, both at school and home so that children could understand their own responsibilities and be responsible in daily life. As observed, children put on and took off their shoes as well as folding clothes neatly by themselves, showing good living habits. Furthermore, children used tools to clean up, sort and put away items in an orderly manner. The plan has yielded results.

- 2.5 In this school year, the school puts emphasis on nurturing children's positive values. Drawing on the experiences gained from the work plans of the previous years, the school designs a variety of learning activities, including making use of morning and afternoon assemblies and selecting stories like Sending Charcoal in Snowy Weather and Song Lian Kept His Words to facilitate children's understanding of traditional virtues such as helping others and self-discipline. Moreover, the school creates scenarios based on children's life experiences and guides children to put themselves in the characters' shoes with a view to cultivating care, perseverance, respect and other values. Children have the chance to take responsibility by joining different schemes, including taking turns on duty in interest corners, listening to other children telling stories and playing with the newly admitted children. It is observed that children were courteous. They would not give up when facing difficulties and tried different ways to solve problems. They also took the initiative to care about and help their peers. For instance, they lent a hand to their peers in finding the necessary play materials.
- 2.6 The school plans the campus environment painstakingly to utilise its space flexibly for providing various activities. Teachers set up learning zones that are in line with the thematic content and learning progress to offer an extensive range of activities and learning aids for children to learn through hands-on manipulation and sensory exploration. The learning aids are designed with different levels of complexity to cater for children's different learning needs effectively. The exploratory zone is full of exploratory elements. Children are willing to participate in the activities therein and understand the characteristics of things from observation. For example, they compare the effectiveness of using different materials to make a sailboat, explore

fruits and vegetables with different senses and learn about different parts of a plant, during which they show curiosity and acquire new knowledge through exploration.

2.7 The school is dedicated to strengthening the element of free exploration in play. It provides toys, soft building blocks, cones and other materials for children to construct or create according to their preferences. As observed, children assembled a pufferfish by using cones and toys. They built a pastry cabinet and imaged the balls as bread to simulate buying and selling with their peers, during which children showcased their imagination. Teachers observe and join in children's play. They make timely intervention and assistance to guide children to make more attempts. Besides, teachers arrange for children to share their experiences after play to help children consolidate and extend what they have learnt.

2.8 Teachers are kind and amiable. They always give compliments and recognition to children. Thus, the teacher-children relationship is good. Teachers prepare for activities conscientiously. They utilise pictures, self-made teaching aids, real objects, etc., flexibly to facilitate teaching. Teachers employ role-play to create scenarios while using props and vivid interpretation to stimulate children's imagination and motivate their learning interest. For instance, teachers imitate indigenous people of Africa to carry out music activities. They lead children to sing, perform rhythmic movements and play musical instruments to the melodies. Teachers carefully organise physical games and optimise the use of space to place equipment, such as hanging open umbrellas upside down from the ceiling to prompt children's throwing. The activities are fun-filled. In response to children's performance, teachers progressively increase the difficulty of games and instruct children of body movements in an orderly manner to foster their physical development.

3. Recommendations for Enhancing Self-improvement of School

The school upholds the mission of child-centredness. It creates a rich learning environment for children to learn through play joyfully while promoting home-school cooperation actively to join hands with parents to nurture children's happy growth. The team may draw on its experiences and strengths to seek continuous improvement and strive for self-enhancement and perfection through the cyclical SSE process of planning, implementation and evaluation.