

School No.: 595969

# **Focus Inspection Report (Translated Version)**

## **Hong Kong Ling Liang Church Tsuen Wan Kindergarten**

**Kindergarten, Podium C (Tower 9-12), P/F, Riviera Gardens and  
Shops 128-129, Podium Floor, Podium C Riviera Gardens, Tsuen Wan,  
New Territories**

**14 December 2023**

**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 education rationale of child-centredness in planning its curriculum. It formulates teaching themes and learning content based on children's developmental needs to encourage them to construct new knowledge with prior experience. The teaching team is committed to enhancing children's abilities of learning on their own initiative and enabling them to unleash their potential through sensory exploration and first-hand experience. The school attaches importance to the nurture of children in the area of art and creativity as well. It arranges sufficient time for children to participate in art and music activities of various types and forms every day, nurturing children's interest in and passion for art effectively.
- 1.2 The school regarded fostering children's emotional development as its major concern in the last school year. It strengthened the promotion of positive values and attitudes through a wide range of strategies. Teachers select suitable picture books for children to understand emotions such as happy, angry, sad and joyful, and use colours to represent their feelings. Real-life scenarios are designed for the morning and afternoon assemblies to introduce to children ways of dealing with emotions. Furthermore, children are arranged to visit and take part in serving the community like making smiley vegetables as gifts for the elderly, and distributing leaflets in the community to spread the messages of care and optimism. As observed, teachers respected and accepted children. They listened to children's views patiently. Children enjoy their school life and are engaged in different types of learning activities with ease and joy. They are keen on sharing the happiness of helping others and getting along well with peers. A caring campus culture has been built.
- 1.3 The school devises assessment items according to the curriculum objectives and children's developmental characteristics. It makes reference to the assessment

guidelines and criteria of the organisation to observe and record children's learning progress objectively, hence reflecting children's growth accurately. Every school term, teachers concretely describe in writing and analyse what children have said as well as how they have behaved in different activities so as to recognise children's efforts and improvement. At the end of a school term, teachers summarise children's overall development. This piece of information, along with the observation records, children's works and so forth are systematically maintained in children's learning portfolios for parents to understand children's learning holistically.

- 1.4 The school keeps on increasing teaching facilities and resources to create a rich and colourful learning environment. The spatial planning of the campus is desirable. There are manipulative learning materials in every interest corner, in which the teaching aids are of different levels of complexity to cater for children's diversity. Children can choose the games that suit their abilities or those that are challenging according to their preferences. Besides, the school strives to enhance the element of free exploration in play. It prepares an array of physical equipment and supplies in the playground for children to create their own favourite games. Children have adequate opportunities to explore and create, hence applying what they have learnt. Under a relaxing and cheerful atmosphere, they discuss with peers ways of play and carry out the plans together. Alternatively, they imagine scenarios to engage in imaginative play. For instance, they build a cottage with building blocks and then simulate furnishing the home, or they construct a barbecue pit and role-play as having a barbecue in the country park. Through play and interactions, children fully demonstrate their imagination, team spirit and active learning skills. Teachers inspire children when appropriate and guide them to share their ideas, the difficulties

they encountered and their solutions after the activities, thus helping children consolidate and extend their learning.

- 1.5 Teachers are conscientious in teaching. They always praise children's good behaviour with positive and specific wording. They have a close relationship with children. Teachers explain clearly and vividly during morning assemblies and music activities. They are good at using their tones, voices and facial expressions flexibly to interpret the story plots to strengthen children's learning motivation. Teachers decorate the campus with the works of children and artists. Moreover, they place various art tools and materials for children to use freely while organising diversified activities, such as clay rubbing, light clay creation and famous painting appreciation, to facilitate children's aesthetic development. In the art zone that is full of artistic vibes, children create artworks attentively with a variety of materials. Their works are rich in colour and ideas as well as very distinctive. The school is required to arrange sufficient time for children to participate in physical activities daily and make use of activity design to foster children's physical development to a greater extent.
- 1.6 The management plans the curriculum in collaboration with the affiliated kindergartens of the organisation. They discuss and revise the curriculum content in a timely manner to promote the curriculum development through professional exchange. The management is familiar with the education rationale of the organisation and the implementation of the school-based curriculum. It gives feedback to teachers on their activity reflections and renders appropriate guidance and support to them. The management steers the team to refine the mechanism of curriculum review while leading teachers to conduct evaluation from multiple perspectives including the teaching design, activity implementation and children's

performance, hence raising the effectiveness of learning and teaching continuously.

## **2. Recommendations for Fostering Sustainable Development of School**

The school strives for improvement. Team members work as one to promote the curriculum development with relentless efforts so that children can learn and explore through play and grow in a caring campus atmosphere. The school may review the arrangements of physical activities to help children develop a strong body.