

School No.: 596787

Focus Inspection Report (Translated Version)

Hong Kong Ling Liang Church Sau Tak Kindergarten

**Shop 6-8, 1/F., West Kowloon Place, One West Kowloon,
873 Lai Chi Kok Road, Kowloon**

12 October 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 adheres to the rationale of child-centredness and adopts real-life themes to formulate a school-based curriculum that is in line with children's interests, abilities and learning needs. The curriculum content is comprehensive and balanced, covering various learning areas while spiritual and sex education are included. Not only does the curriculum facilitate children's acquisition of knowledge and skills, but it also cultivates their positive values and attitudes. The school strives to promote learning through play. It designs interesting learning activities to motivate children to learn through first-hand experiences, learning-by-doing and social interaction, hence strengthening the effectiveness of learning and teaching. Teachers arrange visits in alignment with the themes to deepen children's understanding of the themes and enrich their learning and life experiences. The daily schedule is properly planned that children have sufficient time to participate in music, physical, art and free choice activities every day with a view to achieving healthy physical and psychological development.
- 1.2 The school puts emphasis on children's whole-person development. In this school year, the school conducts sensory exploratory activities to guide children to learn about Chinese culture and nurture children's good character. This is also regarded as the school's major concern. The school devises well-laid plans. It sets moral foci of benevolence, righteousness, propriety, wisdom and integrity, and arranges diversified activities such as sharing of Chinese folktales, making traditional craftwork and appreciating juggling shows to cultivate virtues like caring, a sense of responsibility and respect as well as building a sense of national identity in children. In tandem, the school invites parents to take part in parent-child activities and lets children complete relaxing and amusing simple learning tasks with their parents, thus practising what they have learnt. Such practice extends moral education to families

and strengthens work effectiveness.

- 1.3 Teachers observe children's performance in different activities continuously to understand children's learning and developmental progress. They create learning portfolios for children of which the assessment items are formulated according to teaching objectives. Formative and summative assessment information is available in the portfolios. Teachers periodically report to parents and collaborate with them to follow up on the needs of children. Teachers set clear assessment criteria and evaluate children's abilities objectively. They collate and analyse various assessment information systematically which serves as reference for reviewing the curriculum, thereby improving the curriculum design in an ongoing manner.
- 1.4 The school premises are commodious, beautifully furnished and have ample space. Teachers strengthen the element of free exploration in play by placing plentiful materials, including ladders, soft building blocks and wooden planks, in the play area to inspire children to engage in versatile constructive games. Children cooperate and discuss with their peers to construct slides, castles and railroads together. They unleash their creativity to design novel ways of play as they make stilts, rackets, etc., with their peers and then compete against each other. Children get along with their peers. They are devoted to the games, thoroughly enjoying themselves. After play, children make records of the activities by drawing. They share their play experiences and gains with enthusiasm and confidence, showing good language development.
- 1.5 Teachers are conscientious in their teaching. They design teaching activities meticulously and combine the content of different learning areas meaningfully so that children can have holistic learning experiences. In accordance with the themes, teachers design learning aids of different levels of complexity. The learning aids are in abundant supply and rich variety, helping children consolidate and extend their

learning while catering for learner diversity. Teachers have a good rapport with one another and coordinate well, leading to a smooth transition of activities. Teachers lead music activities with passion. They sing, dance and tap musical instruments with children, creating a joyous learning atmosphere. To keep pace with the implementation of the major concern, teachers guide children to care for others in different scenarios by means of drama during morning assemblies. Teachers work together with K2 children to make a parade vehicle to promote the importance of helping and loving others to children of other grade levels as well as encouraging everyone to do good deeds in daily life. Teachers may give children clearer demonstration in some of the activities based on children's cognitive development so as to facilitate children's understanding of the learning content.

- 1.6 The school forms a curriculum group with the affiliated kindergartens of the organisation to collaboratively discuss the direction of curriculum development as well as examining the set-up of all learning areas and homework design to propose amendments. This also pools the expertise and experiences of the management and teachers of each school to promote professional exchange and keep up with the times. Through observing classroom activities, scrutinising teaching plans and meeting records, the management understands the curriculum implementation and makes specific suggestions for improvement to guide and support teachers. Teachers observe and communicate with one another during peer lesson observations. They express their opinions candidly in pursuit of excellence, enhancing the teaching quality continuously. Teachers conduct individual reflections and collectively reflect on the teaching effectiveness and activity arrangements during meetings to take proper follow-up action.

2. Recommendations for Fostering Sustainable Development of School

The school curriculum is comprehensive, balanced and appropriate, facilitating children to learn and grow through play. The management may continue to lead teachers to uphold the principle of child-centredness to review and improve the curriculum while enhancing the effectiveness of learning and teaching, hence implementing quality kindergarten education.