

School No.: 324680

Quality Review Report (Translated Version)

Kowloon Ling Liang Church Kindergarten

3/F, 1 Grampian Road, Kowloon City, Kowloon

11, 15 & 20 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 11, 15 & 20 October 2021

- 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 leadership team is concerned about the school's development. It supervises and supports the school through visits and regular meetings. The school's administrative management structure is well defined with clear guidelines. Work of different aspects is arranged in an orderly manner, hence the daily operation is smooth. In recent years, the school has made good use of information technology to assist teachers in keeping and collating information, in an attempt to alleviate the administrative workload of teachers, so that teachers can focus on their teaching. The school attaches importance to the communication and collaboration among the teaching team. Teachers get along in harmony. They cooperate with each other and discharge their respective duties properly. An induction mechanism is in place to arrange experienced teachers to help newly recruited teachers adapt to the work environment and routines as soon as possible. The management arranges suitable training courses according to the school development and the needs of teachers to facilitate teachers' professional growth. The school team works together to promote the school development with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review. In accordance with the objectives of the major concerns, the school devises clear and concrete success criteria to assess the effectiveness of its work. It also makes reference to children's performance and the views of stakeholders to deploy its development direction and strategies. The school has established a school self-evaluation (SSE) mechanism to conduct SSE and formulate development plans using whole-school participation approach. The teaching team discusses and assesses the effectiveness of different areas of work, thereby following up accordingly. Last school year, the school regarded promoting children to learn through play and facilitating their moral development as the major concerns, and set clear focuses for the work plans. The school is able to deploy appropriate strategies from different perspectives, such as adjusting the school-based curriculum and daily schedule, introducing professional support services, enhancing the environment setup and

implementing parent-child learning activities, to achieve the expected goals. After evaluating the overall implementation, the school further enhances relevant work in this school year to include the cultivation of children's love towards nature and the reinforcement of life education as two major concerns. Given the deployment of diversified strategies and implementation of different work in a step-by-step manner, the effectiveness is seen initially.

- 1.3 The school accepts and respects children's diverse needs to create a loving and caring atmosphere on the campus. The school identifies and refers children with special needs by making good use of internal and external resources, so that they could receive support the soonest. The school sets up a natural Chinese learning environment to facilitate non-Chinese speaking (NCS) children to learn Chinese. Teachers also understand the emotional and social needs of NCS children carefully so as to provide assistance. The school liaises with parents closely. The parent-teacher association has been set up for over a decade. Parents actively assist the school in organising parent-child activities, which can enhance the communication and collaboration between parents and the school. The school has gained parents' trust and support. It works with parents to nurture children's healthy and joyful growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching package to design an integrated school-based curriculum using real-life themes. The curriculum is comprehensive and balanced, which covers all learning areas and cultivates in children positive values and attitudes, while facilitating their acquisition of skills and knowledge. The school arranges seminars at school and visits outside the school for children of each grade level, so as to enrich their learning experiences. In regard to the daily schedule, children have adequate time to participate in music, physical, art and free choice activities every day to enjoy the fun of different activities. However, the school arranges too many themes in each school term and adds festive themes in-between some of the themes, leading to hurried teaching pace. Also, the environment setup does not match with the themes effectively. The management should lead teachers to review the overall curriculum planning and adjust the number, content and teaching schedule of the themes, so as to enhance the effectiveness of learning and teaching. The school arranges kindergarten-primary transition activities for K3 children to help them develop an initial understanding of primary

school life. Yet, some homework is too difficult and some language activities are conducted in dictation format, which do not meet children's abilities and learning needs. The school is required to cancel those related arrangements. Besides, the school must ensure that K3 children are provided with sufficient free choice activity time during kindergarten-primary transition activities, so that children can choose activities freely according to their preference, explore their surroundings and extend their interests in learning.

- 2.2 With the aim of understanding and promoting children's learning as well as their physical and psychological development, teachers devise the assessment items for all themes based on the teaching objectives. They conduct the assessment of child learning experiences by means of continuous observation and record-keeping. Teachers develop learning portfolios for children to record their thematic assessment forms, anecdotal observation, art and craft work, including formative and summative assessment information which reflect children's performance in different areas. Teachers invite children to select their art and craft work to put into the portfolios. They also invite parents to give feedback in regard to the assessment information, with a view to deepening their understanding of children from different channels. Teachers report children's learning and developmental progress to parents regularly, and provide suggestions according to the needs of children. With home-school cooperation, children's growth is thus facilitated. Teachers collate the assessment information in a timely manner and use children's performance as evidence to review the effectiveness of learning and teaching.
- 2.3 In terms of curriculum management, the management leads teachers to draw up teaching objectives for each grade level according to children's interests, abilities and needs. Teachers are in charge of drafting teaching plans, planning activities and setting up the learning environment. Teachers of each grade level discuss the teaching content at the meetings. They set different learning focuses to strengthen the interface of curriculums. Teachers conduct reflection in the aspects of curriculum design, use of resources and teaching strategies, thereby proposing follow-up recommendations to enhance the teaching arrangements. The management understands and monitors the curriculum implementation through attending meetings, scrutinising teaching documents and observing lessons. In the meantime, the management provides concrete suggestions to enhance teachers' teaching effectiveness. The school also ties in with the major concern to implement peer lesson observation for teachers to observe and learn from one another, and

review the effectiveness of the major concerns. Such arrangement is appropriate.

- 2.4 In recent two years, the school has regarded the enhancement of children's moral development as the major concern. It sets different moral goals for children in each grade level, such as self-control, diligence and patience. Children are encouraged to practise good behaviour in school and at home; a caring culture is established on the campus. Teachers invite parents and K3 children to design simple tasks in daily life by themselves according to different moral goals, in order to help foster proactive attitudes in children. From observation, children are polite and obedient. They love and care about their peers, and respect teachers. The effectiveness of the major concern is gradually seen. Besides, the school has introduced external resources. It regards promoting children to learn through play and cultivating their love towards nature as two respective major concerns in these two years. Teachers intend to enhance the setup of the interest corners and place different materials therein for children to explore their surroundings through senses, so as to nurture their curiosity and exploratory spirit.
- 2.5 The school makes adjustment flexibly and well utilises the campus to conduct activities for children in different classrooms, so that children can concentrate on their learning in a comfortable and quiet atmosphere. It also borrows the venues of the sponsoring body for children to have more space to participate in physical and music activities so as to relax their mind and body. Teachers create different interest corners in the classrooms. They put in place diversified teaching aids, toys and fine motor training tools for children to choose freely according to their interests during free choice activity sessions. Teachers also design cooperative activities for children to play with their peers, aiming at facilitating their language and social development. Children are familiar with the rules of interest corners. They plan before activities and make records afterwards, showing self-management abilities. To further enhance the effectiveness of children's learning through play, teachers should review the setting of furniture in the classrooms and design corners with ample space and rich materials. Thus, children are able to explore with peers and engage in imaginative play to unleash their imagination and creativity, thereby enhancing the learning effectiveness. Teachers set up reading corners and display books on bookshelves. The design of reading corners is suggested to be further improved. Teachers should encourage and accompany children to read in order to cultivate their interest in reading and create a reading culture on the campus. During free choice activities, teachers can still participate in children's play in a timely

manner, hence facilitating them to think more and make more attempts.

- 2.6 Teachers adopt a serious attitude to teaching. They use real objects, pictures, self-made teaching aids, etc., to assist in teaching and deepen children's understanding of the learning content. Teachers design music activities conscientiously. Children sing, move rhythmically and play to enjoy the fun of music activities. Teachers demonstrate clearly when conducting physical activities. They provide children with sufficient opportunities to engage in different activities such as throwing, tossing, running and jumping, so as to develop their gross motor coordination and control abilities. Teachers arrange K3 children to take turns to be little master of ceremonies at morning and afternoon assemblies to lead all children to sing and pray. Children are also invited to share their life experiences with others in order to develop their self-confidence. Teachers lead children to summarise what they have learnt after activities and encourage them to share their feelings and thoughts, so as to consolidate and extend their learning.
- 2.7 Children like going to school. They are interested in the activities and engaged in different kinds of games. Children actively respond to teachers' questions. They are willing to share their views and feelings, showing good comprehension and expression abilities. Children take the initiative to tidy up materials after physical, music and free choice activities, demonstrating the spirit of service and self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school attaches importance to enhancing teachers' professionalism. Apart from joining external support programmes, the school also organises school-based training activities to improve teachers' teaching skills. The school should further take into account the development trend of kindergarten curriculum and the needs of teachers, and provide teachers with more opportunities on observation and experience sharing with their counterparts, so as to broaden their horizons and enhance their professional capacities.
- 3.2 The school has put in place a comprehensive and balanced curriculum. Teachers should yet review the arrangement of thematic teaching and the setup of interest corners, with a view to enhancing children's learning effectiveness. Besides, the school must refine the daily schedule of the activities for the interface between kindergarten and primary education and homework arrangement so as to meet the learning and developmental needs of children, and help them adapt to a new learning phase.