

School No.: 564524

Quality Review Report (Translated Version)

Kowloon Ling Liang Church Day Nursery

4/F – 5/F, 1 Grampian Road, Kowloon City, Kowloon

3, 4 & 9 November 2021

**Kindergarten Inspection Section
Education Bureau**

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

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Dates of Quality Review: 3, 4 & 9 November 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 school is supported by the School Management Committee. In addition to giving advice about administrative management and the direction of development, the School Management Committee also leads the school to join with the other school of the same school sponsoring body in organising activities for children so as to facilitate sharing of resources between the two schools. The school's organisational structure is clear. The management sets up different working groups according to its needs to handle the work related to curriculum development, home-school liaison, school self-evaluation (SSE), and so forth respectively. It assigns teachers' duties properly in light of their interests and abilities. The management not only organises regular staff meetings, but also arranges grade level and working group meetings to facilitate team communication. In order to groom successors, the management has actively arranged experienced or potential teachers to take charge of the school affairs in recent years so that they can grasp the skills of handling administrative work in a step-by-step manner. On the other hand, the school arranges experienced teachers to help new teachers get familiar with the environment and understand the requirements in learning and teaching. The school puts much effort to identify teachers' training needs and arranges relevant professional development activities as far as possible to create an atmosphere of pursuing advancement in the team.
- 1.2 Under the SSE mechanism, the management leads teachers to collect information and evidence through various channels to review work in each domain. The SSE working group collates and examines views of different stakeholders which can help draw up the school development plan for the upcoming year. In recent years, the school has regarded promoting children to learn through play as its major concern. It enhanced teachers' abilities through training in last school year while, upon evaluation, focuses on developing teachers' roles during exploratory activities in this school year. The strategies are deployed appropriately and the plans are implemented properly. In recent years, the school has also considered fostering children's good behaviour as another major concern in order to keep up with the

development trends of kindergarten curriculum. In last school year, it enhanced children's understanding of morals through stories in picture books. In this school year, it helps children learn to care for the natural environment by means of enhancing teacher's professional knowledge of environmental protection and setting environmental protection as the learning theme in which teachers design diversified learning activities of different levels. The plan has achieved positive results.

- 1.3 The school sets up multiple channels such as establishing the parent-teacher association (PTA) to introduce the school curriculum, development focuses and implementation measures to parents. It maintains close communication with parents which can help them understand the school's latest development. The key members of the PTA are familiar with education affairs. They are actively involved in the PTA work and provide advice of good reference for the school development. The school attaches importance to parents' views and regards parents as collaborative partners, building a solid foundation of home-school cooperation through different activities.
- 1.4 The school has put in place an effective mechanism to identify and support children's diversity. It provides different support and referral services for children to cater for their needs so that they can receive suitable care at an early stage. The school arranges suitable adaptation activities for newly admitted children. It also actively asks parents about their children's preferences and the points to note when looking after their children. In the meantime, the school encourages parents to meet teachers when necessary to understand children's situation in school for working together to help children adapt to the new environment. The school provides a wide range of support for children who will be promoted to primary one. Examples are organising meetings for parents and disseminating primary school information to parents to facilitate them to make informed decision in choosing school; inviting alumni to share their primary school life through video clips. All these can help relieve the anxiety of children who will soon be promoted to primary school.

2. Learning and Teaching

- 2.1 The school follows the *Kindergarten Education Curriculum Guide* and makes reference to themes of teaching packages to select stories in picture books to design the curriculum. It covers all learning areas, which is comprehensive and balanced, and can cater for children's learning in the aspects of attitudes, skills and knowledge. The school has followed up the recommendations of the previous Quality Review to

adjust and select the learning content by reviewing the curriculum holistically. It designs related learning activities and organises corner games so as to allocate more time for children to play, which is conducive to fostering children's active learning and exploratory spirit. During the suspension of face-to-face classes in the last school year, the school provided learning kits with different items and guidelines therein to cater for the development of moral, music, physical and fine motor skills in children. It also disseminated information in audios and video clips to parents for supporting children to learn at home. The school has followed up the recommendations about the activities of early childhood mathematics in the previous Quality Review to enable children to develop relevant concepts by manipulating real objects. However, the school still needs to pay attention that the content of some homework and activity booklets in early childhood mathematics for K3 children is beyond their abilities and must be removed.

- 2.2 The school's daily schedule is balanced. It is able to provide children with sufficient time to engage in music, physical, art and free choice activities. Teachers design music activities that align with themes. By using real life context, they guide children to imagine, and move rhythmically along the music while playing roles according to the lyrics. Children have rich imagination. They are used to dance spontaneously along the beat under a designated context. There are skill training including throwing, tossing, balancing and crawling in physical activities which can facilitate children's gross motor development. However, children need to wait for a long time in some group activities, leading to limited amount of exercise among them. The school is advised to review and improve such arrangement. During the period that children can return to school to have half-day face-to-face classes, the school still conducts real-time online teaching in the afternoon session. Such practice is unnecessary. The school should take note that real-time online teaching mode is not suitable at kindergarten level in principle. It must cancel relevant arrangement.
- 2.3 The management monitors the implementation of curriculum in each grade level by means of grade level meetings, lesson observation and daily observation. The school arranges collaborative lesson planning and discussion meetings after class for teachers to communicate with each other and seek for ways of improvement in teaching. Teachers are able to tie in with the curriculum outline to draw up teaching plans with clear objectives alongside well-defined teaching steps, which can facilitate teachers to carry out activities. Teachers have made it a usual practice to describe the teaching process and children's performance in their reflection records. The

management is suggested to further enhance teachers' reflection abilities by leading teachers to evaluate children's learning effectiveness with reference to the learning objectives. It may conclude the review results with a view to informing curriculum planning.

- 2.4 Regarding the school's major concern about fostering children's good behaviour, teachers not merely use stories in picture books but also facilitate children to learn and experience during thematic teaching and daily life. Children's attitudes on getting along with others and treasuring the resources of the Earth are thus cultivated. The school's another major concern is promoting children to learn through play. Teachers make reference to the themes and stories in picture books to design corner play activities. Rich and diversified materials are placed therein to facilitate children to consolidate and extend their learning. Children are keen to take part in learning activities. They are willing to make attempt and interested to take part in exploratory activities. During free choice activities or some physical activities, teachers encourage children to choose toys, learning tools and different materials to design games on their own or ask peers to play together. Teachers participate in children's play occasionally and they invite children to share during review sessions. Nevertheless, when children engaging in play or sharing their experiences, teachers can ask questions to stimulate them to think, or interpret the play in another way through demonstration. As such, teachers can further inspire children and help them display more creativity.
- 2.5 The school environment is neat. Teachers make effective use of classrooms, walls and ceiling of corridors to display children's works. The works are vibrant and colourful which can facilitate children to appreciate and learn from each other. Teachers use mobile partition walls between classrooms when necessary and flexibly use the movable cabinets as space dividers to prevent activities from interrupting each other. Children are thus more attentive in their learning activities.
- 2.6 Teachers are kind and amiable. They talk tenderly so children love to approach them. Teachers use real objects, picture books, puppets, etc., to assist in teaching. They also often ask children questions to maintain their learning interest. Children have earnest learning attitudes and listen to teachers' guidance attentively. They display imagination and creativity during activities. Children follow rules in activities. They know how to queue up and tidy up items on their own after use, fully demonstrating their self-care abilities. They love to play with peers and get along well with each other.

2.7 Teachers understand children's growth and learning development in different areas through continuous observation of children's works and their daily performance, etc. They develop learning portfolios for children to record their abilities. The information in children's learning portfolios is specific and clear. Teachers give suggestions according to children's developmental needs for parents to understand their children's development in different aspects and learn about the clear direction of nurturing their children's growth.

3. Recommendations for Enhancing Self-improvement of School

With the support of parents and the efforts of the teaching team, the school fosters children's exploratory spirit and good behaviour through various learning activities and play. In light of children's developmental needs, the school must stop implementing real-time online teaching, remove the difficult homework and improve the arrangement of physical activities. The management is advised to lead the teaching team to enhance their reflection abilities, and achieve school sustainable improvement through an effective SSE.