

School No.: 524034

Quality Review Report (Translated Version)

Lam Tin Ling Liang Kindergarten

G/F, Site A, 12 Laguna Street, Laguna City, Kwun Tong, Kowloon

27, 28, 29 June & 6 July 2022

**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: 27, 28, 29 June & 6 July 2022

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 Under the effective steer and support of the school leadership team, the school cooperates with the kindergartens under the school sponsoring body to plan teacher training, curriculum development and parent education. It synergises the staff's professional competence to achieve resource sharing for promoting the development of the school. The management has a good grasp of the trends of kindergarten education. It has extensive experience in administration and curriculum leadership, and proactively performs its role as a professional leader, ensuring that all school work is carried out in an orderly manner. The management respects and cares for the team members. It allocates duties properly based on their expertise, allowing them to give full play to their strengths. It also understands the teachers' needs at work, and takes the initiative to follow up, thereby enhancing their sense of belonging to the school. The school makes good use of the resources from the sponsoring body and external professionals to plan appropriate exchange activities with focus to improve the curriculum development and cater for the teaching needs of teachers, facilitating their professional growth. An induction mechanism is well-established to allow experienced teachers to serve as mentors, helping newly appointed teachers understand the characteristics of the sponsoring body's curriculum, get familiarised with the work practices and master the teaching skills through experience sharing and teaching demonstrations, thus enabling the passing on of teaching experience and sustaining the strengths of the school for its development.
- 1.2 The school has an effective self-evaluation mechanism in place and put the rationale into practice in their routine work. The management leads all teachers to participate in the self-evaluation process. They evaluate the effectiveness of school's works in different domains through discussion in curriculum and functional group meetings, reflection on teaching, and analysis of stakeholder questionnaires. The management also devises development plans with clear

objectives and proper strategies based on the evaluation results. The school has kept abreast of the development of kindergarten education. It has incorporated the element of free exploration to the curriculum. In the last school year, the school regarded that as its major concern and further promoted learning through play by organising teacher training, modifying activity arrangements and optimising facilities and equipment. The school focuses on cultivating positive thinking in children this school year, helping them to experience life and socialise with others in a positive and optimistic manner. In addition to joining appropriate external support programmes to enhance teachers' knowledge, the school also considers its context and plans diversified learning and parent-child activities to implement the work strategically.

- 1.3 The school embraces and cares for the diverse learning needs of children, and has set up a clear identification and referral mechanism to enable children to receive appropriate services as soon as possible. Professionals from the sponsoring body are arranged to visit the school regularly to observe children and provide teachers with teaching suggestions and demonstrations to enhance their skills in catering for learner diversity. The school employs a number of strategies to assist newly admitted children in adapting to school life, such as arranging parent meetings to introduce the rationale of school's curriculum and providing pictorial booklets on transitioning, so that parents can help their children have a preliminary understanding of kindergarten life. After the commencement of the school year, the school meticulously devises a schedule with school hours increase progressively and organises hide-and-seek games which let children explore the school environment, facilitating children to build up a sense of security gradually. For the kindergarten and primary transition, the school arranges seminars for parents to get familiarised with the admission mechanism and learning mode of primary school. It shares short videos with children on primary school environment and activities, and allows them to role-play and learn how to handle the situation they may face after promoting to primary schools, hence supporting children to adapt to a new learning stage.
- 1.4 The school is driven to promote home-school liaison and cooperation, maintaining close contact with them through various channels and following up on their suggestions diligently. In consideration of parents' needs, the school organises parent education seminars to enhance parents' understanding of child development and mastering parenting skills. Through a variety of parent-child

activities, parents are able to understand their children's learning and the development of the school. The parent-teacher association serves as a bridge for home-school communication, helping school to gather parents' views and unite their strengths to assist school in co-ordinating major events and parent seminars. The school has built up a trusting partnership with parents, who demonstrate high recognition and support towards the school. With home-school collaboration, children grow healthily and happily.

2. Learning and Teaching

- 2.1 The school adopts the core value of children-centredness to devise its curriculum. The curriculum contents of nursery, lower kindergarten and upper kindergarten classes are interrelated and progressively arranged, covering the children's development in the domains of ethics, intellect, physique, social skills and aesthetics comprehensively. The school can keep up with the latest development to adopt the rationale of play as a strategy and continuously refine the content of the school-based curriculum. In terms of daily activity arrangement, "active" and "quiet" activities are planned alternatively with thoughtful consideration. To suit children's needs, individual, small group and whole class activities are in place to provide them with opportunities to learn as a group and also explore independently. The school has implemented parent-child reading activities to cultivate children's interest in reading. A reading aloud programme is set up to enhance the interest of children in language learning and boost their confidence to express themselves verbally. Children get to have more opportunities to interact and communicate with others while they share nursery songs, biblical verses and riddles with their families, friends and teachers, thereby promoting their social development.
- 2.2 The school adopts the assessment guidelines and criteria that are jointly developed with schools under the same sponsoring body. It assesses and records children's learning and development in an ongoing and objective manner. Teachers summarise children's performance in all learning areas and create learning portfolios to store the assessment forms, observation records and children's work properly. Teachers communicate with parents through various means to share children's learning progress regularly so as to keep them informed of their children's development. Suggestions on supporting their children's learning are provided as well. The school also analyses child assessment data systematically

to understand the condition of individual children as well as the general performance of children across the class and grade levels for improving the design of teaching activities and planning support strategies.

- 2.3 The school has a sound mechanism for curriculum co-ordination, monitoring and review. The joint-school core group decides and evaluates the curriculum objectives for each grade level in a timely manner. The school management coordinates the curriculum, leads teachers in modifying the activity design with reference to the needs of children. It participates in meetings, reviews documents and conducts classroom walk-throughs to monitor the implementation of the curriculum and support teachers, playing a supervisory role in the curriculum management. Teachers analyse children's performance and reflect on their teaching in the grade level meetings and teaching sharing sessions. The school collects teachers' feedback and suggestions on teaching activities as evidence to inform curriculum planning, improving the quality of learning and teaching continuously.
- 2.4 Building on its past experience in nurturing children's moral development and making reference to the training received, the school designs different learning and parent-child activities in this school year to foster children's positive thinking and help them develop a proactive and optimistic attitude. During the morning and afternoon assembly sessions, the school provides opportunities for children to pray for their friends who are unwell, and share their joyful moments being with family and friends, helping them to learn about gratitude and appreciation. Teachers use biblical stories to teach children to face difficulties positively and to share with others. In terms of home-school cooperation, the school encourages parents to put what they have learnt into practice with their children, such as to care for community members in need by donating gifts to them in the festive seasons. Teachers or parents also help children set goals for their daily lives, like cleaning up with peers after activities and sharing household chores at home, so that children can learn to co-operate and take responsibilities. Under the guidance of teachers and parents, children are polite and respectful, get along well with others and are eager to help teachers and peers; they are not afraid of failure and are willing to make attempts during activities, demonstrating a positive attitude towards learning.
- 2.5 The school encourages children to play at their own pace and according to their interests, allowing them to construct knowledge, learn to solve problems and

unleash creativity through free exploration. In the last school year, the school provided opportunities for teachers to share practical experiences with each other to enhance their ability to plan physical activities and incorporate the element of free exploration into play. Teachers were able to play the role of material providers by reviewing the suitability of materials and offering a wider range of physical equipment such as climbing frames and small wooden ladders to promote the physical development of children. In response to the impact of the epidemic, the school adjusted its teaching strategy flexibly by providing balls and ropes to children during their home learning period and encouraging them to design games using various materials, consistently giving them opportunities to explore and express their creativity. During the implementation of activities at school, teachers empowered children to choose materials and playmates, as well as to think of innovative ways to play games; they guided children to share their ideas, difficulties and solutions, helping them organise and consolidate new knowledge. As observed, children enjoy designing games and create different ways to play with the same materials. They also participate in the physical activities they designed, demonstrating engagement.

- 2.6 Diversified corner activities are set up in classrooms including different levels of teaching aids. Children can choose the ones which are suitable to their abilities or try out games which are more challenging. The arrangements are able to cater for children's learning needs. In addition, the school makes good use of its lobby and multi-purpose room for children to engage in art, constructive and exploratory activities. Children exchange design ideas in the constructive area and work together to build and decorate homes and playgrounds for marine animals using blocks and scarves. In the art area, they involve in easel painting and three-dimensional art and craft activities. In the science area, they experience with colour mixing and test how different materials dissolve in water. In gist, the school has designed a wide range of interesting corner activities to enrich children's experience. Children enjoy the activities very much.
- 2.7 Teachers are energetic and engaged in leading rhythmic movement and physical games in the morning and afternoon assembly sessions, which can influence children to be involved in dynamic activities and create a relaxed learning atmosphere. During the grade level discussion sessions, teachers select materials that are relevant to children's lives and have in-depth discussion with children, encouraging them to express what they have seen and heard. They also

stretch children's thinking with follow-up questions based on children's responses. Teachers are good at conducting music activities, using interesting stories as an entry point to lead children to sing, play percussion instruments and musical games. Teachers are also able to adjust strategies according to children's reactions so as to draw children's attention in learning and ensure the smooth implementation of activities.

3. Recommendations for Enhancing Self-improvement of School

The school adheres to the core value of child-centredness and proactively responds to the development of kindergarten education. It sets clear curriculum objectives and is committed to making children's learning enjoyable through play. The school could strive for excellence by enhancing itself through effective and continuous self-evaluation.