

**School No.: 589144**

# **Quality Review Report (Translated Version)**

**Lingnan Kindergarten (Siu Sai Wan)**

**1/F, Kindergarten Building of Cheerful Garden, 23 Siu Sai Wan Road,  
Hong Kong**

**9, 10 & 12 April 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 9, 10 & 12 April 2019**

**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 has developed a school self-evaluation (SSE) mechanism. It arranges training to help teachers deepen the SSE principle. A working group has been set up to enable teachers to review the school context together and plan the development work. The school follows up some of the recommendations in the previous Quality Review to make improvement in curriculum planning, daily schedule, etc. It also collates the information of assessment of child learning experiences to inform learning and teaching. In this school year, the school has devised two major concerns which include making good use of community resources to help children broaden their horizons and enhance their interest in learning, and improving children's reading and writing postures. The work plans have been implemented smoothly and delivering initial results.
- 1.2 The school's teaching force is stable. The management and most teachers have worked for the school for years and collaborated with each other. They maintain close liaison with parents and often exchange parenting experience among themselves, building a partnership with parents upon mutual trust. The school invites parents to be volunteers so that they can get a clear picture of their children's learning through lesson observation. The parent-teacher association coordinates and implements various parent education and parenting activities. It also acts as a bridge for facilitating the communication between the school and parents and makes suggestions for the school's improvement. The parent-teacher association join hands with the teaching team to promote the school's continuous improvement. The school took working with parents to arouse children's interest in doing exercise and developing it into a habit as the major concern last school year. The school provided video resources about physical exercise for parents to encourage them to do exercise with their children at school and home so as to train their physical fitness together. The school makes attempt to pool parents' efforts through the work plan to attain the synergy effect of nurturing children through home-school cooperation.

1.3 The school cares about the individual needs of children. There are clear guidelines, workflow and case records for teachers to identify and refer children with special needs as early as possible. Teachers understand children's condition, they are able to adjust assignments or the teaching schedules while providing children with individual guidance in a timely manner. In supporting non-Chinese speaking (NCS) children, teachers are arranged with training to apply the knowledge acquired to design activities. By means of fun-filled and interesting methods such as playing games and singing nursery rhymes, teachers encourage NCS children to interact with Chinese speaking children in order to arouse their interest in learning Chinese. From the activity reviews, photo records and lesson observation, NCS children enjoy the daily learning activities and understand basic classroom instructions. They share toys with peers and get along well together.

## **2. Learning and Teaching**

2.1 The school makes reference to the information of the teaching packages to devise the curriculum outline. The curriculum content covers all learning areas. Teachers adjust the teaching schedule in a timely manner in light of children's interests and abilities to help them construct knowledge and acquire skills effectively. In tandem, the school taps community resources properly to arrange visits and experiential activities which not only enrich children's learning experiences from real contexts, but also help facilitate children's affective and social development. The school's daily schedule is properly planned. Children have individual, group and whole-class learning opportunities among which enough free choice, music, art and physical activity time are provided to lay a foundation for fostering children's balanced development.

2.2 The school has set a curriculum management mechanism. The management understands the curriculum implementation through scrutinising curriculum documents, attending teaching meetings, conducting lesson observation, etc. Teachers conduct teaching reflection to examine to what extent the learning objectives are achieved. They make reference to children's performance in the learning process to adjust their teaching plans. The school arranges peer lesson observation for teachers to share their experience with each other. After lesson observation, teachers raise concrete suggestions for improving the environment set-up, implementation of teaching activities, teachers' communication skills, etc. The

management is required to lead the team to analyse and follow up the teaching suggestions actively while reviewing the implementation progress and effectiveness to enhance the teaching quality in an ongoing manner.

- 2.3 The school has established clear guidelines and criteria on assessment of child learning experiences for teachers' reference. Teachers of each grade level devise the assessment items according to the learning objectives and understand children's performance through continuous observation and keeping records. Children's learning portfolios include their performance in every learning area, teachers' observation records and suggestions for following up with children's learning which can facilitate parents to understand their children's learning performance. The school also uses the assessment information to inform the curriculum. In this school year, it tries to analyse children's personal traits, areas for improvement and further development directions so as to reflect children's abilities and learning needs more comprehensively. Yet, it is still necessary for the school to revise the approach of summative assessment with a view to displaying children's progress in every developmental stage effectively.
- 2.4 The school recognises the importance of enabling children to realise the relationship of individual, family and society as they grow up for their social development. In this school year, there is a major concern to develop a community network and make good use of diversified resources for children to explore their surroundings. The school ties in with themes systematically to arrange children to visit museums, experience traditional festivals and customs, learn ways of using various community facilities, etc., so as to make children's learning more fun-filled and relevant to life experience. In this way, the school stimulates children's inquisitive mind and broadens their horizons. The work plan's effectiveness has been observed.
- 2.5 The school formulated a development plan last school year to arouse children's interest in doing exercise and make it a habit. Building on the good results of the previous year, it takes improving children's reading and writing postures as the major concern for this school year. The school plans the task objectives and steps of implementation to help children build up their abilities in controlling and moving their bodies through regular exercises, and develop the correct standing and walking postures in a progressive manner. Teachers also use graphics to remind children of things to note when they read and write. They strengthen the training of children's gross and fine motor skills to improve children's sitting posture and way of holding a pencil. As observed, most children possess good perceptual coordination abilities.

They try to keep their back straight when reading and gradually build up confidence in controlling pens to scribble, draw and write.

- 2.6 The school makes good use of children's work to decorate the campus environment, using children's photos taken in school and at home. It is able to create a caring atmosphere in the school which is conducive to building up children's sense of belonging. Teachers act as play suppliers to set up a theme-based play area in the lobby. They also decorate the interest corners in the classrooms to provide children with different kinds of materials to encourage them to unleash their creativity and cultivate the ability in free exploration. Children are engaged in the activities, they observe and compare the characteristics of different things. Furthermore, they take part in imaginative play and pretend to be the police, or doctors, cashiers, etc. They work with peers to test the sliding speed of their self-made toy cars. They play and chat together, displaying good social and communication abilities. Teachers observe children's performance and intervene in a timely manner. Some teachers even play with children to guide them express their thoughts. Teachers guide children to look back on the play experiences after activities. Yet, they may use real examples to encourage children to share their creative ideas or solutions to problems so as to deepen children's learning. Besides, the school should respond to teachers' suggestions for improvement in the teaching reflections, for example, the school has to review the situation of inadequate space in some interest corners and follow up accordingly.
- 2.7 When teachers conduct thematic teaching, they use pictures or multimedia teaching materials to catch children's attention and stimulate their learning motivation. Teachers explain clearly and in general use questioning to guide children to think and respond. They may extend children's learning in consideration of children's views and interests to cater for learner diversity. Children are active and concentrated in learning. They raise queries with respect to the discussion content from time to time and are pleased to express their feelings and share their life experience in group activities. Children like music activities, they follow the melodies to perform rhythmic movements and play musical instruments for the songs. Under teachers' encouragement, children guess the emotions conveyed by the nursery rhymes and change the lyrics to express their creative ideas. Apart from regular exercises, teachers are suggested to improve the activity arrangement of physical sessions so as to increase children's amount of exercises and help them master different gross motor abilities in a progressive manner.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The management of the school arranges teachers to take part in school-based teacher development days, peer lesson observation, external conferences, etc. It may formulate a focused training programme in light of the school's development needs to encourage experience sharing among teachers in order to improve teaching and constantly enhance the quality of learning and teaching.
- 3.2 The school has developed the SSE mechanism. The management leads teachers to examine the school performance and understand its own strengths and weaknesses, then plan objectives and implementation details of the tasks. However, the school is still required to set up concrete assessment standards for the development plan to get a clear picture of the work progress and effectiveness by effective use of children's performance, thereby promoting the school to advance towards the development directions and pursue for continuous self-improvement.