

School No.: 610534

Quality Review Report (Translated Version)

Lingnan No. 2 Kindergarten (Siu Sai Wan)

**Classroom 104 and 105, G/F, Kindergarten Building of Cheerful Garden,
23 Siu Sai Wan Road, Hong Kong
(Including share use area with Child Care Centre)**

13, 14 & 16 December 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: 13, 14 & 16 December 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 sponsoring body steers and supports the school's development by holding regular meetings with the school to discuss matters in regard to administrative management, personnel arrangements and financial affairs, etc. The sponsoring body attaches importance to teachers' professional growth. It sets up an education fund to encourage teachers to pursue further studies so as to keep up with the times. It also pays frequent visits to the school, participates in large-scale activities, and attends parent-teacher association meetings in order to communicate with different stakeholders. The school devises specific working guidelines so that the planning and reviews of activities are clear and systematic while documents are properly filed, resulting in smooth daily operation of the school. The school has set up a number of working groups in recent years. Teachers are arranged to take part in different areas of work so as to broaden their horizons and enhance their working skills. The school makes good use of internal and external resources to arrange training for teachers to strengthen their professional capacity. The teaching team makes a concerted effort to seek for advancement in taking forward the development of the school.

1.2 The school adopts a whole-school approach to implement the school self-evaluation (SSE). It collects views on the school's work in various aspects from different stakeholders by means of questionnaire surveys, meetings and interviews, etc. After compiling and analysing the information collected, the school discusses and reviews the work effectiveness during meetings. In recent years, the school has considered strengthening children's fine motor skills, helping children develop good living habits, as well as enhancing their reading interests and abilities as its major concerns. Due to the suspension of face-to-face classes in recent years, the school has examined the school context and the needs of children and come up with different major concerns to cater for the physical, psychological and spiritual development of children, with a view to facilitating their growth. The school deploys the plans

earnestly. It arranges parent-child reading workshops for parents, plans storytelling activities, invites parents to observe and record children's situation at home and their self-care abilities. Through collaboration with parents, children's learning is extended to family and the effectiveness of major concerns is thus enhanced.

- 1.3 The school has established an identification and referral mechanism for children with special needs so that they can receive support as soon as possible. Teachers cater for children's diversity in a timely manner such as providing individual guidance, showing cue cards and adjusting homework to help children learn in an effective way. The school keeps close liaison with parents. It informs parents about the school's development trend and their children's school life by means of phone calls, parents' day and circulars, etc. The parent-teacher association has been established for years. Parent committee members proactively assist the school in organising diversified activities. They encourage other parents to engage in parent-child activities and reflect parents' views to the school, demonstrating the role as a bridge of communication. The school organises seminars and workshops for parents to understand the development progress of children and enhance their parenting skills. The school works together with parents to nurture children's healthy and happy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design its curriculum by adopting an integrated approach using real-life themes. The curriculum fully covers all learning areas, encompassing the cultivation of children's attitudes as well as the acquisition of knowledge and skills. The school takes into account children's interests and needs to arrange activities for them to construct knowledge through exploration and first-hand experiences. It encourages children to learn actively and enriches their learning experiences. Regarding the daily schedule, the school provides sufficient opportunities for children to engage in music, physical, art and free choice activities every day to foster their balanced development. Nevertheless, the language homework for K1 children is mainly about word recognition. The school must review and delete inappropriate homework content as soon as possible in order to meet children's abilities and learning needs.
- 2.2 The school evaluates children's development through continuous observation and record-keeping. It develops learning portfolios for children to keep thematic

assessment forms, observation records, children's work, etc., as evidence of their development. The school devises clear assessment criteria for teachers' reference so that they can assess children in an objective and accurate manner. The assessment content aligns with the curriculum objectives. Teachers understand children's learning performance from the assessment information and summarise children's development at different stages regularly. They report the assessment results to parents in a timely manner and propose follow-up suggestions and guidance methods based on children's situation. Besides, teachers make use of children's assessment information to review their teaching effectiveness and adjust the strategies, thereby informing the curriculum design.

- 2.3 Teachers put emphasis on the development of children's self-care abilities. In recent years, the school has regarded helping children strengthen their fine motor skills and develop good living habits as its major concerns. Teachers enrich the environmental setup by replacing or purchasing teaching tools for fine motor training in classrooms to stimulate children's interests and motivation to manipulate the tools, thereby strengthening their eye-hand coordination and fine motor control skills. Teachers invite parents to observe and record children's performance at home. This can help children learn to take care of themselves, develop their good habits and behaviours of helping others, doing household chores, as well as paying attention to personal hygiene. As observed, children enjoy manipulating the teaching tools like rubbing clay, folding papers and doing puzzles during free choice activities. During snack time, they are able to remove egg shells and tidy up their personal belongings by themselves, displaying good fine motor coordination skills and self-care abilities. The effectiveness of the plan has been observed.
- 2.4 The school has identified enhancing children's reading interests and abilities as another major concern in the past two years. Teachers enhance the environment setup of book corners by placing theme-related books to attract children to read. The school invites parent volunteers to tell stories at school so that children are provided with more opportunities to listen to stories. Their reading interests are thus fostered. However, from observation, some books in the book corner of K1 are rather wordy and children seldom take the initiative to read in the corner. The school is suggested to select books that suit children's abilities and encourage children to read actively more often, with a view to enhancing their reading interests and abilities and achieving the expected goals of the major concern.
- 2.5 The school has put in place a mechanism for curriculum coordination, monitoring

and review. The management attends curriculum meetings and leads teachers to plan different learning activities. It understands the implementation progress and children's learning through observing lessons and scrutinising teaching plans. In the meantime, it gives support and feedback to teachers in a timely manner to facilitate their professional growth. Teachers review the effectiveness of teaching strategies and activity design using children's performance as evidence. Based on the review results, teachers raise suggestions for improvement and take timely follow-up actions. Moreover, teachers make use of the feedback from different stakeholders as the reference for curriculum adaptation in order to enhance the overall teaching effectiveness.

- 2.6 Teachers meticulously set up the school environment to provide sufficient activity space for children. Children's two-dimensional and three-dimensional work are displayed around classrooms for children to appreciate and learn from each other. Various interest corners are set up to tie in with the themes in which ample supply and a wide variety of manipulative materials are available for children to use during play. There are role-play corners in classrooms with rich setup and a wide range of props therein. Teachers encourage children to unleash their imagination and creativity during role-play. Through peer interactions, teachers facilitate children to learn to get along, communicate and collaborate with others. Children's expression and social skills are strengthened as well. Yet, teachers are advised to review and improve the setup of the exploratory corners by drawing up clear learning objectives and planning fun-filled activities so that children can learn new knowledge through manipulating and exploring the teaching tools.
- 2.7 Teachers are conscientious in teaching. They make good use of pictures and real objects to illustrate the teaching content in order to deepen children's understanding of the themes. Teachers are gentle and accept children's diverse needs. They often observe children during activities and take part in their play. They also intervene and provide assistance in a timely manner to facilitate children's learning. When conducting music activities, teachers are able to create a relaxing and joyful atmosphere, providing opportunities for children to sing and dance with peers. Children are engaged in music activities and appear to enjoy them very much. During physical activities, teachers explain and demonstrate clearly. They are good at using limb movement to lead children to grasp different skills. Children choose their favourite physical activities alone or with peers according to their own will to facilitate their gross motor skills.

2.8 Children are keen to participate in learning activities. They listen to stories attentively and are interested in learning. They have good comprehension and expression abilities and are willing to share their life experiences. In addition, children often raise hands actively to answer questions and speak clearly. Children are obedient and polite. They follow teachers' instructions and observe activity rules to engage in activities in an orderly manner. They get along well with peers, interact and play happily, showing good social development.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school ties in with its context and children's needs to devise the major concerns. The school still needs to deploy concrete and feasible strategies from different perspectives such as the arrangements of teaching activities. It is also suggested to formulate objective and measurable success criteria to evaluate the work effectiveness with the aim of facilitating children's learning and development.

3.2 The school has strived to improve the curriculum planning in recent years so as to enhance teaching effectiveness. Nevertheless, the school must review and delete the inappropriate part of homework for K1 children the soonest in order to cater for children's abilities and needs. Besides, teachers may enhance the set-up of corners by enriching the exploratory elements with a view to facilitating children to learn new knowledge through exploration.