

School No.: 520071

Quality Review Report (Translated Version)

Ma On Shan Ling Liang Kindergarten

**G/F, Chung Tak House, Chung On Estate, Ma On Shan,
Shatin, New Territories**

25, 26, 27 & 29 October 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: 25, 26, 27 & 29 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 With the staunch support from the leadership team, the school implements work in the aspects of administrative management, curriculum development, parent education, etc., jointly with the affiliated schools under the sponsoring body. The resources are thus shared among the schools with a view to enhancing the education quality. The management grasps the school operation in each domain. By means of proper allocation of manpower and resources, the management leads the school to devise development direction and advance steadily. In managing staff, the school has established a clear appraisal system which helps teachers reflect on their individual work performance. In the meantime, the appraisal system also helps the management identify the strengths and training needs of teachers, so as to formulate measures to promote the team's professional growth. The teaching team is devoted to their work and happy to express their views. They unite together to facilitate the school's continuous improvement with concerted efforts.
- 1.2 The school has a substantial school self-evaluation (SSE) mechanism. The team often reviews its daily work and takes the review results as reference when planning for the work in the next stage. The management leads all teachers to analyse the development progress of the school and devise the annual major concerns and development plans together by making reference to the views of stakeholders. The school recognises the benefits of play and free exploration for child development. Hence, it sets the promotion of free play as the major concern for three consecutive school years and the school development focuses for each year in light of the needs of children. Facilitating children's development in physique, exploration and creativity has been regarded as the annual goals in these three years respectively. Different implementation strategies have been deployed accordingly. In this school year, besides conducting professional development activities for teachers in an ongoing manner, the school also adjusts daily activity schedule and utilises venues flexibly for children to play safely in a spacious area. The development plan is implemented smoothly.

- 1.3 The school cares about and accepts children's diverse needs. The teaching team is able to identify children with special needs under the mechanism so that children can receive referral and support the soonest. Teachers liaise with parents closely, and also share children's training progress and daily performance with the multi-disciplinary support team. In view of children's abilities and development progress, appropriate support measures are adopted. Teachers design Chinese learning materials and activities for non-Chinese speaking (NCS) children and provide individual assistance during activities for them to enhance their interest and confidence in learning Chinese. The school implements different measures for newly admitted children, such as organising parents' day and orientation day, and allowing parents to accompany their children to school at the beginning of the school term. The school works with parents to assist children in integrating into school life.
- 1.4 The school regards parents as partners. It keeps close liaison with parents through the parent-teacher association which has been established for years. The school works hand in hand with parents to organise parent-child activities and parent education activities. It pulls efforts of dedicated parents to form a team of parent volunteers, enabling them to give full play to their strengths to assist the school in implementing different work. The school accepts parents' views to organise parent seminars and workshops which meet their needs to understand the developmental characteristics and needs of children and thereby enhancing their parenting skills. Parents consent to the mission of the school and understand the school's operation. They actively participate in activities and collaborate with the school to nurture joyful and studious children.

2. Learning and Teaching

- 2.1 The school designs its curriculum jointly with the affiliated kindergartens of the sponsoring body, including devising the curriculum outlines, the teaching objectives and teaching materials for all learning themes and areas. The teaching team sets up learning zones and draws up activity plans according to the school context. The curriculum is related to children's life experiences and covers all learning areas. It is comprehensive and appropriate, and includes the cultivation of attitudes as well as the acquisition of skills and knowledge. The school attaches importance to children's aesthetic and creative development. It provides adequate opportunities for children to participate in music and art activities. The school also arranges

children to engage in rhythmic movements and simple physical exercises during morning and afternoon assemblies, in order to let children begin a day filled with energy and exercise their bodies.

- 2.2 The teaching team plans the school environment meticulously. It sets up learning zones by using two adjacent classrooms of the same grade level and the corridor. Teachers provide different teaching aids according to the themes for children to have adequate space to engage in free choice activities. In the learning zones, some teaching aids are designed with different levels of difficulty and some are designed without designated playing methods. Thus, children are enabled to decide the playing methods according to their abilities and preferences, so as to cater for their diversity. The school arranges adequate opportunities for children to participate in free choice activities every day. Children in two classes of the same grade level are arranged to engage in mixed-class free choice activities two days a week, with a view to increasing the opportunities of children's peer interaction. The school also makes use of an external wall of the school premises under the canopy for children to draw with big brushes or create large-scale art work collaboratively, fully utilising different spaces of the campus.
- 2.3 The school strives to develop free play. This school year, the school implements a development plan aiming at nurturing children's creativity. The teaching team adjusts the daily activity schedule to increase children's opportunities to participate in free play. Children are arranged to take turns to engage in free play in the play area or classrooms on different days in a week. They can use different devices to explore diversified playing methods. Teachers gather regularly to have professional sharing on spatial setting, usage of materials and skills of leading children to review play experiences. Teachers set up the learning environment according to the size of the spaces. Large devices such as climbing frame, wooden ladders and scooters are placed in the play area. Blocks with different sizes, textures and shapes are placed inside the classrooms for children to freely explore different playing methods. Teachers display photos of children playing in the play area, showing their work and playing scene. Children from different grade levels can appreciate and imitate each other. Teachers also arrange children to share and summarise their play experiences using conversation or drawing. As observed, children outline their play episode in drawing and then share with others, which can consolidate and extend their gains and pleasant experience in play. Teachers make good use of questioning to guide children to introduce their work and play scenario, and then highlight the areas worth

appreciation or extended concepts emerged from play. Children listen to the sharing of peers. When participating in the games, they extend peers' playing methods or even make variations to create new methods, demonstrating strong learning motivation, creativity and the spirit of mutual learning. The effectiveness of the plan has been observed.

- 2.4 The school conducts children assessment according to the assessment policy of the sponsoring body. The assessment objectives are geared to the learning themes and the development objectives of all learning areas. In accordance with the agreed criteria, the teaching team adopts continuous observation and record-keeping to assess children's learning and development. Teachers collate different assessment information, and then systematically keep the qualitative and quantitative assessment information, children's work alongside parents' feedback in children's learning portfolios, as evidence of children's growth. The teaching team makes reference to children's performance to review the effectiveness of the activities and curriculum.
- 2.5 The school has a sound mechanism for curriculum coordination, management and monitoring. The management coordinates and monitors the school's curriculum. The teaching team plans, conducts and reviews different thematic activities according to the work allocation. The management monitors the curriculum implementation through different channels and raises advice in a timely manner to rectify and improve the work as soon as possible. Teachers often conduct reflection. Apart from children's performance, they also review the activity arrangement in various aspects, including the design of teaching materials, activity rundown, time management, etc. The effective areas and areas for further improvement of the activities are highlighted in a concise manner. Teachers' reflection is conducive to informing teaching. The management express timely appreciation to the teaching team to recognise their achievements and encourage them to pursue innovation and continuous advancement.
- 2.6 Teachers inspire children patiently. They encourage children to finish simple learning tasks on their own from time to time, and praise their positive behaviour in concrete terms to get them highly motivated in learning. Teachers lead group activities in a lively way. During storytelling, they reinforce their presentation using voices and body movements in order to attract children's attention. Teachers also grasp skills of routine management, able to use slogans, gestures, etc., to maintain the order and children's concentration. Most activities are conducted smoothly with adequate time for summarising the activities. Teachers lead

activities with peer collaboration and mutual support. For children with individual needs, teachers arrange seating according to their situation and support their learning by providing them with individual guidance during the activities.

- 2.7 Based on the experience from the suspension of face-to-face class due to COVID-19 pandemic, the teaching team deliberately increases opportunities for interaction, cooperation and mutual appreciation among children in some learning activities, so as to facilitate children's social and communication development. K1 children collect paints from peers, and learn to introduce themselves and make polite requests in the process. After finishing their art and craft work, K2 children go and appreciate peers' drawings and share their thoughts towards the work. K3 children walk around the campus in groups to finish simple learning tasks. Children enjoy music activities. Under teachers' guidance, they identify the features of songs such as the beat and tempo, and then respond with body movements, role-playing or musical instruments manipulation, so as to unleash their imagination and learn to express their feelings through different media. During morning and afternoon exercises, most children participate actively to stretch their limbs by following teachers' demonstration. Yet, a few children are less motivated and showing mediocre body coordination skills. The school should increase the opportunities for children to participate in physical activities every day, thereby providing them with systematic skill training exercises to develop a strong physique.

3. Recommendations for Enhancing Self-improvement of School

The school team pursues advancement unceasingly. It keeps abreast of trends of curriculum development to introduce free play. Development plans are devised to explore modes of implementation according to the school context for enhancing the curriculum and children's learning experience. The school should still pay attention to children's physical development and provide them with more physical activities every day, so that children can develop interest in physical activities and work for a healthy physique through diversified and systematic physical games.