

School No.: 231134

Focus Inspection Report (Translated Version)

Mink Anglo-Chinese Kindergarten

**TPTL 26, Area 17, Sun Hing Garden, Level 1,
Tai Po, New Territories**

22 February 2024

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school makes reference to the teaching packages and selects real-life themes to devise its integrated curriculum that is comprehensive in content and in line with children's interest and abilities. The school endeavours to nurture the moral development of children and embeds proper values and attitudes such as perseverance, respect for others and benevolence in the curriculum. It also reserves ample time for children to take part in music, physical, art and free choice activities every day in order to facilitate their balanced development. That said, there is a considerable amount of vocabulary copying in the homework for K2 and K3 children. The school must review and revise the related arrangement.
- 1.2 The school has been actively promoting Chinese culture and has set this as its major concern in recent years. The school is flexible to utilise resources and invites external coaches to conduct school-based workshops to get teachers well-prepared. The school focuses on the promotion of ceramics and ink painting for children to learn by doing, experience and appreciate traditional Chinese art. As observed, a significant number of pottery and ink paintings created by children were exhibited on campus. These artworks are childlike and distinctive in their own right. Meanwhile, the school arranges interactive games during festivities including Spring Festival and Mid-autumn Festival for children to learn about Chinese festivals and the traditional customs. Project learning on the theme of China is held for K3 children to make class-based choices and explore traditional Chinese folk handicrafts or snacks by themselves, including dough figurines, lion dance and sugar-coated haws, thus cultivating their proactive learning spirit. In tandem, the school conducts the national flag raising ceremony regularly to enhance children's sense of national identity. Overall speaking, the school has proper planning and the relevant work has shown good progress.

- 1.3 The school has established an explicit and clear mechanism for the assessment of child learning experiences. Apart from assessing children's performance in different learning areas through continuous observation, teachers also write anecdotal records to let parents understand their child's specific behaviour in a natural learning environment. Moreover, teachers encourage children to check their finished artworks, guiding them to conduct brief reflections or reviews. The school creates learning portfolios for children to keep thematic assessment forms, moments of activities, children's work and so forth to serve as evidence of their growth. Besides, the school consolidates and analyses the assessment information on a regular basis to examine the learning progress of children and make follow-up suggestions, thereby informing teaching strategies.
- 1.4 The school premises are bright and tidy, creating a pleasant and comfortable learning environment for children. At the time of Spring Festival, the school put much effort into decorating the campus. For instance, it put up dragon-themed decorations and placed auspicious flowers such that a festive atmosphere was fully displayed. Teachers design theme-related corner activities like family corners, exploratory corners and reading corners in the classrooms for extending children's learning. During free choice activity sessions, children choose corner activities at their own preference. Some of them play matching or buying and selling games with English or Putonghua teachers. Under an interesting context, children develop their confidence in using language to exchange ideas and communicate. Some of the other children simulate cooking with peers. They join hands to extract juice from fruit and make fried dishes joyfully and happily. Teachers observe and participate in children's games. Besides, teachers give children opportunities to share their experience gained from the activities to help children revisit their acquired knowledge.

- 1.5 Teachers are well-prepared. They utilise realia, puppets, flash cards and so forth to facilitate teaching, helping children understand the learning content. In the thematic teaching sessions, teachers adopt explanation and simple questioning as their major teaching strategies. Teachers are advised to make use of probing to know children's thoughts or guide them to express their opinions. Children love engaging in art activities. Children's room for creation would certainly be expanded if the creative zone is furnished with more diversified art and craft materials. Teachers try incorporating play elements into music and physical activities by allowing children to pass big building blocks to one another along with the piano music played by teachers. Children take part in physical circuit games and conduct free construction activities as well. Teachers must optimise the activity design to enrich the relevant learning elements such that children can express their emotions through rhythmic movements and creation and further develop gross motor skills during the physical activities.
- 1.6 The school has a sound curriculum management mechanism. The management grasps the curriculum implementation by attending meetings, scrutinising teaching documents, conducting lesson observations, etc. Teachers reflect on teaching periodically and consolidate review information during level-based meetings while concluding the teaching content and the performance of children collaboratively to render suggestions for improvement, which are conducive to informing curriculum planning and teaching strategies.

2. Recommendations for Fostering Sustainable Development of School

The school has been actively promoting Chinese culture in recent years and good progress has been made. However, the school must reduce the amount of vocabulary copying in the homework for K2 and K3 and motivate teachers to inspire children to think and express

views more frequently during thematic teaching. Additionally, teachers are required to optimise the design of the music and physical activities and enrich the activities with more relevant elements, thus enhancing the learning effectiveness of children to a further extent.