

School No.: 158429

Focus Inspection Report (Translated Version)

Peace Evangelical Centre Kindergarten

**Wai Wah Centre, 3/F., Kindergarten A, 11-17 Shatin Centre Street, Shatin,
New Territories**

16 February 2023

**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 Content of the school curriculum, which connects to the six learning areas, is comprehensive. It presents learning content of each learning area using thematic webs. The school arranges activities for children to experience, explore and understand the things around them. Regarding promoting national education, apart from teaching children to understand the warranted etiquette of the national flag raising ceremony, the school also arranges experiential activities like making mooncakes and glutinous rice balls for children to learn about the stories and traditional custom of different festivals. For the arrangement of physical activities, teachers design circuit games that are in line with the themes, and as observed, children have adequate amount of exercise. However, the school does not organise music activities for children every day. The daily schedule is not balanced and has to be adjusted. Besides, there are difficult concepts in the learning content of Early Childhood Mathematics of K3 which do not meet children's abilities and developmental needs. The school must remove such content.
- 1.2 Teachers assess children's development through daily observation. They create learning portfolios for children to maintain records of thematic assessment, end-of-term formative assessment and children's activity photos to let parents keep track of children's learning.
- 1.3 The school environment is clean and bright. There are different learning corners for children to practise life skills, develop senses, etc., through manipulation. The learning tools of each corner are displayed orderly to make it easier for children to pick and use them, hence facilitating children's self-care abilities. In addition to placing theme-related books in the classrooms, the school also puts books in different learning corners to cultivate children's interest in reading. Children's choice of activities is restricted as they are assigned to designated learning corners. Most of

the materials in the learning corners have predetermined ways of play. Teachers observe and record children's performance and render help from time to time to give hints to children or demonstrate the playing methods. To achieve the objectives of free choice activities, it is necessary for the school to adjust the arrangements of free choice activities such as letting children choose the learning corners and providing a wider range of materials so as to increase the elements of free exploration in play.

- 1.4 Teachers embrace and care for children with diverse needs, displaying patience. When guiding children to learn the teaching content, teachers utilise diversified teaching aids including pictures and props for role-playing to gain children's enthusiastic participation. After asking questions, teachers give sufficient time for children to think and wait patiently for their responses. Nevertheless, following children's brief responses, teachers could further guide children to elaborate on what they have expressed or initiate interactions among children so that children have more opportunities to share and communicate. Upon returning to school, children put down their school bags and tidy up their coats on their own, showing self-care abilities. Children are familiar with the activity routines and get along well with peers. In mixed-age free choice activities, children will take the initiative to assist junior peers in solving problems if they find there are needs.
- 1.5 The school has set up a curriculum management mechanism. Teachers of the same grade level discuss the learning content of the teaching plans on a regular basis. The management then scrutinises the plans and gives advices to teachers. Moreover, the management understands learning and teaching through conducting classroom walkthroughs as well as reviewing information of children's learning record, teachers' individual and collective reflection. Nonetheless, teachers mostly reflect on activity arrangements. In order to enhance teachers' reflective abilities, the management is required to lead teachers to evaluate the teaching effectiveness against

learning objectives, children's learning performance and other aspects.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The curriculum of the school covers the six learning areas. Yet, the difficult parts in the content must be removed to meet children's abilities and developmental needs. The school is also required to adjust its daily schedule to let children participate in music activities every day, hence fostering children's balanced development. Besides, it is necessary for the school to improve the arrangements of free choice activities to enable children to have the opportunities in choosing different corner activities during free choice activity sessions. The school is also recommended to review the setting of corner materials and relax the restrictions so as to increase the elements of free exploration in play.
- 2.2 The management is required to lead teachers to conduct reflection based on teaching objectives and children's performance with an aim to boost the effectiveness of learning and teaching.