

School No.: 564290

Focus Inspection Report (Translated Version)

Five Districts Business Welfare Association Kindergarten

G/F, Wang Chak House, Wang Tau Hom Estate, Kowloon

23 June 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 The school adopts real-life themes to devise an integrated curriculum covering various learning areas and arranges a balanced daily schedule to promote children's holistic development. Teachers select teaching packages and picture books which suit the themes as teaching materials. They make use of stories to bring in a wide range of scenarios and design interesting games to assist children in comprehending the learning content. Teachers also conduct project learning with children to encourage them to make careful observation of their surroundings and natural phenomena, cultivating their inquisitive minds and exploratory spirits. Besides, the school utilises the community resources effectively to organise learning activities outside the school. This provides an authentic environment for children to accumulate knowledge and experience through firsthand participation, connecting what they have gained with their lives.
- 1.2 This school year, the school plans its work in different aspects, with an aim to broaden the understanding and appreciation of Chinese culture among teachers, children and parents. The school joins external professional support programmes to help teachers acquire the expertise on traditional Chinese instruments and music as well as strengthening their skills in designing and leading relevant learning activities. Demonstrations of music performance and instrument-making workshops are also arranged to increase children's and parents' knowledge and interest in Chinese music. Teachers apply what they have learnt from training. They set up an instrument display corner in the music room, introducing children to Chinese instruments such as drums, gongs and cymbals. They also design music activities for children to know about Chinese culture. As observed, teachers carry out a simulated dragon boat rowing game with children to coincide with the Dragon Boat Festival. Children are engaged in beating the drum and paddling the boat, accompanied by

singing and playing the instruments. They enjoy the fun of the music activities and experience the traditional custom of the Dragon Boat Festival together.

- 1.3 The school's policy on the assessment of child learning experiences is clear. Teachers continuously observe and record children's daily learning performance and fully reflect children's progress in different learning areas through thematic assessment reports and overall development reports. They also propose suggestions to parents so as to support children's learning with parents collaboratively. The school develops learning portfolios for children and maintains their assessment information, artwork, records of parent-child activities as well as children's feelings and views about learning in a systematic manner. This school year, the school also invites parents to write down their recognition and expectations for their children. The above documents demonstrate children's growth from multiple perspectives.
- 1.4 Teachers set up the classroom interest corners meticulously and design diversified activities to help children extend learning and develop exploratory and problem-solving skills. During free choice activities, K1 children love manipulating fine motor teaching aids. They wear hand puppets to read and tell stories with peers, or create artworks and post their work onto the display board to decorate the thematic corner together. By testing, observing and comparing, K2 children explore the relationship between the speed of a toy car and the tracks made of different materials and slopes. They also take their self-made cameras and binoculars with them to imitate taking the MTR to various districts for fun and get to know the attractions of Hong Kong. K3 children try on the primary school uniform prepared in the imaginative play corner, and then tidy up their appearance in the mirror. Besides, they take part in games that involve packing things to learn skills in sorting, making choices from and organising items, getting ready for the transition to primary school. Children follow the corner activity routines and get along with peers throughout the

process. They possess good self-care abilities as they pack things up on their own after activities.

1.5 Teachers prepare for teaching diligently. Real objects, games and exploratory activities are employed to enhance children's learning interests. During physical sessions, apart from setting up appropriate circuit games to facilitate children's gross motor development, teachers provide a variety of materials and tools as well for children to design games freely and unleash their creativity. Teachers observe children's performance and play with them when children are engaging in free choice activities. Some teachers are able to raise questions aptly to inspire children to think of solutions to problems. After activities, teachers invite children to share the activities that they have participated in. Teachers are recommended to utilise their observations to guide children in describing their findings and feelings in the activities, with a view to helping children organise and consolidate their acquired knowledge.

1.6 The management leads teachers to plan and review the curriculum, hence grasping the delivery of the curriculum effectively. Through focused lesson observations, it keeps abreast of the implementation of major tasks while offering teachers concrete teaching suggestions. Teachers observe children's performance, analyse assessment information and reflect on teaching effectiveness so as to adjust teaching strategies and activity design as well as following up on children's learning in a timely manner. Overall speaking, the school demonstrates competence in improving the quality of learning and teaching continuously through its curriculum monitoring and review mechanism.

2. Recommendations for Fostering Sustainable Development of School

In light of the trends of curriculum development, the school enhances national education

and makes efforts to incorporate exploratory elements into learning activities. Building upon the existing foundation, the school may conclude its experience from promoting Chinese culture through music activities, such that it can implement the relevant work more comprehensively. Teachers are advised to make good use of the review sessions to encourage and support children to reflect on and share their experience and discoveries from exploration, thereby consolidating children's exploratory abilities to a further extent.