

School No.: 523178

Focus Inspection Report (Translated Version)

**Christian Alliance Sau Mau Ping
Chen Lee Wing Tsing Kindergarten**

**G/F., Block A (Hui Tin House), Hui Lai Court, Sau Mau Ping,
Kwun Tong, Kowloon**

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**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 themes which cater for children's life experiences and interests to devise its curriculum. The curriculum covers various learning areas and fosters the whole-person development of children. The school attaches importance to promoting Chinese culture. Apart from organising school-wide festivities and conducting the national flag raising ceremony regularly, the school also incorporates relevant elements into different learning activities. Teachers arrange children to learn about the achievements of the aerospace technologies of the country and appreciate Chinese artifacts at museums, which help children gain a basic understanding of the country's development and foster a sense of national identity. During free choice activities, children put together tangram puzzles and do paper cutting. They also play Chinese jackstones and pick-up sticks with their peers. Meanwhile, children play pitch-pot, Cuju and Jianzi during physical activities. Through these activities, children experience the traditional arts and folk games, thereby nurturing their interest in Chinese culture. The school provides children with sufficient physical, art and free choice activities every day. However, children of half-day classes lack opportunities to engage in music activities on Fridays. Moreover, some pieces of Early Childhood Mathematics homework for K3 are relatively difficult. The school must revise its daily schedule and remove the inappropriate homework content in order to meet children's abilities and developmental needs.
- 1.2 The school formulates assessment content and criteria according to the curriculum objectives. It evaluates children's performance in various learning areas through continuous observation. Teachers develop learning portfolios for children. In addition to keeping different types of assessment information, teachers include children's self-evaluation on artwork or self-care abilities as well as parents'

observation and feedback in the portfolios so as to demonstrate children's growth from multiple perspectives. Teachers maintain communication with parents and keep them informed of their children's performance so as to take follow-up actions in a timely manner. Yet, the school must amend its practice of summarising children's development at different stages using average scores in order to reflect children's learning and developmental progress in an effective manner.

- 1.3 Teachers design theme-related interest corners in the classrooms. They provide children with sufficient space and materials to participate in free choice activities such as role-play, exploratory and creative activities. Children simulate searching for seashells on a beach, counting the number of shells or comparing their colours and shapes. Through contextualised learning, children's learning interest in Early Childhood Mathematics is aroused. Children collaborate with their peers to create story content and manipulate shadow puppets and torches to perform shadow play, thus learning cooperative skills. Children design slips of paper and make good use of drawings and words to express graduation wishes to their peers. During activities, teachers observe children while providing guidance and support as needed. Teachers are recommended to offer more opportunities for children to share their experiences in play after the activities, further enhancing interaction and communication among children as well as consolidating and extending their learning.
- 1.4 Teachers are well-prepared for their lessons. They utilise real objects, pictures and video clips to support teaching, helping children understand the learning content. Teachers speak clearly and articulately. Some teachers use questions wisely to facilitate children's thinking. Children are self-disciplined and willing to comply with teachers' instructions. They treat others with courtesy and get along well with their peers, showing good affective and social development. Teachers incorporate the element of free exploration into some physical activities, enabling children to

choose physical equipment and eco-friendly materials in the venue to design physical activities. Teachers may pay attention to children's amount of exercise so as to strengthen their gross motor skills. Teachers lead children to sing and play musical instruments according to the planned teaching content of music activities. Teachers are advised to adjust the teaching strategies based on children's learning pace to help them master the necessary skills gradually, hence facilitating their learning.

1.5 The management understands the curriculum planning and implementation by attending meetings, scrutinising documents, conducting classroom walkthroughs and so forth. It also provides guidance and advice to teachers or offers assistance in organising activities, demonstrating its role in monitoring the curriculum and supporting teaching. The management encourages teachers to conduct reflection from the aspects of learning objectives and performance of children. It may lead teachers to make suggestions for improving activity design and teaching methods, thereby further elevating the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The management leads teachers to promote the development of the school-based curriculum in a step-by-step manner. Yet, it is required to refine the daily schedule and remove the inappropriate homework for K3 so as to cater for children's developmental needs. The design of summative assessment must also be revised to reflect children's learning effectively. The school may enhance teachers' ability to adjust teaching arrangements and strategies through continuous professional training and exchange while encouraging teachers to provide more opportunities for children to share and help children conclude their learning experiences after engaging in free choice activities, hence facilitating effective learning and teaching.