

School No.: 596442

Focus Inspection Report (Translated Version)

**The Church of Christ in China
Tuen Mun Church No. 2 Kindergarten**

1/F, 29 Tseng Choi Street, Tuen Mun, New Territories

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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 *Kindergarten Education Curriculum Guide* and the teaching packages to design an integrated curriculum using themes. The curriculum content ties in with children's life experiences, needs and interests to cover various learning areas, assisting children in cultivating positive values and attitudes as well as acquiring skills and constructing knowledge. The teaching team selects suitable storybooks according to themes to design learning activities. It also develops reading interests and habits in children through a reading scheme. The school strives to promote national education with the curriculum goals comprising filial piety, caring for others, courtesy and modesty and other traditional virtues. In tandem, the school forms a child flag-guard team and conducts the national flag raising ceremony on important days and special occasions with a view to cultivating a sense of national identity in children. The daily schedule of the school is properly planned. Children have sufficient opportunities to take part in music, physical, art and free choice activities every day.
- 1.2 Teachers devise assessment content and criteria in light of the learning objectives of the themes to ensure the appropriateness and objectivity of the assessments. Teachers assess children's learning through continuous observation. In addition to thematic assessments, teachers provide activity records to evaluate children's performance and conduct assessments by phases based on the overall learning objectives at the end of school term. The school creates learning portfolios for children to maintain various assessment information systematically. It also meets with parents in a timely manner to keep them informed of their children's learning progress.
- 1.3 Teachers collaborate with teachers from the affiliated schools of the organisation to plan the curriculum and share teaching resources, thus exploiting synergy. The

management keeps abreast of the curriculum implementation through meetings, curriculum document scrutiny and in-class collaboration while providing proper guidance to teachers. The management also arranges focused peer lesson observations and post-observation discussions for teachers to observe and learn from one another, which is conducive to enhancing their professional standard. Teachers conduct teaching reflections on a regular basis and mainly describe children's overall performance. Some of them are able to make suggestions for improvement in terms of teaching arrangement. The management is advised to lead teachers to review the effectiveness of learning and teaching in aspects such as learning objectives, teaching strategies and environment set-up. It may further utilise the child assessment information to examine teaching, thereby informing curriculum.

- 1.4 The school premises are spacious, neat and tidy. Children's artworks and activity photos are exhibited around the campus to create an interesting learning environment for children. Teachers leverage space in corridors and classrooms to set up learning corners and provide children with different teaching aids and toys to manipulate and play with, thus consolidating what children have learnt while constructing new knowledge. The role-play corners are decorated in line with the learning themes and children's works are added as props to facilitate children to engage in role-play. There are abundant books and cosy reading space in the reading corners to encourage children to read. Plentiful materials are available in the art and craft corners for children to unleash their creativity.
- 1.5 Teachers are friendly, caring and respect children. Teachers listen to children patiently and always praise them to enhance their good behaviour. In general, teachers make good use of various tones, facial expressions and gestures when telling stories to children with the aim of arousing their learning interest. Meanwhile, teachers ask appropriate questions to guide children to think and share their life

experiences and views. Children love learning, always wear a smile and are eager to respond to teachers' questions. Children take part in physical activities energetically. However, children cannot master respective physical movements in some activities. Teachers are advised to pay more attention to children's performance and then render suitable and specific guidance to foster their gross motor development. Children are attentive in creating artworks. They also introduce their works and describe the details thereof proactively, demonstrating rich imagination and good expression ability. Children get along well with one another. They play and help each other, showing good affective and social development. However, classroom discipline in some classes is undesirable, which affects the implementation of activities. Teachers are recommended to employ effective classroom management skills to help children establish classroom routines, hence enhancing the learning effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school puts effort into increasing teachers' professional competence and enhancing the quality of learning and teaching. Yet, the management must guide teachers to reinforce classroom management and strengthen the skills in conducting teaching reflections, as well as utilising child assessment information to inform curriculum, thereby further promoting children's learning.