

School No.: 564656

Focus Inspection Report (Translated Version)

**Christian Family Service Centre
Tak Tin Kindergarten**

Top Floor, Carpark Block, Hong Nga Court, Lam Tin, Kowloon

12 March 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 Making reference to the *Kindergarten Education Curriculum Guide*, the school devises an integrated curriculum using themes. The curriculum content covers all learning areas, taking account of children's acquisition of attitudes, skills and knowledge. Teachers select picture books as teaching materials to design activities relevant to children's life experiences for enhancing children's interest in learning. Regarding the promotion of Chinese culture, the school arranges for children to experience ink painting, Chinese dance and festive activities, in addition to holding the national flag raising ceremony. Therefore, children can gain a basic understanding of Chinese culture and cultivate a sense of national identity. Children have sufficient time to participate in music, physical, art and free choice activities every day. However, the primary one simulation activities for K3 children are conducted in a subject-based approach, and the learning content and tasks are rather difficult. The school must revise the forms of activity and remove the inappropriate content to meet children's developmental needs.
- 1.2 Teachers adopt continuous observation to assess children and create learning portfolios for children to keep learning assessment information and their works. Apart from reporting children's performance to parents regularly, the school also sums up children's situation at the end of a school term for parents to get a grasp of their child's development. Teachers evaluate children's situation and assessment information to adapt the homework as needed. Nevertheless, the assessment items mainly focus on the aspects of knowledge and skills. The school is advised to review it and devise assessment items regarding values and attitudes when necessary, in order to reflect children's development holistically.
- 1.3 The school is bright and clean with learning resources placed neatly. Teachers put various types of art supplies in classrooms. Children are attentive in drawing

pictures or selecting materials for making art and craft works. Corner activities are in line with themes. Children observe and compare real objects like different kinds of bread and coins, displaying curiosity. Moreover, teachers provide building blocks, hula hoops, cardboard boxes and other items in the play area. Children simulate performing lion dance, having a picnic and barbecue in the countryside and so forth while actively inviting their peers to join them. Such arrangement is conducive to promoting children's interactions. Teachers play with children and give them timely guidance and assistance. After the activities, teachers conduct reviews with children. In view of the creativity shown by children during play, some teachers invite children to share their design or ideas after play to encourage children to appreciate and learn from one another.

1.4 Teachers are kind and care for children. They have a good relationship with children. Teachers are conscientious in teaching. They use real objects, pictures, etc., to facilitate teaching, which helps motivate children to learn. During thematic activities, teachers ask children to share their life experiences to provide children with more opportunities of oral expression and consolidate their understanding of the themes. Children enjoy the pleasure of music activities as they sing, perform rhythmic movements and manipulate musical instruments. In respect of physical activities, children play the games that teachers organised, such as tossing bean bags, hopping and jumping, to foster the development of gross motor skills and body coordination. Yet, the waiting time of the activities is rather long. Teachers are required to look into the arrangements of physical activities to increase the amount of exercise for children.

1.5 Children love going to school. They take the initiative to greet others and are willing to play with their peers, getting along well with one another. Children switch to another activity venue in an orderly manner as well as assisting in putting

back toys and items after play. They also take part in classroom activities with enthusiasm, show creativity during play and are willing to share their thoughts, demonstrating good language expression.

- 1.6 The management leads teachers of each grade level to discuss learning content and activity design. It keeps track of the curriculum implementation and gives teachers teaching advice by observing lessons, attending meetings, scrutinising documents and so forth. Teachers conduct teaching reflection on a regular basis but they mainly describe children's performance. The management may steer teachers to assess the effectiveness based on the learning objectives and make specific suggestions for improvement to inform the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school plans the curriculum according to children's life experiences. It may refer to the learning objectives, learning content and teaching plans to review the learning elements of values and attitudes and revise the assessment items so as to fully reflect the development of children. The management is advised to lead teachers to enhance their reflective abilities and improve the arrangements of physical activities to increase the effectiveness of learning and teaching. Besides, the school is required to revise the arrangement of the primary one simulation activities and remove the excessively difficult homework content to meet children's developmental needs.