

School No.: 155233

Focus Inspection Report (Translated Version)

**Christian & Missionary Alliance
Tai O Kindergarten**

81, 83A & 83B Wing On Street, Tai O, Lantau Island, New Territories

13 May 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 With reference to the teaching packages and the selection of picture books, the school draws up a curriculum using themes that are in line with children's life experiences. The curriculum content covers all learning areas. The school attaches importance to children's moral cultivation. It makes use of morning assemblies and religious activities to share stories with children, facilitating their understanding of virtues like respecting others and observing rules. Teachers capitalise on the community resources of Tai O to organise outdoor activities, such as appreciating murals and learning to protect the ecological environment through mudflat cleanup, to enrich children's life experiences. Besides, the school holds the national flag raising ceremony, celebration of festivals, cultural experiences and other activities to cultivate a sense of national identity in children and enhance their interest in Chinese culture. However, the school must revise its daily schedule for children to have sufficient time to participate in music, physical and free choice activities every day, hence ensuring that children have balanced daily learning opportunities. The school is also required to reduce the amount of copying in K2 and K3 while removing the excessively difficult homework content to meet children's developmental needs.
- 1.2 Teachers observe children's learning performance continuously. They keep children's developmental reports, observation records, creative works and other information in the learning portfolios to serve as evidence of children's growth. Teachers distribute children's developmental records to parents regularly. During the parents' meeting at the end of a school term, teachers explain children's learning performance to parents and render suggestions about supporting children's learning. That said, some of the assessment items fail to dovetail with the learning objectives. The school is advised to review and revise the items so that the assessments can reflect children's learning effectiveness accurately.

- 1.3 The school is bright and clean. Teachers display the artworks of children around the campus to foster an atmosphere of mutual appreciation. The settings of the imaginative play corners help children immerse themselves into the roles of doctor and patient. Children speak with their peers during role-play, which is conducive to their social development. There are plentiful materials in the art and craft corners. Children make free drawings and three-dimensional craftworks attentively. Their works are very distinctive. Materials like leaves, butterfly specimens and water in different colours are available in the exploratory zone according to themes. Children show their curiosity as they carefully observe and explore the materials. Teachers play with children and observe their performance. Nevertheless, teachers may provide opportunities for children to summarise their experiences after play to consolidate and extend what they have learnt.
- 1.4 Teachers are kind, friendly and care about children's various needs. Teachers make teaching aids and picture cards while selecting real objects to facilitate teaching. All these help children comprehend the learning content. During music activities, teachers assist children in understanding the ideas of the lyrics through body movements. They let children move rhythmically according to the beats. Children are enthusiastic in pretending to be the flowers and butterflies in the lyrics. The activities can inspire children's imagination and arouse their interest in music. Teachers design physical circuit games to develop children's gross motor skills, but the waiting time for the games is rather long. Teachers are recommended to improve the activity design so that children can have more opportunities to participate in physical activities.
- 1.5 Children are diligent learners and engaged in activities. They put back the tableware according to categories after meals and are familiar with the routines of free choice activities that they access teaching aids in an orderly manner,

demonstrating good self-care abilities. Non-Chinese speaking children try to communicate with others in Cantonese and body language. They learn and play together with the Chinese speaking children, getting along well with one another.

- 1.6 The management keeps track of the curriculum implementation by conducting classroom walkthroughs and scrutinising curriculum documents. Furthermore, it jointly devises teaching plans with teachers in meetings. Yet at present, there are some repetitive learning objectives in different grade levels. The management could lead teachers to make revisions based on the development of children to improve the curriculum design. Teachers conduct reflection after class in light of children's performance and adjust the teaching content as necessary, with a view to enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is still required to actively follow up on the recommendations of the previous Quality Review, including adjusting its daily schedule, removing the excessively difficult homework and reducing the amount of copying so as to meet children's developmental needs.
- 2.2 The management is advised to strengthen its role of a curriculum leader to conduct a comprehensive review of the curriculum, lead teachers to revise the learning objectives and assessment items in alignment with children's development, improve the arrangement of physical activities, as well as providing review sessions after play to sum up children's learning.