

School No.: 325597

Focus Inspection Report (Translated Version)

Chai Wan Baptist Church Pre-School Education Lui Ming Choi Kindergarten

**1/F & 4/F Flat Roof, 30 Fei Tsui Road, Chai Wan,
Hong Kong (including Child Care Centre)**

28 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

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school makes reference to the teaching packages and takes into account children's life experiences to devise an integrated curriculum using themes. The curriculum content comprises all learning areas, covering the cultivation of values and attitudes as well as the acquisition of skills and knowledge. Teachers arrange different activities like snack tasting and field trips to broaden children's life experiences. Furthermore, children learn about Chinese culture and nurture a sense of belonging towards the country by experiencing traditional festivities, appreciating shadow play, attending national flag raising ceremonies, etc. The school values children's moral development that it incorporates moral element into the curriculum. It also encourages parents to keep records of their children's good behaviour, promoting children to put good conduct into practice. In view of child development of each grade level, the school sets respective reading schemes in order to help children develop reading habits and interest. The daily schedule of the half-day classes is well-planned, but the school fails to provide sufficient opportunities for children in the whole-day classes to take part in music, physical and art activities every day. The school is required to adjust the daily schedule of the whole-day classes with a view to facilitating a balanced development in children. Besides, some pieces of K3 homework are rather difficult. The school must remove them so as to meet children's developmental needs.
- 1.2 Teachers create learning portfolios for children to maintain their assessment information and artworks. Apart from assessing children's performance in each theme through continuous observation, teachers prepare observation records based on children's performance and summarise children's development at different stages at the end of school terms for parents to grasp children's developmental progress.
- 1.3 The campus is clean and bright. Children's artworks are exhibited in classrooms

and the lobby for their mutual learning and appreciation. Different interest corners are set up in classrooms. There are ample materials in the art and craft corner where children draw and make collage passionately. The reading corner is cosy with theme-related books available. Children read books attentively. The set-up of the role-play corner facilitates children to play the role of chefs. They are willing to start a conversation with peers. The school has a spacious activity area for children to carry out a wide range of activities. Teachers put materials such as building blocks, carton boxes and balance beams in the lobby for children to play in different ways to unleash their creativity. Teachers aptly intervene children's play as well. After play, teachers consolidate experiences with children and help them organise their findings during play, thus constructing new knowledge. Moreover, the school provides adequate sports equipment while teachers design interesting physical activities. However, the waiting time for some physical activities is relatively long. Teachers are recommended to improve relevant arrangements to ensure that children have sufficient opportunities to participate in activities.

- 1.4 Teachers communicate clearly and tell stories to children in a vivid way, immersing children into story characters and encouraging them to share their feelings and life experiences. Teachers utilise pictures and real objects to facilitate teaching. They also invite children to share the items brought to school from home with an aim to strengthening children's motivation to learn and support children to understand the learning content. In music activities, children wholeheartedly sing and play together with teachers. Besides, teachers are amiable and have a good relationship with children. Children are taught to get along with peers at opportune moments during the activities, promoting interaction among them. As observed, children respect and love their teachers and take the initiative to greet others. They are willing to encourage and help their peers during the activities, cooperating with one

another. Children are familiar with the classroom routine. They possess self-care abilities as they switch for activity venues in an orderly manner, put on and take off their shoes by themselves when necessary, as well as tidying up toys and items after activities.

- 1.5 The management leads teachers of all grade levels to map out the curriculum outline and teaching plans. Meanwhile, it keeps track of the curriculum implementation and gives suggestions for teaching by means of conducting classroom walkthroughs, participating in meetings and scrutinising documents. Teachers reflect on teaching regularly and are able to review the teaching effectiveness based on children's performance in some reflections. Whereas in some other reflections, they focus on describing the process of children's participation in activities solely. The management is advised to guide teachers to analyse the teaching effectiveness according to the learning objectives, provision of materials, activity arrangements and so forth, thus informing the curriculum planning and implementation, and enhancing the effectiveness of teaching reflection to a greater extent.

2. Recommendations for Fostering Sustainable Development of School

For the purpose of promoting a balanced development in children, the school is required to adjust its daily schedule to ensure that children in whole-day classes have ample opportunities for music, physical and art activities every day. The school must also remove the relatively difficult parts in K3 homework in order to cater for children's developmental needs. Additionally, to further enhance the effectiveness of teaching reflection, the management may guide teachers to analyse the teaching effectiveness in light of the learning objectives, provision of materials, activity arrangements and so forth, thereby informing the curriculum.