

School No.: 564648

Focus Inspection Report (Translated Version)

Chiu Yang Kindergarten

Room A, 2/F, 38 Des Voeux Road West, Sheung Wan, Hong Kong

9 March 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

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1. School Performance

- 1.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to organise a curriculum using themes. The curriculum content covers various learning areas including the cultivation of attitudes as well as the acquisition of skills and knowledge. The school decorates the learning environment with real-life themes to let children learn through observation and manipulation. The school emphasises play and devises play-based strategies, such as setting every Friday as experiential activity day to arrange diversified activities like visits and drama appreciation for children, and designing relevant extended activities, to enhance children's motivation and interest in learning. However, children are not given a balanced daily schedule on some of the experiential activity days. The school is required to review and revise such arrangements. Moreover, some pieces of homework in Language and Early Childhood Mathematics of K3 are too difficult. The school must review and remove the inappropriate content to meet children's interests and developmental needs.
- 1.2 Teachers assess children's performance through continuous observation. They create learning portfolios for children as well. The management formulates the child assessment content with teachers according to the learning objectives and children's development. They also analyse the assessment information to serve as a reference for reviewing and informing the curriculum. Teachers distribute the learning portfolios to parents periodically to keep parents informed of their children's development and learning progress.
- 1.3 The school premises are bright and tidy, with ample activity space. The school makes good use of the classrooms and corridors to display children's work for their mutual appreciation. Teachers set up interest corners thoughtfully. They design activities for developing fine motor skills, creativity, cognitive abilities and so forth.

In tandem, teachers decorate the role-play corners corresponding to the learning themes. For instance, real-life settings like clinics, homes and florist's shops are used as themes while costumes and props are provided for children to role-play. Children choose activities according to their preference. Teachers then observe and support children's learning. Teachers are recommended to join in children's play more often and guide them to describe their findings and feelings in the activities through cooperation, asking questions and so forth, hence further extending and enriching children's learning experiences.

1.4 Teachers are kind. They use real objects, pictures, etc., to facilitate teaching and help children get a grasp of the learning content. Children have established good routines and are very interested in learning. They are attentive and actively participate in activities while expressing their thoughts with eagerness. Teachers arrange physical activities such as tricycle rides and bean bag tossing for children to choose to take part in. Children are engaged in the activities. They choose materials by themselves and create physical games. They also follow teachers' instructions to participate in group activities and play with peers, getting along well with one another. After activities, children take the initiative to put things back in place, showing good self-care abilities.

1.5 A clear curriculum management mechanism has been established in the school. The management sets forth the curriculum progression of each grade level, teachers then draw up the outline of thematic teaching and lesson plans. In the curriculum meetings, the aforementioned issues are discussed and amendments are suggested. The management understands the curriculum implementation and gives advice through conducting classroom walkthroughs, attending meetings and scrutinising teaching documents. Teachers reflect on their teaching regularly. Yet, they mainly describe the teaching procedures and children's performance in their

reflections. The management is advised to continue leading teachers to enhance their reflection skills, evaluate different aspects, including the extent to which the learning objectives have been accomplished, the use of strategies as well as the environment set-up, and make specific suggestions for improvement, thus further informing the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The management is required to lead teachers to review and revise the daily schedule of the experiential activity day and remove the excessively difficult learning content and homework of K3 to meet the developmental needs of children at kindergarten stage. The school is advised to encourage teachers to join in children's games more often and give them timely feedback to provoke their thinking. Moreover, the school is advised to guide teachers to examine and reflect on their teaching so as to improve their teaching skills and effectiveness.