

School No.: 325686

Focus Inspection Report (Translated Version)

**Hong Kong Bethel Church
Gideon Kindergarten**

G/F, Lok Tung House, Lok Fu Estate, Kowloon

30 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 teaching packages and chooses themes that are related to children's life experiences to design an integrated curriculum. The curriculum is comprehensive and balanced in content which covers various learning areas. It helps children develop positive values and attitudes as well as acquiring skills and knowledge. The school puts emphasis on children's experiential learning and the application of knowledge in daily life. It organises mixed-age festivities in which children decide for themselves to participate in different games. During the activities, K3 children learn to take care of their K2 peers, which facilitates their affective and social development. They also gain an understanding of Chinese culture and develop a sense of national identity through experiencing traditional customs and participating in art activities. Children are provided with adequate time to engage in music, physical and free choice activities every day to foster their balanced development. For the homework arrangement, some of the content for K3 is relatively difficult and the school has to review and remove the inappropriate content to meet children's abilities and developmental needs.
- 1.2 Teachers devise assessment items according to the curriculum objectives of each learning area and collaboratively discuss the assessment criteria during lesson planning meetings. They take records of children's performance by means of continuous observation and create learning portfolios for children to showcase their performance from multiple perspectives, providing evidence of their growth. Parents are regularly informed of their children's learning progress.
- 1.3 The school sets up various interest corners in the classrooms where sufficient teaching aids and materials are placed for children to learn through manipulation. It also makes good use of the space in the lobby and corridors to design learning zones, with teaching aids on the walls and floors filled with exploratory elements to help

enhance children's motivation to learn. As observed, children are engaged in imaginative play in the interest corners of the classrooms and play the roles of doctor and patient with peers. They simulate consultations, medicine dispensing and making records of medical conditions, getting along well with one another. Under teachers' guidance, children carry out exploratory activities such as testing the buoyancy of different objects and recording the results. The school could further strengthen the design of interest corners by setting up more exploratory and collaborative games. Depending on the actual circumstances, it could also allow children to carry out constructive games in the learning zones of the lobby and corridors during the free choice activity sessions, with an aim of cultivating their active exploratory spirit and developing creative ideas through cooperative games.

- 1.4 Teachers are friendly and care for children. They are passionate about teaching and make good use of pictures, real objects and stories to assist children's understanding of the learning content. Teachers observe children's performance carefully and use encouragement to reinforce their good behaviour. Teachers also encourage children to observe details and make attempts to try different things by offering assistance to children when appropriate. Teachers are able to design suitable learning activities in accordance with the themes set out. For instance, for the theme of environmental protection, teachers design relevant activities enabling children to learn about recycling in an authentic context. They ask children to collect recyclable items at home, guide them to go outdoor and put the recyclables into the waste separation bins near the campus, and arrange extended activities in the interest corners. It is observed that children put these items into the bins by category and then clean their hands. They are also willing to share with one another the green practices in everyday life. Children engage in the music activities by playing out the music beats with eco-friendly musical instruments and performing rhythmic movements.

During the physical activities, children take part in circuit games and complete tasks collaboratively with peers. Teachers are advised to strengthen the interactive elements during the daily class activities in accord with children's experience. Teachers may also guide children to share their discoveries and learning experiences in the course of games and encourage children to express their feelings using the emotion cards placed in the interest corners, followed up with proper intervention and assistance in a timely manner to help children develop a positive mindset.

- 1.5 The school has put in place a mechanism for curriculum management. The management leads teachers to devise curricula for each grade level and jointly discuss the teaching objectives, activity design and the use of teaching resources. They understand the curriculum implementation by observing lessons, participating in curriculum meetings and scrutinising curriculum documents, among others. Teachers conduct peer lesson observation and teaching reflection, which facilitates their professional exchange and strengthens the effectiveness of learning and teaching. The management may further lead teachers to review the learning effectiveness by utilising the information of children's performance, assessment data and teaching reflection, thereby informing the curriculum planning and promoting the continuous development of the school.

2. Recommendations for Fostering Sustainable Development of School

The principal and most of the teachers at the school take up their posts in this school year. The team puts much effort into planning the school-based curriculum and optimising the environment setting in order to promote the school's steady development. Building on this foundation, the management may continue to lead teachers in reviewing the effectiveness of learning and teaching holistically, enhancing the interactive elements in the class activities as well as making use of questioning skills to encourage children to

share their discoveries and feelings. The school is advised to continue to improve the setting of the interest corners and activity arrangements, and include more games with learning elements of exploration and collaboration. In addition, the school is required to review the homework arrangement for K3 children and remove the content that is relatively difficult in order to meet children's abilities and developmental needs.