

School No.: 564745

Focus Inspection Report (Translated Version)

The Hong Kong Chinese Women's Club Kindergarten

G/F, Yiu Fook House, Yiu Tung Estate, Shaukeiwan, Hong Kong

16 October 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 design an integrated curriculum using themes. The curriculum covers all learning areas. The school proactively organises diversified learning activities for children which include visiting the Hong Kong Museum of History, enjoying concerts and watching dramas to enrich their learning experiences. The school deliberately assigns children to be anchors to make announcements during morning assemblies and before dismissal of school in order to build children's self-confidence. Regarding daily schedule, the school allocates sufficient music, physical, art and free choice activities to children every day. However, some homework content of K3 is relatively difficult, the school must make adjustment and remove the inappropriate content.
- 1.2 The school has promoted Chinese culture at the curriculum planning level in recent years. The school sets "filial piety, propriety, benevolence and honesty" as its framework to consolidate the learning elements related to traditional virtues in its curriculum so as to nurture children's proper values in a more systematic way. Moreover, the school organises different learning activities aligned with traditional Chinese festivals which deepen children's understanding of festive events and traditional customs. With the theme of Chinese culture, project learning activities for K2 and K3 are conducted to give children a better insight into traditional culture and art. This school year, the school further incorporates the 24 Solar Terms into the curriculum. This allows children to learn that climate, seasonal food and other things they have day-to-day contact with are highly related to the solar terms. Meanwhile, children can also experience the traditional wisdom of Chinese culture. Besides, the school conducts the national flag raising ceremony on important days to help children develop a sense of national identity.

- 1.3 The school has a sound mechanism of the assessment of child learning experiences in place. Teachers conduct assessments by continuous observation and create learning portfolios for children to keep observation records, thematic assessment forms and children's work, as evidence of their growth. The school stipulates explicit assessment criteria which are beneficial for teachers to make objective decisions. The school attaches importance to the vital role of parents in children's growth. In view of the foci of each theme, the school invites parents to assist in evaluating children's living habits and interpersonal interactions, such that teachers can grasp the overall performance of children from various ways. Additionally, children are asked to finish a simple worksheet after each theme to summarise their learning experiences. The school analyses children's performance in order to understand their strengths and areas for improvement, thereby taking follow-up actions.
- 1.4 The school makes optimal use of the school premises and places large building blocks, hula hoops, recyclable materials and so forth in the indoor play area for children to create or construct during the morning and afternoon play sessions, facilitating children to learn through play. Teachers decorate the classrooms attentively and design theme-related corner activities such as the role-play zone, exploratory zone and reading zone. The school may display more children's work to let them share what they have achieved in learning while providing opportunities for them to observe and learn from one another. During free choice activity sessions, children choose their favourite activities by themselves. Children love playing and learning with their peers. For instance, they imitate cooking in a kitchen or read together, which shows that they get along with each other.
- 1.5 Teachers generally continue to adopt the development focus of the last school year to acknowledge children's good behaviour with explicit encouragement or praise to

get children engaged in learning. Teachers explain clearly and utilise pictures, puppets, real objects, etc., to facilitate teaching and enhance children's learning interest. Teachers observe or join in children's activities. Teachers are recommended to improve classroom interactions during thematic learning and provide children with opportunities to share after the free choice activities with a view to helping children revisit the acquired knowledge. Apart from teaching children about the names and functions of musical instruments, teachers also guide children to percuss the musical instruments along the melodies and rhythms, or arrange rhythmic movement games for children to enjoy the fun of music activities. Teachers assist children in grasping the skills of tossing bean bags or jumping with both legs after warm-up exercises. Children are engaged in physical activities, demonstrating favourable gross motor development.

1.6 The school has established a clear curriculum management mechanism. Through attending meetings, conducting lesson observations and scrutinising teaching documents, the management fully understands the curriculum implementation. Teachers also reflect on teaching aptly and examine the effectiveness of learning and teaching based on children's learning performance. Furthermore, teachers mostly are able to make specific and feasible suggestions for improvement to inform teaching and curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school actively optimises the school-based curriculum and strengthens efforts in promoting learning through play and Chinese culture. Building on the foundation, the school is required to remove the relatively difficult homework of K3. Besides, the team may explore enhancing interactions during the process of learning and teaching and encourage children to share more often after activities, thus revisiting what they have learnt.