

School No.: 550035

Focus Inspection Report (Translated Version)

**Hong Kong Kindergarten Association
Pre-School**

G/F, Chi Siu House, Choi Wan Estate, Kowloon

24 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 plan an integrated curriculum, the content of which covers six learning areas. Teachers design diversified learning activities according to the themes as well as making teaching aids and handicraft kits to encourage parents and children to engage in parent-child activities at home, hence extending children's interest in learning. The school has followed up on the recommendations of the previous Quality Review to enable children to take part in different types of activities like music and physical activities every day. However, the school is required to provide ample opportunities for children to participate in free choice activities as well. In respect of homework, some pieces of homework in language and early childhood mathematics in the second school term of K3 are rather difficult. The school must review and revise the relevant content.
- 1.2 In recent years, the school has regarded promoting national education as its major concern. It has incorporated more elements of Chinese culture into the curriculum. For instance, matching with festival activities and thematic learning, the school uses stories to help children learn about the origins and custom of traditional Chinese festivals. It also lets children understand and appreciate traditional Chinese culture and art through various kinds of activities and experiences, such as kneading glutinous rice balls, learning paper cutting and enjoying shadow play. The school sets the target of nurturing children to love themselves, their families and their country this school year. It designs activities that promote children in learning to love themselves and treasure their families, and then gradually extending their love to care about the society and our country, thus cultivating a sense of belonging to our country and national identity in children in a systematic manner.
- 1.3 The school's assessment of child learning experiences is appropriately arranged.

Teachers observe children's performance at the beginning of the school term to become acquainted with their needs as soon as possible and facilitate their adaptation to change. Through thematic assessments and activity observations, teachers continue to keep abreast of children's situations in different areas. Together with the summative assessment conducted at the end of the school year, teachers grasp and reflect children's learning and development progress effectively. The school also invites parents to observe and share their children's performance at home to help teachers perceive children's learning and development from multiple perspectives.

- 1.4 Teachers utilise the campus space to display children's work according to the learning themes. They make teaching aids and set up interest corners in the classrooms that are closely connected to the learning content to extend children's learning. The teaching aids are mostly designed to be manipulative and attract children to experiment with them. Teachers also arrange fun corner activities, including letting children observe and compare with peers the speed of tiny balls rolling down the slopes of different gradients, and helping children consolidate their learning through language games like word search and word matching.
- 1.5 Teachers explain and instruct clearly during teaching. They often ask questions to increase children's opportunities of expressing themselves. Children participate in various activities enthusiastically. For example, they conduct simple experiments to observe and record the solubility of sand, sugar and salt. They also imitate the sound of wind and rain with different musical instruments, or create body and limb movements to act as animals. They respond to teachers' questions actively and take the initiative to share their artworks with peers. Teachers adopt proper strategies to facilitate non-Chinese speaking (NCS) children's understanding of learning content and activity arrangements. NCS children cooperate with Chinese speaking children to play physical games as well as manipulating teaching aids together, getting along

well with one another.

- 1.6 The management stays current with curriculum implementation and teaching through conducting classroom walkthroughs, attending lesson planning meetings and scrutinising teaching documents frequently. It also learns about the effectiveness of teachers in implementing annual plans by focused lesson observations. Teachers conduct teaching reflections and some of them are able to make suggestions for improvement in terms of their shortcomings in teaching based on children's performance. In order to enhance the quality of learning and teaching, the management is advised to lead teachers to make good use of what they have gained from lesson observations, along with teaching reflections and child assessment information to evaluate the effectiveness of learning activities, with a view to continuously refining activity design. To illustrate, they may enrich the setup of exploratory activities to further promote children's ability to explore, create and solve problems, thus reinforcing children's learning efficiency.

2. Recommendations for Fostering Sustainable Development of School

The school has made great efforts to promote national education and support the learning of NCS children in recent years and has built a strong foundation for the relevant work. To enhance the effectiveness and development of learning and teaching, the management is required to lead teachers to strengthen the evaluation of curriculum and teaching as well as making adjustments and taking follow-up action, which include revising the homework content of K3, increasing the exploratory elements in activities and improving the arrangement of free choice activity sessions, so as to meet children's abilities and needs and foster their holistic development.