

School No.: 158062

Focus Inspection Report (Translated Version)

**Hong Kong Taoist Association
Yuen Yuen Kindergarten (Fu Shin Estate)**

G/F, Shin Mei House, Fu Shin Estate, Tai Po, New Territories

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**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 designs its integrated curriculum using themes. The learning content aligns with children's life experiences and covers various learning areas, addressing the five aspects of development in children comprehensively. The school attaches importance to moral education. In recent years, it has collaborated with the affiliated kindergartens of the organisation to implement the relevant work plans. It explores themes that suit children's interests and needs while preparing teaching resource packages and picture books that promote traditional virtues to help children develop positive values and attitudes. The school alternately arranges active and quiet activities in its daily schedule so that children have the opportunities to participate in music, physical and art activities every day as well as having adequate free choice activity time.
- 1.2 Teachers assess children's daily learning through continuous observation including making use of thematic assessment forms and anecdotal observation. Children's learning portfolios are clearly presented and information is kept in an organised manner, to enable parents to understand their children's development. The school has added a new section titled "I'm unique" in the portfolios in recent years to demonstrate the character of each child by collecting children's performance records in different learning activities. The teaching team analyses and collates children's assessment information regularly to adapt teaching strategies and enhance the effectiveness of learning and teaching.
- 1.3 The school utilises its space to create corners for children to learn through play. There are different interest corners in the classrooms. Teachers organise corner activities thoughtfully and the teaching aids mostly correspond to the content of thematic learning. The set-up of the role-play corner is interesting and attractive. For instance, there is a picture frame of television, along with an array of props, for

children to act as weather anchors to present the precautionary measures against typhoons, hence extending children's learning. Children are engaged in the activities of the role-play corners. Their conversation shows their observation and awareness of daily life. Teachers post pictorial references of drawings on the walls of the art and craft corners. Different materials are also placed for children to choose freely in making collage and drawings. Children are very attentive in the course of creation. After finishing their work, children take the initiative to share their thoughts and ideas and interact with others, demonstrating favourable communication skills. The school regards strengthening the elements of free exploration in games as its major concern this school year. It provides simple materials such as building blocks and paper bricks for children to design games according to their own ideas. However, these constructive activities are mostly carried out during the physical activity sessions at present, and the design of some of the activities like playing with building blocks is relatively static, therefore affecting children's amount of exercise. The team is required to review the design and arrangements of the activities, and provide children with suitable materials based on different activity objectives to foster their physical development.

- 1.4 Teachers are patient and explain clearly. They care for and accept children. To accommodate children's diverse needs, teachers design teaching aids of different levels of complexity and offer individual guidance to children. In tandem, teachers review the strategies for supporting children's learning in a timely manner. Children get along with one another and love to learn together. They are self-disciplined and follow the rules. Their social development and self-care abilities are good as they are able to tidy up the place after the activities. In order to further promote children's learning, teachers must lead children to revisit their activities such as inviting children to share the course of events and findings of the games, and

motivating children to observe and explore further, so as to consolidate and extend what children have learnt.

- 1.5 A well-developed curriculum coordination mechanism is in place. The management plans, monitors and reviews the implementation of the curriculum in an effective manner. Through attending meetings and observing lessons, members of the management get a grasp of how the curriculum is delivered and lead teachers to refer to daily teaching reflections in evaluating the teaching effectiveness collaboratively. They also adjust the teaching arrangements aptly to inform the curriculum planning and facilitate children's learning.

2. Recommendations for Fostering Sustainable Development of School

The school has established a curriculum management mechanism. For the development direction of strengthening the elements of free exploration in games upon such foundation, the management is required to lead teachers to explore effective ways of implementation in materials supply, roles of teachers and other aspects to further enhance children's learning effectiveness.