

School No.: 324078

Focus Inspection Report (Translated Version)

Kowloon City Baptist Church Kindergarten

206 Argyle Street, 2 & 3/F., Kowloon

10 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 management leads teachers to plan the integrated school curriculum using themes. The curriculum content covers the six learning areas, nurturing children's values and attitudes as well as facilitating their acquisition of relevant knowledge and skills. The school sets a class-based learning unit for each grade level in every school term. Teachers guide children of their classes to carry out thematic learning on the things that children are interested in. Regarding promoting national education, the school teaches children the etiquette of the national flag raising ceremony and lets them learn about Chinese culture through traditional festivities, thus cultivating a sense of national identity in children. However, the school fails to arrange music activities for children of half-day class daily and the time for free choice activities is also inadequate. Moreover, children of whole-day class do not have sufficient time to participate in music, physical, art and free choice activities every day. The school must review and revise its daily schedule to foster children's balanced development. Some of the learning content of Early Childhood Mathematics for K3 is relatively difficult. The school is required to review and remove the inappropriate parts.
- 1.2 Teachers observe, record and analyse children's performance in the learning activities continuously to assess their development in various aspects. They show the learning performance of children in different themes by unit assessment forms while presenting children's learning progress through school term assessments. The school creates learning portfolios for children to maintain the above-mentioned information and children's works. The portfolios serve as evidence of children's growth and allow parents to understand children's learning. Teachers may make use of the child assessment information to evaluate the teaching effectiveness and inform curriculum planning.

- 1.3 The school environment is spacious and bright. Teachers use the school premises wisely to display children's works everywhere. The use of colours and the design in works reveal children's characters. In alignment with themes, a number of corners are set up in classrooms. During free choice activities, teachers observe children and give them timely encouragement while maintaining the order. Individual teachers join in children's play to promote teacher-child interaction. Teachers may review and improve the design of the corner activities based on activities' popularity and children's performance. Besides, every day, teachers decide which corner activities are open for children. This restricts children's choice. Teachers are advised to examine such arrangement with a view to allowing children to choose the activities according to their preferences more freely.
- 1.4 The school carries out physical activities in the assembly hall and provides different materials for children to design games for fun, which is desirable. Teachers mainly take up the role of an observer during children's play and children still rely on teachers to remind them of the activity routines. The management is advised to strengthen the review on the environmental setting of venues and the choice of materials, as well as the roles of teacher in play. There are review sessions after play, but teachers' skills in leading the sessions vary. Individual teachers are able to exploit the photos of children's play to lead children to share the design of games and promote the interaction among children. During physical activity sessions, teachers must pay attention to children's amount of exercise, and arrange warm up and cool down exercises for children to ensure their health.
- 1.5 Teachers love and care for children. They facilitate children to grasp the requirements of learning activities with clear instructions and explanations. In tandem, they guide children to move according to music and play musical instruments using explicit demonstration. Teachers design group activities and lead

children to explore their surroundings through manipulation. As observed, the exploratory activities tended to have prescriptive conclusions and restrictions, affecting the development of curiosity and exploratory desire in children. Therefore, teachers are suggested to enhance their skills in designing and leading exploratory activities.

- 1.6 A curriculum management mechanism is in place to evaluate the implementation of the curriculum through teachers' individual reflection and grade level meetings. As seen in the records, the reviews are of different directions and most of them fail to conduct reflection against the teaching objectives. With enhancing children's learning efficiency in mind, the management is recommended to employ school-based professional development activities to improve teachers' reflection skills in teaching.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school is keen to keep pace with the curriculum development to organise a curriculum that covers all learning areas for children. However, it must arrange a balanced and appropriate activity schedule for children and remove the relatively difficult learning content of Early Childhood Mathematics of K3.
- 2.2 In order to enhance the effectiveness of learning and teaching, teachers are recommended to improve the activity design to arouse children's curiosity and desire for exploration. They should further review the design and arrangement of free choice activities including the setting of the environment and the choice of materials. Before and after physical activities, teachers are required to arrange warm up and cool down exercises and to ensure that children have adequate amount of exercise. The management is advised to strengthen the roles of teachers during children's play as well as their skills in leading the review after play. The management should also

steer teachers to conduct effective teaching reflection and utilise the child assessment information to examine the teaching effectiveness and inform curriculum planning.