

Focus Inspection Report (Translated Version)

Peace Evangelical Centre Kindergarten (Tsing Yi)

**G/F, Wang Ching House & Wang Ngai House, Cheung Wang Estate,
Tsing Yi, New Territories**

1 June 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 adheres to the education rationale of the organisation to incorporate learning elements of religion and moral education into the curriculum and draws up an integrated school-based curriculum using themes that are related to children's life experiences. The curriculum content covers various learning areas, cultivating children's positive values and attitudes as well as helping them develop life skills and acquire knowledge. The school arranges suitable visits and thematic talks according to children's interests to enrich their learning experiences and extend their interest in learning. It promotes Chinese culture through festive celebrations and art activities while holding the national flag raising ceremony on important days to nurture children's sense of national identity. The school has followed up on the recommendations of the previous Quality Review and is gradually improving its daily schedule. However, there are still occasions where the music activity time is inadequate in individual classes. The school is advised to keep refining the daily schedule to foster children's balanced development. Some of the homework content for K3 is rather difficult. The school must review and remove the inappropriate content to meet children's abilities and developmental needs.
- 1.2 The school assesses children's performance by continuous observation and record-keeping. It creates learning portfolios for children to maintain formative assessments, observation records of activities, artwork and so forth. The assessment criteria are clear which help teachers evaluate children's performance objectively. Teachers utilise the assessment information to understand children's learning and take proper follow-up action. In tandem, teachers regularly keep parents informed of their children's learning progress so that parents and the school can support children's growth together.
- 1.3 The school premises are spacious. Teachers make good use of the classrooms and

part of the lobby to set up the sensory zone, language zone, practical life education zone, etc. Plentiful materials are placed orderly in various learning zones for children's easy access. The school has arranged sufficient time for children to participate in mixed-age free choice activities. These activities are designed with different levels of learning objectives which could cater for learner diversity. The materials in the learning zones are manipulative and exploratory, enriching children's sensory experiences. Children explore the properties of space and master the concepts of Early Childhood Mathematics through constructing building blocks or teaching aids of different shapes. They read attentively in the cosy reading corner, showing that they have developed an interest in reading and possess basic reading skills. By having language activities and completing worksheets, children create their own stories using pictures and words. Moreover, children can choose to carry out various games related to life skills and arts and crafts, such as popping bubbles and roping knot games, or origami and twisting paper strips. Such an array of activities effectively facilitates children's fine motor development and self-care abilities.

- 1.4 Teachers respect children and listen to them patiently, creating an atmosphere at school that is full of care and harmony for children to learn to love themselves and others while admiring and cherishing nature. They also facilitate children in building an attitude of active learning. Teachers are conscientious in teaching. They carefully observe children's performance and leverage questions to guide children to share their play experiences and introduce their work, hence inspiring children's thinking and consolidating their learning. During free choice and physical activities, teachers always encourage children to make attempts in order to nurture their positive attitude towards facing challenges with courage. Children are quiet and follow the rules when engaging in the free choice activities whereas they

are active and lively in carrying out physical and music activities. Some children demonstrate good organisation and verbal expression when responding to teachers' questions, and are able to share their life experiences articulately and confidently. Children are familiar with the routine of free choice activities. They tidy things up and help put the chairs back after the activities, showing good living habits.

- 1.5 A curriculum management mechanism is in place. The management leads teachers to hold cross grade level curriculum meetings to discuss the teaching outlines of each grade level and review the teaching progress. Through observing lessons and scrutinising teaching documents, the management also understands the curriculum implementation and aptly offers support and suggestions. Teachers conduct lesson planning of the same grade level so as to jointly design the learning activities and the use of teaching aids in accordance with the themes set out. They reflect on teaching effectiveness regularly, including keeping records of their experience in using the teaching aids of the learning zones and documenting children's participation, to promote professional exchange effectively and inform the set-up. At present, the reflections are mainly about the set-up of the learning zones. The management is advised to steer teachers to further carry out lesson observations and share the experiences on the design and teaching strategies of other learning activities. The comprehensiveness of various learning activities may also be strengthened in alignment with the major concern of improving thematic teaching so as to facilitate children's learning.

2. Recommendations for Fostering Sustainable Development of School

The management keeps refining the curriculum. It may take a step forward to lead teachers to review and promote curriculum development from multiple perspectives as well as adjusting the daily schedule and examining the homework content to enhance the effectiveness of learning and teaching.