

School No.: 156515

Focus Inspection Report (Translated Version)

Regina Coeli Anglo-Chinese Kindergarten

**G/F & 1/F, Hing Shing House, Tai Hing Estate,
Tuen Mun, New Territories**

16 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 adopts themes for its curriculum with an integrated approach. The curriculum content covers all learning areas, taking account of the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. The school also organises visits that are tied in with the thematic content, which is conducive to enhancing children's learning motivation and interest. However, regarding homework, the school arranges for K1 children to write along dotted lines while some of the homework for K3 is too difficult as well. The school must review and revise such arrangements in order to meet children's development and needs. Children have sufficient time to take part in music and physical activities each day. Yet, there is inadequate time for free choice and art activities. The school is required to adjust the daily schedule, with a view to promoting children's balanced development.
- 1.2 This school year, the school regards helping children understand Chinese culture and nurturing their sense of national identity as the major concern. Teachers tell children traditional Chinese festival stories during festive celebrations while carrying out meaningful experiential activities. For instance, they let children try the lion dance and engage in a simulated Lunar New Year fair on the Lunar New Year for them to learn and experience Chinese culture. In tandem, teachers design activities for introducing children to the national flag and the regional flag as well as the etiquette of national flag-raising, thereby facilitating children's basic understanding of their national identity.
- 1.3 The school formulates an assessment policy for child learning experiences, sets forth the assessment items in light of the objectives of each learning area and assesses children's performance through continuous observation and making records. It has clear assessment criteria which help teachers assess children objectively. It also

develops learning portfolios for children to maintain children's assessment information and work, with a view to reflecting their learning progress concretely and serving as evidence of their growth. Teachers are recommended to consolidate and make good use of the assessment information of children to inform curriculum planning.

1.4 The school has spacious outdoor and indoor areas for children to conduct various activities. In recent years, it has strengthened the environment set-up by creating exploration, imaginative play and reading rooms, which are furnished with a range of learning materials, corner games and books. Teachers engage children in experiments, role-play and storytelling in these rooms in the afternoon sessions so as to increase children's interest in active learning through enjoyable activities. There are different interest corners in the classrooms where toys and teaching aids are prepared for children to manipulate. Children are engaged in the activities and enjoy the fine motor games. They also perform imaginative play with peers and get along well with one another. Teachers may draw on the experience in planning learning rooms to enhance the design of interest corners in the classrooms by, for example, enriching materials in the art and craft corners to stimulate children's creative ideas. During the free choice activities, teachers observe children's performance and assist them in a timely manner. Some of the teachers are happy to play with children to add fun to the activities. Teachers are advised to provide children with further guidance on collating their learning experiences and encourage them to share their discoveries and solutions to problems in the activities, thus enhancing the effectiveness of learning through play for children.

1.5 Teachers have good communication skills and give clear teaching instructions. They teach children with patience. During the activities, they guide children to express their opinions and feelings through conversations and questions. Children are willing to respond to teachers' questions and share their life experiences with

peers. Teachers mostly assign children to conduct physical activities in turns. However, the waiting time for some activities is relatively long that undermines the opportunities for children's participation in the activities. Teachers are recommended to utilise the venues more effectively and improve the relevant arrangements to ensure adequate participation of children in fostering their physical development.

- 1.6 The management grasps the progress of curriculum implementation by means of observing lessons and scrutinising teaching documents. Peer lesson observation is arranged to facilitate teachers' mutual learning, which is conducive to promoting their professional growth. Teachers regularly select some learning activities for conducting teaching reflections, in which the content mainly focuses on describing children's performance. The management must enhance its role as a professional leader and lead teachers to examine the teaching effectiveness based on the learning objectives and make suggestions for improvement, thereby boosting the effectiveness of teaching reflections and the use of evaluation results for informing curriculum and improving learning and teaching constantly.

2. Recommendations for Fostering Sustainable Development of School

The management must strengthen its curriculum leadership. It should lead the teaching team to reflect on the teaching effectiveness corresponding to the learning objectives and in accordance with children's performance and the assessment information of child learning experiences. Furthermore, the school is required to amend the daily schedule, continuously improve the set-up of the classroom interest corners and the activity design as well as cancelling the difficult homework for K3 and the arrangement of writing along dotted lines for K1, with the aim of catering for children's developmental needs and bolstering the learning effectiveness.