

Focus Inspection Report (Translated Version)

Regina Coeli Anglo-Chinese Kindergarten (Second Branch)

**11-16, G/F, Moon Yu House, Sam Shing Estate,
Tuen Mun, 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 To promote holistic development in children, the school's curriculum is designed to incorporate the content of all learning areas according to themes and with reference to the teaching packages. The school attaches importance to children's moral education and cultivates their positive values and attitudes through designing diversified class activities such as moral story sharing and role-playing. The daily schedule of the school is properly planned and balanced that children have sufficient time to take part in music, physical, art and free choice activities every day. However, learning content and some pieces of homework for K3 are too difficult and K1 children are asked to write along dotted lines. The school must review and cancel such arrangements in order to meet children's development and abilities.
- 1.2 In recent years, the school has actively organised different kinds of activities to help children understand Chinese culture and nurture among them a sense of belonging to the country. The school holds the national flag-raising ceremony on important days and special occasions to enable children to learn about the national flag, the national anthem, as well as the etiquette to be followed in the national flag raising ceremony, therefore cultivating their sense of national identity from an early age. Teachers design varied activities, including thematic learning on traditional Chinese art and folk games, festival experiences and tasting of Chinese festival snack, for children to be exposed to and appreciate Chinese culture.
- 1.3 The school has a clear policy on the assessment of child learning experiences in place. Learning portfolios for children are also created to keep records of observation, children's work and assessment information, as evidence of children's development. The school sets forth explicit criteria for the assessment items, which is conducive to teachers' objective evaluation of children's learning performance. Teachers observe and assess children's performance in a continuous manner. Teachers also

make suggestions for improvement and aptly inform parents so as to assist them in knowing about their children's performance and following up on children's learning and development together. The school is required to make use of the information of child learning experiences to serve as a reference for curriculum review in order to inform curriculum planning.

- 1.4 The campus is well-lit, with an array of potted plants planted and turtles and fish reared therein. Children learn to look after the animals and plants and observe their growth at first-hand. The school optimises the corridor walls properly to set up different games such as transporting various sizes of toys through pipes and playing target toss. Children therefore can improve eye-hand coordination through manipulation. Teachers display children's work in the classrooms for their mutual appreciation. Various kinds of interest corners are set up for children to learn through play. The role-play corner is decorated based on themes such as restaurant and bus compartment simulations, which allows children to play different roles together and collaborate in games, hence facilitating children's social development. Teachers may furnish the art and craft corner with a wider range of materials, encourage children to create freely, as well as optimising the design of the reading corner with a view to enhancing children's interest in reading in the corner.
- 1.5 Teachers are kind and friendly. They speak articulately and use books and real objects in their teaching to motivate children to learn. Teachers are reminded to make good use of questioning to encourage children to think and express more. While playing physical circuit games, children show good gross and fine motor coordination. During music activities, teachers lead the whole class in singing. Teachers may create scenarios as an introduction and let children feel the rhythm and melodies, enabling children to enjoy the fun of music activities through rhythmic movements and imaginative games. Children are obedient, courteous and self-

disciplined. They get along well with peers and demonstrate favourable social development.

- 1.6 The school has established a curriculum management mechanism. The management keeps abreast of the implementation of the curriculum by scrutinising teaching documents and conducting lesson observations. Teachers reflect on teaching on a daily basis. However, they mainly describe children's performance in their reflection. The management must lead teachers to review the teaching effectiveness in terms of teaching objectives, strategies for learning and teaching, etc., and propose corresponding suggestions for improvement to enhance teaching quality and inform curriculum planning. The school should also further utilise peer lesson observations, allowing teachers to observe and learn from one another while evaluating lessons, thereby promoting professional development.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen its leadership role in the curriculum. It must also guide teachers to inform the curriculum using information of child learning experience assessment and remove the excessively difficult learning content and homework for K3 children, as well as cancelling the arrangement that requires K1 children to write along dotted lines. The school has to prudently use peer lesson observations for facilitating exchanges of teaching experience among teachers in order to improve their questioning skills and reflective abilities, thus refining learning and teaching continuously.