

School No.: 325198

Focus Inspection Report (Translated Version)

**The Salvation Army
Chan Kwan Tung Kindergarten**

**G/F & 1/F, The Salvation Army Headquarters,
11 Wing Sing Lane, Yaumatei, Kowloon**

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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 curriculum of the school is comprehensive in content, covering all six learning areas. Implemented with a theme-based approach, the curriculum adopts learning themes that are closely related to children's daily life experiences. This school year, the school regards enhancing teachers' abilities in planning learning content and activities as its major concern. The management guides teachers to refine the curriculum and teaching arrangements, trim excessive learning content as well as strengthening connections between activities. Teachers proactively design simple experiments, music games, corner activities according to the teaching content to help children sustain their learning and put relevant knowledge and skills into practice. For the daily activity schedule, the school has followed up on the recommendations of the previous Quality Review to arrange various types of activities for children every day, which is favourable to their balanced development.
- 1.2 In respect of assessment of child learning experiences, teachers understand children's performance through continuous observation and recording. The assessment items comprise different areas and are relevant to the learning content. However, the performance of children is indicated by grades and average scores in the thematic learning and summative assessment reports. This current practice cannot effectively reflect the extent to which children grasp the relevant learning content. The school is required to improve such arrangement. Besides, in the second school term of K3, some of the homework exercises in language and early childhood mathematics are rather difficult. The school must review and revise the inappropriate parts accordingly in order to meet children's learning and developmental needs.
- 1.3 Teachers stick closely to the learning themes and make good use of the classroom walls to exhibit children's artworks, encouraging children to appreciate and share

creative ideas with one another. Teachers also plan interest corner activities meticulously. For instance, they make a simulated bus compartment in the theme of transportation for children to learn about following the rules of taking a bus by having them play the roles of bus driver and passengers. Teachers also set up ramps that are positioned at different angles for children to explore the relationship between the speed of a toy car and the slope of the ramps, thereby facilitating children to learn through play. Some teaching aids are designed with varying levels of difficulty to cater for children's diverse abilities and needs.

1.4 Teachers devise a wide range of learning activities, which include making water filters out of plastic bottles, stones and cotton balls and conducting the experiment of filtering dirty water, as well as observing and comparing how tortoises behave in a clean and an unmanaged environment respectively. Thus, teachers provide children with opportunities to get hands-on manipulation in authentic contexts, which is effective in arousing children's interest and enhancing their understanding of the learning content. Children are enthusiastic about expressing their views and taking part in activities. They play varied musical instruments together and sing joyfully. They are also self-disciplined and polite, and adhere to rules when playing physical games. Some teachers possess good questioning techniques. In the course of the activities, they utilise questions properly to stimulate children to think further or guide them to share their findings and solutions to problems, helping children organise newly acquired knowledge or skills. However, teachers talk to non-Chinese speaking (NCS) children mostly in English. It is necessary for teachers to adopt appropriate strategies to encourage NCS children to listen to and speak in Cantonese more often, thereby increasing motivation and opportunities for NCS children in learning and using Chinese in a progressive manner.

1.5 The management understands the progress of the curriculum implementation by

conducting classroom walkthroughs, attending collaborative lesson planning and review meetings. The school has recently refined the teaching reflection reports for teachers to examine their teaching design, techniques and effectiveness on a weekly basis. Teachers in general are able to conduct reviews based on children's performance and attempt to suggest ways for improvement. To further foster the professional competence of the team, the school is advised to organise peer lesson observation for facilitating mutual observation and professional exchange among teachers.

2. Recommendations for Fostering Sustainable Development of School

The school has revised its curriculum content and the arrangement of assessment of child learning experiences in recent years. It is now focusing on improving the comprehensiveness and appropriateness of the curriculum. The management is required to lead teachers to look into and amend the content of homework for K3 as well as improving the way of displaying the thematic learning and summative assessment information so that children's learning can be reflected properly. The management may also carry out lesson observation to promote mutual learning and sharing of teaching experience among teachers, with a view to enhancing the team's professional competence and the effectiveness of learning and teaching.