

School No.: 319562

Focus Inspection Report (Translated Version)

St. Barnabas' Church Kindergarten

G/F.-2/F., 71 Shui Wo Street, Kwun Tong, 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 school has been reviewing and revising the school-based curriculum in recent years. It selects interesting picture books that are in line with children's interests, abilities and life experiences and sets themes of an integrated design to devise a teaching outline of which the content covers various learning areas. Teachers arrange diversified thematic teaching activities, visits, parent-child games and so forth to enrich children's knowledge in different topics and extend their learning. The school emphasises moral education and sets eight moral themes such as optimism and hope each year. Through story sharing in morning assemblies, an award scheme for virtuous behaviour, growth groups for children, etc., the school helps children build positive values and attitudes. However, the school must revise the planning of its daily schedule to arrange music and physical activities every day to foster children's balanced development.
- 1.2 The management plans lessons with teachers of all grade levels together. They first review the teaching effectiveness of the previous theme to make follow-up suggestions, and then discuss the content of picture books, teaching activities and set-up of interest corners for the next theme. In response to the learning needs of non-Chinese speaking (NCS) children, the teaching team deploys support strategies to elevate their learning effectiveness. Nonetheless, teachers may prepare minutes of the discussion foci and recommendations for future reference and passing on experiences. Besides, teachers introduce homework, artwork and free choice activities during thematic learning sessions, hence children are slightly rushed in participating in thematic learning. Teachers are advised to examine the arrangements of the thematic teaching and set aside sufficient time to guide children to understand the learning content, thereby increasing the learning effectiveness.
- 1.3 Teachers adopt continuous observation and record-keeping to assess children's

learning experiences. The school devises assessment items and criteria based on teaching objectives to enable teachers to evaluate children's learning and developmental progress objectively. Teachers create learning portfolios for children to maintain assessment forms, observation records, children's artwork and other information to show children's performance and advancement in different areas. Children conduct self-evaluation on the techniques they used in creating artwork as well as appraising the work of peers. In this way, they learn to appreciate one another and draw on each other's experiences. The school notifies parents of their children's learning in a timely manner, and joins hands with parents to follow up on children's needs. The school consolidates and analyses the assessment information to review the effectiveness of learning and teaching, thus informing curriculum planning.

- 1.4 The school has spacious, independent premises where children can carry out all kinds of activities in different venues. Teachers set up constructive corner, teaching aid corner, art and craft corner and other interest corners in the classrooms. During free choice activity sessions, children participate in various activities according to their preference, fostering the development of fine motor skills, cognition and creativity. Teachers design teaching aids of different levels of complexity to cater for learner diversity. Children complete homework, teaching aids and artwork attentively. They are also keen to take part in the activities at the exploratory corner, constructive corner and toys corner. They take the initiative to record their participation in corner activities, showing the attitude of active learning. To further improve the setting of the environment, teachers are recommended to set up role-play corner in consonance with the teaching themes and create an array of scenarios to let children apply what they have learnt. Teachers may refine the set-up of the reading corner and read with children to nurture their interest and habit of reading. Furthermore,

there could be more cooperative play to promote interaction among children while improving their social, language, collaboration and other skills.

1.5 Teachers allocate venues flexibly and arrange group teaching for children to explore interesting topics including colour mixing and waterspout through simple experiments, learning about the characteristics of things. Teachers respect and accept children's diversity. They encourage NCS children to learn Cantonese and write Chinese characters, assisting them in integrating into school life. Teachers use questions and group discussions wisely to encourage children to express their views and feelings. Children are willing to speak out and respond to questions eagerly, demonstrating motivation to learn. They love to participate in music and physical activities, which foster their body and aesthetic development.

1.6 The management conducts classroom walkthroughs frequently. It gives teachers specific advice with regard to the utilisation of teaching resources, teacher-child interaction and children's performance to improve teachers' teaching skills. The school organises peer lesson observation to facilitate teachers to observe and learn from each other, hence enhancing their professional competence. Regarding curriculum evaluation, some teachers are able to review the teaching effectiveness in a focused manner and propose corresponding measures for improvement. The management may strengthen the school-based training and enhance teachers' reflective ability as a whole, with a view to refining the school-based curriculum continuously.

2. Recommendations for Fostering Sustainable Development of School

The school formulates the school-based curriculum with picture books which suits children's interests and needs. In order to boost learning and teaching effectiveness, the school must plan a balanced daily schedule by arranging music and physical activities

every day, optimise the set-up of interest corners and organise more cooperative play to promote children's interaction with peers and the environment. It should also improve teachers' reflective ability, record the results of discussions during meetings and take proper follow-up actions.