

School No.: 215899

Focus Inspection Report (Translated Version)

St. Monica's Anglo-Chinese Kindergarten

**No. 317-324 & 417-424, G/F & 1/F, Tung Sing House,
Lei Tung Estate Phase II, Ap Lei Chau, Hong Kong**

14 November 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 With reference to the teaching packages, the school devises a curriculum outline of which the content is in line with children's development and life experiences. In order to strengthen the cultivation of values in children, the school has introduced external resources in recent years to set monthly focus on character development in an effort to encourage children to develop good habits. Experiential activities are also organised from time to time to provide opportunities for children to apply what they have learnt, enhancing the learning effectiveness. In tandem, the school arranges for children to attend the national flag raising ceremony every month. Children learn about traditional Chinese festivals and custom through festive activities. All these strengthen children's sense of belonging towards the country as well as promoting national education. However, in the curriculum outline, the school has not specified the learning objectives of the learning area of Self and Society for children of each grade level. The relevant learning content is scattered among other learning areas and some activities. Thus, the overall design and organisation of the curriculum leave much to be desired. The school must review the curriculum planning, reorganise the curriculum structure, learning objectives and content to construct a comprehensive integrated curriculum.

1.2 Regarding the daily schedule, children can take part in different types of activities every day in general. Yet, for K3 children, there is no music activity session on Thursdays for half-day classes and the physical activities on Tuesday afternoons for a small number of whole-day classes are replaced by English games. Therefore, children do not have enough opportunities to experience music or train their gross motor muscles on those days. The school is required to adjust its daily schedule to arrange sufficient music and physical activities every day for fostering children's balanced development. Besides, some homework of K3 is too difficult and there is

quite an amount of copying for K2 and K3 children. The school must remove the difficult homework and revise the design to meet children's developmental needs.

- 1.3 In accordance with the thematic learning, the school formulates the assessment items and assessment criteria to evaluate children's performance objectively through continuous observation. Teachers also prepare observation records of children in different developmental areas to develop children's learning portfolios which serve as evidence of their growth. The school maintains regular communication with parents to explain to them children's learning progress. The school could consolidate and analyse the child assessment information to inform curriculum planning.
- 1.4 The school is committed to enhancing the effectiveness of learning through play in children. This school year, it pays considerable attention to improving the design of interest corners. The space is allocated flexibly, allowing K2 and K3 children to share classrooms with children of the same grade levels to engage in free choice activities so as to provide them with more opportunities to interact with peers of their age. The school also makes good use of the campus space to set up interest corners and design different games to motivate children to learn and participate. As observed, children enjoyed the free choice activities. They chose different corner activities according to their preferences. They were able to carry out activities on their own attentively as well as taking turns to play the toys, getting along with peers. Children acted as staff and customers of a supermarket and tea restaurant to unleash their imagination and foster their language development. The management could encourage teachers to join and intervene in children's games at an opportune time and utilise the review sessions to help children summarise their experiences, thereby inspiring their thinking.
- 1.5 Teachers adopt explanation and questioning as their major approaches and facilitate

their teaching with pictures, real objects, etc., to arouse children's interest in learning. As observed, some teachers asked follow-up questions to guide children to think and express themselves, hence enhancing their communication skills. Nonetheless, some teachers gave unclear instructions to children when leading activities. Moreover, they failed to aptly arrange suitable teaching aids in light of children's performance and needs, which affected the effectiveness of the activities. The management is recommended to arrange teacher training activities such as lesson observation and project sharing continuously to enable teachers to grasp the strategies for adapting the teaching design in response to children's development and learning performance, enhancing the teaching skills of teachers as a whole to facilitate children to learn effectively.

- 1.6 A curriculum management mechanism is in place in the school. The management leads teachers of each grade level to conduct collaborative lesson planning. It understands the curriculum implementation and gives teachers advice and feedback through attending meetings and walking through classrooms. Teachers conduct reflection based on children's performance, and upon completion of a learning theme, they undertake reviews and make suggestions for improvement. The school is advised to further reinforce curriculum monitoring by following up on the recommendations of the teaching reviews pragmatically so as to make the curriculum more appropriate to children's needs and development.

2. Recommendations for Fostering Sustainable Development of School

The school must strengthen its curriculum leadership and regard improving the curriculum and teaching as its core work, including steering teachers to fully review and revamp the curriculum as well as revising the daily schedule and refining the homework design. The management is advised to help teachers sharpen their skills in teaching, thereby enhancing

the effectiveness of learning and teaching. Besides, the school may consolidate and analyse children's assessment information to inform the curriculum.