

Focus Inspection Report (Translated Version)

T.W.G.Hs. Ko Teck Kin Memorial Kindergarten

G/F, Oi Ming House, Yau Oi Estate, Tuen Mun, New Territories

20 March 2024

**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 selects the picture books suggested by the organisation as themes according to the interest of children. The content of the picture books connects all six learning areas to cultivate children's positive values and attitudes, facilitating skill development and knowledge acquisition of children. Teachers devise a curriculum conscientiously in which the content aligns with children's life experiences and developmental needs. The learning activities offered are diversified to cater for learner diversity. Children are given ample time for engaging in music, physical, art and free choice activities every day, leading to a balanced daily schedule. To tie in with the major concern of promoting Chinese culture, the school enhances teachers' knowledge in Chinese culture through training while incorporating the learning elements of Chinese culture into activities. Hence, children can experience dragon dance, Cuju, ink painting, etc., as well as having opportunities to appreciate performances and visit exhibitions. These activities are conducive to children's understanding of traditional art and culture. Teachers undergo flag raising training and form a child flag-guard team at the school, teaching children to sing the national anthem and comply the relevant etiquette.
- 1.2 The school has a well-established mechanism of child learning assessments. Teachers jointly stipulate assessment criteria and adopt daily observation to assess children's performance. At the end of a theme, teachers present children's learning in all learning areas to parents through assessment forms, and reflect children's development in the end-of-term reports. The learning portfolios for children retain assessment reports, observation records and children's work to show their learning progress. By analysing the assessment information, teachers identify children's various needs to revise the activity design and review the curriculum.
- 1.3 The design of the environment on campus is favourable for children's learning.

Teachers utilise the space to set up different interest corners where abundant materials are available, with activities of diversified design that may have different levels of complexity. For instance, there are theme-related role-play zones, exploratory corners that foster new knowledge, and art zones for showcasing creativity to cater for the various needs of children. Children are engaged in the activities enthusiastically during the free choice sessions, with some of them enjoying reading or playing wall games alone and the others taking part in role-play and language activities by interacting with their peers and teachers. In addition to the physical equipment like tricycles, a slide set and a play tunnel placed in the lobby, some teachers set up the activities beforehand. These include providing children with a hanging net as a target for throwing and tossing, and hula hoops that are arranged as a vertical pane for children to unleash their creativity to design different games. In physical activities, children can follow teachers' instructions to play circuit games as well as having chances to use the materials in the venue to design games with their peers. As observed, children performed movements such as jumping, throwing and tossing by making use of the given setup. The activities are conducive to the gross motor development. Teachers pay attention to children's performance and take part in their games while providing timely intervention and guidance to enhance the effectiveness of the activities. When reviewing the activities, children introduce the design concept of their creative works, demonstrate the playing methods and so forth. Individual teachers guide children's thinking through questioning which give inspiration to children. Such practice is worth promoting.

- 1.4 Teachers often utilise real objects, puppets, pictures, etc., for better communication. Children grasp the learning content by observing and touching real objects, along with listening to teachers. The school attaches importance to children's moral development and teachers tell traditional Chinese stories during morning and

afternoon assemblies for children to learn about virtues. Teachers deliberately remind children about the proper attitude of getting along with peers during the activities. Teachers also encourage children who have finished the activities with applause, creating an atmosphere of mutual appreciation and care. In music activities, teachers set up scenarios and lead children to move rhythmically and motivate children to create their actions. Children sing beautifully and love performing rhythmic movements, showing their sense of rhythm.

- 1.5 The school has established a curriculum management mechanism. The management keeps track of the curriculum implementation through classroom walkthroughs, lesson observation and document scrutiny. In tandem, it arranges peer lesson observation to facilitate the professional exchange of the team. The management leads teachers to analyse children's assessments and results of curriculum review at the end of a year with a view to examining the learning effectiveness and informing curriculum planning. In the reflection notes, teachers describe children's performance in activities. Brief suggestions are also included in some of the notes. To further enhance the quality of learning and teaching, teachers are advised to evaluate the effectiveness of activities against the learning objectives and render suggestions for improvement.

2. Recommendations for Fostering Sustainable Development of School

The school implements the school self-evaluation work at the curriculum management level and conducts annual reviews to revise the curriculum. To enhance the effectiveness of learning and teaching continuously, the management could guide teachers to further sharpen their reflection ability, thereby refining the curriculum.