

Focus Inspection Report (Translated Version)

**Tsuen Wan Trade Association
Chung Loi Kindergarten**

Unit 1-5 & 11-15, G/F., Ching Nga Court, Tsing Yi, 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 The school makes use of real-life themes to organise an integrated curriculum of which the content covers all learning areas. In respect of promoting national education, children deepen their understanding of Chinese culture through experiencing different festival activities such as Lunar New Year Fair and simulated parent-child dragon boat race. The school holds the national flag raising ceremony and facilitates children to know about and respect the national flag and national anthem as well as mastering the warranted etiquette. Regarding the daily schedule, children have sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. Nevertheless, some pieces of homework of K2 and K3 are excessively difficult while there are dictation activities for K3 children during the primary one adaptation period. Such arrangements are inappropriate and the school must remove them to meet children's developmental needs.
- 1.2 The school has a sound policy on the assessment of children learning experiences. Teachers discuss the assessment criteria and formulate assessment content according to the curriculum objectives. They assess children's performance by continuous observation. Learning portfolios for children are created to maintain thematic assessments, observation records and other information as evidence of children's growth, through which parents also understand their children's development. The school invites parents to evaluate children's performance at home on a regular basis. Yet, some assessment items are inappropriate, like requiring parents to assess children's learning at school. The school should review and revise such practice.
- 1.3 Apart from displaying children's two-dimensional and three-dimensional artwork on campus, teachers also transform children's drawings into teaching aids to let them appreciate their peer's creative works while manipulating the teaching aids. There

are different interest corners in the classrooms, with plentiful materials. The design of the corner activities also dovetails with the themes. Children and peers build tracks and castles in the constructive corner while simulating cleaning up and taking care of babies in the role-play corner. They communicate and cooperate with one another, showing good social development. Teachers provide materials for children to carry out experiments in a corner. In the course of the experiments, children observe and compare the findings, hence nurturing their inquisitive mind. When children encounter difficulties, teachers may encourage and guide them to think about the solutions, thereby enhancing their problem-solving skills. Teachers observe children's performance in the free choice activity sessions, during which they sometimes play with children together. They also intervene, render assistance and guidance when necessary. Teachers could invite children to share their feelings and experiences, thus collating and consolidating their learning.

- 1.4 Teachers are kind and friendly. They often praise and encourage children to reinforce their good behaviour. Teachers arrange physical activities and group games for children to learn to coordinate their gross and fine motor skills. During music activities, children sing and beat time with musical instruments. However, it is observed that the music activities in the afternoon sessions only employ music as the background of games. The school must improve this design and map out activities that are rich in music elements to allow children to express their feelings and unleash their imagination through music. In thematic activities, teachers make use of real objects, videos, etc., to facilitate teaching. Despite asking children questions, teachers seldom gives children enough time to think. Teachers are recommended to increase the time of waiting for responses so that children have ample opportunities to express their views. On the whole, the design of the activities is not very interesting and teachers seldom adjust the activity arrangements

based on children's performance. The management is required to lead teachers to design activities in alignment with children's experiences and interests. They are also advised to aptly adjust the activity content or pace to accommodate children's performance, thus boosting children's learning efficiency. Children are respectful and courteous. They get along well with peers. They love playing and are willing to express their views and to share. Children have good self-care abilities as they keep their personal belongings tidy by themselves and assist teachers in putting back the teaching aids.

- 1.5 A mechanism of curriculum management and monitoring is in place in the school. Through regular meetings, lesson observations and scrutiny of documents, the management understands the effectiveness of curriculum implementation. In tandem, the management draws up focused peer lesson observations that are in line with the major concerns to facilitate teachers to observe and discuss with one another, which is conducive to strengthening teachers' professional competence. Teachers conduct teaching reflection and curriculum review regularly. They pay attention to the environment set-up, the extent of achieving the learning objectives and so forth. They may take a step forward to make specific suggestions for improvement to inform the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school has established a mechanism of curriculum management and monitoring. Nonetheless, the management may lead the team to review the activity arrangements and make concrete suggestions to improve the curriculum continuously. Teachers are advised to provide more opportunities for children to think and solve problems, hence inspiring their learning. Moreover, teachers may adjust the content or pace of the activities in view of children's performance to enhance the learning effectiveness. The school is also

required to revise the assessments completed by parents, remove the inappropriate homework and cancel the dictation activities for meeting children's developmental needs.