

School No.: 564761

Focus Inspection Report (Translated Version)

Tivoli Kindergarten

**Shop 21-25, 1/F., Tsing Yi Square, Tsing Yi Garden, Tsing Yi,
New Territories**

30 June 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 The school devises a comprehensive and balanced school-based curriculum for children by making reference to the *Kindergarten Education Curriculum Guide* and using integrated themes. It holds diversified learning activities on a regular basis, such as arranging an EcoPark visit for children to raise their environmental awareness and organising festival activities during the Mid-Autumn Festival and Lunar New Year to let children learn about Chinese culture through experience. The school alternately arranges active and quiet activities in its daily schedule so that children are able to participate in music, physical, art and free choice activities every day.
- 1.2 The school attaches importance to children's language development. It actively devotes resources to helping children build the foundation of language usage in an interesting and meaningful context. In alignment with the learning themes, the school also selects different books to arouse children's interest in reading. On the other hand, the school strives to cultivate children's exploratory spirit this school year. A wide range of exploratory activities is organised to inspire children to be curious about and take the initiative to explore their surroundings. Children have the opportunities to compare the water seepage of different items through tests. They learn about the characteristics of wind by manipulation and detailed observation while also considering which spoon is most suitable for children's self-feeding based on their hands-on experiences.
- 1.3 The school has a well-developed mechanism for the assessment of child learning experiences. The organisation makes reference to the objectives of all learning areas of the *Kindergarten Education Curriculum Guide* to set learning expectations that are in consonance with children's physical and mental development, which serves as an assessment basis for the school. Teachers assess children's performance through continuous observation. They create learning portfolios for

children to maintain children's work, learning activity records and so forth, as evidence of children's growth. In tandem, the school disseminates the relevant assessment information to parents to keep them informed of their children's learning and development in different areas.

- 1.4 The school premises are neat and bright, providing a comfortable environment for children to engage in learning. Teachers meticulously decorate interest corners according to the themes. For instance, under the theme of wonderful water in K1, teachers display picture books about water in the reading corners while K3 teachers exhibit children's graduation photos and thank you cards that children designed to tie in with the theme of graduation. Challenging stations are set up in the classrooms to encourage children to complete enriched learning activities based on their learning progress or abilities. There are plentiful materials in the art and craft corner. Children use a great variety of materials to create. Their work is rich in composition and colour. As observed, children choose their favourite activities during free choice activity sessions. They take part in exploratory or constructive activities with peers, sharing and discussing with one another. They also construct creative models together, thoroughly enjoying themselves.
- 1.5 Teachers care for children. They often encourage or praise children to help children build their confidence in learning. When children are carrying out activities, teachers observe, intervene and join in when necessary. After activities, teachers invite children to share their experiences to revisit their feelings and learning. During music activities, teachers guide children to associate with the melodies and rhythm of the songs. Under teachers' encouragement, children express their ideas through rhythmic movements, showing creativity. In regard to the design of physical activities, teachers are required to pay attention to the amount of exercise for children in order to facilitate their gross motor development.

1.6 A clear mechanism of curriculum coordination, monitoring and review is in place in the school. Teachers conduct teaching reflection in a timely manner in light of children's performance. As the management frequently attends meetings and scrutinises teaching documents, it understands the implementation of the curriculum completely. On this basis, the management is recommended to lead teachers to make suggestions for improvement after reflecting on teaching, hence further informing teaching and curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school has made great progress in fostering children's language development and exploratory spirit in recent years. Building upon this foundation, the management is required to lead teachers to refine the design of physical activities and make suggestions for improvement after conducting teaching reflection so as to inform teaching and curriculum planning to a further extent.