

# **Focus Inspection Report (Translated Version)**

## **Tivoli Anglo-Chinese Kindergarten**

**Ground Floor, Tower 4, Tivoli Garden, 75 Tsing King Road,  
Tsing Yi, New Territories**

**28 April 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 The school selects real-life themes to draw up its integrated curriculum. Teachers formulate teaching outline and foci for each grade level based on children's learning needs and developmental characteristics while setting corresponding learning expectations for children and strengthening the interface between curricula. The curriculum content covers various learning areas and is in line with children's interests, abilities and life experiences. Teachers arrange visits and experiential activities according to themes. They also bring in interesting picture books to enrich children's understanding of the learning content and cultivate their curiosity and exploratory spirit, hence enhancing the learning effectiveness. The school attaches importance to the language development of children. It creates a rich language environment and provides ample opportunities for children to express their views and feelings through diversified and interesting learning activities, thereby increasing their expression ability. The school is required to revise its daily schedule to let children participate in music and physical activities every day to foster their balanced development.
- 1.2 The school has established a mechanism for the assessment of child learning experiences. It evaluates children's learning and development progress in different areas through continuous observation and making records. Teachers create learning portfolios for children to maintain information like observation records and assessment reports as evidence of their growth. At the beginning of the school term, the school disseminates clear learning objectives to parents of all grade levels, and explains to parents their children's situation in parents' meetings. Home and school join hands to nurture children's healthy growth. Teachers also review the assessment information to inform curriculum planning.
- 1.3 The school premises are spacious with facilities such as a library, music and physical

play venues for children to participate in different learning activities. There are lofts in some of the classrooms. Teachers set up role-play corners and reading corners there to enable children to interact with peers in the corners in an attentive manner, enjoying the fun of games. Teachers make good use of the classroom space to put up large-scale thematic decorations so as to create a learning atmosphere. Such decorations include the animal carnival in K1, the waste recycling facilities in K2 and the display of pictures and information about animal and environmental protection in K3. In addition, teachers design teaching aids and corner activities that are tied in with the themes to allow children to learn about the characteristics of animals and categorisations of recyclables through observation, manipulation and exploration, thus extending children's learning. The set-up of the reading corners is satisfactory. Apart from quality reading materials, photos of pets that are kept by teaching staff and booklets made by parents and children about the Chinese zodiac are also placed in the corners. During the free choice activity sessions, teachers read with children together to boost their interest in reading. In the classrooms, there are plentiful and diversified teaching aids on Language and Early Childhood Mathematics, along with fine motor training tools and toys. Teachers set different learning tasks in the interest corners such as completing creation, physical activities and riddles within a time limit. The activities are arranged in a flexible way with interesting content to effectively encourage children to accept challenges and stimulate their motivation to learn.

- 1.4 Teachers prepare teaching activities meticulously. They explain clearly and make use of self-made teaching aids, news articles, interactive videos, etc., to illustrate the teaching content, hence facilitating children's understanding of the learning themes. Teachers are kind and embrace learner diversity. They teach children patiently. Teachers ask questions wisely to keep abreast of children's grasp of the learning

content and encourage children to express their views and feelings. Teachers also arrange for children to answer their peers' questions after presentation so as to further foster their language development. Children have extensive life experiences. Their comprehension and expression abilities are good as they are outspoken and participate in discussions actively, showing self-confidence. They follow the rules, treat others with courtesy and get along with peers.

- 1.5 The management attends curriculum meetings to lead teachers to review the overall effectiveness of learning and teaching of the previous theme, then map out the teaching foci for the next theme and follow up on children's learning needs. It also gets a grasp of the curriculum implementation through scrutinising teaching documents, observing lessons and checking children's work while giving teachers suggestions for improvement in a timely manner. In teachers' daily teaching reflections, apart from reviewing children's performance, they are advised to conduct focused evaluation on teaching objectives, activity arrangements, teacher-child interaction and so forth, thereby enhancing their reflective ability.

## **2. Recommendations for Fostering Sustainable Development of School**

The school has strived to develop its curriculum in recent years and the relevant plans meet the interests and learning needs of children. Nonetheless, the school must ensure the balance of its daily schedule by arranging music and physical activities every day. It is also necessary for the school to further enhance teachers' ability to reflect through school-based training, thus elevating the quality of education continuously.