

School No.: 599700

Focus Inspection Report (Translated Version)

YMCA of Hong Kong Christian Kindergarten (Kai Ching)

**G/F, Sheung Ching House, Kai Ching Estate, 12 Muk Hung Street,
Kowloon City, Kowloon**

23 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 makes reference to the religious studies curriculum provided by the organisation and teaching packages to design themes and learning activities related to children's daily life, connecting the content with various learning areas to cover children's cultivation of attitudes and acquisition of knowledge and skills. The school emphasises children's spiritual and moral development. Through theme-related religious activities and Bible stories, the school teaches children to express gratitude and cherishing, and be polite and respectful to others. All these are conducive to nurturing positive values and good behaviour in children. Mixed-age physical activities are arranged for children every afternoon to foster communication among children of different ages and provide more opportunities for them to interact, thus promoting their physical and social development. However, some learning content and homework of early childhood mathematics for K3 children in the second school term are too difficult. The school must remove them so as to meet children's developmental and learning needs.
- 1.2 The school assesses children's learning performance through continuous observation and creates learning portfolios for each child to keep children's works, observation records, assessment forms and so forth to demonstrate children's learning. The school also compiles reports regarding children's development in each school term. It invites parents to observe and record children's living habits and behaviour at home to help teachers understand children's physical and psychological development from different perspectives. Teachers meet and liaise with parents regularly while reporting children's learning progress to parents so that they understand their children's development and needs. Teachers follow up on children's individual needs by referring to children's assessment information. The school may collate and analyse such information as reference for improving curriculum planning.

- 1.3 The school environment is bright and tidy with ample activity space. The school has actively improved the set-up of the campus in recent years by posting children's artworks in the classrooms and along the corridors, creating a campus filled with childlike fun. Teachers decorate classrooms and interest corners according to learning themes. They also utilise the space in the lobby properly to set up various zones, of which the physical activity zone has a number of sport equipment for children to choose from. A wide range of eco-friendly materials is also available for children to design games at the play zone, providing children with more room for exploration and enhancing their opportunities for learning.
- 1.4 Teachers are friendly and patient. They often acknowledge children's good behaviour by praising and encouraging children. Teachers are conscientious in teaching and cater for the diverse needs of children. Teachers design teaching aids with different levels of complexity meticulously so that children can choose the teaching aids according to their interest and ability. In tandem, children manipulate the teaching aids to master skills and construct knowledge to arouse their motivation to learn. Teachers often play with children and observe their performance during play. After playing games, teachers use questions to assist children in consolidating and collating what they have learnt. Children are also given the opportunities to share their play experience, which is effective in encouraging children to express their thoughts and feelings. As observed, children were willing to share their views and listened to their peers quietly to demonstrate mutual respect and appreciation. Senior grade children take the initiative to take care of their junior schoolmates. They help and love one another, showing a caring and inclusive culture in the campus.
- 1.5 A curriculum management mechanism is in place. The management attends curriculum meetings, guides teachers to organise learning activities and environment

set-up as well as conducting lesson observations and scrutinising curriculum documents to understand the curriculum implementation and children's learning. Meanwhile, the management makes concrete suggestions for teachers in a timely manner. Teachers regularly reflect on teaching in a class-based approach to understand how well children have acquired the learning content and gain insight into the effectiveness of teaching activities. However, not many opportunities are available for teachers of the same grade level and the whole team to share experience with one another. The management is required to strengthen its curriculum leadership to steer the team to review the overall planning of the curriculum to inform the curriculum and boost teaching effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school has been refining the curriculum in recent years. Yet, it must still examine the homework design of K3 and remove the learning content that is too difficult with a view to meeting children's interest and needs. It is necessary for the management to enhance its role of curriculum leadership and guide teachers to exchange views on the curriculum. The management must make good use of children's assessment information to review the teaching effectiveness in light of the learning goals and performance of children, in order to inform the curriculum and enhance the learning and teaching effectiveness.