

School No.: 519634

Focus Inspection Report (Translated Version)

The Hong Kong Chinese Church of Christ The Light Kindergarten

**Ground Floor, Hei Ming House, Yuk Ming Court, Tseung Kwan O,
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 formulates an integrated curriculum using themes while referring to the teaching packages and picture books. The curriculum content is comprehensive and balanced that covers all learning areas. The school organises games, visits, parent-child simple learning tasks, etc., and arranges sufficient time for children to participate in music, physical, art and free choice activities every day to enrich their learning experiences. In this school year, the school revises the afternoon session of daily schedule for the whole-day classes of all grade levels to increase the art activity time based on the needs of children. In this way, children can participate more in music, dance and art activities to inspire their potential in arts. The school attaches importance to children's moral development. It increases the elements of moral education in the school-based curriculum and holds grade level-based activities and mixed-age activities across grade levels for children to learn the virtues like observing the rules and respecting others as well as performing good deeds in daily life.
- 1.2 The school has formulated a policy on the assessment of child learning experiences. Teachers observe and record children's learning and behaviour continuously. In tandem, they create learning portfolios for children to maintain children's assessment forms, activity records, and photos, etc., to serve as evidence of children's developmental progress. Teachers consolidate and analyse the assessment information to inform the curriculum design. They invite parents to observe children's behaviour at home while sharing with parents their children's performance in the activities at school, thus home and school jointly care for children's growth.
- 1.3 Teachers meticulously employ diversified materials to create an interactive learning environment to make learning more fun. According to themes, teachers design various sensory teaching aids and activities of fine motor skills for K1 children.

Children are willing to learn how to fold towels and manipulate clothes pegs to create patterns. They are also good at identifying colours, distinguishing between long and short objects, etc., through careful comparison. In consonance with the theme of traffic in K2 and the theme of culture in K3, teachers arrange simulated package tour for children of these two grade levels. They travel by plane to visit different countries and experience the local traditions and customs. Moreover, the school organises activities for children to understand Chinese culture. Children taste different types of Chinese tea and eat dim sum with chopsticks to know about the Chinese food culture. They experience the pleasure of performing Cantonese opera by putting on Cantonese opera costumes, sparring spears with peers and beating gongs and drums as accompaniment. Children learn about the Chinese brush and inkstone to admire the beauty of Chinese calligraphy. Besides, plentiful materials of arts and crafts are placed in the art corners for encouraging children to select suitable materials to make festive decorations and artworks, hence unleashing their creativity.

- 1.4 Teachers are conscientious in making teaching preparations. They display photos and real objects to facilitate explanation in a timely manner. For instance, teachers let children use their senses to identify the aromas of different food and the sound of musical instruments, and then illustrate the relevant concepts, thereby enhancing children's interest and motivation to learn. Teachers always praise children with positive words while encouraging them to appreciate one another, creating an atmosphere of respect and acceptance. Children play circuit games, relay races, etc., during physical activities. Teachers give individual guidance to children patiently to help them grasp the physical skills and develop their gross motor skills as well as body coordination. In music activities, teachers lead children to sing, perform rhythmic movements and tap musical instruments to feel the light music

rhythm and express their feelings. During free choice activities, teachers join children's play, such as simulating having a picnic and chatting together, to understand children's performance and foster the learning effectiveness through teacher-child interaction. In review sessions, teachers invite children to share with others their favourite activities. Some teachers are able to inspire children to talk about the challenges met in the activities and think of the solutions, which helps children summarise their experiences and consolidate their learning.

- 1.5 The school has established a mechanism of curriculum coordination, monitoring and review. The management consolidates the teaching schedules and foci of the curriculum for all grade levels and leads teachers to devise the curriculum outline, assessment items and lesson plans. Through scrutinising curriculum documents, attending meetings, observing lessons, etc., the management monitors the curriculum implementation. Teachers conduct individual teaching reflection. Upon completion of a theme, teachers discuss the follow-up suggestions in view of children's performance and the activity design to refine the planning of teaching. The management may resume peer lesson observation in accordance with the school-based mechanism to further enhance teachers' professional competence through mutual observation and communication.

2. Recommendations for Fostering Sustainable Development of School

The school continues to refine the content of its curriculum to meet children's needs and abilities. The management is advised to resume peer lesson observation according to the school-based mechanism to facilitate teachers' mutual observation and communication, hence enhancing the effectiveness of learning and teaching to a further extent.