

School No.: 528153

Focus Inspection Report (Translated Version)

Kwai Shing Rhenish Church Kindergarten

**No. G1, G/F, Shing Kwok House, Kwai Shing East Estate, Kwai Chung,
New Territories**

4 January 2024

**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 With reference to the *Kindergarten Education Curriculum Guide*, the school selects suitable themes and storybooks to design an integrated curriculum. The curriculum content is comprehensive and balanced, which is in line with children's interests and life experiences as well as covering all learning areas. The school arranges a mixed-age play session every day to foster children at different developmental stages to collaborate with each other. In tandem, it meticulously organises a wide range of visits and experiential activities to guide children to understand the environment and special features of their district, thereby broadening their horizons and building their sense of belonging to the community. Moral education is of great importance to the school. It sets monthly moral foci and creates interesting cartoon characters thoughtfully to deepen children's understanding of various positive values through visualisation. Moreover, teachers are encouraged to lead by example to practise virtues like benevolence with children together. Yet, some teaching content and homework for K3 children are rather difficult, which the school must revise and remove to meet children's developmental needs.
- 1.2 The school formulates the content of the assessment of child learning experiences according to the curriculum objectives. Teachers observe children's performance in different learning areas continuously while inviting parents to share their child's behaviour at home regularly to understand children's development from multiple perspectives. Teachers systematically maintain children's assessment information, analysis of work, observation records and so forth in children's learning portfolios. They help parents get a grasp of their child's development at different stages and make specific follow-up suggestions through face-to-face meeting with parents. The team utilises the assessment information as a reference for giving individual guidance to children. Thus, it joins hands with parents to support children's growth.

- 1.3 The school flexibly allocates its venues to create ample space for children to carry out active and quiet activities alternately. Teachers display children's individual artwork and cooperative drawings all over the campus. This practice not only beautifies the campus but also strengthens the cultivation of aesthetic sense in children through their mutual appreciation. Teachers carefully set up diversified interest corners in the classrooms to help children consolidate their learning through manipulation. During mixed-age play sessions, children and peers can choose to play in the lobby or different classrooms according to their interests. For instance, they make two-dimensional or three-dimensional creations with plentiful art materials. They simulate travelling and face-changing with masks, or construct their favourite things with eco-friendly materials. Children are engaged in the games. They use their imagination and improve their problem-solving skills through play such as exploring ways to balance a stack of paper cups and perceptual skills. They also foster their social development by communicating and collaborating with their peers.
- 1.4 Teachers often praise and encourage children. They draw children's attention by making use of gestures and teaching materials while designing manipulative and interactive games to assist children in understanding the learning concepts in a step-by-step manner. Teachers cater for the needs of non-Chinese speaking (NCS) children. They purposefully incorporate the content of recognising and appreciating cultures from different countries into thematic activities to enhance the inclusiveness on campus. There are mini mailboxes in K3 classrooms which teachers and children always use to convey their feelings to one another in pictures and words. The teacher-child relationship is good. During physical activities, teachers arrange for children to walk on the balance beam, toss beanbags, etc., to facilitate their body coordination and gross muscles development. In music

activities, teachers lead children to appreciate beautiful songs through imagination or by listening to the melodies and performing rhythmic movements to the beat. After play, teachers invite children to share their feelings briefly. Teachers may further explore with children the play experiences that are worth appreciation or reflection so that children can deepen and extend their learning.

1.5 Children are lively and cheerful. They take the initiative to greet others. Children listen to teachers' explanations and others' sharing attentively. They observe the rules and are courteous. Children like to play with peers. They help each other and get along well. The self-care abilities of children are good as they can put on and take off their shoes as well as tidy up the toys and items on their own. NCS children understand teachers' instructions, possessing basic Chinese listening and speaking skills.

1.6 Members of the teaching team jointly devise the curriculum outline in every school year. The management attends meetings regularly to discuss with teachers the design and arrangements of various types of activities. Furthermore, it leads teachers to conduct reflection from multiple perspectives such as children's performance and teaching effectiveness, and timely adjust the strategies of learning and teaching to enhance children's learning efficiency. The school also reviews its curriculum at the end of a school term and drives the development of the school-based curriculum through practising the process of school self-evaluation (SSE), viz. planning, implementation and evaluation.

2. Recommendations for Fostering Sustainable Development of School

The school has embedded the rationale of SSE in daily work to evaluate the effectiveness of learning and teaching continuously. It is required to remove the rather difficult teaching content and homework for K3 to meet children's developmental needs. After

play, teachers may explore with children the experiences that are worth appreciating or reflecting on, so as to help children deepen their learning.