

School No.: 540498

Focus Inspection Report (Translated Version)

Anani Kindergarten

**Unit B & C, Podium Level, Shopping Centre, Shek Yam Estate,
Kwai Chung, New Territories**

3 May 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 With reference to the teaching packages, the school designs its curriculum using themes while devising the content that covers all learning areas in light of children's interests, development and needs. Teachers design different activities such as experiments and visits to extend children's learning. This school year, the school enhances the learning elements of Chinese culture by, for example, introducing traditional Chinese clothing, food and handicraft. It is suggested that the school may strengthen the connection between learning content and themes with a view to increasing the effectiveness of learning and teaching. The school arranges sufficient time for daily music, physical, art and free choice activities to promote children's balanced development. However, in regard to homework, some homework content for K3 in Language and Early Childhood Mathematics is too difficult. The school is required to remove it.
- 1.2 The school assesses the learning performance of children through continuous observation and develops learning portfolios to keep children's assessment information, such that parents are informed of children's situation. Teachers set assessment items for children of three grade levels. Yet, these items are similar. The criteria for the levels at which to assess children's development are vague. The school must revise its assessment design and formulate assessment items and criteria aligning with the learning and development of children for each grade level, hence reflecting children's performance precisely. The school is recommended to utilise and analyse the assessment information to serve as reference for curriculum adjustment.
- 1.3 The campus is tidy and well-lit. Children's artwork is exhibited along the corridors and classrooms to facilitate their mutual observation and appreciation. The school makes good use of its space to arrange diverse learning activities. For instance, the

space in front of the school entrance is used for planting where children can observe and take care of different plants. Extended activities aligning the themes are designed in the role-play corner of the classrooms. Examples include a simulated community setting which deepens children's interest and understanding of the themes. A variety of materials is available in the exploratory corner to encourage children to make observations and conduct tests, guiding them to explore their surroundings. Nevertheless, some interest corners such as literacy corner and mathematic corner lack manipulation. The school is advised to review and adjust the activity design of some interest corners to add teaching aids and games that are manipulative and interactive so that children can learn through senses.

1.4 Teachers are kind to children. Teachers are caring and patient. They are well prepared for lessons and use pictures, videos and sound to arouse children's learning interest. In tandem, teachers use real objects that accommodate children's life experiences in teaching, thus facilitating children to learn. Teachers have a good rapport among themselves. During lessons, they conduct activities in the ways of conversation, role-play and so forth, resulting in a pleasant atmosphere. In the music activities, children play musical instruments, perform rhythmic movements and games, having great fun. Teachers put effort into designing physical activities. They utilise space and equipment to arrange activities and games and make explicit demonstrations and guidance to lead children to take part in the activities, which is effective in fostering children's gross motor development. In the free choice activities, teachers observe and provide timely intervention to children. They are recommended to join in children's games more often so as to identify opportunities for inspiring children.

1.5 Children are proactive and courteous. They are engaged in class and willing to respond to teachers' questions. Children get along with one another as they share

what they have observed together while extending a helping hand to each other in the learning activities. Children show self-care abilities as they help teachers tidy up teaching aids and toys after activities, in particular, K2 and K3 children are able to make their beds on their own after afternoon nap.

1.6 The school has established a mechanism of curriculum management. The management monitors the curriculum implementation by attending meetings, scrutinising documents and walking through classrooms. In the meetings, the management leads teachers to conduct collaborative lesson planning and devise learning activities, then teachers divide the work to compile lesson plans, design interest corners and teaching aids. After that they discuss and modify the lesson plans. The learning objectives of the lesson plans are specific and the steps thereof are clear and focused, which is favourable to the implementation of the learning activities. Upon completion of each theme, teachers write reflection reports to evaluate the teaching performance of various learning activities. The management reviews and revises the curriculum content by making reference to the thematic reflection information each school term. Even so, teachers mostly describe children's learning in their reflections. The management must take a step forward to guide teachers to evaluate the effectiveness and issues of the activities as well as rendering concrete suggestions to inform the curriculum review to a further extent.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen its curriculum leadership to steer teachers to look into the learning and teaching effectiveness. It must also adjust the design of the interest corners and teaching aids to elicit more learning motivation from children, and remove the homework for K3 that is too difficult. Besides, the teaching team must plan the assessment of child learning experiences and map out specific assessment items and

criteria in a bid to reflect children’s learning and development in a clear manner. Relevant information must also be leveraged to inform the curriculum.