

School No.: 158763

Focus Inspection Report (Translated Version)

**The Christian The Faith Hope Love Church
Wah Ming Kindergarten**

G/F., Tim Ming House, Wah Ming Estate, Fanling, New Territories

23 February 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

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1. School Performance

- 1.1 The school refers to the teaching packages and includes picture books as teaching materials while designing extended activities using stories to plan an integrated school-based curriculum using themes. The curriculum content covers various learning areas and ties in with children's abilities and development. The school recognises the importance of play. It arouses children's interests in active participation and enhances their effectiveness of learning through play by introducing different activities such as imaginative and constructive play. The daily schedule of the school is balanced that children can take part in music, physical, art and free choice activities every day to foster their all-round development.
- 1.2 The school facilitates children's understanding of the meaning behind traditional Chinese festivals through picture books. Children are arranged to experience small gadgets like Cuju and spinning tops, enjoy folk dance performance and visit Giant Panda Habitat to strengthen their knowledge of Chinese culture and enrich their learning experiences. Teachers decorate the classrooms in accordance with the themes of Chinese culture. They place relevant books and Chinese costumes in the interest corners, in addition to displaying tea wares and Four Treasures of the Study. Therefore, children can learn about the traditional craftsmanship and customs of China to feel the essence of Chinese culture and build a sense of national identity.
- 1.3 The school has a sound mechanism for assessing child learning experiences. Teachers conduct assessments through continuous observation and record and create learning portfolios for children to maintain thematic assessment forms, anecdotal records, artworks and so forth to show children's developmental progress. The school sets explicit criteria for assessment items which helps teachers evaluate children's performance in an objective manner. Teachers consolidate and analyse the assessment results regularly in order to grasp the learning of children, and then

take proper follow-up actions to inform curriculum design.

- 1.4 The campus is spacious and comfortable. Teachers are flexible in arranging activity venues to place teaching aids at different spots on campus and walls of the corridors with a view to providing more play space for children and facilitating them to carry out various kinds of activities. The decorations in the classrooms revolve around the learning themes, among which the imaginative play corners are designed attractively and the activities are of great fun. Children love role-playing as cashiers and customers of a supermarket with their peers. In tandem, children simulate cooking food in a kitchen that they immerse themselves in their roles for communicating and interacting with one another, getting along well. Teachers provide diversified materials for children to choose from them freely in the art corners. Children make arts and crafts attentively to demonstrate their creativity. However, the time K2 and K3 children spent on the assigned activities during free choice activities was relatively long. Teachers are recommended to review the activity arrangements and offer more opportunities for children to choose corner activities for participation according to their preferences.
- 1.5 Teachers love and care for children, accepting their diverse needs. Teachers are kind and friendly that they maintain a good relationship with children. Teachers often observe children's performance in activities while intervening at an opportune time to support children's learning. Teachers prepare their teaching meticulously and assist children in understanding the learning content by making good use of pictures, real objects and teaching aids. Yet, teachers may enhance their skills in conducting activities, adapt the teaching pace and strategies in light of the performance of children as well as encouraging children to share more often so as to consolidate and extend their learning to a further extent. Children are active and energetic and they are devoted to the learning activities. They treat others politely

and are willing to play and cooperate with their peers, showing good social development.

- 1.6 The school has established a curriculum coordination and monitoring mechanism. The management discusses the curriculum outline and teaching activities with teachers and keeps track of the implementation progress of the curriculum by scrutinising curriculum documents, conducting classroom walkthroughs and so on. It gives feedback to teachers as well. The school organises peer lesson observation for teachers to observe and learn from one another, thus improving the teaching quality. Teachers have built a habit of routine teaching reflection and are able to evaluate the activity design according to children's learning performance, which serves as evidence of curriculum review.

2. Recommendations for Fostering Sustainable Development of School

The school continuously enhances the curriculum planning in conjunction with the trends of kindergarten education development. That said, the school is advised to adjust the arrangements of free choice activities in order to increase opportunities for children to take part in corner activities. The management should guide teachers to adapt the teaching pace and strategies timely in accordance with children's performance and encourage children to share more often, thereby consolidating and extending their acquired knowledge.