

**School No.: 523895**

# **Focus Inspection Report (Translated Version)**

**Chan Mung Yan Lutheran Kindergarten**

**G/F, Hiu On House (Block E), Hiu Lai Court, Sau Mau Ping, Kwun Tong,  
Kowloon**

**27 April 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 designs an integrated curriculum which accommodates children's life experiences by making reference to the *Kindergarten Education Curriculum Guide* and in accordance with children's abilities and needs. The curriculum covers all learning areas and takes into account the cultivation of children's values and the acquisition of skills and knowledge. As for the daily schedule, the school has followed up on the recommendations of the previous Quality Review to revise its daily schedule. However, the school is still required to improve the arrangement of primary one simulation activities for K3 children so as to promote their balanced development. The school has adjusted the progress of copying tasks of K2 and K3 and reduced the amount of copying. In spite of that, K1 children are asked to write Chinese strokes in the line drawing exercise and some pieces of K3 homework are difficult. Such practices do not meet children's developmental needs. The school must revise the homework arrangements for K1 and K3 and design suitable content in order to meet children's development.
- 1.2 The school has attached importance to children's moral development. It regards nurturing children's positive attitudes such as being grateful and cherishing what they have as the major concern of this school year. Through storytelling, learning activities, award schemes, etc., the school develops positive values in children and encourages them to practise good behaviour in daily life. The school conducts the national flag raising ceremonies regularly and introduces children to the national flag and national anthem, cultivating their sense of national identity. Teachers design learning activities about festivals so that children can experience traditional Chinese custom, thereby strengthening their understanding of Chinese culture.
- 1.3 The school assesses children's performance and development by making continuous observations. Teachers set assessment items that tie in with the teaching objectives

of each grade level while devising concrete assessment criteria, which in light of the recommendations on the previous Quality Review in order to increase objectivity and consistency in assessments. At the end of school term, the school derives the average scores from the thematic assessments to summarise children's performance. Such method fails to present children's development at different stages effectively. The school must revise it in a bid to reflect children's learning and development in an accurate manner.

- 1.4 Teachers design theme-based corner activities. They provide plentiful, diversified and manipulative materials for children to play with peers which are based on children's interests and needs. Children are engaged in the activities. As observed, they used various materials to create artwork and invited peers to construct with the materials, showing that they cooperate with one another. Corner activities are fun-filled. In the role-play corner, children imitate farmers for preparing eco-enzymes from fruit peels or conduct light and shadow experiments by placing translucent, coloured building blocks into a light box. All these practices stimulate children to explore and unleash their imagination. Children have a great time learning through play.
- 1.5 Teachers are well prepared for their teaching. They make flexible use of pictures, real objects and multimedia equipment to facilitate teaching with a view to arousing children's learning motivation. Teachers also ask children questions and guide them to share their experiences and thoughts, resulting in ample interactions between teachers and children as well as among children. Children are obedient and polite. They get along with peers and are able to appreciate others. They lend a helping hand to peers who are in need, showing good affective and social development.
- 1.6 The school has developed a mechanism for curriculum coordination and monitoring. The management leads teachers to map out the teaching plans and understands the

implementation of the curriculum through classroom walkthroughs, curriculum meetings and teaching document scrutiny. Teachers reflect on teaching every day, but they mainly focus on describing children's performance in their reflections. The management is required to guide teachers in reviewing their activity design, teaching strategies and other aspects. It is advised to encompass reflections of activities other than thematic learning with a view to evaluating the teaching effectiveness comprehensively and providing suggestions for improvement as necessary, thereby informing learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The management is required to enhance its role as a curriculum leader to promote the curriculum development on a continuous basis, which includes strengthening teachers' reflective abilities, thus informing curriculum design. It is also necessary for the management to evaluate and revise the daily schedule of K3 during the primary one simulation activities as well as deleting the inappropriate homework with a view to meeting children's abilities and developmental needs. The school must amend the practice of summarising children's performance at the end of school term by the average scores of the thematic assessments, such that the effectiveness of the assessment regarding promoting children's learning and development can be increased.