

School No.: 556246

Focus Inspection Report (Translated Version)

Creative Kindergarten (Aegean Coast)

**1/F, Podium, Aegean Coast, 2 Kwun Tsing Road, So Kwun Wat, Tuen Mun,
New Territories**

14 May 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 With reference to the *Kindergarten Education Curriculum Guide* and the curriculum outline of the organisation, the school devises an integrated curriculum with themes. The curriculum content is comprehensive, putting emphasis on cultivating children's good moral character and helping children acquire positive attitudes through moral story sharing as well as guiding them to do good deeds. The school organises different experiential and festive activities, such as appreciating Chinese orchestral music and shadow plays, and having a reunion dinner, for children to understand and admire Chinese culture. In tandem, children experience the beauty of traditional Chinese art through creative activities like ink painting, paper cutting, Chinese opera masks making and so forth. The school has a balanced daily schedule that children are given sufficient opportunities to participate in music, physical, art and free choice activities every day. Mixed-age play time for all children is also arranged to encourage children to interact with one another by engaging in corner activities, hence enriching their social life experiences.
- 1.2 The school has established a clear mechanism for the assessment of child learning experiences. Teachers adopt continuous observation to conduct assessments. Moreover, they understand children holistically by inviting parents to record children's living habits and attitudes at home. They keep parents informed of the performance of their child through regular face-to-face meetings and distribution of assessment information, which is conducive to the collaboration of home and school in following up on children's needs to foster their development. The school has assessment criteria in place for teachers to refer to. Yet, it may review and consolidate the relevant criteria to make them more specific, thus facilitating teachers to grasp the developmental progress of children in an objective manner. It is also necessary for the school to make good use of the assessment information to examine

the effectiveness of learning and teaching so as to inform curriculum.

- 1.3 The school is spacious and bright. There are a farming area and a pond in the outdoor area so that children can learn to observe and take care of plants and animals by watering plants, petting goldfish and tortoises. Teachers utilise the campus environment to set up diversified interest zones, including construction zone, physical zone and toy zone, for children to learn through play on their own initiative. Teachers design interest corners meticulously and arrange activities of different levels of complexity based on themes to assist children in consolidating their learning. For instance, children of each grade level simulate taking a bus in the learning zone and complete various learning tasks. K1 children identify the proper behaviour on a bus while K2 and K3 children match and write down the etiquette to be followed inside the bus compartment respectively. Plentiful materials and tools are available in the art corners. They are neatly placed for children's easy access. Children are free to create two-dimensional or three-dimensional art and craft works as well as drawing with big paintbrushes attentively. Their works are full of childlike fun. Teachers provide various types of containers, funnels, pipes and so forth for children to explore the properties of water joyfully. Children take part in play earnestly and eagerly, showing their curiosity and exploratory spirit.
- 1.4 Teachers are friendly and speak softly. They employ books, real objects, etc., to facilitate teaching and encourage children to share their thoughts. Children like to listen to stories and have extensive life experiences. They have good oral expression and offer unique insights. After free choice activities, teachers ask children to describe their activity participation. Teachers may systematically help children consolidate the learning experiences to extend their learning. In physical activities, teachers arrange for children to ride tricycles, climb frames, use physical equipment of their choice to create games and so forth. Children are able to jump,

keep balance and throw balls with ease, displaying favourable body coordination. Teachers create interesting scenarios as an introduction to music activities. Under a light melody, children enthusiastically move their bodies, wave scarves or perform different movements. They also play musical instruments and sing to the beats, thoroughly enjoying themselves. Children have good social development as they always play together.

- 1.5 The school has established a clear mechanism for curriculum coordination, supervision and evaluation. The management leads teachers to carry out collaborative lesson planning to discuss specific learning objectives and content. After lessons, teachers review children's learning effectiveness according to the objectives and make suggestions for improvement. The management keeps track of the curriculum implementation and gives advice to teachers after it has conducted lesson observation and scrutinised documents, so as to make the team more effective in learning and teaching. The management is required to steer teachers to revise the homework design that is rather abstract with a view to meeting children's learning needs.

2. Recommendations for Fostering Sustainable Development of School

The school has a clear curriculum management mechanism in place. Upon the existing foundation, the management is required to lead teachers to refine the assessment criteria and utilise the assessment information to inform curriculum. Moreover, teachers may systematically help children consolidate their learning experiences after free choice activities so as to extend their learning.