

School No.: 567892

Focus Inspection Report (Translated Version)

Jing Jing Kindergarten (Tuen Mun Branch)

**Upper G/F., Shop 5, 10-11, 13-20 and 23-24, Common Bond Shopping
Arcade, 7 Tsing Chui Path, Tuen Mun, New Territories**

21 November 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 uses real-life themes to organise its curriculum of which the content covers all learning areas and accommodates children's interests and life experiences. The daily schedule of the school is balanced, providing children with sufficient time to participate in music, physical and art activities every day. The school promotes national education and draws up themes relating to Chinese culture such as "Four Treasures of the Study" for K3 and "Children's play and traditional art" for K2. Festive activities are also arranged for children. In tandem, the school holds parent-child activities of experiencing Chinese folk toys to help children learn about and appreciate traditional Chinese art and culture. However, some of the learning and homework content of K3 is too difficult. The school must remove the inappropriate content to meet children's developmental needs.
- 1.2 The school assesses the performance of children through continuous observation. Moreover, it develops learning portfolios for children to retain information such as thematic assessments, parents' feedback, children's work and so forth as evidence of their growth. Teachers set assessment items according to the teaching objectives with consistent assessment criteria, which is conducive to reflecting children's performance objectively. Teachers regularly share with parents the performance of children at school to keep parents informed of their child's development in a timely manner.
- 1.3 The school utilises classrooms and corridors to exhibit children's works. The works are full of childlike fun, facilitating children to appreciate one another and revisit their learning. Teachers set up different interest corners in the classrooms and furnish the corners with manipulative materials to engage children in the activities so as to extend their learning. Reading corners are comfortably designed, with theme-related books placed therein. Books recommended by teachers are displayed on

wall to cultivate children's interest in reading. Plentiful materials are available in role-play corners. In a restaurant scenario there, children act as waiters, chefs and diners, etc. They choose and order food from the simulated menus to learn table manner, with teachers' assistance as needed. Children like to play with peers and some of them demonstrate good expressive skills. In order to develop children's personal hygiene, teachers arrange for them to learn how to clean the floor mats and storage cabinets with spray bottles and dish cloths during extended activities. In this way, they help children develop good living habits. As observed, in the free choice activity session of a class, teachers only opened the role-play corner for children to play different roles. The school is advised to improve the arrangements of free choice activities to open more interest corners for children to choose from them.

- 1.4 Teachers are amiable, friendly and care about children. They speak softly and give clear explanations. They use pictures and puppets to facilitate teaching, which is beneficial for arousing children's learning motivation. Some teachers guide children to sum up what they have learnt after the activities and encourage children to share their discoveries as well as solutions to problems in the activities. Teachers design gross motor activities for children, yet the waiting time for some of these activities is long. Teachers may review the arrangements of physical activities to further increase children's amount of exercise. During music activities, teachers guide children to sing and play musical instruments. Nevertheless, some of the activities are not interesting enough, which undermines the learning effectiveness. The school is required to examine the design of music activities and improve teachers' skills in leading the activities, such as incorporating more play elements into the activities, to get children more involved so that they can enjoy the fun of music activities. Children love going to school. They take the initiative to talk to

others and are willing to share their life experiences and express their views, showing self-confidence. Children have good self-care abilities as they tidy things up after the activities.

- 1.5 The school has a mechanism for curriculum coordination, monitoring and evaluation. The management attends curriculum meetings to jointly devise teaching schedules and content with teachers. It understands the curriculum implementation through scrutinising teaching documents and observing lessons. Before the launch of a theme, teachers have collaborative lesson planning and take turns to prepare teaching plans. They conduct regular teaching reflection, mostly describing the performance of children but failing to analyse the learning effectiveness in the reflections. The management may steer teachers to reflect on the teaching effectiveness against various aspects such as the learning objectives, teaching strategies, design of teaching aids and so on to inform the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The management promotes the curriculum development pragmatically. Upon the existing foundation, the management may strengthen its curriculum leadership to enhance teachers' reflective skills in teaching while reviewing and removing the excessively difficult learning content and homework of K3 to meet children's developmental needs. Besides, the school is required to keep on improving the design of physical and music activities to further foster children's learning.