

School No.: 550663

Focus Inspection Report (Translated Version)

Peace Evangelical Centre Kindergarten (Ngau Tau Kok)

**G/F, Sheung Mun House, Upper Ngau Tau Kok Estate, Phase I,
Kwun Tong, Kowloon**

17 January 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 devises its curriculum outline by making reference to the *Kindergarten Education Curriculum Guide* and selecting suitable content from the Bible curriculum for children in the community. The management guides teachers to select picture books and jointly devise an integrated curriculum which aligns with children's life experiences. The curriculum content covers all learning areas. The school attaches importance to children's spiritual nourishment and moral development. It cultivates positive values and attitudes in children through Bible and moral stories as well as the launch of award schemes. Children have ample time to take part in music, art, physical and free choice activities every day, leading to a balanced daily schedule.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to include assessment items relating to the learning area of Nature and Living in thematic assessments. However, there is a lack of content on the aforementioned learning area in the assessments at the end of the first and second school terms. The management is required to steer the team to make revisions for ensuring that children's performance in each learning area can be fully reflected in phased assessments. In this way, teachers can have a comprehensive picture of the children's assessment information and utilise them to inform the curriculum. The school creates learning portfolios for children and distributes the portfolios to parents regularly, which is conducive to parents' understanding of their children's development.
- 1.3 The school adheres to the principle of letting children to learn by doing. In the lobby and interest corners of classrooms, there are manipulative teachings aids designed for children to carry out fine motor and exploratory activities. Children weave paper strips attentively or use playdough to make simple characters,

possessing good eye-hand coordination. Under the guidance of teachers, children carefully observe the roots and sprouts growing out from avocado seeds. Alternatively, children compare the difference between dried flowers and fresh cut flowers, showing their curiosity about the growth of plants. Besides, the school decorates the role-play corners according to themes. Children act as doctors, nurses and hairdressers to provide treatment to peers and cut their hair. Children imitate the roles through play with a view to having a deeper understanding of work from all walks of life. In view of the approaching Lunar New Year, teachers invited parent volunteers to furnish the corridors with paper cuttings while letting children simulate lion dance performance by playing the lion dance puppets. Children also like to decorate the Chinese opera masks with sequins and colour paper. As such, they experience traditional customs through various activities.

- 1.4 Teachers care for and embrace the learning diversity of children. They are good at using facial expressions and body movements to help non-Chinese speaking children grasp the activity content and offer appropriate support to children with special needs, hence bringing a caring and inclusive atmosphere to the campus. A mixed-age mode is adopted for children to conduct free choice activities to enhance their opportunities for interaction, thus facilitating their social development. During music activities, teachers lead children to sing new songs and guide them to design movements that imitate hair cutting steps according to the lyrics. Children take part in physical activities in groups that they take turns to throw and catch bean bags and ride tricycles. However, some children use eco-friendly materials and building blocks to conduct constructive games or manipulate the toys on the walls, resulting in a relatively low amount of exercise. Teachers are required to revise the arrangement of physical activities. Teachers and children have a good relationship and they interact closely with one another daily. Children treat people friendly with

courtesy. They take the initiative to share their play experience with peers and express fluently.

- 1.5 The school has developed a curriculum management mechanism. The management understands the implementation of learning and teaching by attending teaching meetings, scrutinising lesson plans and conducting lesson observations. Moreover, it leads teachers to review the curriculum implementation and the effectiveness of the major concerns on a regular basis while rendering concrete suggestions to teachers in a timely manner. Teachers of the same grade level examine the delivery of thematic activities through grade-level meetings and share strategies of supporting children with special needs, including adjusting the learning objectives and homework content, in order to enhance the teaching effectiveness and cater for children's diverse needs. Building on this foundation, the management must steer the team to remove the Language and Early Childhood Mathematics homework that is rather difficult for K3, in order to meet the learning needs of children.

2. Recommendations for Fostering Sustainable Development of School

The school has applied the rationale of school self-evaluation to the learning and teaching tasks and keeps on reviewing the teaching effectiveness. The management is required to lead the team to remove the relatively difficult homework for K3 to meet children's developmental needs while improving the arrangements of physical activities to ensure an adequate amount of exercise in children. Besides, it is also necessary for the school to revise the content of end-of-term assessments with the aim of reflecting children's phased development in a comprehensive manner.