

School No.: 575666

Focus Inspection Report (Translated Version)

Peace Evangelical Centre Kindergarten (Tin Shui Wai)

**G/F, Ancillary Facilities Block, Tin Ching Estate, Tin Shui Wai,
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 In alignment with the organisation's mission, the school uses real-life themes to plan its curriculum. The curriculum content is comprehensive, taking account of the cultivation of children's good morals as well as their acquisition of skills and knowledge. The school attaches importance to children's learning through experiences. Extended activities such as outdoor visits are organised in accordance with themes to enrich children's learning experiences. The management leads teachers to review the curriculum and design theme-related activities about traditional virtues, art and culture and so forth to strengthen the learning elements of Chinese culture in the curriculum gradually. The school provides ample time for children to take part in physical, music, art and free choice activities, leading to a balanced daily schedule. In the afternoon sessions, the school arranges enrichment activities including group games and physical activities led by external tutors. However, the connection between the content of the physical enrichment activities and physical learning objectives is rather weak. The school must review the arrangements and design of the activities to improve curriculum planning.
- 1.2 The school adopts continuous observation to assess children's learning performance. In this school year, the management guides teachers in setting assessment criteria for understanding and documenting children's performance. Teachers develop learning portfolios for children. In addition to maintaining assessment forms, observation records and children's work, teachers also invite parents to record their child's living habits and attitudes at home, serving as evidence of children's growth from another perspective. The school regularly informs parents about children's development and needs, keeping them updated on their child's learning. The management may lead teachers to consolidate the child assessment information as the basis for curriculum adaptation.

- 1.3 The school environment is clean and bright. Different learning corners are set up with plentiful materials and learning aids, allowing children to manipulate and practise life skills. There are teaching aids with different levels of complexity for children to choose according to their interests and needs. Teachers provide tangrams, wooden hammers and nails. Younger children assemble the tangram pieces with reference to the finished tangram diagrams whereas the older ones create tangram patterns on their own, developing their sensitivity to space, eye-hand coordination and creativity through play. A wide collection of books is available in the reading corner and children take the initiative to read attentively. In free choice activity sessions, children engage in the activities of the learning corner and use suitable tool kits as needed. For instance, children put on aprons on their own to keep tidy and clean, and they cut cotton thread at proper length for needlework, showing good self-care abilities. Nevertheless, children mostly play alone and seldom play with others during free choice activities. It is necessary for the school to increase the interactive elements of corner games to foster children's social development.
- 1.4 Teachers teach earnestly and explain clearly. They employ demonstration, body language, questioning and other strategies to facilitate teaching and help children grasp the learning content. Teachers always have props to create scenarios for music games, such as waving silk scarves gently to simulate wind blowing and imitating flowers blossoming by grasping and releasing the scarves. Children enthusiastically sing, perform rhythmic movements and play musical instruments to the beat. Theme-related elements are incorporated into physical games to increase children's learning interest and consolidate their learning. Teachers are kind, gentle and patient. They often observe children and adjust the teaching strategies when necessary to encourage children to make further attempts.

1.5 The school has established a curriculum management mechanism. The management coordinates the curriculum with the curriculum team and guides teachers to discuss learning objectives, activity design, assessment items and other content. The management also scrutinises documents, conducts routine classroom walkthroughs, observes lessons and so forth to keep track of the curriculum implementation while providing guidance and support from time to time. Teachers reflect on their teaching every week to record the adjustments made in view of children's performance during teaching, and make suggestions for improvement. Yet, teachers seldom reflect on the enrichment activities of the afternoon sessions. The management is required to steer the teaching team to review the learning objectives, teaching design and resources utilisation of the enrichment activities to inform curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school puts much effort into organising different activities for children to learn through hands-on manipulation. However, it must improve the design of corner activities and provide more opportunities for children to interact with one another in order to foster their social development. Besides, the management is required to lead teachers to review and revise the arrangements and design of the enrichment activities so as to enhance the effectiveness of learning and teaching.