

School No.: 542768

Focus Inspection Report (Translated Version)

**Po Leung Kuk Mrs Tam Wah Ching
Kindergarten**

Unit 703, 7/F, Seung Lai House, Wah Lai Estate, Lai Chi Kok, Kowloon

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**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 makes reference to the teaching packages to design an integrated curriculum using themes. The curriculum content covers all learning areas. Teachers make use of eco-friendly materials to design activities. For instance, they let children play self-made musical instruments and create artwork with eco-friendly materials, guiding children to care about the ecosystem and building their environmental awareness. Besides, through stories and interest corner activities, the school nurtures children's positive attitudes and teaches them to deal with their own emotions appropriately, hence developing their positive values. The school provides sufficient time for music, physical, art and free choice activities every day to foster children's balanced development. However, in respect of homework, there is difficult content in the Early Childhood Mathematics of K3. The school must remove such content to meet children's developmental needs.
- 1.2 The school assesses children's learning through continuous observation. Teachers devise assessment items together and discuss the assessment criteria to ensure that the assessments are in line with the learning goals as well as being objective and consistent. Teachers keep records of children's activities in various learning areas regularly and prepare summative assessment reports at the end of the school term to detail describe children's learning and provide explicit advice, which helps parents get a grasp of and follow up on their children's growth. The school optimises the use of children's assessment information to inform the curriculum.
- 1.3 The school regards cultivating children's interest in Chinese art and culture as its development focus this school year. Through teacher training, the school enhances teachers' understanding of the relevant learning content. Various content is incorporated into the curriculum to enable children to learn about and appreciate Chinese culture gradually. For instance, the school guides K2 and K3 children to

know about the 24 Solar Terms according to seasons. It also introduces children to Chinese musical instruments, ink paintings, tea culture and so forth. On the other hand, the school considers nurturing children's interest in music as its major concern. It improves the design of the music activities progressively by arranging professional development activities for teachers. As observed, teachers designed theme-related activities to lead children to sing and play musical instruments. The school may keep leveraging sharing and teaching practices among peers to delve into the design of the music activities, in order to offer opportunities for children to express their feelings and unleash creativity in different ways, thus further strengthening the effectiveness of the music activities.

- 1.4 The decoration of the school is thoughtful. Children's artwork and activity photos are displayed along the corridors and in the classrooms, filling the place with fun. The school makes good use of its space to organise different learning activities such as setting up constructive games on the walls and planting in the area of the school's entrance for children to observe and take care of the plants. Extended activities that are in consonance with the themes are available in the role-play corners of the classrooms. There are diversified materials in the art and craft corners to stimulate children to create. The design of the teaching aids is interactive and infused with play elements, and some teaching aids are made from toys, enticing children to participate in corner activities and learn.
- 1.5 Teachers are kind to children, and the teacher-child relationship is good. Teachers have outstanding storytelling skills, which attract children to listen to them. Different group games are organised in the physical activities to foster children's gross motor development. The school arranges for non-Chinese speaking (NCS) children and the Chinese speaking ones to carry out group activities together, which is conducive to promoting inclusiveness. Nonetheless, teachers speak in a manner

of code-mixing between Chinese and English during lessons, which impairs children's language learning. Teachers must lead by example in language usage and let NCS children immerse themselves in a natural language environment so as to assist NCS children in listening to and expressing themselves in Chinese. Children love going to school. They learn with enthusiasm, respond to teachers' questions eagerly and take the initiative to share their experiences. They get along with peers and have favourable self-care abilities. Children are sharp-eyed and creative. Their artwork is distinctive.

- 1.6 A systematic curriculum management mechanism is in place. The management leads teachers to revise the curriculum outline based on the teaching reflections and children's assessment information. It monitors the curriculum implementation through attending meetings, scrutinising documents and conducting classroom walkthroughs. Teachers carry out collaborative lesson planning on a regular basis. They discuss the steps of the activities, environment setup and the design of the teaching aids. Afterwards, they divide the work to prepare lesson plans. Upon completing a theme, teachers conduct teaching reflections in which they describe children's learning. Teachers are advised to conclude reflection summaries to evaluate the effectiveness of learning and teaching in a focused manner while making concrete suggestions to improve learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen curriculum leadership to review and remove the difficult homework. It must also lead teachers to refine the design of the music activities to let children express their feelings and unleash creativity through music, hence enhancing learning efficiency. It is necessary for teachers to reflect on the learning and teaching effectiveness and make specific suggestions to improve teaching. They also need to pay

attention to the use of language in lessons to avoid a mixed code of Chinese and English in sentences so as to be children's role models.