

School No.: 158526

Focus Inspection Report (Translated Version)

Tsung Tsin Mission Graceful Kindergarten

G/F, Po Tak House, Po Lam Estate, Junk Bay, New Territories

11 April 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 makes reference to the teaching packages and other materials and integrates different learning areas with real-life themes to design a school-based curriculum. The school attaches great importance to cultivating children's moral character. Hence, it organises religious activities and shares moral stories with children so that they can learn to show care and gratitude to people and things around them. Moreover, the school takes children to visit and gain exposure to the community from time to time in order to enrich their learning experiences. To facilitate children's understanding and appreciation of Chinese culture, the school holds celebrations of traditional Chinese festivals and lets children try making glutinous rice balls, enjoy Peking opera, visit simulated Lunar New Year fair, etc. The activities are rich in diversity. However, the school is required to review and revise the afternoon schedule of the whole-day classes while removing the rather difficult homework content for K3 in the second school term so as to meet children's developmental needs.
- 1.2 According to the principles of the all-round development of children, the school formulates the assessment content and sets specific criteria for teachers to assess the learning performance of children objectively through continuous observation. Teachers analyse children's capabilities in the observation records and draw conclusions at the end of each school term. Teachers meet with parents to keep parents informed of their child's developmental progress. Yet, the school must integrate the assessment items of the thematic assessments in the learning area of Nature and Living to fully reflect children's learning.
- 1.3 The campus is bright and neat, with a spacious activity area. Apart from displaying children's works and activity photos, teachers also design different interest corners that tie in with themes and provide teaching aids for children to check answers by

themselves after manipulation, hence consolidating what they have learned. As observed, children planned the order in which they would participate in free choice activities and then played games in the interest corners. For instance, children put together tangram puzzles on the table attentively. They followed the steps to make kitten craftworks with chenille stems in the art corner or simulated taking care of animals in the role-play corner. All children were engaged in the activities of their choice.

- 1.4 Teachers are loving, patient and have a good relationship with children. Teachers have already built methodical classroom routines. They are able to make good use of gestures, voices and tones to vividly tell stories and introduce nursery rhymes, drawing children's attention to listen wholeheartedly. During physical activities, teachers let children play games such as throwing and catching balls, rolling on the floor mat or riding tricycles. They give children timely instructions that are conducive to fostering children's gross motor development. Children enjoy the fun of exercising and their body-limb coordination is good. Teachers employ scenarios as a lead-in to music activities, and then introduce children to the rhythms of songs and ways to play musical instruments. Children are eager to learn about the artistic conception of the songs through play, accumulating musical experiences. The school arranges for children to carry out activities in the hall during play sessions every day. Under a relaxing and joyful atmosphere, children are free to use building blocks, toy railways, etc., to engage in relatively large-scale construction on the floor, or perform ink painting and paper cutting quietly. Teachers observe children's performance and provide children with timely intervention and support. In review sessions, teachers may further explore with children the play experiences that are worthy of appreciation or reflection so as to help children consolidate and deepen their learning.

- 1.5 Children are lively, cheerful, curious and inquisitive. They have outstanding self-care abilities as they put back the items used after play, tidy their clothes by themselves after using the toilet and help make the bed at the end of naptime. Children have built friendships with each other. In addition to playing with their peers, children actively send pictures to one another through the small mailbox in the classroom to express their feelings. Children like to interact with others and are courteous. They systematically and fluently share their experiences, showing that they have developed good communication attitudes and a foundation for language usage.
- 1.6 The school has established an explicit curriculum management mechanism. The team sets the teaching outline and discusses the activity design through collaborative lesson planning. By conducting classroom walkthroughs, attending meetings and so forth, the management keeps track of the curriculum implementation. It also examines teachers' individual and grade level evaluations to lead them to take follow-up actions in view of children's learning, thus performing the curriculum supervisory role and enhancing teachers' reflective skills. At the end of a school term, the team makes an overall review of the teaching effectiveness in all learning areas. Team members explore together the improvement measures and apply the cyclical school self-evaluation process to refine learning and teaching in an ongoing manner.

2. Recommendations for Fostering Sustainable Development of School

The school is required to revise the afternoon schedule of the whole-day classes and remove the rather difficult homework for K3. It must also integrate the assessment items of the thematic assessments in the learning area of Nature and Living to improve its planning. Teachers are advised to discuss with children the experiences that are worthy of appreciation or reflection after play in order to help children consolidate and deepen their learning.