

School No.: 158070

Focus Inspection Report (Translated Version)

Tsing Yi Trade Association Kindergarten

**G/F, Carpark Building, Ching Wah Court,
Tsing Yi Island, New Territories**

19 December 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 makes reference to the teaching packages to design an integrated curriculum in which the content ties in with children's life experiences and covers all learning areas, taking into account the cultivation of children's values and attitudes as well as the acquisition of skills and knowledge. In recent years, the school has been striving to reduce the knowledge-based learning content in the themes to spare some space for extended exploratory activities, enhancing children's learning interest and participation. The school's daily schedule is properly planned so that children have sufficient opportunities to participate in music, physical, art and free choice activities every day. However, the school must remove some K3 homework that is excessively difficult and reduce the amount of copying in order to meet children's development.
- 1.2 In this school year, the school regards nurturing children's positive values as its major concern. It forms a working group to re-plan the foci of moral education of each grade level and devise the corresponding activity content. The school introduces moral education activities during the morning assemblies to help children learn to get along with others in real-life contexts. Parenting seminars are also arranged for parents to learn the skills for book selection and paired reading in a bid to facilitate children to develop attitudes of being grateful, caring for and helping others, as well as staying optimistic and positive through parent-child reading moral stories. As observed, children were actively engaged in the activities and helped their peers when needed. They also showed gratitude and care to people around them, hence imbuing the campus with a positive learning atmosphere. The school conducts the national flag raising ceremony regularly to teach children the etiquette and attitude to be followed. It also lets children know about traditional Chinese custom and culture through festive activities, thereby nurturing their sense of national identity

from an early age.

- 1.3 Teachers adopt continuous observation to assess children's learning performance. They present children's learning progress in all learning areas through thematic assessments, observation records and so forth, and inform parents of children's growth. The school formulates assessment items in accordance with the curriculum content and teaching plans. Teachers of the same grade level discuss the assessment criteria together and objectively evaluate children's performance. The school analyses the assessment information to review the teaching strategies and curriculum adaptation, catering for learner diversity.
- 1.4 The school makes good use of classrooms and common areas to set up diversified corner activities. In conjunction with the learning themes, teachers provide manipulative learning materials of different levels of complexity for children with different abilities to learn through play and exploration. There are simple experiments in the exploratory corners where children carry out colour mixing experiments, test and observe static electricity and make floating balls respectively. Throughout the process, children solve their own problems, gaining successful experiences and building confidence in learning. The language corners are thoughtfully designed. Children enjoy touching the word collage made of chenille stems or light clay to learn the strokes and components of Chinese characters. They also choose their own writing instruments to express their thoughts through drawing or writing. At the role-play corners, children often use materials and tools to make daily supplies for organising their home and imitate family members with their peers, which fosters their language and social development. There is a spacious play venue in the school with an ample supply of physical equipment and materials. Children design physical games on their own with a combination of balance beams, pedals and eco-friendly materials. They carry out gross motor activities such as

crawling and jumping to develop body coordination abilities and a strong physique.

- 1.5 Teachers are amiable and they care for children. Teachers ask questions to guide children in sharing their experiences and thoughts so that children can construct knowledge from the activities. Teachers make use of pictures, real objects and so forth flexibly to facilitate teaching. They also design experiential activities to help children grasp the learning content while making adaptations in light of children's interests and needs. During free choice activities, teachers intervene in children's activities at an opportune time to give positive feedback in order to foster children's learning.
- 1.6 The school has a curriculum management mechanism in place. The management leads teachers to plan the curriculum, design learning activities and decorate the interest corners collaboratively. Besides, the management gets a grasp of curriculum implementation by attending meetings, scrutinising teaching documents and conducting lesson observations. It provides timely advice as well. Teachers have developed a habit of reflecting on their teaching regularly. They have a holistic review based on the learning performance of children and make suggestions on refining the teaching content, deployment of teaching aids, etc., according to children's developmental needs, thus enhancing the learning and teaching effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school promotes learning through play in an orderly manner. It also examines the effectiveness of learning and teaching regarding children's learning performance to take follow-up action and inform teaching. The management is required to steer the team to review and revise the homework design, remove the inappropriate homework and reduce the amount of copying for children to tie in with their development.