

**School No.: 565644**

# **Focus Inspection Report (Translated Version)**

## **Tin Wan Methodist Kindergarten**

**No. 1-10, G/F., Tin Hong House, Tin Wan Estate, Aberdeen, Hong Kong**

**24 February 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 devise an integrated curriculum on theme basis. The curriculum content covers all learning areas and takes into account children's life experiences and abilities. The school attaches importance to children's moral development and incorporates elements like gratitude and care into different learning themes to help children cultivate positive values, acquire skills and construct knowledge. The school enhances children's understanding of the country and their sense of national identity through learning themes such as "I love China" and "National Day" as well as holding the national flag raising ceremony on particular days. The school designs a balanced daily schedule in which active and quiet activities are arranged alternately to enable children to have sufficient opportunities to participate in music, physical, art and free choice activities every day.
- 1.2 Teachers continuously observe and record children's performance. The school develops learning portfolios to keep information including thematic activity assessments, teachers' observation records and children's work, which can serve as evidence of children's growth. Teachers regularly inform parents of their children's development at each stage so that parents are able to grasp children's developmental pace and needs. Home and school collaborate in promoting children's healthy growth. The school may further consolidate and analyse children's assessment information so as to give feedback on curriculum planning.
- 1.3 The school premises are clean and bright. Teachers display children's work in the classrooms for children to appreciate and learn from one another. Teachers design corner activities in accordance with the learning themes. Plentiful materials are neatly placed in the art and craft corners for children's easy access to create two-dimensional or three-dimensional artwork. Children have the opportunities to play

different roles in the imaginative play corners. They act as chefs, waiters and customers to interact and cooperate with each other, which is conducive to children's social development. The school is advised to provide more manipulative materials to encourage children to learn through senses or observation and comparison, and explore and know about their surroundings.

1.4 Teachers are articulate and give clear instructions. Teachers care for and embrace children's diversity, and offer children numerous opportunities to express their thoughts. The classroom management is good. Teachers make good use of real objects and pictures to aid teaching. They help children comprehend the learning content and ask appropriate questions to guide children's thinking. Children eagerly respond to teachers' questions and share their life experiences, showing good teacher-child interactions. Teachers design music activities that contain play elements. Children sing, perform rhythmic movements and beat time to the music, engaging themselves in the activities. Teachers map out physical activities according to children's development and let children select the activities, so as to help develop children's gross motor skills and cultivate their interest in physical activities. Children are able to put on and take off their shoes, tidy up and put things back on their own, demonstrating favourable self-care abilities.

1.5 The management discusses with teachers the learning foci of all grade levels and designs relevant corner activities through curriculum meetings. Teachers collaborate to prepare teaching plans and make teaching aids. Learning objectives, learning content and activity design are included in the teaching plans to facilitate teachers to lead the activities for children. The management keeps abreast of the curriculum implementation through scrutinising teaching plans, conducting teaching reflections and walking through classes. It also holds regular meetings with teachers to consolidate teaching reflections, which serves as a reference for

curriculum adaptation. However, in their reflections, teachers mostly describe the teaching process and activity arrangements. The management is required to lead teachers to review the teaching effectiveness based on children's performance and learning objectives, and propose specific suggestions to inform curriculum planning.

## **2. Recommendations for Fostering Sustainable Development of School**

- 2.1 The school designs corner activities that are in line with thematic learning to promote children's learning. It may provide more manipulative materials to encourage children to learn through senses, observation and comparison. Children will then be able to get to know their surroundings through exploration, with a view to further enhancing children's interest and learning effectiveness.
- 2.2 It is necessary for the school to strengthen the efficacy of curriculum evaluation. In tandem, the management should enhance teachers' reflection abilities. Teachers are recommended to examine the teaching effectiveness against children's performance and learning objectives, and make specific suggestions for teaching improvement. On the other hand, the school may further consolidate and analyse children's assessment information to inform curriculum planning.