

**School No.: 151203**

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

**ELCHK Shatin Lutheran Kindergarten**

**1 Tung Lo Wan Hill Road, Tai Wai, Shatin, New Territories**

**7 November 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## 1. School Performance

- 1.1 The school formulates a school-based curriculum with reference to the *Kindergarten Education Curriculum Guide* and according to children's interests and life experiences. The integrated curriculum is theme-based while its content is comprehensive and appropriate, covering all the learning areas. Teachers select suitable picture books and design diversified and interesting activities from the content of the picture books, which is conducive to extending children's learning. The school strives to promote Chinese culture. Apart from holding festive activities, teachers also conduct project learning on relevant topics that children are interested in, including Chinese restaurants, Chinese steamed buns and characters, and provide different experiential activities such as brewing tea, making dim sum and bamboo slips, and imitating the writing styles of the ancients. Through exploration and hands-on manipulation, the school provides more opportunities for children to experience Chinese culture. Besides, the school arranges visits to the residential care homes for the elderly to broaden children's learning horizons, encourage them to care about others and practise good deeds. Children are given sufficient time to participate in music, physical and art activities as well as having the opportunity to take part in free choice activities.
- 1.2 Teachers assess children through continuous observation. They develop learning portfolios to maintain thematic assessments, artworks, observation records and other information to document children's thematic learning. At the end of a school term, teachers summarise the development of children in all areas to keep parents informed of their child's learning and growth. Teachers review the child assessment information and adjust the homework based on children's performance. The school is advised to set clear assessment criteria to help teachers assess children's performance in an objective manner.

- 1.3 The school has a beautiful environment with a flowerbed, small cultivated field, fish pond, etc. Teachers take advantage of the natural environment near the campus to arrange for children to take care of the plants and pet insects so as to cultivate children's loving and cherishing attitude towards nature and life. Teachers allocate the classroom space to display photos of children's learning and their different types of artworks so that children can revisit what they have learnt and appreciate each other. Different materials are available in the classrooms for children to draw and make collages. Teachers and children play together. Children create art and craft works and construct with building blocks attentively, unleashing creativity. In the role-play corners, children play the roles of chefs, diners and doctors to start conversations and interact with one another.
- 1.4 Teachers are friendly and have good communication skills. They use real objects, mystery bags, pictures and so forth to facilitate teaching and motivate children to learn. Children explore new things through manipulation, during which teachers encourage children to share their discoveries and feelings and link them up with their life experiences. For instance, teachers ask children to compare scallion pancakes with different types of pizza through their senses. Teachers help children sum up their learning as well. During music activities, teachers lead children to sing and perform rhythmic movements. Children love singing and playing music games enthusiastically. In physical activities, children play slide, ride tricycles and carry out circuit games. All these are favourable for the development of their gross motor skills and body coordination abilities. However, the waiting time for some of the activities is rather long. Teachers are recommended to improve relevant arrangements to ensure that children have an adequate amount of exercise.
- 1.5 Children love going to school. They are engaged in activities and able to apply their learning to daily life. Children respect their teachers, take the initiative to greet

others, and help their peers put on and take off their aprons, hence getting along well with one another. Children switch activity venues in an orderly manner. They also assist in putting away toys and items after play. Children are keen to share their views during the activities and have good expressive abilities.

- 1.6 The management steers teachers of all grade levels to jointly discuss the teaching content, activity design and set-up of interest corners, helping teachers plan the curriculum in alignment with children's development. Through conducting classroom walkthroughs, attending meetings and scrutinising documents, the management gets a grasp of the curriculum implementation and gives teaching suggestions at opportune times, performing the curriculum leadership and monitoring role. Teachers reflect on their teaching regularly and evaluate the teaching effectiveness based on children's performance. They also make specific suggestions for improvement with a view to informing curriculum planning.

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

The school draws up a school-based curriculum that suits children's interests and life experiences. It could set clear assessment criteria to help teachers assess children's learning in an objective manner while enhancing the arrangements of physical activities to ensure that children have an adequate amount of exercise.