

School No.: 157058

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

## **Mei Lam Estate To Kwong Kindergarten**

**Unit 132 & 134-144, G/F, Mei Tao House, Mei Lam Estate,  
Shatin, New Territories**

**19 April 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 upholds the rationale of child-centredness. It chooses themes related to children's life experiences and formulates the curriculum which connects all learning areas, with content accommodating children's interests, abilities and needs while taking into account their development in ethical, intellectual, physical, social and aesthetic aspects. The school plans interesting learning activities for children to develop positive values and attitudes as well as acquiring skills and knowledge through play. It arranges sufficient time for children to take part in music, physical, art and free choice activities every day, which promotes their balanced development. The school thoughtfully designs simple parent-child learning tasks for parents and their children to carry out fine motor games at home, such as crumpling paper into a ball and making snacks, to enhance parent-child relationship. However, the school is required to review the design of some pieces of the language homework for K3 children, and remove content that is too difficult in order to meet the developmental needs of children.
- 1.2 In recent years, the school has taken cultivating children's exploratory spirit as the major concern. Teachers apply what they have learnt from training in formulating diversified experiential activities to stimulate children's curiosity and learning interest as well as helping them develop an active learning attitude. As observed, K3 children try blowing objects including feathers and pinwheels with fans, paper fans and cardboard and observe the strength of the wind. K2 children show creativity by projecting hand shadows and shadow puppets in a tent with small torches. They tell stories while exploring the characteristics of shadows. K1 children seek different ways to move a boat forward. Children construct new knowledge through rich learning experiences.
- 1.3 The school has devised a policy on the assessment of child learning experiences. It

grasps an overview of children's development through continuous observation and creates learning portfolios for children. The assessment objectives are clear and specific and the assessment items are in consonance with the teaching objectives, covering all learning areas. By making reference to the assessment guidelines, teachers evaluate children's learning performance objectively. The school may summarise and analyse the assessment results with a view to understanding children's development in a more comprehensive manner and informing curriculum design.

- 1.4 The school offers children ample activity space to engage in various types of learning activities. Teachers display children's work around the campus. Meanwhile, they set up the classroom environment in light of the themes to increase children's motivation in learning. The school has plentiful game facilities such as vehicle tracks on the floor and gear toys on the walls, which enable children to learn through play. Teachers are devoted to setting up interest corners such as the imaginative play corner, exploration corner and reading corner. Children act as passengers in an MTR train compartment, pretending to buy tickets and pass through the entry gates. In tandem, children act as weather reporters and remind everyone to bring an umbrella or a raincoat when going out on cloudy days. Children spray water on the surface of items like paper and slider storage bags to test the waterproof function of materials, hence getting to know about the properties of waterproof materials through the activity. Before participating in corner activities, teachers let children plan beforehand and choose corner activities of their own accord, which facilitates children to learn in an active manner. Yet, most of the teaching aids for Language and Early Childhood Mathematics lack variety in terms of playing methods. The school is advised to improve the design of its teaching aids to make the games more fun for children to learn in a meaningful context.

- 1.5 Teachers are conscientious in teaching. They make use of pictures and real objects to supplement teaching appropriately. Teachers are friendly and amiable that they take the initiative to care about and support children in need. During music activities, teachers dim the lights in the classroom and lead children to imagine that they are exploring in a cave. Children also manipulate egg shakers and claves to simulate the sound of ripples in the stream and dripping water in the cave, having fun in the activities. During physical activities, children imitate animals to dance with limb movements such that they develop body coordination skills. Teachers provide children with opportunities to express and exchange ideas in the thematic activities. They are advised to use open-ended questions to help children organise and conclude knowledge. Children are eager to take part in all kinds of activities. They learn proactively from observation and discoveries. At the same time, they are pleased to play with peers and get along with one another.
- 1.6 A curriculum monitoring mechanism has been built. The management keeps abreast of the progress of curriculum implementation through collaborative lesson planning, scrutiny of documents and classroom walkthroughs and provides support to the team at an opportune time. Teachers conduct teaching reflections, examine learning performance of children and give concrete suggestions while making adjustments to teaching content and methods where necessary, hence bolstering the learning and teaching effectiveness.

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

The school pools the strengths of the team to promote curriculum development with concerted effort. The management is required to lead teachers to make good use of the information from the assessment of child learning experiences to inform curriculum design. It must also remove the content that is too difficult in language homework for K3 children,

with the aim of catering for their abilities and needs.