

School No.: 516910

Focus Inspection Report (Translated Version)

Shaukiwan Kai Fong Welfare Community Centre Cheung Kam Tim Memorial Kindergarten

G/F & 1/F, 103 Nam On Street, Shaukiwan, Hong Kong

1 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

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1. School Performance

- 1.1 The school and its peer schools jointly formulate a curriculum framework and devise learning content. They work together to design picture books as teaching materials while designing themes and learning activities that are related to children's life experiences to develop a school-based curriculum. The curriculum content ties in with children's development and interests and covers various learning areas to assist children in cultivating positive attitudes, constructing knowledge and acquiring skills. Children are given sufficient time for music, physical and free choice activities every day, leading to a balanced daily schedule. The school has been reviewing and revising the homework design in recent years that the rather difficult homework in the second school term for K3 has been deleted gradually. Upon this foundation, the school is advised to continue to revise and design the homework in light of the interests and developmental needs of children so as to consolidate and extend their learning.
- 1.2 Teachers understand children's learning performance through continuous observation. The thematic assessment items align with the learning content and reflect children's grasp of the thematic learning. The school develops learning portfolios for children and keeps various information such as assessment forms, observation records and children's works. Teachers inform parents of children's development regularly so that parents can gain insight into their child's learning progress.
- 1.3 The school environment is neat and comfortable. Teachers put much effort into decorating the campus that the space of corridors, staircases and walls are utilised for exhibiting children's artworks for their mutual learning and appreciation. Teachers also post activity photos therein to create an amiable atmosphere. The school makes good use of venues to carry out a variety of learning activities in the spacious

assembly hall and grows a variety of plants near the main entrance of the school to let children learn about taking care of plants and observe their growth, thus experiencing the fun. Teachers set up different learning corners in classrooms according to themes. Interesting books and small hand puppets are placed in the reading corners for arousing children's reading interest. Nature corners are furnished with appropriate materials to stimulate children to conduct exploratory activities. As observed, K2 children used magnifiers to explore and compare different sizes and shapes of leaves and pinecones. K3 children used cardboard boxes and tools like torches to observe the change in a shadow's size by altering the distance between the light source and objects. Besides, children play different roles in the role-play corners to wash clothes and prepare food for their families as well as cutting family members' hair. All these facilitate children to exploit their imagination and gain a better understanding of the learning themes.

- 1.4 Teachers care for children. They are friendly, caring and patient that they often encourage children to share thoughts and provide children with ample time to think and respond. Teachers also accept and respect children's opinions in order to help children build self-confidence and enhance their expression abilities. Teachers prepare for their teaching meticulously. They are good at prompting children's learning interest through role-play and stories, also asking questions to guide children to think. Children therefore learn through interaction. During free choice activities, teachers observe children's performance and provide guidance and assistance to them as needed. After the activities, teachers encourage children to share their feelings towards the activities. However, teachers may further inspire children to think about what they have gained from the games, including helping children share their discoveries and problem-solving method during play, to foster children's learning. Children love playing with their peers. They collaborate with

one another, demonstrating good social development.

1.5 The school has established a mechanism of curriculum coordination, monitoring and review. All teachers conduct collaborative lesson planning and discuss the learning objectives and activity design by collective wisdom before the commencement of a theme, which is conducive to the overall teaching planning. The management keeps track of curriculum implementation by attending meetings, scrutinising documents and conducting classroom walkthroughs. In tandem, it gives feedback to teachers at an opportune time in order to play the roles of a supervisor and an instructor. The school arranges peer lesson observations which offer opportunities for teachers to observe and share teaching experiences with one another, thus improving their teaching techniques. Teachers review their teaching conscientiously that they conduct reflection daily and evaluate children's performance in accordance with the learning objectives. The management may further strengthen teachers' ability to review teaching such as understanding the reasons why activities fail to achieve the expected goals and rendering specific suggestions for improvement with a view to enhancing the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote curriculum development. The management is required to strengthen its curriculum leadership to guide teachers to examine the overall learning and teaching continuously. It must also strengthen the professional competence of the team by enhancing teachers' role of an inspirer during play while sharpening their reflective skills in teaching so that teachers analyse the causes of problems from different perspectives. As a result, corresponding strategies for improvement can be formulated to enhance the effectiveness of learning and teaching.