

School No.: 566420

Focus Inspection Report (Translated Version)

Shaukiwan Tsung Tsin Nursery School

**1/F, Shaukiwan Tsung Tsin Church, 4 Basel Road,
Shau Kei Wan, Hong Kong**

7 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

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 By referring to the teaching packages, the school uses themes to plan an integrated curriculum of which the content is comprehensive and balanced. Children's moral education is of great importance to the school. It helps children build positive values and cultivates a caring school culture through stories and morning assemblies, along with religious activities. In order to facilitate children's understanding of Chinese culture, the school organises various activities, including designing relevant thematic activities and arranging festivities, to enable children to learn about traditional Chinese arts and crafts and custom. With games and learning activities, children gradually develop a sense of national identity. In light of the needs of children, the school has enlisted external bodies in recent years to adjust the arrangements of different learning activities. In this regard, the school is required to strengthen the connections between the existing curriculum and other learning content, refine the curriculum design so as to enhance the effectiveness of learning and teaching. With respect to the daily schedule, the school is required to review the daily schedule of kindergarten-primary transition activities so that children have sufficient opportunities to participate in music, physical, arts and free choice activities.

1.2 Building on the experience of the previous school year, the school continues to consider promoting reading through picture books as its major concern this school year. Suitable books have been purchased for the reading corners to encourage children to choose books according to their interests. In addition, the management deploys reading aloud as a strategy to foster children's interest in reading. The school may further consolidate the experience to map out and review with focused objectives in accordance with children's development and interests. It is also recommended to provide the teaching team with practice and professional exchanges

to elevate their professional competence. Besides, the school also regards facilitating children's self-directed exploration as the major concern this school year. Teachers apply what they have learnt from training to create different scenarios in the interest corners so as to arouse children's interest in active exploration. As the plan is still at an initial stage, its effectiveness is yet to be seen.

- 1.3 The school has a clear policy on the assessment of child learning experiences. It evaluates children's learning and development through continuous observation and the assessment content is in tandem with the curriculum goals. The assessment reports, children's work and activity highlights are systematically kept in children's learning portfolios which serve as evidence of their growth. Teachers meet with parents every school term and ask parents to give brief responses to children's performance. This allows teachers and parents to gain a comprehensive understanding of children's development while supporting children's healthy growth collaboratively.
- 1.4 The school makes good use of the campus space. It flexibly allocates venues for carrying out physical activities that foster children's physical development. In the interest corners, teachers provide children with manipulative materials as well as making teaching aids themselves that suit the abilities and interests of children to help consolidate their learning. The school utilises its environment to display children's different artwork and demonstrate children's artistic sense and interests. On this foundation, teachers may guide children to make use of the diversified materials and inspire them to create freely, thereby providing more opportunities for them to express their ideas and creativity.
- 1.5 Children enjoy going to school. They respect the rules and are courteous. They take the initiative to greet others and take part in the activities enthusiastically while getting along with peers, showing good social development. Teachers are kind and

friendly. Children are treated with love and patience and are encouraged all the time. Teachers communicate clearly and use stories and games to arouse children's interest in learning. It is recommended that teachers can join children's activities more often, observe children's performance and motivate them to share so as to cultivate a spirit of active learning in them and promote learning through play. During music activities, teachers create scenarios related to the themes to guide children to think. However, the thematic content outweighs the music element. Teachers are required to refine the design of music activities against the learning objectives. They should let children feel the rhythm and melody and enjoy music through singing, listening to music and playing games.

1.6 The school has a mechanism of curriculum management in place. The management understands the curriculum implementation through scrutinising documents, attending meetings and conducting classroom walkthroughs. Teachers also reflect on the performance of thematic teaching and discuss their reflections with the management during meetings. They evaluate the effectiveness of teaching by referring to the information of child assessment, review and follow up on the teaching designs, thus informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The curriculum of the school is comprehensive. Building on this foundation, the management is required to lead teachers to review some of the learning content and teaching design to further strengthen the connections and transitions between the existing school-based curriculum and other learning content while refining the daily schedule arrangement of kindergarten-primary transition activities. It must also steer teachers to review the design of music activities to have more activities like singing-along and rhythmic movements to enhance the effectiveness of learning and teaching.