

**School No.: 543012**

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

**St. Jerome's Catholic Kindergarten**

**2/F. and 3/F., 6 Tin Mei Street, Tin Shui Wai, Yuen Long, New Territories**

**11 May 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 *Kindergarten Education Curriculum Guide* and the teaching packages to design an integrated curriculum using real-life themes. The curriculum content is comprehensive and covers all learning areas, which cultivates children's positive values and attitudes while helping them acquire skills and knowledge. The school arranges art and free choice activities for children every day. However, it must refine the planning of the daily schedule to let children in AM classes to participate in music and physical activities every day in order to foster children's balanced development. Besides, some pieces of Language and Early Childhood Mathematics homework for K3 are too difficult. The school must revise relevant content to meet children's developmental needs.
- 1.2 The school plans diversified learning activities and encourages children to participate in play according to their interests to enhance children's ability in active learning. Some corner activities are carried out in mixed-age mode to enable children to choose different companions to engage in imaginative and constructive play. Through interaction and exchanges, children learn interpersonal skills and experience the fun of social life. Children role-play the staff of a food truck serving customers while also picnicking and playing in the tents, showing happiness and eagerness. Children unleash their creativity and imagination in collaging theme-related community facilities with building blocks. They take the initiative to introduce their work to teachers, displaying self-confidence and a sense of satisfaction. Teachers lead children to carry out project activities. Children are allowed to select materials and conduct tests to learn about the relevant concepts by observing things dissolve. Such activities help cultivate an exploratory spirit in children. The school employs parent-child simple learning tasks to arouse children's motivation to learn as children bring to the school and share with others the information and items

related to the themes that they have gathered with parents.

- 1.3 The school creates learning portfolios for children by maintaining records of children's development reports, observation records and artwork as evidence of their growth. There are clear and explicit objectives in the assessment of child learning experiences. Teachers adopt the approach of continuous observation and record-keeping and refer to the assessment guidelines and criteria to evaluate children's learning objectively. The school may collate and analyse the assessment information as evidence to inform the curriculum, with a view to improving the teaching design. The school distributes assessment information to parents regularly so that parents can understand the learning process of their children.
- 1.4 The school environment is clean and bright, providing adequate space for children conducive to the conduct of activities. The play equipment and teaching materials are attractive, which stimulates children's interest in learning. Teachers make good use of children's work to decorate the classrooms. They meticulously set up the interest corners for children to interact and explore with one another. Children serve as little helpers in the exploratory corner to tend plants. They water the plants carefully and smell the scent of lilies, chrysanthemums and roses. Children are willing to manipulate the chess piece learning aids with peers to know about community facilities, hence deepening their understanding of the surrounding environment.
- 1.5 Teachers are kind and friendly. They cater for children's needs and are willing to listen to their feelings. Teachers' instructions are clear. They assist children in grasping the ways to play and join in children's play proactively. They intervene and give guidance as needed to facilitate children's learning. During physical activities, children and their peers act as drivers and passengers to cross obstacles. This not only trains the sensitivity of their bodies but also nurtures team spirit.

Teachers design music activities that are in line with the themes. Children imitate park facilities with body and limb movements and percuss musical instruments to the beat. Teachers may strengthen their skills in leading music activities to give timely demonstrations according to children's performance or adjust the pace of teaching, thus enhancing teaching effectiveness. Children love to learn and participate in various activities eagerly. They talk with others in a proactive manner and are keen to express their views as well as responding to teachers' questions with confidence.

- 1.6 A mechanism of curriculum coordination and monitoring is in place in the school. The management devises the curriculum outline with teachers in lesson planning meetings and discusses collaboratively the design of learning activities and the set-up of interest corners. Through observing lessons, scrutinising curriculum documents, etc., the management monitors the curriculum implementation and gives feedback to teachers aptly, thereby uplifting the teaching quality. Teachers have built a habit of reflection. In response to children's learning performance, teachers propose follow-up suggestions and adapt teaching strategies to refine the curriculum design continuously.

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

The school strives to promote curriculum development and create learning environment to boost children's learning effectiveness. The school is required to improve its daily schedule to foster children's balanced development and remove the content of K3 homework that is excessively difficult to meet children's abilities and needs. It must also strengthen teachers' skills in leading music activities to enhance teaching effectiveness.