

School No.: 131466

Focus Inspection Report (Translated Version)

St. Paul's Church Kindergarten

**Wu Ting Fong Hall & Social Room, St. Paul's Church and G/F-3/F.,
John and Mary Building, Glenealy, Hong Kong**

31 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 devises an integrated curriculum by making reference to the teaching packages and using real-life themes. The curriculum is comprehensive and balanced in content, covering all learning areas to cultivate children's positive values and attitudes as well as fostering their acquisition of skills and knowledge. The school emphasises the moral development of children. Through religious activities, group learning and good behaviour award schemes, etc., it develops virtues in children such as courtesy and kindness. To keep pace with the trends of development of kindergarten education, the school utilises external resources and arranges various support programmes for teachers to sharpen their teaching skills. The school enhances the support for children's diversity and increases the effectiveness of their learning through play, hence continuously optimising the design of the school-based curriculum.
- 1.2 The school has established a mechanism for curriculum coordination. The management leads teachers to compile a teaching outline in light of children's interests, abilities and life experiences, discuss the arrangement of activities, corner set-up and teaching aid design and so forth, as well as formulating the school-based curriculum by collective wisdom. The daily schedule of the school is properly arranged and children have sufficient time to take part in music, physical, art and free choice activities every day, achieving a balanced development. However, some pieces of homework for K3 are too difficult. The school must review and revise the homework design to suit children's abilities and learning needs.
- 1.3 The school has independent premises with spacious indoor and outdoor areas for children to carry out diversified activities. Teachers decorate display boards in the classrooms, design interest corner activities and prepare teaching aids according to the teaching themes, which enhance children's understanding of the learning content

and facilitate them to consolidate and extend what they have learnt. During free choice activities, K1 children act as bus drivers and passengers in the imaginative play corner to gain knowledge of transport facilities and learn to follow safety rules. K2 children play the roles of tour guides and tourists to take the MTR and sightsee famous landmarks in Hong Kong. K3 children get prepared for primary schools by familiarising themselves with the routines of primary schools and learning to pack textbooks according to timetable. There are plentiful teaching aids, fine motor training tools and art and craft materials to promote children's cognitive, physical and aesthetic development. Teaching aids of different levels of complexity are available to meet the interests and abilities of children. Teachers design fun and cooperative play for children to strengthen their language, social and collaborative skills through interaction. However, teachers may set up interest corners with adequate space in the classrooms where children can read and manipulate materials together with peers, or design new ways to play, thereby further bolstering the learning effectiveness.

- 1.4 Teachers devise assessment items in accordance with the teaching objectives. They assess children's learning experiences through continuous observation and record-keeping, and then evaluate children's learning and developmental progress in varied areas. Teachers create learning portfolios for children to maintain formative and summative assessment information in a systematic way and keep parents informed of their children's development in a timely manner. Teachers collate and analyse the assessment information to understand the performance of children, with a view to adjusting the teaching content and following up on children's needs.
- 1.5 Whole-class and group teaching activities are aptly arranged, in which teachers make good use of questions to encourage children to share their views and feelings. Group discussions and presentations are also organised to strengthen children's self-

confidence and language abilities. Children possess strong motivation to learn and have rich life experiences. Children have different ideas and they are engaged in class activities actively. Teachers assign children to take turns to serve as hosts in morning and afternoon assemblies to report the weather and lead morning exercises. Children are keen to take part in these activities and are articulate. They are obedient and courteous as they follow teachers' instructions and listen to the presentations from peers quietly. Children respect one another and possess desirable affective and social development.

1.6 Through attending meetings, scrutinising teaching documents and conducting lesson observation, the management keeps abreast of the effectiveness of curriculum implementation and makes suggestions for improvement while offering appropriate guidance and support to teachers. Teachers also observe and learn from one another as well as evaluating each other's teaching effectiveness during peer lesson observation, thus promoting professional exchanges. Teaching team adopts whole-school, group and individual modes to review the curriculum. Most of the teachers are able to examine key areas like teaching skills, teacher-child interaction and the use of teaching aids in a focused manner, in addition to children's performance and teaching procedures, informing curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school actively arranges training activities to enhance teachers' professional competence and foster children's learning. To further promote the school-based curriculum development, the school is required to remove the excessively difficult homework content of K3 and refine the set-up of the interest corners, therefore enhancing the learning and teaching effectiveness continuously.