

School No.: 324264

Focus Inspection Report (Translated Version)

Western Pacific Kindergarten

**Stairs & Lift on G/F., Shop 2 and Flat Roof on First Floor and
Second Floor, 1/F., Park One, 1 Nam Cheong Street,
Sham Shui Po, Kowloon**

27 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 uses real-life themes as the main focus of the curriculum. Teachers adopt an integrated approach and tie in with the themes to devise a curriculum of which the content covers various learning areas. They also design diversified learning activities to enrich children's learning experiences. The school has followed up on the recommendations of the previous Quality Review by refining the daily schedule to foster children's balanced development. This includes providing sufficient time for children to engage in music, physical, free choice and other activities every day. As most of the children are from non-Chinese speaking (NCS) families, the school makes good use of the community resources to actively arrange visits and experiential activities for them. This not only helps children extend their learning, but also enables them to integrate into local life through understanding more about the environment and facilities of the community, meeting the needs of NCS children and their families. Furthermore, the school incorporates elements of Chinese culture into festival activities, such as organising a parent-child Lunar New Year fair so that children and parents of different races can learn about the customs and culture of traditional Chinese festivals together.
- 1.2 In recent years, the school has strengthened the implementation of moral education, with a view to cultivating positive values and attitudes in children. Teachers choose suitable picture books based on the moral themes of each month and use stories to guide children to learn about and comprehend the relevant moral concepts. They also invite children to share their life experiences. In tandem, teachers design hands-on activities like planting seeds, observing the process of germination and making greeting cards. These simple learning tasks enable children to experience and practise the good characters and behaviour of being grateful and cherishing everything. The school sets up an award scheme as well. Teachers observe and

record children's performance each month according to the moral themes, providing timely feedback and acknowledgement so as to keep fostering children's moral development.

- 1.3 Through observation of daily activities, thematic learning assessments and summative assessments, the school grasps children's development in different areas. The management sets the assessment items and criteria with teachers together to evaluate and reflect children's performance appropriately. Teachers create learning portfolios for children to maintain observation records, assessment information and work of children. They also use various channels to share children's situations with parents or provide suggestions for them to follow up on children's learning. In respect of homework, some pieces of K3 homework in early childhood mathematics in the second school term are relatively difficult. The school is required to review and revise the relevant homework content.
- 1.4 Teachers set up the learning environment thoughtfully. Children's artworks including colourful and creative two-dimensional drawings and three-dimensional craftwork are displayed in classrooms and corridors to encourage children's mutual learning and appreciation as well as adding an artistic touch to the campus. There are a variety of learning corners in the classrooms, facilitating children to consolidate and extend thematic learning. During free choice activity sessions, children go to imaginative play corners together and engage in role-play. Some of them wear straw hats and hold rakes to act as farmers ploughing and sowing while others simulate feeding and taking care of small animals with the clay food they made. Teachers design a wide range of teaching aids to attract children to manipulate them. There are different levels of difficulty in some of the teaching aids. Children are willing to make attempts and they have the courage to face challenges. The school has added constructive and creative space on the corridor walls in recent years.

Children love going to the corridors to draw with chalk and construct building blocks, unleashing their creativity.

- 1.5 During thematic activities, teachers mostly use real objects to aid teaching while employing stories and games to arouse children's interest in learning. To accommodate the abilities and needs of NCS children, teachers cooperate with one another and appropriately adjust the teaching pace to facilitate children's understanding of the learning content. Teachers lead music and physical activities with clear instructions. Children are fully engaged in the physical circuit games and they sing the nursery rhymes joyfully. Teachers observe and assist children in carrying out free choice activities as well as joining in the children's games. Teachers may review with children after the activities and invite them to share their findings and feelings during the process so as to help children organise their newly acquired knowledge and skills.
- 1.6 The management grasps the implementation progress of the curriculum and teaching through observing lessons, attending lesson planning meetings and scrutinising teaching documents. Teachers reflect on daily teaching and the reflection content mainly focuses on describing the process of the activities and children's performance. The management is advised to lead teachers to make good use of their observation of activities, assessment information and so forth to evaluate the effectiveness of learning activities in relation to children's performance, hence improving the teaching strategies and activity design continuously.

2. Recommendations for Fostering Sustainable Development of School

The school provides children with rich learning experiences while striving to promote the acquisition of knowledge in NCS children and facilitate their integration into local life. To further enhance learning and teaching, the school is required to examine and revise the

relatively difficult homework content in early childhood mathematics of K3 as well as strengthening the effectiveness of teaching review so as to benefit children's learning unceasingly.