

**School No.: 564893**

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

## **Hong Kong Sheng Kung Hui Lady MacLehose Centre (Shek Yam) Kindergarten**

**G/F, Commercial Centre, Shek Yam Estate Phase 2, Kwai Chung,  
New Territories**

**15 March 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 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 covers various learning areas, taking into account the cultivation of attitudes, development of skills and construction of knowledge in children. The school upholds the mission of the organisation, values children's moral development and puts a great effort into nurturing children's values of caring for others, being grateful and cherishing what they have. In order to let children have a comprehensive and balanced learning experience, the school arranges opportunities for children to conduct whole-class, group and individual activities every day as well as offering sufficient time for them to participate in music, physical, art and free choice activities. However, some learning content and homework in language learning designed by the school for K3 children is rather difficult. The school must revise the content to meet children's abilities and developmental needs.
- 1.2 The school has set up a mechanism for the assessment of child learning experiences. Teachers observe and document children's daily learning continuously to assess children's performance in different learning areas. In tandem, teachers develop learning portfolios for children to systematically collect children's thematic assessment forms, observation records and works. The learning portfolios are distributed to parents upon completion of a theme and at the end of a school term so that parents can get a grasp of their children's learning in a timely manner. Through regular meetings, the school leads the team to analyse children's learning performance with a view to reviewing the effectiveness of the curriculum.
- 1.3 The school provides ample space for children to carry out different types of activities. The interest corners are decorated according to the themes and various materials are placed there for children to use conveniently. The school has regarded fostering

children's language development as its major concern in recent years. It strives to enhance the set-up of the environment, including adding little mailboxes and providing pictures for story-telling. The art and craft corners are stock up with various kinds of art materials to entice children to create freely, which is conducive to unleashing children's creativity. Space is also set aside for displaying children's artworks in the art and craft corners. The school utilises its physical venue to enable children to participate in physical activities and freely choose the equipment to play with every day. Nevertheless, when some children conduct constructive games in the building block area and their amount of exercise is relatively inadequate. The school is required to intervene aptly in response to children's performance or review the use of materials to ensure that children have sufficient physical training opportunities.

1.4 Teachers prepare teaching conscientiously. They leverage real objects and pictures to help children comprehend the learning content and arouse children's interest in learning by raising questions. Children are devoted to learning. They actively share life experiences and respond to teachers' questions, showing good expression. As observed, children loved to read and read aloud the stories in the reading corners. They expressed their kindness by giving their drawings and sending blessings to peers. Moreover, they often conducted simple experiments like exploring the characteristics of magnets in the exploratory corner to demonstrate their curiosity to the surroundings. Children have good routines as they enter and leave the learning venues in an orderly manner while following the discipline and the game rules during activities.

1.5 A curriculum monitoring mechanism is in place in the school. The management leads teachers to draw up the learning progress of each grade level. Meanwhile, the management grasps the curriculum implementation through conducting regular

classroom walkthroughs, attending meetings and scrutinising teaching documents. Upon completion of a theme, the management also steers teachers to evaluate the effectiveness of teaching activities in review meetings. By daily observations, teachers grasp children's areas of improvement in learning. They try to make suggestions in the aspects of activity design and the use of teaching aids. Currently, the management guides teachers to jointly discuss the weekly thematic learning foci and teaching aids. It may take a step forward to provide specific advice on learning objectives, teaching strategies and so forth while promoting teachers to share their teaching experiences, hence further enhancing the learning effectiveness of the activities.

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

The school has established a curriculum monitoring mechanism. The management may excel in its curriculum leader's role by further leading teachers to discuss specific activity content and teaching strategies that correspond to the learning objectives so as to strengthen the effectiveness of learning and teaching. In addition, the management is required to steer teachers to improve the arrangements of physical activities to ensure that children have adequate opportunities for physical training during the activities. It must also remove the relatively difficult learning content and homework of K3 to meet children's developmental needs at kindergarten stage.