

School No.: 541222

Focus Inspection Report (Translated Version)

Gigamind Kindergarten

**Block B, Maywood Court, Kingswood Villas, 9 Tin Lung Road,
Tin Shui Wai, New Territories (Including Child Care Centre)**

21 & 22 March 2024

**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 With reference to the *Kindergarten Education Curriculum Guide*, the school designs an integrated curriculum using themes. The curriculum content covers all learning areas, which helps children develop positive values and attitudes as well as acquiring skills and constructing knowledge. The school organises a variety of activities according to themes, facilitating children to learn through exploration and cultivate their curiosity. Apart from holding the national flag raising ceremony, the school also arranges activities such as ink painting, blue and white porcelain appreciation and shuttlecock kicking for children to gain a basic understanding of Chinese culture. Children are given ample opportunities to take part in music, physical, art and free choice activities every day. However, some pieces of Language and Early Childhood Mathematics homework for K2 and K3 are excessively difficult. The school is required to remove the inappropriate content in order to cater for the developmental needs of children.
- 1.2 Teachers devise assessment items that are geared to the learning objectives. They adopt continuous observation to assess children's performance in different areas and create learning portfolios for children to maintain assessment reports, observation records, etc. Teachers keep parents informed of children's situation on a regular basis and conclude the development of children at the end of a school term to let parents grasp the learning progress of their child. The school is advised to collate and analyse the child assessment information as reference for informing the curriculum.
- 1.3 The school premises are bright and clean and the learning resources are orderly placed. Teachers utilise the space in the school optimally to display children's works and set up interest corners for children to engage in activities according to their preference during free choice activity sessions. Teachers furnish classrooms with

diversified art and craft materials. Children put effort into designing and their artworks are creative. In tandem, they are pleased to introduce their works to teachers or peers. Reading corners are comfortably set and interesting books that align with themes are displayed there. The corridors feature book recommendations as well to attract children. Children share the story content with their peers and demonstrate an interest in reading. Besides, teachers arrange activities which are rich in exploratory elements. For instance, children can test the water resistance of cotton fabric, book covering film, aluminium foil, etc., that are provided by teachers. Materials of various textures are put on the walls and the floor. Children explore with their senses to learn about the characteristics of the materials. Teachers are engaged in children's play and provide guidance as necessary. It is suggested that teachers let children share what they have discovered during the process after play, and assist children in consolidating their learning so as to construct new knowledge.

- 1.4 Teachers are amiable and care for children. They offer patient guidance to children and tell stories in vivid tones so that children pay attention to them. In addition to explaining clearly, teachers use real objects and pictures to facilitate children's understanding of the learning content. In music activities, children sing, perform rhythmic movements and play musical instruments under the guidance of teachers. Children feel the beats of music by making sounds with paper sheets to have fun. As for physical activities, children have opportunities to design games by freely selecting physical equipment, on top of jumping, climbing and riding tricycles, thus developing their gross motor skills and body coordination. As observed, some children grasped a pencil improperly. Teachers are recommended to take note of this and correct children with a view to developing a proper writing habit in children.
- 1.5 Children are energetic and friendly. They love to go to school and are devoted to learning activities. Children take the initiative to greet others and are willing to play

with their peers, getting along well. During play, children unleash their creativity and enjoy sharing their ideas or opinions to show good language expression abilities. Children switch to another activity venue in an orderly manner, put on and take off their shoes on their own as well as tidying up toys and items after play, possessing good self-care abilities.

- 1.6 The management discusses curriculum content and teaching plans with teachers of each grade level respectively. It grasps and monitors the curriculum implementation through classroom walkthroughs, scrutiny of documents and so forth. Teachers conduct reflection upon completion of a theme but some of them mainly focus on describing children's learning. The management may steer teachers to evaluate the effectiveness of activities based on the learning objectives and propose specific suggestions for improvement in a bid to enhance the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school promotes learning through play for children. It may conduct review after play to assist children in collating their experiences. The management may also lead teachers to enhance their abilities in teaching reflection and make use of the child assessment information to inform the curriculum. Furthermore, the school is required to revise those too difficult content of the K2 and K3 homework in order to meet the developmental needs of children.