

**School No.: 566683**

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

**Pok Oi Hospital Sy Siok Chun Kindergarten**

**Unit 1, G/F, Tsui Mei House, Tsui Ping (North) Estate, Kwun Tong**

**13 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 The school makes reference to the teaching packages to devise an integrated curriculum using themes, and leads children to discover interesting things in their daily life for project learning by using picture books of children's interest in designing different kinds of exploratory activities. The curriculum covers all learning areas to facilitate children to establish positive values and active attitudes as well as acquiring skills and knowledge. The school arranges experiential activities for children to visit convenience stores, prepare food themselves in restaurants, observe and learn to care for urban trees, etc., in order to increase their understanding and care for the community, and thus connecting their learning to life and deepening what they have learnt. The school actively promotes Chinese culture and enables children to learn about national places of interest, historical figures and the significance of Chinese festivals through a series of activities. Moreover, the school nurtures the love of traditional art in children through handicraft creation, puppetry performance and so forth. The school has a balanced daily schedule that children are given sufficient time to engage in physical, music and art activities every day, fostering their whole-person development. The school may incorporate more interesting elements into the language homework of K3 for consolidating children's language learning foundation.
- 1.2 The school adopts continuous observation to assess and record children's learning and growth through thematic assessments, observation records and artworks. Teachers set forth thematic assessment items in line with the learning objectives of each grade level. They also discuss assessment criteria in meetings, which is beneficial for carrying out assessments in an objective manner. Teachers carefully observe and analyse children's performance during activities, describe in detail children's capabilities and ideas through play, and regularly summarise children's

development. In tandem, teachers arrange parent lesson observations and project learning showcases for parents to further understand the school life and learning progress of their children, hence facilitating parents and the school to support children's growth together.

1.3 The school environment is bright and clean. There are sensory-motor teaching aids and fine motor games on the walls along the corridors for children to learn through manipulation anytime. The design of corner activities is interesting and related to real-life, cultivating children's different interests and equipping them with essential competence. Children love having role-play with their peers. They always unleash their creativity to construct building blocks and also concentrate on creating artworks. In the imaginative play corner, children pretend that they were vendors, sorting fruits and selling them to customers. They also play the roles of shop assistants and customers of an indoor playground, challenging themselves to play throwing games. They participate in the activities actively and happily, which is effective in extending thematic learning, enhancing interaction with their peers and achieving good social development. Children exploit their imagination to assemble a hammer and other household items with simple building blocks. They are excited to invite their peers to try out the items, thus learning from one another. Children are pleased to draw and do origami, yet the school can still enrich the art materials to allow children to express their thoughts in a more diversified manner.

1.4 Teachers are dedicated to teaching and let children enhance their sensory learning experience by observing and touching real objects. Teachers make use of life experiences to guide children to construct knowledge in an authentic scenario as well. Teachers design activities for children to know about the process of preparing ingredients and cooking food, arousing children's learning motivation. Teachers could offer more chances for children to have practical manipulation so as to facilitate

children to learn basic life skills through active exploration. Teachers attach importance to children's moral character and always encourage them with positive feedback. Under the influence of such practice, children are willing to help their peers, tidy up materials proactively upon completion of games and are eager to share their experiences of play in free choice activities. Teachers design physical skill games that are suitable for children's abilities and let children freely choose to ride tricycles, play slides or crawl through tunnels. Children are engaged in the activities to demonstrate good body coordination. In a variety of music games, children sing together, identify the beat and rhythm of music, perform rhythmic movements, etc., enjoying the fun of music amid a pleasant atmosphere.

- 1.5 The school has a curriculum management mechanism in place. The management understands the curriculum implementation by attending meetings and conducting classroom walkthroughs. It gives concrete teaching suggestions to teachers as well. The management values the professional growth of teachers that teaching reflection tools are designed in this school year, laying a framework for guiding teachers to reflect on the effectiveness of learning and teaching from various perspectives. The management also encourages teachers to use children's performance as evidence. Such measures can drive the team to improve their reflection abilities.

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

The management puts emphasis on teachers' professional development and has designed tools for assisting teachers in examining the effectiveness of learning and teaching. The management can continue to lead team members through different forms of professional exchange to enhance their skills in designing and conducting teaching activities, and enrich the art materials in the interest corners for children to express their ideas in more diverse ways.