

**School No.: 156973**

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

**The Salvation Army Tin Ka Ping Kindergarten**

**G/F, 15 Jat Min Chuen Street, Shatin, N.T.**

**4 January 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 devises the curriculum outline with reference to the *Kindergarten Education Curriculum Guide* and teaching packages. It organises an integrated curriculum using themes. The management has endeavoured to lead the team to design thematic activities in these two years by referring to picture books, with learning content covering all learning areas, encompassing the cultivation of children's attitudes and skills as well as knowledge enrichment. The school puts emphasis on children's moral cultivation and utilises resources from the organisation to launch a moral award scheme and promote positive education, helping children develop positive values. The school organises a suitable daily schedule for children to have ample opportunities to take part in music, physical, art and free choice activities every day, thus promoting their balanced development.
- 1.2 In accordance with the curriculum objectives, the school draws up appropriate assessment items and criteria for teachers to record children's learning through continuous observation. Teachers analyse children's performance at the end of a school term and conclude their phased development. Teachers understand children's behaviour and habits at home from parent questionnaires while preparing forms for children to record their favourite learning activities in order to know well about their preferences. By collating the performance of children at school and home, teachers comprehend children's learning and development to give concrete feedback and follow-up suggestions to parents.
- 1.3 Teachers put much effort into planning and decorating the activity space on campus. Meanwhile, they make good use of the common area on campus to display pictures and books related to traditional customs for children to read, hence understanding traditional Chinese culture. Teachers design corner activities in line with themes and make interesting and manipulative teaching aids. There is a diverse range of

materials. All these facilitate children to create games. During free choice activity sessions, children choose corner activities according to their interests. For instance, they build ramps with wooden boards and water pipes for testing and comparing the speeds of small balls rolling down ramps of different gradients, demonstrating their curiosity and eagerness to learn. Children love to draw attentively in the art and craft corners. They design the facial features and hair of the masks using playdough. Moreover, they often go to the simulated restaurant and toy shop in the imaginative play corners and role-play together, imitating cooks in preparing dishes or salespersons in organising goods. Children are active to participate in the activities and learn happily through play.

- 1.4 Teachers prepare for teaching conscientiously. Equipped with real objects, pictures and story books that align with the learning content, teachers arouse children's learning motivation effectively. Children are keen to respond. Teachers are recommended to provide more opportunities for children to share their views and feelings during the thematic activities. These include allocating sufficient time for children to observe the pictures and exchange ideas, hence enhancing the learning effectiveness to a further extent. Teachers create scenarios during music activities that children pretend to be marine animals moving their bodies and sing along to music in a relaxed manner. The school utilises physical play venue prudently that children conduct collective and circuit games with suitable items in different areas, which is conducive to their development of gross motor and body coordination ability. Teachers maintain a good relationship with children. Children treat people with courtesy. They are enthusiastic and take the initiative to share their experiences during play, demonstrating good development in verbal expression. When encountering difficulties, children are willing to come up with solutions by themselves or seek assistance from teachers to show their problem-solving skills.

1.5 The school has established a curriculum monitoring mechanism for smooth operation. The management scrutinises documents and conducts classroom walkthroughs on a regular basis while chairing curriculum meetings to keep track of the implementation of curriculum and provide teachers with timely guidance and support on their teaching. It also empowers experienced teachers to take charge of thematic lesson planning and review meetings, and guide other teachers to devise activity content based on children's interests and abilities. At the end of themes and school terms, teachers collate information like child assessments and teaching reflection for reviewing the learning effectiveness. According to the review results of homework design in the last school year, the school has planned to revise the rather difficult homework for K3 in the second school term in order to meet the developmental needs of children. The management fulfils its functions of curriculum leadership and monitoring and fosters the team to strive for the continuous development of learning and teaching by discharging their duties properly.

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

The management is active in steering the team to promote the steady development of the school curriculum through self-evaluation. Upon this foundation, the school may continue to guide teachers to explore and share effective teaching strategies with a view to further strengthening the professional competence of the team. Besides, the school must follow up on the review results in the homework design for K3 and make revision accordingly in order to cater for children's developmental needs.