

**School No.: 325830**

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

**Sham Shui Po Tak Shin Kindergarten**

**1/F, 200 Tung Chau Street, Sham Shui Po, Kowloon**

**24 May 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**

*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 selects themes that centre on children's life experiences to devise a curriculum. Different learning areas are connected in an integrated approach with the content covering the cultivation of attitudes, and acquisition of knowledge and skills among children. Meanwhile, the school arranges diversified activities for children, such as seminars and visits by making optimal use of external resources, to enrich their learning experiences. The school lays out a balanced daily schedule that children have sufficient time to take part in music, physical and art activities every day and conduct play in various interest corners during free choice activity sessions. However, there is some relatively difficult homework content in the learning area of Early Childhood Mathematics for K3, which must be revised in order to meet the developmental needs of children.
- 1.2 The school has regarded strengthening moral education as its major concern in recent years. In view of the developmental stages of children, the school has set moral development goals of each school term for all grade levels. Through picture book stories, deeds of prominent individuals, award schemes, etc., teachers teach children about positive values and attitudes including being caring, grateful and polite. Meanwhile, teachers invite parents to encourage children to put into action in daily life and join community service. Children take turns to serve as courtesy ambassadors before class for greeting teachers and peers. They also assist teachers in activity demonstration during lessons. In the story sessions during the thematic activity and before the afternoon nap, children share their own examples of practising good behaviour to inspire one another. They are obedient and well-mannered. They are willing to learn and play with their peers while often helping each other, thus the campus is imbued with an atmosphere of harmony and friendliness.
- 1.3 The school adopts continuous observation to assess children's performance. Before

the commencement of a theme, teachers jointly discuss assessment items and criteria in order to evaluate and reflect children's learning appropriately. They also conclude children's development every school term so that parents are informed of their children's progress. The school keeps records of children's everyday good attitudes systematically to grasp the implementation of the major task. Furthermore, it collates assessment results in a timely manner to review the effectiveness of learning and teaching, using them as reference for revising the curriculum.

- 1.4 A variety of teaching materials and teaching aids are placed in classrooms of each grade level to help children acquire life knowledge through manipulating real objects. Teachers put simple experiment tools that are made out of eco-friendly materials in exploratory corners to attract children to observe the appearance of water as it forms eddies in a transparent plastic bottle. Alternatively, children are allowed to try comparing the sliding speed of toy cars on ramps of different textures. Teachers create scenarios in imaginative play corners. Children engage in role-play by using a map backdrop, props of an amplifier and a camcorder and so forth to report weather conditions with peers devotedly. A wide range of picture book stories is available in the reading corners for children to choose from, satisfying their varied preferences while increasing their interest in reading. However, the set-up of language corners is mainly about revision of vocabulary learnt. The school is required to add interesting games to the corners so that children can apply language in a meaningful real-life context.
- 1.5 Teachers have sufficient preparation for teaching. They give clear explanation and demonstration first in thematic activities to assist children in understanding the learning content and doing role-play as coached. They flexibly use questioning as well to encourage children to express ideas. During music activities, teachers

prepare suitable props to stimulate children's imagination and facilitate children to perform rhythmic movements joyfully along the melodies and lyrics of songs. Teachers design art activities revolving around topics of nature and provide diverse materials to help children create works with vibrant colours and patterns. In the physical activity sessions when circuit games are conducted, teachers introduce new tasks with different levels of complexity after children have grasped the basic skills, facilitating children to challenge themselves based on their abilities. Teachers also inspire children to come up with their own ways to finish the games, spicing up the activities effectively. During free choice activities, teachers carefully observe children's performance and guide children to think of solutions to problems to a further extent.

- 1.6 The school has established a mechanism for curriculum coordination, monitoring and review. Since the previous Quality Review, the management has strengthened its leadership role. Apart from attending curriculum meetings, scrutinising documents and conducting lesson observation to grasp the curriculum implementation, the management also leads the team to improve environment set-up and advises teachers of refining the curriculum design at opportune times. With reference to the performance of children and teaching reflection, teachers review the teaching content and make appropriate adjustments, informing curriculum planning.

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

The management exploits its curriculum leadership and guides the team to increase the effectiveness of learning and teaching unceasingly. Yet, the school is still required to revise the difficult learning content of K3 in the learning area of Early Childhood Mathematics in order to cater for the developmental needs of children.