

School No.: 324426

Focus Inspection Report (Translated Version)

Shin Yat Tong On Yat Kindergarten

G-1/F, On Yat House, Shun On Estate, Kowloon

5 December 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

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1. School Performance

- 1.1 The school designs the curriculum using an integrated approach with real-life themes. In recent years, the management has led teachers to keep up with the trends in kindergarten education development to promote learning through play in children so as to foster their active exploration abilities and social development. The school arranges a balanced daily schedule and organises visits, tours and outdoor activities to broaden children's learning experiences. Regarding homework, some of the content in the learning area of Early Childhood Mathematics for K3 children is rather difficult. The school must review and revise such content to meet children's abilities and learning needs.
- 1.2 The school devises assessment items corresponding to the teaching objectives of various learning areas. It assesses children's performance through continuous observation and documentation. Teachers discuss together the assessment criteria to ensure objectivity. In addition to conducting thematic assessments, teachers analyse and summarise children's performance in different aspects at the end of a school term to help parents get a grasp of their child's progress in learning and development. Teachers consolidate children's assessment information systematically and make use of the results obtained to review the teaching effectiveness, then adjust the curriculum content and design as needed, hence enhancing the efficacy of learning and teaching.
- 1.3 The school purchases wood blocks, wood boards and physical equipment that can be used flexibly as well as utilising the spacious outdoor playground to create a fun learning environment that suits children's interests and abilities for them to carry out diversified activities. During physical play sessions, teachers on the one hand deliberately reduce the restrictions on play design, while on the other hand steer

children to select suitable materials to assemble freely in the playground for creating challenging circuit games or obstacle races. They encourage children to design multiple ways of play according to their preference and pace of learning as well. Children take part in play enthusiastically. They discuss how and where to place the wood boards seriously while working together with combined efforts to construct bridges and race tracks with different obstacles, so as to challenge themselves. When they succeed in doing so, they adjust the materials and change the mode of play to raise the difficulty level, demonstrating creativity and self-confidence. Besides, during thematic learning activities, teachers make use of the planting activities in the playground to arouse children's curiosity in nature. They guide children to observe the growth of the seedlings, and learn to look after and treasure the plants being grown. Afterwards, they perform simple experiments or make delicious snacks with the harvested crops. Children are excited to serve as little chefs to make gingerbread with gingers collaboratively. They explore the distinctive aroma of ginger as they use tools to mix the ingredients vigorously. Through hands-on tasks, children know about the characteristics of food and acquire life skills.

- 1.4 The set-up of the interest corners in the classrooms and outdoor area is full of childlike fun. Teachers let children write down the names of the materials and decorate them to strengthen their sense of belonging to the school. During free choice activities, children like to do role-play with peers in the imaginative corners. For instance, they act as chefs, waiters and diners to prepare or enjoy the cuisine. Children also love to play different kinds of musical instruments in the sound exploration zones. Teachers meticulously trawl and collect drums of varied sizes and materials for children to explore. Furthermore, percussion instruments that are

made of eco-friendly materials and from kitchenware are placed to attract children to compare and contrast. Teachers carefully guide children to adjust their strength and rhythms to make various sound changes. These foster children's imagination and creativity. After the activities, teachers lead children to revisit what they have learnt and share their feelings with others. Teachers encourage children to record their learning process in words or drawings to assist them in consolidating their acquired knowledge and skills.

1.5 The school strives to promote traditional Chinese culture. It aims to further develop in children a sense of national identity through the major task in this school year. Teachers employ picture books and idiom stories for children to learn about the positive values including studiousness, filial piety and comity with a view to cultivating their good moral character and appreciation of traditional virtues. The school sets the theme of Chinese culture to facilitate children to understand and make imitated wedding items like bridal sedan chair. Moreover, it displays children's artworks, such as blue and white porcelain patterns and ink paintings. These activities enable children to experience the characteristics of traditional Chinese custom and art. As observed, children are courteous, observe the rules and honour their teachers. They are attentive and earnest during the national flag raising ceremony, showing respect for the country.

1.6 The management demonstrates its leadership in curriculum management. By attending curriculum meetings, conducting classroom walkthroughs and observing lessons, it keeps track of the teaching and gives teachers advice on curriculum content and teaching strategies in a timely manner. Teachers are able to review the teaching effectiveness against the reflection findings and make suggestions on improving children's learning based on their performance, thereby refining the planning and

implementation of the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school embraces the trends in kindergarten education development to design real-life learning content and diversified activities for children to enjoy the pleasure of play while understanding and appreciating Chinese culture from an early age. It is required to revise the relatively difficult homework content of K3 in the learning area of Early Childhood Mathematics to meet children's developmental needs.