

School No.: 159212

Focus Inspection Report (Translated Version)

Stewards Pooi Chun Kindergarten

**G/F, Block 2, Lee Shing House, Lee On Estate, Ma On Shan,
Shatin, New Territories**

19 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 With the use of teaching packages and in accordance with children's interests and development, the school organises a curriculum using real-life themes. The curriculum content covers all learning areas, taking into account children's balanced development in the aspects of ethics, intellect, physique, social skills, aesthetics and spirituality. The school puts emphasis on moral education. It teaches children to be polite, observe the rules and get along with others through morning assemblies, religious story sharing, etc., while encouraging children to practise good behaviour. The school endeavours to promote learning through play for children. Diversified interesting games are designed based on themes to link up various learning content and increase children's interest in learning, hence facilitating children to engage in learning and understanding the thematic content. The school arranges different outdoor visits and parent-child activities to enrich children's learning experiences. Meanwhile, the school puts emphasis on cultivating children's understanding of Chinese culture that it helps children learn about Chinese customs by experiencing traditional festivities while fostering their sense of belonging towards the country by participating in the national flag raising ceremony.
- 1.2 The school has established a policy on the assessment of child learning experiences. Teachers adopt continuous observation to evaluate the performance of children and develop children's learning portfolios, in which information such as thematic assessment forms, observation records and work analysis are kept. The portfolios are distributed to parents regularly. Parents are informed of their child's learning through face-to-face meetings. The school assesses and keeps records of children's performance in different learning areas in each school term. Yet, some assessment items of the three grade levels are generally the same and fail to reflect children's development at different ages. The school is advised to revise the assessment items

and content corresponding to the learning objectives of each grade level so that the assessments can fully reflect the learning performance of children, thereby helping parents understand the learning and development of their child.

1.3 The school has a comfortable environment and spacious activity space. Teachers make optimal use of classrooms and corridors to display activity photos and parent-child works for children to appreciate and learn from one another. This also enhances children's sense of belonging towards the school. In connection with themes, teachers design role-play corners, reading corners, exploratory corners and so forth, where manipulative teaching aids are placed neatly for children's easy access and tidy-up, which is conducive to fostering their self-management abilities. In the role-play corners, children are engaged in role-playing different family members, waitpersons, customers, etc. and they talk to one another, showing good social development. There are diversified art and craft materials in the art corners of the classrooms to attract children to create artworks. Children try using paints, clay, eco-friendly materials and so forth to create, during which they are attentive and show their strong creativity. Children actively take part in various kinds of activities while playing with peers joyfully, demonstrating good expression abilities through their interactions.

1.4 Teachers are well prepared for teaching. They prepare teaching materials meticulously and decorate the interest corners. Teachers often utilise games to help children engage in learning. Additionally, teachers stimulate children's interest in learning using pictures, real objects and dolls. Children learn through different senses that they understand the learning content by observing and touching. Children have developed good routine that they are able to engage in activities in an orderly manner. They are conscientious in learning and demonstrate a spirit of self-discipline. Teachers respect children and actively respond to their queries and

sharing. Teachers also encourage children to think further and provide them with ample opportunities to express their thoughts.

- 1.5 The school has a mechanism of curriculum coordination, monitoring and review. Teachers compile teaching plans according to the curriculum outline and design various teaching activities and layout of interest corners for the themes. Learning objectives and teaching focuses are clearly stated in the teaching plans. Teachers share their views, collaborate for discussion and revision during curriculum meetings. The management keeps track of the implementation of curriculum through classroom walkthroughs, lesson observations and document scrutiny. Meanwhile, members of the management attend meetings to examine the teaching activities together and give feedback to teachers on activity design. Teachers conduct teaching reflection regularly. However, they mainly describe children's learning in their reflections and are unable to review the teaching effectiveness successfully. The management is recommended to guide teachers to evaluate the teaching arrangements in light of children's abilities and needs, and then adjust or revise the curriculum for enhancing the efficacy of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school has actively promoted learning through play for children in recent years so as to increase their interest in learning. The management could strengthen its professional leadership and steer the team to review and revise the assessment items of child learning experiences of each grade level in order to reflect children's development at different ages. Learning and teaching could also be improved sustainably by enhancing the teaching reflection skills of the team.