

**School No.: 540560**

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

## **Tsing Yi Trade Association Tin Shui Wai Kindergarten**

**Kindergarten No. 3 at 3/F, Ancillary Facilities Block, Tin Yuet Estate,  
Tin Shui Wai, New Territories**

**12 April 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 design its curriculum using themes through an integrated approach. The curriculum content fully covers all learning areas. In this school year, the school regards cultivating children's virtues as its major concern. It sets moral focuses that tie in with themes or festivals, such as complying with rules, showing respect and being grateful, etc. Teachers share stories during morning assemblies to help children learn to get along with and care for others. A gratitude box is placed in the lobby to encourage children to make cards for expressing their thankfulness to teachers and peers in words, pictures or other ways. Gentle reminders are posted in the classrooms while teachers always recognise and praise children with positive language and attitude, which are conducive to creating a caring school culture. With respect to the daily schedule, children have opportunities to take part in physical, art and free choice activities every day. However, the music time of whole-day classes is a bit insufficient. The school is required to improve it accordingly.
- 1.2 In alignment with the curriculum goals, the school formulates clear assessment content and criteria. Teachers adopt continuous observation and documentation to assess children. They compile observation reports to analyse children's learning situation, effectively reflecting their performance in different learning areas. Besides, teachers develop learning portfolios for children to maintain assessment forms, children's works, etc., in a systematic manner. They also conclude the learning of children at the end of a school term so as to keep parents informed of their child's progress as well as rendering concrete suggestions for fostering children's growth. Hence, teachers and parents jointly nurture children. The school is recommended to consolidate and use relevant information to grasp the overview of children's learning and development in each area for informing curriculum planning.

- 1.3 Teachers set up classroom learning corners in accordance with themes and they are open for children during free choice activity sessions. K1 children simulate veterinary surgeons providing treatment to pets in a clinic in the imaginative play corners. They are engaged in the activity and unleash their creativity through role-playing. K2 children concentrate on creation in the art and craft corners. They carefully draw or make collages of their favourite animals. The artworks are distinctive. In the exploratory corners, K3 children like to test and record whether rock sugar, mung beans and powdered beverages will dissolve in water, demonstrating their curiosity. Children are willing to participate in corner activities and play with their peers joyfully. During the process, teachers observe children's performance and provide guidance. Teachers are advised to aptly inspire children to think further, and encourage them to share their experiences and feelings after activities, thus helping children consolidate their learning.
- 1.4 Teachers are well prepared for lessons. They utilise pictures and real objects to guide children to construct new knowledge through observation and first-hand experience. Children are arranged to discuss with peers the signs as well as the ways of using the facilities in the "Inclusive Park for Pets" in order to learn about puppies' needs and living habits. Teachers design simple colour mixing tasks dovetailing with interesting storylines for children to explore colour changes by doing experiments. The activities are fun and effective in attracting children to focus on learning. In the physical activities, teachers make good use of the venues to design circuit games or group games that include an adequate amount of physical exercises. Children are energetic. They stretch and train up their bodies during the activities, showing good coordination abilities. As for the music activities, teachers carry out breathing exercise and sing with children. Teachers are required to devise clear learning objectives to improve the design and arrangement of the

activities with a view to facilitating children to regard music as a medium to express their emotions and creativity, thereby promoting their aesthetic development.

- 1.5 The management keeps track of the curriculum implementation by conducting classroom walkthroughs, scrutinising teaching plans and so forth. It also organises peer lesson observations for teachers to learn and share experiences with each other, strengthening their teaching techniques. Teachers of each grade level discuss activity content through collaborative lesson planning. Meanwhile, teachers reflect on teaching regularly but they mainly describe the arrangement of activities. The management must steer teachers to enhance their skills in reflective teaching and boost the effectiveness of curriculum review at the end of the school term so that learning and teaching can be improved continuously through the effective cyclical process of curriculum planning, implementation and evaluation.

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

The school has followed up on the recommendations of the previous Quality Review to organise peer lesson observations for fostering professional exchange among teachers. The management is required to lead teachers to reflect on the teaching effectiveness based on the teaching objectives and strengthen the overall curriculum evaluation at the end of the school term. They must utilise the assessment information of child learning experience to inform curriculum planning so as to enhance the effectiveness of learning and teaching.