

Focus Inspection Report (Translated Version)

Hong Kong Society for The Protection of Children Butterfly Estate Nursery School

**No. 124-130, G/F, Tip Mo House, Butterfly Estate,
Tuen Mun, New Territories**

24 November 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 On the basis of the *Kindergarten Education Curriculum Guide* and other reference materials, the school devises a comprehensive and balanced school-based curriculum that aligns with children's life experiences. Building on the interest and knowledge of children, the school designs games and organises visits according to the themes for children's effective learning through a variety of experiential activities. The school attaches importance to developing children's reading interests. It encourages children to read more by launching award schemes, book exchange activities, etc., so as to increase their understanding of their surroundings. However, the school arranges some rather difficult English learning content and homework for K3, which must be removed with a view to catering for children's abilities and developmental needs.
- 1.2 The school has a clear mechanism for the assessment of child learning experiences. In accordance with the school-based curriculum objectives, it sets the assessment content that meets the principles of the physical and psychological development of children. There are concrete guidelines and assessment criteria for teachers to conduct the assessments objectively. Teachers observe children continuously while inviting parents to keep records of children's behaviour at home every month in a bid to understand children's development holistically. Teachers summarise children's learning performance regularly and inform parents of their child's progress. Parents also receive advice on parent education, thus they work with the school to support children's growth. The team collates and analyses assessment information for fostering the sustainable development of the curriculum.
- 1.3 The school strives to create a relaxing and joyful learning environment for children. Teachers meticulously decorate the classrooms into several theme-related play areas

for children to explore according to their interests during free choice activities in order to extend their learning experiences. Based on the theme of healthy living, K3 children voluntarily do stretching and lift mini dumbbells in the sports area to nurture their interest in exercising. Under the theme of food, K2 children play the role of grocery clerk to categorise and store goods as instructed. They also make coins for shopping, thereby reading and writing in a meaningful context. With the theme of family, K1 children imitate riding on the Light Rail Transit with their family members to revisit the process of taking public transport. Moreover, children are engaged in creating bubble paintings in the art and craft corner, resting or chatting with each other in a small tent, and testing water absorbent items in the exploratory corner, involving in a range of activities according to their preferences. Some games incorporated traditional features, like simulating the making of soybean milk with a stone grinder and sipping tea in a Chinese restaurant, enhancing children's understanding of Chinese culture.

- 1.4 Teachers are passionate about teaching and have developed a good rapport with one another. They render support in children's play in different ways as needed. For instance, teachers join in play to evoke children's interaction. Alternatively, teachers intervene at an opportune time to stimulate children to think. At the end of play, teachers lead children to reflect on the process and the experience gained therein, assisting children in collating what they have learnt and exploring innovative ways to optimise the play, hence enhancing the effectiveness of learning through play. During physical activities, teachers arrange activities such as riding tricycles and crawling on mats, for children to choose from. They give timely instructions to help children grasp all types of basic body movements. Children have an adequate amount of exercise which is beneficial for the development of their gross muscles.

During music activities, teachers guide children to express their emotions by playing musical instruments and stretching their bodies. Children are able to perform together along the beats and fully enjoy the fun of music activities. However, the school may examine the design of English learning activities and gradually equip teachers with skills when needed, so children can learn in a real-life context, promoting learning effectiveness continuously.

- 1.5 Children love to go to school and have strong learning interests. They are energetic and friendly that they always play with peers while also respecting and appreciating others under teachers' guidance, possessing good social development. Children like reading and are willing to share their views, showing that they have developed fundamental language skills. At the end of play, children tidy up materials. They also pack their quilts after waking up, displaying independence.
- 1.6 The school has a sound mechanism for curriculum management. The management steers teachers to devise a teaching outline in light of children's prior experiences. Teachers discuss the teaching content and environmental set-up through collaborative lesson planning. They are able to flexibly adjust their teaching methods depending on children's diverse needs. The management keeps a close eye on the curriculum implementation to lead the team to conduct thematic reflections for reviewing teaching comprehensively in terms of the extent to which the teaching objectives have been achieved, the activity design, children's performance and so forth. The team provides concrete and feasible follow-up suggestions, and informs the curriculum by utilising the review findings. The school has created a culture of mutual support and learning. Teachers work closely together and often share their teaching experience during meetings. In tandem, they evaluate each other's teaching strategies earnestly during peer lesson observation to

foster professional development.

2. Recommendations for Fostering Sustainable Development of School

The management demonstrates its role of professional leadership to steer the team towards the continuous improvement of learning and teaching quality. The school is recommended to review the design of English learning activities to enhance the learning efficiency of children. Besides, some English learning content and homework in K3 are rather difficult, which must be removed to meet children's abilities and developmental needs.