

School No.: 565229

Focus Inspection Report (Translated Version)

**Hong Kong Society for the Protection of
Children Ma Tau Chung Nursery School**

2/F - 3/F, 107 Ma Tau Chung Road, Kowloon City, Kowloon

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**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 devises the school-based curriculum with reference to the *Kindergarten Education Curriculum Guide* and in light of children's abilities. It also sets themes based on children's life experiences and interests while selecting suitable picture books as learning materials. The curriculum is comprehensive in content, covering the cultivation of positive values and attitudes, as well as the acquisition of skills and knowledge in children. The school arranges the daily schedule properly to help promote children's balanced development.
- 1.2 The school strives to foster children's spirit of active exploration. Plentiful materials are provided and diversified activities are designed to arouse children's curiosity and learning interest. Teachers place light boxes and a variety of toys in the classrooms for children to identify if the items are light-permeable. Children are arranged to enter a tent, and then project light and cast shadows by using torches. Teachers design simple experiments, guiding children in predicting whether different shapes of objects will roll down a slope, and making comparisons. Children are engaged in various activities. They find out the characteristics of things through hands-on manipulation, observation and testing while asking questions and exploring in an active manner. Besides, the school has established a Chinese culture corner on the campus to introduce China's fifty-six ethnic groups. It also lets children create artwork in Chinese style, including blue and white porcelain and tie-dye, so as to appreciate and get a taste of the beauty of traditional art. In tandem, the school organises festive exploration, snack tastings, visits and other activities so that children understand and experience Chinese culture.
- 1.3 The school has developed an explicit mechanism for the assessment of child learning experiences. Teachers continuously observe children's learning progress to keep abreast of children's development holistically. Learning portfolios maintain all

kinds of assessment information and work, as evidence of children's growth. After summarising children's learning and development, teachers inform parents of children's performance on a regular basis. Thus, parents and the school support children's healthy growth together. The teaching team makes good use of children's assessment information to review the effectiveness of teaching arrangement and curriculum implementation, and then adjusts the teaching strategies and curriculum design at an opportune time.

1.4 Teachers design different interest corners meticulously to promote learning through play among children. Teachers also utilise the interest corners to extend the learning content of thematic activities, which is beneficial for children to further construct their knowledge, deepen and consolidate what they have learnt. For instance, the imaginative play corner has been decorated as a Mass Transit Railway train compartment where children can practise public transport etiquette. The corners are furnished with a wide range of materials such as puzzles, mazes and board games for children to manipulate and play with. Teachers also encourage children to learn the skills of getting along with others and nurture a positive attitude towards interpersonal interactions through collaborative games, which is conducive to children's social development.

1.5 Teachers always wear a smile on their faces. They are amiable and soft-spoken. They communicate clearly and speak articulately while being flexible in their use of voices and tones when telling stories. Teachers optimise the use of open-ended questions to inspire children to express their ideas and facilitate children's further reflection. Teachers arrange sufficient physical games so that children have ample time and opportunities to take part in the activities, which facilitates children's gross motor development. The music activities are designed in diverse ways. Teachers lead children to perform rhythmic movements and play simple musical instruments

along with light melodies. Children grasp the beat and get pleasure from the music activities. Children with various cultural background get along in harmony and often play together. Children take the initiative to help peers tidy up things and then put them back, keeping the campus clean with concerted effort.

- 1.6 The school has a clear curriculum management mechanism. The management maximises its leadership and monitoring roles that it guides teachers in jointly discussing and reviewing teaching activities during curriculum meetings to refine the curriculum design, in order to keep enhancing the effectiveness of learning and teaching. When reflecting on teaching, most of the teachers are able to review and inform curriculum in terms of activity arrangement, teaching strategies and children's learning, among others, thus revising the overall curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school constantly adjusts and improves its curriculum to promote children's whole-person development. The management may continue to strengthen teachers' reflective abilities through peer lesson observations and professional exchanges, therefore driving the development of learning and teaching collaboratively.