

**School No.: 564451**

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

**Hong Kong Young Women's Christian  
Association Choi Wan Nursery School**

**Unit 109-114, G/F, Ngan Ho House, Choi Wan Estate, Kowloon**

**10 March 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 develops its curriculum by making reference to the *Kindergarten Education Curriculum Guide* and the teaching packages. Learning themes are devised according to the topics which are of interest to children. The curriculum content covers all learning areas and, together with the appropriate daily schedule, facilitates children's balanced development. In recent years, the school has allocated more time for children to read and share stories while teachers have provided them with a serene reading environment, guided and encouraged children to read aloud or share books with peers, which are effective in cultivating children's reading habits and abilities. Apart from implementing the parent-child reading scheme, the school also organises training activities to help parents understand the advantages of parent-child reading and master the skills of paired reading. Through the strategy of home-school cooperation, children's interest in reading is enhanced systematically.
- 1.2 The school's policy on the assessment of child learning experiences is well-formulated. Teachers map out assessment content in conjunction with the learning objectives of the curriculum. They comprehensively assess children in different learning areas through continuous observation and recording and by the means of thematic learning assessment, activity observation and analysis of children's work. They also conclude children's performance regularly and give advice to parents on fostering their children's development. Teachers develop learning portfolios for children to keep all kinds of their assessment information, as evidence of their growth. The school makes good use of assessment information to inform the curriculum, and serves it as a reference for adjusting teaching content and activity design, thus promoting children's learning.
- 1.3 Teachers plan the use of the campus environment meticulously and set up diversified

interest corners in the lobby and classrooms. The activities are designed to be manipulative and interesting that can stimulate children's motivation to learn effectively. As observed, children are devoted to participating in a variety of activities and constructing knowledge through play. They enjoy exploring methods of projecting different images and understanding the characteristics of light in the exploratory corner. They also concentrate on conducting the colour mixing activities to observe the changes in colours, showing their curiosity about the surroundings. They use various materials and tools for making crafts and their work is colourful and filled with children's pleasure. The school deliberately arranges for K3 and K2 children to participate in the free choice activities at the same session. Children engage in role-playing with peers of different ages at the imaginative play area in the lobby. They enjoy preparing food carefully and serving diners proactively in a simulated restaurant, learning about mutual cooperation and respect. Teachers observe children's performance and provide assistance during the activities. They also invite children to share their experiences and feelings after play, consolidating what they have learnt. Teachers may aptly join children's games to further strengthen their learning effectiveness.

- 1.4 Teachers are friendly and guide children with patience. They often commend and encourage children positively. They prepare for lessons attentively and are adept at designing learning activities that are fascinating and cooperative. For instance, children construct daily use sentences with peers during the matching tasks, which can promote their language and social development effectively through relaxing games. Teachers speak clearly and articulately. When carrying out discussions, they raise questions flexibly to encourage children to express their feelings. They also listen to children's sharing patiently, and guide them to mutually respect one another and accept each other's views, hence creating an inclusive and harmonious

learning atmosphere. Children are often eager to respond to questions and they are bold to express their views. The interaction in the lessons is good. Teachers respect the uniqueness of children and provide proper care in light of their situation as well as utilising diverse tactics such as giving individual guidance and making homework adjustments in order to cater for children with different needs.

1.5 The management gives full play to its role of professional leadership. Through scrutinising teaching documents, participating in curriculum meetings and observing lessons, the management keeps abreast of the effectiveness of curriculum implementation, and provides support and guidance to teachers. It takes the initiative to lead teachers to refine the curriculum planning and activity design, such that the overall implementation of the curriculum is more suitable for children's abilities and needs. The teaching team seriously examines the teaching effectiveness based on children's performance and analyses reasons for not achieving the expected learning objectives. It also makes concrete suggestions for improvement and adjusts teaching strategies in a timely manner. The team consolidates review findings during the curriculum meetings at both grade and school levels, for revising the curriculum content and informing the curriculum planning, striving to facilitate children's learning.

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

The management performs its role as a professional leader to steer the teaching team to adhere to the education rationale of child-centredness and practise the cyclical process of curriculum planning, implementation and evaluation together for refining the school-based curriculum on an ongoing basis. During the free choice activity sessions, teachers may join children's games appropriately to further enhance the effectiveness of learning through play for children.