

School No.: 564567

Focus Inspection Report (Translated Version)

**Lutheran Philip House
Ma Tau Wai Nursery School**

No. 115, 117 & 118, G/F., Magnolia House, Ma Tau Wai Estate, Kowloon

20 June 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 makes reference to the teaching packages to devise an integrated curriculum that connects the teaching content of all learning areas using themes. The school strives to provide opportunities for children to have first-hand experiences. It organises real-life activities such as inviting children to assist in preparing snacks and arranging visits to community facilities to let children learn new things through sensory exploration and diversified exposures as well as applying the acquired knowledge to daily life. In this school year, a play session is incorporated into the daily schedule for children to have more time and space to interact with peers at different grade levels, which further facilitates the fostering of children's social skills and active learning through play. In light of the review findings, the school intends to improve the tight teaching schedule by adapting some of the learning themes in the following school year. The management is advised to delve into the issue with the team and plan carefully so as to refine the curriculum in a step-by-step manner.
- 1.2 The school regards enhancing children's understanding of Chinese culture as its major concern this school year. During festival celebrations, the school organises activities like making festive foods and artworks to enable children to experience the custom of traditional festivals. Moreover, it introduces children to the historic sites and famous celebrities of China during morning assemblies to deepen their knowledge of the motherland and help them build their sense of belonging and national identity from an early age. The school may strengthen the environment set-up to tie in with festivities for children to experience and admire the traditional culture in the campus atmosphere.
- 1.3 The school adopts continuous observation to conduct the assessment of child learning experiences and sets explicit assessment criteria to help teachers evaluate children's

development. In tandem, it invites parents to observe and record the living habits of their children, enabling teachers to understand children's performance at home. Yet, the school is required to review the appropriateness of some of the assessment items in view of parents' roles and abilities, thereby facilitating parents to cooperate with the school in promoting children's learning. For homework arrangement, the school must revise some of the excessively difficult homework content for K3 in Language and Early Childhood Mathematics learning areas to meet children's developmental needs.

- 1.4 There are different interest corners in the classrooms. Children take part in various types of activities according to their preferences during free choice activity sessions. Theme-related picture books and parent-child weekly diaries are placed in the reading corners for children to read. Some teachers read with children, which is conducive to cultivating children's reading interests. Plentiful materials are available in the art and craft corners. Children select craft materials by themselves for artistic creation, unleashing their creativity. In the exploratory corners, children test the load capacity of different items. They also try to build models of Hong Kong's famous bridges with straws and playdough, during which their exploratory and problem-solving skills are developed. Teachers utilise the campus to set up imaginative play corners. In addition to the theme of family, teachers may create simulated scenarios corresponding to the teaching themes to let children apply what they have learnt through role-play.
- 1.5 The teaching team is kind and friendly. Team members care for children and cater for children's learning needs properly. During thematic learning, teachers employ real objects and pictures to facilitate teaching. For instance, children learn mathematical concepts through distributing fruits. Alternatively, teachers prepare guessing games for children to know about animals' habitats from pictures. All

these are beneficial for boosting children's interest in learning. Teachers leverage different physical equipment to establish tossing and jumping games to foster children's gross motor skills. The design of some of the activities is thoughtful and infused with thematic learning elements, consolidating children's learning effectively. In music activities, children use ribbons or create body movements to express melodic modulation in songs. During review sessions, teachers invite children to share their artworks or the corner activities that they have participated in. Teachers may further assist children in organising play experiences by asking them questions and guiding them aptly.

- 1.6 The management understands and monitors the curriculum implementation through scrutinising curriculum documents and conducting classroom walkthroughs. It also provides opinions on activity design in curriculum meetings. Teachers make reflections after class and they mostly describe children's performance. Teachers may review the teaching effectiveness from the aspects such as activity objectives and environment set-up. They are also recommended to make good use of the platform of peer lesson observation to enhance their professional exchanges, elevating teaching efficiency unceasingly.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The school designs real-life activities that are in accordance with the curriculum to enrich children's learning experiences. The school is advised to refine the school-based curriculum in a progressive manner, revise the K3 homework that is excessively difficult and review the appropriateness of some of the parents' assessment items, so as to promote children's effective learning.
- 2.2 The management must strengthen its curriculum leadership and steer teachers to reflect on teaching effectiveness from different perspectives as well as improving

teachers' questioning skills, thereby helping children to consolidate their play experiences. The teaching team may also make good use of the platform of peer lesson observation to strengthen learning and teaching through professional exchanges.