

Focus Inspection Report (Translated Version)

Leung King Lutheran Day Nursery

**5/F., Leung King Estate Community Centre, Leung King Estate,
Tuen Mun, New Territories**

25 April 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 *Kindergarten Education Curriculum Guide* and the teaching packages to design an integrated curriculum using themes. The content covers all learning areas and suits the interests and abilities of children. The school arranges diversified learning activities for children every day to help foster their balanced development. In this school year, the school considers strengthening the cultivation of positive values and attitudes in children as its development focus. It introduces support programmes to enhance teachers' abilities in implementing moral education. Teachers observe children's daily performance and select the moral foci that meet children's learning needs. They incorporate values such as following the rules, perseverance and caring into play and experiential activities to encourage children to behave virtuously. The school also purchases moral story books to enrich the resources of learning and teaching while enabling children to build good character through reading.
- 1.2 The school has formulated a policy on the assessment of child learning experiences. Teachers devise assessment items according to the learning objectives of the curriculum and evaluate children's performance in various learning areas continuously based on the set assessment criteria. Teachers create learning portfolios for children to maintain assessment reports, observation records, children's work and so forth. In tandem, they inform parents of their children's learning progress and development regularly to follow up on children's needs. The school also collates and analyses the relevant information, which serves as a reference for curriculum adaptation.
- 1.3 The school environment is spacious, tidy and bright. The content of corner activities in the classrooms correlates with the learning themes, and there are plentiful materials and teaching aids for children to choose from. All these help consolidate

and extend children's learning. During free choice activities, children play the roles of driver and passenger with peers. Through interaction, they learn the steps and safety rules of bus rides. Children excavate fossil remains of dinosaurs and identify their body parts through careful observation and comparison. Besides, children unleash their creativity by making the head of an insect with cotton, chenille stems and other materials, and then sticking the head on the body, which is drawn on paper, thus adding elements of three-dimensional art to graphic creation. Children read the books that are recommended by teachers in an attentive manner and enjoy reading. Teachers guide children in light of their progress in activities and listen to children's sharing patiently. There are adequate teacher-child interactions in a joyful and relaxing learning atmosphere. Children are willing to take part in various activities and actively invite peers to play together, getting along well with one another. After activities, they take the initiative to tidy up the things in the classrooms, showing good social and self-care abilities.

- 1.4 The school utilises its activity venues flexibly to ensure that children have sufficient time and activity space to participate in various physical activities every day. Teachers put a wide range of physical equipment or play facilities in the venues for children to carry out circuit games or free choice activities, with a view to exercising and enhancing limb coordination. Teachers monitor children's performance effectively. They demonstrate when necessary and change the setting of the circuit games to increase the complexity of the activities so as to extend children's motivation to learn. With the encouragement and acknowledgement of teachers, children build their confidence in doing exercises proactively and have the courage to challenge themselves. Teachers design music activities in consonance with themes. Children get immersed in musical scenarios by playing the roles of the story characters. They sing, perform rhythmic movements and play games to the

beat, thoroughly enjoying the activities. Teachers master the teaching content and process as they make good use of real objects, picture books and self-made teaching materials to boost children's interest in learning. Teachers are amiable and friendly. They guide children patiently with unfailing support and take care of their diverse needs wholeheartedly.

- 1.5 The school has a curriculum management mechanism in place. The management leads teachers to choose appropriate teaching resources and picture books to develop the school-based curriculum. It arranges collaborative lesson planning for teachers of each grade level to put their heads together to discuss the teaching outline and activity arrangements. Through attending meetings, scrutinising curriculum documents and conducting classroom walkthroughs, the management understands teachers' teaching and gives them advice. It guides teachers to adapt teaching strategies in accordance with children's abilities to cater for learner diversity. Teachers reflect on their teaching. They examine the effectiveness of activities based on children's performance and make follow-up suggestions. Building on this sound foundation, the management may lead teachers to think of corresponding strategies for teaching difficulties and further elevate the effectiveness of curriculum review.

2. Recommendations for Fostering Sustainable Development of School

The school strives to refine curriculum planning and improve teaching facilities to facilitate children's learning. The management is advised to keep on promoting the culture of intra-school exchanges to bolster teachers' professional competence, such as by guiding teachers to review teaching difficulties and explore solutions, hence enhancing the quality of teaching continuously.