

Focus Inspection Report (Translated Version)

Maritime Square Lutheran Day Nursery

**Portion of G/F., Maritime Square, 33 Tsing King Road,
Tsing Yi, New Territories**

28 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 takes into account children's interests and life experiences and makes reference to teaching packages to devise a school-based integrated curriculum which connects all learning areas by themes. Relevant picture books are selected as teaching materials to help children comprehend learning content through stories and stimulate their learning motivation. In order to enrich children's learning experiences, the school utilises community resources to organise theme-related activities. For example, children are arranged to shop at the supermarket and visit the Reptile House to deepen their understanding of the topics through first-hand experience. Yet, some of the learning content in the Early Childhood Mathematics learning area for the second school term of K3 is too difficult for children. The school must review and revise such content to meet children's abilities and needs. Regarding the daily schedule, the school provides sufficient time for children to participate in music, physical, art and free choice activities, with active and quiet activities alternately arranged to facilitate children's all-round development.
- 1.2 The school has considered nurturing children's positive values as its major concern in recent years. Teachers map out the focuses of moral development for each grade level according to the learning themes and children's abilities while employing picture books to enable children to understand concepts like cherishing food and caring for families. Teachers display appreciation cards written by parents and children in the classrooms. In tandem, they always recognise and appreciate children's performance, creating a positive atmosphere effectively with the help of environment set-up and verbal demonstration. Besides, the school holds the national flag raising ceremony on important days as well as making traditional festival food with children in festivities, hence enabling children learn about Chinese culture from an early age and cultivating their sense of national identity.

- 1.3 The school sets clear assessment criteria and assesses children's learning and development through continuous observation. Moreover, it creates learning portfolios for children to systematically maintain various assessment information to let parents and teachers grasp children's developmental progress. The school invites parents to observe children's behaviour at home. However, it is still required to follow up on the recommendations of the previous Quality Review to examine the appropriateness of some of the assessment items done by parents so as to understand children's performance from the family perspective effectively.
- 1.4 Teachers set up fun-filled interest corners in the classrooms, with plentiful materials available for children to manipulate and explore freely. They also prepare activity log sheets for children to plan and record their free choice activities. Answers are provided in some interest corners so that children can check on their own after the activities, which is conducive to fostering their attitude towards self-directed learning. Children like to visit the role-play corners and play together. For instance, they simulate having picnics and putting recyclable items into waste separation bins after barbecuing, thus practising green habits. Children also pretend to buy fruits in a shop and pay with different methods to apply counting, quantity and other simple mathematical concepts. Through real-life play, children are able to link up the thematic content, thereby consolidating learning.
- 1.5 Teachers are well prepared for teaching. They explain clearly and attract children to listen attentively by using their voices and tones wisely. Some teachers employ electronic presentations to display the learning materials of thematic, music and art activities. They are advised to make adjustments and utilise more real objects, teaching aids, etc., to assist teaching, allowing children to learn from real scenarios. During art activity sessions, children design greeting cards using origami or drawings. They select different materials in the art and craft corner to decorate the

recycling bins, showcasing their creativity. Children also enjoy performing rhythmic movements in music activities. They express the changes in melodies by waving silk scarves as well as unleashing their imagination to create movements that correspond to the lyrics. Teachers guide children in a timely manner to master the skills and design various games for them in physical activity sessions. Nevertheless, some children choose to join relatively quiet activities and their amount of exercise is rather inadequate. The school is recommended to improve the planning of physical activities to ensure that children have ample opportunities to build up their physique and strengthen the development of their gross motor skills. At the end of the lessons, teachers revisit the learning with children. Teachers may ask further questions in light of children's responses to stimulate children's thinking and discuss ways to solve the problems, thus assisting children to consolidate their play experience.

- 1.6 A curriculum management mechanism is in place in the school. The management fully demonstrates its role to monitor the curriculum implementation by conducting classroom walkthroughs, attending meetings and scrutinising curriculum documents. Teachers carry out collaborative lesson planning to discuss teaching content and reflect on thematic activities regularly. Some teachers are able to make suggestions for improvement in teaching activities, which is beneficial for boosting the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school attaches importance to children's moral development. It creates a positive atmosphere diligently to nurture children's good character. To promote the development of learning and teaching continuously, the management is required to lead the team to revise the excessively difficult content in the learning area of Early Childhood Mathematics for

K3 so as to meet children's development and needs. It must also review the appropriateness of some of the assessment items done by parents to enhance the efficacy of assessments. In addition, teachers are advised to make good use of the conclusion sessions to guide children to think and discuss deeper, with a view to helping children consolidate their learning.