

School No.: 566381

Focus Inspection Report (Translated Version)

**The Neighbourhood Advice-Action Council
Tung Chung Day Nursery**

1/F., Carpark 2, Yat Tung Estate, Tung Chung, Lantau Island, Hong Kong

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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 In light of children's interests and life experiences, the school selects suitable picture books to design its school-based integrated curriculum using themes. The curriculum content covers all learning areas to help children develop positive values and attitudes as well as acquiring knowledge and skills. The school cultivates good character in children actively and enables children to learn to respect their elders, handle matters with responsibility and other virtues through thematic teaching and mixed-age activities. In tandem, the school arranges diversified exploratory activities and outdoor visits to enrich children's learning experiences while allowing them to experience the pleasure of learning through play. The daily schedule of the school is arranged properly. Children have adequate time to take part in music, physical, art and free choice activities every day to facilitate their balanced development.
- 1.2 The school has established a systematic mechanism for assessment of child learning experiences. It evaluates children's learning and developmental progress through continuous observation and record-keeping while creating learning portfolios for children to keep their assessment information, artwork, etc. Teachers log children's performance at the school and inform parents of their children's behaviour and living habits in a timely manner. Teachers also invite parents to share how children behave at home and write down words of appreciation and encouragement for children upon the completion of each theme. The two-way communication between the school and parents is reinforced, which is conducive to home-school cooperation and nurturing children's growth collaboratively. Teachers utilise the assessment information properly to review the effectiveness of learning and teaching, hence informing curriculum design.
- 1.3 The school premises are spacious. Children enjoy participating in music and

physical activities in the venues for music and physical activities. Teachers design learning content with different levels of complexity for children of each grade level in accordance with the learning themes. As observed, teachers set up a simulated swimming pool in K1 classroom, create a beach scene and a beach grocery store in K2 and K3 classrooms respectively. A wide range of supplies, such as swimwear and sunglasses, is also provided to arouse children's learning interests and deepen their understanding of the thematic learning content. During free choice activities, children wear the lifeguard uniform and engage in role-play with peers who imitate swimmers. They have fun playing the buying and selling games at the beach grocery store. Children get along with peers and they always cooperate in activities, showing good social development. In recent two years, the school has regarded strengthening children's exploratory abilities as its major concern. Teachers design games for the exploratory corner based on learning themes so that children can compare the texture of varied materials through touch. Children also understand the characteristics of things through careful observation. They progressively develop skills in exploration and active learning from the exploratory activities. With an aim of creating a favourable reading atmosphere and providing sufficient room for children to unleash their creativity, the school may refine the set-up of the reading corner and the constructive corner.

- 1.4 Teachers are well-prepared for their teaching. They use real objects and prepare teaching aids meticulously to increase children's interest in learning. Teachers make cardboard cut-outs of individual children and let children mix and match summer and winter clothes, thus learning to dress appropriately for different seasons. Starting with touching iced watermelons and pineapples, children get to know about foods that beat the heat. Children are also invited to draw stuff like fans, cooling gel patches and scarves out of a mystery box. They share experiences among

themselves and identify ways to get rid of heat stroke. Teachers speak softly and ask questions to encourage children to express their thoughts. Children are engaged in class activities and respond to teachers' questions proactively. They always talk to teachers and peers, with steady progress shown in their language comprehension and expression abilities. Children carry out circuit games during physical activities. They create games on their own such as lining up as a train and moving forward with peers, showing excitement. Children love music activities. They play musical instruments to mimic the sounds of rain and thunder while singing and performing rhythmic movements along the music. After the activities, children take the initiative to tidy up things. They are also able to assist teachers in organising classroom items of their own accord, possessing good self-care abilities.

1.5 The school has a mechanism for curriculum management in place. The management leads teachers to examine the implementation of learning and teaching. Through attending meetings, scrutinising documents and observing lessons, the management aptly provides support and guidance to teachers. Focused peer lesson observation is arranged for teachers to observe, learn and share experiences with one another. In regard to the curriculum review, it is recommended that the management conducts school-based training to strengthen teachers' reflective abilities and guide them in making suggestions for improvement in terms of teaching, thereby facilitating professional development.

2. Recommendations for Fostering Sustainable Development of School

The school has put efforts into strengthening children's exploratory abilities in recent years. It has carefully set up the environment and arranged a variety of activities to guide children to learn actively through play. In order to further bolster the effectiveness of learning and teaching, the school may refine the design of the reading corner and the constructive corner,

as well as enhancing teachers' reflective abilities in teaching.