

School No.: 565474

Focus Inspection Report (Translated Version)

Prosperous Garden Baptist Nursery School

G/F., 14 Tung Kun Street, Yau Ma Tei, Kowloon

13 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 design its integrated curriculum using real-life themes. The curriculum is comprehensive in content, taking into account children's development in ethical, intellectual, physical, social and aesthetic aspects. The school arranges a balanced daily schedule to give children sufficient time to take part in music, physical, art and free choice activities every day, hence facilitating the cultivation of their positive values and attitudes as well as the acquisition of knowledge and skills. However, some of the content of language homework for K3 is excessively difficult. The school must remove the inappropriate content to meet children's abilities and needs.
- 1.2 The school designs diversified activities for children to learn through play while striving to enhance children's learning effectiveness in a continuous manner. As observed, K1 children listen to stories attentively. Under the guidance of teachers, children are actively engaged in helping a little gecko find its tail. K2 children simulate a visit to the Hong Kong Science Museum, preparing cameras, rain gear, food and other necessary materials before the visit. Teachers play the sound effects of rain and birds which inspire children to imagine themselves as if they are in nature. K3 children design circuit games jointly with their peers using items such as carton boxes, hula hoops and balance beams. They learn to respect others through negotiation and discussion while enjoying the fun of social life.
- 1.3 The school formulates the policy on the assessment of child learning experiences with reference to the *Performance Indicators (Kindergartens)* and information of child development. Teachers assess children through continuous observation and create learning portfolios for them. Thematic assessments, observation records, artwork, etc., are kept systematically in the portfolios, as evidence of the developmental progress of children. In light of the curriculum goals, teachers

devise assessment items which cover all learning areas. They also analyse children's development to inform parents at an opportune time and provide support strategies, catering for learner diversity.

- 1.4 Teachers make good use of the campus space to engage children in various activities. Teachers set up different interest corners in the classrooms as well based on the themes to encourage children to manipulate and explore, assisting children in developing an attitude towards active learning. Children act as train captains and passengers in an MTR train compartment in the imaginative play corner and learn the railway rules. In the exploratory corner, children conduct simple experiments to try to make the eggshells stand upright by using marbles, paper clay and pieces of paper. Teachers exhibit children's work in the classrooms and along the corridors, which facilitates children to appreciate and learn from one another. Plentiful art and craft materials are also provided for children to unleash their creativity and create artwork. Generally speaking, the boundaries and rules of the corner activities are clearly defined. Children are obedient and courteous, displaying a willingness to play with their peers, which in turn promotes their self-care abilities and social development.
- 1.5 Teachers explain and demonstrate articulately as they tell stories with voices and gestures to draw children's attention. Teachers care for children and understand their needs, listen patiently to their thoughts and feelings. Teachers show a serious attitude towards teaching. They make good use of a wide range of teaching aids to help children consolidate what they have learnt while intervening aptly to guide and support children. Teachers design interesting music games in which children ride on self-made means of transport and learn rhythms through singing and playing the instruments. During physical activities, teachers play collective games with children and imitate trawling for fish, with the children role-playing as the fish,

assisting children in developing gross motor coordination through the activities and thereby boosting the agility of children. Children talk to others proactively and are eager to express their views, showing self-confidence. They participate in all kinds of learning activities of their own accord. They listen to teachers' instructions patiently and respect their teachers, demonstrating good moral character.

- 1.6 The school has a curriculum coordination and monitoring mechanism in place. The management and teachers conduct collaborative lesson planning and devise lesson plans and the set-up of interest corners in accordance with the curriculum outlines. Classroom walkthroughs and lesson observations are also arranged for the management to give feedback to teachers in a timely manner, which is conducive to improving the quality of teaching. Teachers have developed a reflection habit. They evaluate the effectiveness of activities through curriculum review meetings and make specific follow-up suggestions according to the review results, optimising the curriculum and teaching design continuously.

2. Recommendations for Fostering Sustainable Development of School

The teaching team keeps refining the curriculum planning with concerted efforts to enable children to learn through play and cultivate their active learning attitudes. The school is required to remove the language homework for K3 that is too difficult with a view to addressing children's abilities and developmental needs.