

School No.: 564125

Focus Inspection Report (Translated Version)

TWGHs Zonta Club of Kowloon Nursery School

**1/F, Ancillary Facilities Block, Tin Yuet Estate,
Tin Shui Wai, New Territories**

23 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 With reference to the curriculum outline of the organisation and based on children's life experiences and interests, the school selects suitable books as teaching materials and devises an integrated curriculum with a theme-based approach. The curriculum content is comprehensive and fully covers all learning areas. To reinforce catering for children's diversity, the school adjusts learning objectives and content in light of the abilities and needs of children so that they can make continuous progress at their own pace of development. Regarding the daily schedule, the school has followed up on the recommendations of the previous Quality Review to allocate sufficient time for music, physical, art and free choice activities every day, providing children with a balanced learning experience.
- 1.2 The school formulates the assessment content of child learning experiences in accordance with child development and curriculum aims. It sets clear guidelines to help teachers carry out objective evaluation. Teachers assess children's performance by continuous observation and making records. They develop learning portfolios to systematically maintain children's observation records of various kinds of activities, assessment reports, work and so forth. The portfolios concretely reflect children's learning and serve as evidence of their growth. Besides, by collating the aforementioned information, teachers understand the overall development of children in each class and follow up on individual children's learning needs. Teachers are recommended to further utilise the outcome obtained to review the teaching effectiveness and refine strategies for ongoing improvement in learning and teaching.
- 1.3 Teachers make good use of different areas on the campus to set up interest corners to increase the activity space for children and provide ample materials for them to play. The interest corners in the classrooms are decorated in line with the themes. In free

choice activity sessions, children love engaging in role-play with friends in the imaginative play corners, such as imitating Light Rail train captains and passengers, clothing store managers and customers, etc., to learn the procedures of boarding and shopping. Children also like to create artworks in the art and craft corners. For example, they are attentive in designing clothes with a range of materials and kneading playdough into their favourite things. This school year, the school regards promoting learning through play as its major concern, with a view to enhancing children's creativity and problem-solving skills. Teachers put diversified items such as environmental-friendly materials or theme-related toys in the constructive corners for children to manipulate freely. Children unleash their imagination by gathering resources from various corners to design games. During the process, teachers often walk through and some of them participate in children's activities. They lead children to introduce their work and review what they have learnt after the activities. Teachers may provide guidance at an appropriate time while encouraging children to think about solutions and try to solve the problems courageously.

- 1.4 Teachers arrange for children to carry out thematic activities in groups. They raise questions to encourage children to share their experiences and thoughts, and invite them to make demonstration or complete simple learning tasks together, which are conducive to enhancing the interactions between teachers and children as well as among children. Children are interested in the learning activities and willing to answer questions. However, the school is recommended to review and improve some of the grouping arrangements to avoid noise disturbance during group activities so that children can be more focused on thematic learning. In physical activities, teachers set up various types of games such as walking on balance beams, climbing frames, throwing and catching balls. They often pay attention to children's performance and aptly guide children to grasp the proper posture, facilitating

children's gross motor development effectively. Children are content in making attempts and choosing games freely according to their interest. They enjoy the fun of physical activities.

- 1.5 The management understands the curriculum implementation through conducting classroom walkthroughs, scrutinising curriculum documents and attending meetings. Teachers reflect on teaching regularly and record children's performance and the implementation of activities. Some teachers are able to render suggestions to improve their teaching. At the end of a school term, the management guides teachers to holistically evaluate the effectiveness of different activities and corner set-ups. They are advised to consolidate and record the relevant review results systematically, using them as a reference for refining the curriculum and activity design in the future.

2. Recommendations for Fostering Sustainable Development of School

To keep pace with the curriculum development direction of kindergarten education, the school promotes children to learn through play actively and puts effort in the planning of space and materials for play. Building on this foundation, teachers may enhance children's problem-solving skills by providing timely guidance during free choice activities. Besides, the school is recommended to make effective use of children's assessment information to examine the effectiveness of learning and teaching, and then further collate the review findings to inform curriculum.