

School No.: 565393

Focus Inspection Report (Translated Version)

**Hong Kong Christian Service Tai Hang Tung
Nursery School**

**4/F & Roof Playground, Tai Hang Tung Community Centre, 17 Tong
Yam Street, Tai Hang Tung, Kowloon**

18 December 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 information of the organisation and in accordance with children's life experiences and interests, the school organises an integrated curriculum using themes. The curriculum content is comprehensive and covers various learning areas. The school arranges interesting and diversified learning activities for children to cultivate good attitudes, acquire skills and knowledge from first-hand experience. Meanwhile, the school makes good use of the campus space for sensory exploration activities, including food preparing and small bouquet making, to foster proactive learning among children and strengthen their self-care abilities. The school provides children with sufficient opportunities for physical, music, art and free choice activities to facilitate their balanced development.
- 1.2 The school attaches importance to children's aesthetic development and meticulously creates a learning environment filled with artistic ambience. The school also links up themes and devises a variety of art activities systematically based on children's development. These include furnishing the interest corners with abundant materials to inspire children's creativity, motivating children with picture books and famous paintings, and designing a wide range of extended activities such as role-play, artwork creation and music games. As observed, children were engaged in role-playing and interpreting stories along with melodies. They designed costumes for the characters, using droppers to apply their favourite colours to the dresses, then observed the colour changes.
- 1.3 The school has established a mechanism for the assessment of child learning experiences. It composes assessment items based on the learning objectives. The school provides clear guidelines and criteria, which facilitate teachers' accurate assessment. Teachers continuously observe and record children's performance in various learning areas and develop learning portfolios for children in which

assessment forms, observation records, children's works and so forth are properly kept. At the end of a school term, teachers compile a summary report by referring and analysing children's performance while making suggestions for fostering children's development to parents. The teaching team follows up on the assessment information as well to inform curriculum planning.

- 1.4 The school puts much effort into planning campus space and arranges activity venues flexibly. Teachers decorate classrooms attentively to create interesting scenarios for games that encourage children to manipulate, explore and create, thereby practising learning through play. It is observed that children enjoyed going to the stimulated restaurant together to role-play as shop assistants and customers, applying what they have learnt and practising social interpersonal skills through peer interaction. Children love exploration. They learn about tea and explore with different senses in the process of making teabags, showing their curiosity. The school has been striving to promote reading. The reading corners in classrooms are comfortable, and equipped with story books related to the learning themes and children's handmade little books, attracting children to read on their own initiative. Parent volunteers tell stories in the reading corners, fostering a reading atmosphere. Moreover, teachers incorporate reading elements into other interest corners, including posting the tea names and steps of making teabags next to the thematic corners, and listing questions about the habits of small animals and putting relevant books in the exploratory corners. Some children look for the answers from books, thereby learning through reading. As observed, children enjoyed listening to stories while having fun in reading, leading to a good reading atmosphere.
- 1.5 Teachers are amiable and friendly. Teachers care about children's learning needs, listen to their ideas with patience and give commendation and encouragement to them. Teachers are dedicated to teaching. They present ideas in a lively way and

make prudent use of their voices, tones and gestures to keep children focused, possessing good communication skills. Teachers always observe children and adjust the teaching arrangements in light of their learning performance in a bid to facilitate their grasp of learning content. Some teachers use questions to guide children to make more attempts and further exploration in order to extend their learning. Some other teachers connect children's life experiences, select and share suitable current news that tie in with the learning themes for guiding children to care about things around and encouraging them to express opinions and feelings.

1.6 The curriculum management mechanism of the school is well-developed. The management empowers teachers to lead task groups to coordinate and evaluate different learning activities. The management monitors the curriculum implementation in an ongoing manner through classroom walkthroughs, meetings, document scrutiny, etc., and gives suggestions and guidance timely. Teachers carry out collaborative lesson planning to devise learning foci, environment setup and assessment content. In tandem, they often reflect to evaluate the activity design and implementation effectiveness. Specific follow-up suggestions are made based on children's performance with the aim of revising the curriculum design, thus strengthening the effectiveness of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote learning through play for children. It carefully decorates the learning environment and provides diversified learning activities. Upon such sound foundation, the school may keep on helping teachers support one another and sharpening their teaching skills through professional discussion.