

School No.: 566560

Focus Inspection Report (Translated Version)

**Pentecostal Church of Hong Kong
Nam Cheong Nursery School**

**5/F, Nam Cheong Community Centre, Nam Cheong Estate, Sham Shui Po,
Kowloon**

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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 With reference to the teaching packages, the school designs an integrated curriculum using real-life themes. The learning content is comprehensive. It covers all learning areas and addresses the cultivation of children's attitudes as well as their acquisition of skills and knowledge. Two weeks of extended learning are arranged for every theme. Teachers take account of children's interests and experiences to set topics for exploration while selecting books and designing relevant activities. The school attaches importance to children's moral cultivation. It cultivates children's positive values and attitudes through stories, play and daily practices. In tandem, it strengthens children's understanding of traditional Chinese custom by holding festive activities and Chinese culture weeks. The daily schedule is balanced that children are given sufficient time to participate in physical, music, art and free choice activities every day.
- 1.2 The school takes the assessment guidelines of the organisation as a blueprint to formulate assessment items that align with the learning content. It also provides specific assessment criteria, which is conducive to teachers' objective assessment. Teachers get a grasp of children's development by continuous observation. They reflect children's performance in different areas through work analysis, assessment forms, activity observation records and so forth. At the end of a school term, the school analyses the child assessment information to adapt the teaching arrangements and plan its development direction, continuously improving the curriculum and work plans.
- 1.3 The school adjusts the daily schedule to provide mixed-age free choice activity sessions for children to play in different classrooms so as to widen the learning space and experience. Teachers discuss together the setup of the common area to design diversified interest corners that are in line with children's development. The

materials in the interest corners are plentiful and the activity design is manipulative and exploratory. There are also simple pictorial flowcharts to facilitate children to explore on their own initiative. As observed, children shook different bottles in the exploratory corners, guessed the object inside by the sound it made. Children also kept track of snails through observation and records, during which children showed interest in learning and curiosity. Teachers design Early Childhood Mathematics teaching aids of different levels of complexity. There are answers for children to check by themselves upon completion of the tasks, thus catering for learner diversity effectively. In the language corners, children invite their peers to create stories related to the context using puppets, unleashing their imagination, as well as increasing the opportunities for language expression. However, some role-play corners are not effective in stimulating interaction among children. The school could draw on the experience of designing the interest corners in common area, and improve the design of role-play corners according to the performance of children and through professional exchanges in order to facilitate children's communication.

- 1.4 Teachers engage children in playing through scenarios. For instance, they created the scenario of the adventures of elephant calves for children to play circuit games, acted as different animals to sing and have birthday parties, with a view to enhancing children's interest in physical and music activities. According to children's performance, teachers adjusted the activity arrangements, such as extending the balance beam to increase the difficulty or letting children serve as little conductors to lead their peers to play musical instruments by turns, catering for children's diverse needs. It is observed that children participated in the activities with enthusiasm and were bold to challenge themselves. Teachers give clear instructions. They make good use of voices and tones to attract and hold children's attention while employing pictures, self-made teaching aids, demonstration, etc., to facilitate teaching. In

general, teachers ask questions to encourage children to share and express themselves. Some teachers can ask follow-up questions for children to think more deeply. During the play review sessions, teachers guide children to introduce their works and report on their participation in the corner activities. Yet, children mainly talk about the interest corners that they have chosen and the activity process. Teachers are advised to encourage children to share their discoveries and ideas of the games to extend their learning.

- 1.5 A well-developed curriculum coordination and monitoring mechanism is in place in the school. The management leads teachers to jointly plan and evaluate the curriculum. Through conducting classroom walkthroughs, attending meetings and scrutinising curriculum documents, the management keeps track of the curriculum implementation and gives appropriate advice in a timely manner to enhance the teaching effectiveness. Teachers reflect on their teaching every day. They review the learning content and activity design, with some of them are able to adapt the subsequent activity arrangements based on the review findings. The management could further steer teachers to identify the strength or area of improvement of the activities designed to inform the curriculum planning.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote children's learning through play and promote curriculum development continuously. The management may lead teachers to consolidate and analyse the teaching reviews to inform the curriculum design and organise different professional exchange activities more frequently, including the questioning skills when revisiting the games and environment setup, so that the effectiveness of learning and teaching can further be enhanced through the sharing of teaching experiences.