

School No.: 565318

Focus Inspection Report (Translated Version)

**Po Leung Kuk Malina Ngai (Butterfly Bay)
Kindergarten**

5/F, Butterfly Bay Community Centre, Tuen Mun, New Territories

19 March 2024

**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 designs a comprehensive and balanced school-based curriculum according to the abilities and developmental needs of children. It attaches importance to children's learning through manipulation and exploration to cultivate their proper attitudes towards life as well as helping them to acquire skills and knowledge. The school arranges for children to take turns to carry out diversified activities in different thematic zones every day using a mixed-age approach, so they have more opportunities to get along with peers of different grade levels and hence developing their communication and collaboration skills. The school also encourages teachers to set up fun-filled interest corners in accordance with the teaching objectives to help children integrate what they have learnt in various learning areas. Active and quiet activities are alternately arranged in the daily schedule for children to have sufficient opportunities to participate in physical, music, art and free choice activities. Therefore, children learn joyfully through play.
- 1.2 The school devises the assessment content that is in line with the principles of children's all-round development. Teachers observe children continuously. They also invite parents to share their child's behaviour at home to have a specific analysis of children's learning while creating learning portfolios to document children's development. Through regular distribution of assessment information and daily communication, the school provides parents with suggestions on supporting their child. Home and school join hands to cultivate children's healthy growth. Furthermore, the school collates the child assessment information to inform the curriculum and improve teaching.
- 1.3 The campus is divided into thematic zones with clear learning objectives. Teachers meticulously plan and decorate the zones. In addition to utilising the space to

display children's individual and cooperative works, teachers design an array of activities that meet the interests and abilities of children of each grade level, with a view to creating an engrossing learning environment. Teachers modify and assemble a number of toys interestingly and innovatively to increase children's willingness to manipulate and explore. In tandem, teachers guide children to play with peers so they can consolidate their learning through cooperative games. Most teaching aids in the classrooms consist of different levels of complexity so children can progress to higher levels of learning based on their abilities. There are only suggested answers in some teaching aids so children are encouraged to bring their potential and creativity into full play. As observed, children were familiar with the routines in free choice activities. They were engaged in the activities and communicated with one another happily. For instance, children pretended to be the staff of a noodle shop to interact with the diners. They read aloud the fillings of the dumplings eloquently and used serving tongs nimbly to pick up the ingredients. They simulated making noodle bowls according to their peers' orders as well. The activities have shown fruitful results.

- 1.4 Teachers often praise children and have a good relationship with them. Thematic teaching is conducted through group games. Teachers adjust the direction of instructions and questions in view of children's life experiences to facilitate children's understanding of the learning concepts gradually. Teachers have remarkable classroom management skills. They are able to keenly observe children's performance in the activities and timely guide children to learn to take care of themselves and follow the safety rules. During review sessions, teachers invite children to share the process and experience of creating their games, which is conducive to consolidating what children have gained as well as enhancing their expressive skills and confidence. In physical activities, children select a wide range

of physical equipment to explore the ways to play with different combinations of equipment. They have an adequate amount of exercise to fully stretch their body and mind. During music activities, teachers make good use of percussion to create a joyful atmosphere. They lead children to listen to beautiful songs and make associations, thus prompting children to perform rhythmic movements, sing to the beat and enjoy the activities.

1.5 Children are energetic, friendly, active and courteous. They are full of curiosity and willing to embrace and learn new things. Children enjoy taking part in social activities and know how to respect and appreciate others. Moreover, children always explore their surroundings with peers, such as carefully identifying the wooden items in the classrooms by listening to the knocking sound and using the sense of touch in a simple learning task, demonstrating good social development. Children love reading and letter writing. They can raise questions enthusiastically and express their ideas eagerly, showing that their language skills are developing steadily. Children act independently and have outstanding self-care abilities as they can put on and take off their shoes, tidy their clothes and put things back on their own.

1.6 The school has a proper curriculum management mechanism in place. The management leads teachers to keep pace with children's needs and the kindergarten education trends to set the development direction of the school-based curriculum. Teachers work closely together. Apart from collaboratively formulating the teaching foci of themes and exploring the environment set-up to promote learning, teachers also frequently discuss teaching strategies that cater for children's diverse needs. Teachers conduct reflection regularly. They review the teaching effectiveness against children's performance and analyse the effective factors as well as the areas of improvement. The management keeps an open mind about accepting

teachers' suggestions on improving teaching. It supports and guides them to take follow-up actions to inform and refine the curriculum. The team has built a culture of mutual support and learning. Team members forge ahead to seek advancement with concerted efforts.

2. Recommendations for Fostering Sustainable Development of School

The school strives to uphold the mission of child-centredness. With an aspiration for self-advancement through self-reflection, the school enhances the quality of learning and teaching. Upon such a solid foundation, the management may keep on leading teachers to bring the professional capacity of peer collaboration into full play and continue to practise the inter-connected self-evaluation process, viz. planning, implementation and evaluation to provide an inspiring environment for further strengthening the effectiveness of learning through play for children.