

School No.: 563072

Focus Inspection Report (Translated Version)

The Salvation Army Ming Tak Nursery School

G/F, Wing B & C, Hin Ming Court, Tseung Kwan O, New Territories

13 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 With reference to the *Kindergarten Education Curriculum Guide* and the curriculum resources of the organisation, the school selects themes in light of children's life experiences and interests to plan a curriculum that connects all learning areas. The school also adopts a project learning approach to stimulate children's curiosity and exploratory spirit. Teachers let children grasp the pre-set learning content of themes first, then set a sub-theme for exploration based on children's interest. In the end, children present what they have learnt using means such as arts and crafts, simple text and role-play. They are given sufficient opportunities to take part in music, physical, art and free choice activities every day, leading to a balanced daily schedule. The school endeavours to promote language learning by creating a rich language environment and designing various activities with a view to developing children's interest in language learning and providing them with opportunities to use language.
- 1.2 Teachers conduct child learning assessments through continuous observation and keep track of children's performance by employing the assessment items and criteria devised by the organisation. The school invites parents to record their child's behaviour and performance at home for teachers to understand children's development more holistically. Teachers evaluate children's performance regularly every school term according to different developmental objectives while commenting on children's participation in activities and making suggestions for further development. However, on the "Chart of Children's Learning and Development" of the assessment reports, the performance of children of a school term is derived from the average value that is quantified based on children's performance in the assessment items under the same developmental objective. Such practice fails to accurately reflect children's learning progress and the school must review and refine it.

- 1.3 The bright and clean school premises are divided into different zones for activities. The school sets up a planting area outside its entrance, allowing children to grow small potted plants and observe plant growth. Small mailboxes are installed for every child in order to encourage children to convey their feelings to their peers by using pen and paper. The corner games are designed to tie in with the themes. Teachers put much effort into decorating the role-play corners and children are engaged in playing the roles of a farmer, an adventurer, a pet caretaker, etc. A wide range of real objects, models, pictures and so forth are placed in the project learning corners to facilitate children's consolidation of learning. There are various materials and building blocks in art and craft corners and construction corners respectively to inspire children's creativity. Teachers observe and participate in children's play while rendering timely assistance to encourage children to construct knowledge through different attempts. Children love learning and get involved in the corner games, demonstrating an attitude of active learning.
- 1.4 Teachers are kind and familiar with children's development. They provide guidance and support in accordance with children's individual needs. Teachers utilise questions prudently to guide children to think and provide appropriate response to what children have shared. Children are eager to answer teachers' questions while bringing up their own ideas proactively. Children speak confidently and possess good expression abilities. Teachers make full use of the space and facilities of the premises to design challenging and fun-filled physical activities so as to foster children's body coordination and gross motor development. In music activities, teachers set up interesting scenarios and guide children to appreciate music, including performing rhythmic movements and tapping the beat with musical instruments, thus creating a joyful learning atmosphere. Children always wear smiles on their faces and greet others. They love playing and reading

with peers to show favourable affective and social development.

1.5 The curriculum management mechanism of the school is well-established. The management steers teachers to plan and review the curriculum. It keeps track of the curriculum implementation by participating in meetings, scrutinising curriculum documents and rendering in-class assistance, and providing teachers with concrete suggestions for improvement. The management holds monthly teacher exchange sessions for sharing the implementation of the curriculum and teaching experiences. Focused lesson observation is also arranged for teachers to communicate with one another, hence strengthening their professional capacity. Teachers carry out teaching reflection on a regular basis, including descriptions of children's learning and suggestions on improving teaching. Teachers jointly discuss and scrutinise the effectiveness of curriculum implementation in every school term. With information including child assessments and teaching reflection, they adjust the curriculum content and teaching strategies in a bid to enhance the quality of learning and teaching.

2. Recommendations for Fostering Sustainable Development of School

The school team members strive for advancement, promote the development of the school curriculum with concerted efforts and enhance the quality of learning and teaching through mutual sharing. The school is required to review and revise the existing methods of collating and presenting assessment information with a view to keeping accurate records and reflecting children's performance precisely.