

**School No.: 564087**

# **Focus Inspection Report (Translated Version)**

## **Tsung Tsin Mission of Hong Kong On Yan Nursery School**

**Fu Shin Estate, Tai Po, New Territories**

**4 January 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 Taking into account children's interest and developmental characteristics, the school selects real-life themes to plan its school-based integrated curriculum and arranges a balanced and rich daily schedule. Apart from enabling children to have sufficient time to participate in music, physical and art activities every day, the school also offers free choice play sessions where children are free to conceive ways to play and take the lead in the learning process, thus facilitating their physical and psychological development fully. Moreover, the school adopts diverse strategies, including picture book reading, project learning and experiential learning in the community, to help children nurture positive values and attitudes, acquire skills and construct knowledge.
- 1.2 Carrying on last year's major tasks, the school continues to regard enhancing children's interest in and appreciation of music as its major concern of this school year and endeavours to further promote the aesthetic development of children. Teachers seek to keep abreast of the latest trends and take part in training courses actively in order to enrich their expertise and skills in conducting play-based music activities. The team holds cross-grade level meetings on a regular basis to devise music activities that are suitable for different age groups. A resource bank is also established for teachers to exchange ideas and share teaching plans, references and materials of the music games with their peers so as to learn from one another and disseminate practical experience. Teachers arrange interesting music activities for children to listen to songs while patting their body gently and stamping their feet along the beat, or even making sounds by fluttering their lips for accompaniment, showing a vivid way of creative expression. Meanwhile, teachers encourage children to unleash their imagination by creating body movements with the melodies to perform a scene of fallen leaves. Children learn amid laughter and are devoted

to express their emotions, immersing themselves into the beautiful artistic mood of music.

- 1.3 Teachers know about the developmental patterns of children in each grade level and formulate corresponding assessment content according to the learning objectives. Teachers observe and keep records of children's performance carefully, and maintain child assessment information such as thematic assessments, summative assessments and activity analysis reports in a systematic manner, which facilitate parents to understand the learning and development progress of their child in different domains.
- 1.4 The school creates a learning environment that is imbued with nature deliberately. Classrooms are furnished with tree trunks or branches and leaves. A variety of natural resources like timbers, bamboo tubes and stones are collected, and turned into safe play materials after sorting and processing for children to manipulate or carry out constructive play. Besides, the school makes good use of venues to build a play zone exclusively for children. Children are allowed to move around various kinds of materials freely to explore and create at their own preference. Teachers guide children to plan and discuss ahead, and then embark on their play journey according to the ideas they come up with. Children assemble springboards with wood panels and tubes. They keep on testing and refining the design with the aim of making the bamboo balls bounce to the designated place, demonstrating their unflagging exploratory spirit when solving problems. Moreover, children exploit their creativity in collaborative play. Sometimes they join hands with peers to push the vehicle wheels, or take turns to stack wood panels into race tracks carefully to carry out the emerging new thoughts together. Teachers observe children's process of play meticulously and seize the moment to ask open-ended questions for inspiring children to come up with feasible solutions when encountering difficulties. Children are also given the room to express their views during the reflection sessions

to share what they gain from further exploration, thus deepening their experience. The rationale of learning through play joyfully is rooted in the campus. The school successfully cultivates in children a proactive and keen attitude and lays a solid foundation for their learning and growth.

1.5 Children are energetic in physical activities and show good balancing and controlling skills. Teachers set up hurdles of different heights for children to choose the level of difficulty to jump over according to their ability and try to take on challenges, which is effective in catering for children's individual developmental pace and needs. In the art corners, children use a spinner and paints to do colour mixing and create works with vibrant colours to their heart's content. Teachers lead children to explore small toys related to air flow in the exploratory corners so as to stimulate their curiosity. Through manipulation and tests, children increase their understanding in everyday things and phenomena. Teachers also encourage parents to design wind energy games with their child as an extended activity, helping children consolidate the acquired knowledge in daily life.

1.6 The management fully grasps the implementation of teaching and major concerns through curriculum meetings, lesson observations, scrutiny of children's learning progress, etc. It renders timely suggestions to teachers as well. Teachers reflect on teaching arrangement regularly and adjust the content and strategies of the activities based on children's learning. Team members often share teaching experience with one another to review and enhance the effectiveness of learning and teaching unceasingly for promoting professional development.

## **2. Recommendations for Fostering Sustainable Development of School**

The school plays an active role in strengthening the professional competence of the team and puts effort into creating an ingenious learning environment to facilitate children to

explore proactively and learn joyfully through play. Building on the successful experience, the management team may lead the school team to keep striving for excellence by exchanging ideas with the sector, thus moving ahead towards a new milestone in quality kindergarten education.