

School No.: 565911

Focus Inspection Report (Translated Version)

W.F.B. Avalokitesvara Nursery School

1/F, Carport Block, Lung Mun Oasis, Tuen Mun, New Territories

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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 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas and is generally able to meet children's needs and interests. Children are given adequate time to take part in music, physical, art and free choice activities every day, leading to a balanced daily schedule. The school puts effort into cultivating in children traditional Chinese virtues of "valuing family affection", "respecting for the elderly" and so forth by introducing traditional festive custom and organising festivities during different festivals, arranging experiential activities for children to understand and practise good behaviour from an early age, hence nurturing children to appreciate Chinese culture. In terms of homework, some pieces of homework and content of language and early childhood mathematics for K3 in the second school term are too difficult. The school must remove those inappropriate parts.
- 1.2 The school assesses children's performance through continuous observation and develops learning portfolios for children to retain assessment information of thematic learning, activity observation records and analysis of children's works. In tandem, the school reports to parents regularly, helping them understand their children's learning and development. However, in the end-of-term assessment report, the mean value of thematic assessments is regarded as equivalent to children's performance in a school term, which cannot reflect their learning progress accurately. The school is required to refine such arrangement, and also review the overall learning effectiveness of each grade level by further consolidating and analysing the child assessment information, thus informing the curriculum.
- 1.3 The school decorates the campus meticulously, making the environment comfortable and clean. Children's artworks are displayed in classrooms and along the corridors

to facilitate children to appreciate and learn from each another. Teachers set up different learning corners in line with learning themes and provide interesting and manipulative teaching aids as well as materials to children in light of their developmental needs, so that children can explore and cultivate an attitude of active learning. As observed, children were engaged in the contexts of role-play corners that they imitated passengers getting aboard and alighting as well as offering seats to people in need at a simulated bus stop. They also played the role of farmers to take care of animals in a simulated farm. Children demonstrated their life experiences and knowledge of various characters during games while unleashing their imagination from interaction, showing their good social and language development. The reading corner where theme-matching books are orderly placed is cosy to attract children to read together with their peers.

1.4 Teachers are conscientious in teaching. They make use of decorations related to themes and real objects to support teaching, and guide children to construct knowledge through observation and experience. For instance, teachers design a Light Rail Train compartment and settings of the train platform for K1 children, facilitating them to carry out the activities under a real-life context and learn to follow rules and be self-disciplined. The teaching process is fun-filled and attractive that children are strongly interested in learning and eager to ask questions and share their views. However, some physical activities, like assembling building blocks and constructing wall games, are unable to promote children's gross motor development efficiently. Teachers must revise the arrangement of such activities, and provide suitable activities and materials to ensure children's sufficient amount of exercise.

1.5 The school has established a mechanism of curriculum management. The management discusses collaboratively with teachers the design of learning corners and arrangements of learning activities. It also understands and monitors the

curriculum implementation through document scrutiny, classroom walkthroughs and lesson observations. Teachers conduct teaching reflections daily and review the teaching effectiveness in light of the learning objectives and children's performance, thus making suggestions for improvement. The team holds meetings of curriculum review to exchange the design and effectiveness of the learning activities while organising peer lesson observations for teachers to have mutual observation and learning, discuss with one another so as to improve the in a curriculum continuous manner.

2. Recommendations for Fostering Sustainable Development of School

The school has developed a curriculum management mechanism. The management is required to lead the team to remove the homework of K3 that is too difficult and improve the design of physical activities with a view to catering for children's developmental needs. It is necessary for the school to examine its method for assessing children at the end of school term in order to reflect their development precisely. The school must also utilise and analyse the assessment information for informing curriculum, thereby facilitating children's learning.