

School No.: 564923

Quality Review Report (Translated Version)

**The Baptist Convention of Hong Kong
Lee On Nursery**

**G1, G/F, Lee Hing House, Lee On Estate, Ma On Shan, Shatin,
New Territories**

20, 24 & 26 October 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 24 & 26 October 2023

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school facilitates the leadership team to understand its development through regular meetings and fosters professional exchange with peer schools on education affairs in joint-school management meetings. The management has served the school for years and is familiar with the school operations. It is able to give proper guidance to teachers on administration and teaching. There have been newly recruited teachers joining the team in recent years. The school regards strengthening the communication and cooperation among team members as its major concern. When allocating duties, it assigns experienced teachers as mentors to support the new staff. Moreover, it arranges peer lesson observation for teachers to grasp the teaching requirements as soon as possible. Various types of social activities are also organised to facilitate teachers' mutual communication and understanding, which is conducive to enhancing the team cohesion. Team members have built a good rapport. They support one another and promote the development of the school with concerted efforts.
- 1.2 The school takes account of children's needs and its pace of development to deploy all teachers to discuss together the annual work plans. It has followed up on the recommendations of the previous Quality Review to revise the daily schedule to provide children with balanced learning opportunities and refine the curriculum planning in enhancing the teaching quality. The major concerns of the school in the last school year were promoting inquiry-based learning through play and promoting national education. In this school year, the school continues and deepens the work on national education. It enriches the learning content of Chinese culture in the curriculum to facilitate children's understanding of the country and traditional virtues. When drawing up the work plans, the school is able to deploy strategies in multiple aspects, including curriculum design, teachers' professional development and parent participation. On the whole, the development direction fits in with the school context.

1.3 Teachers observe children's daily behaviour and performance to identify and refer children with special needs the soonest so that they can receive appropriate professional support services. The school maintains close liaison with the primary schools in the district to arrange for parents and children to take part in the parent-child activities or sports days organised by the primary schools. Children get a glimpse of the learning environment of primary school through games. Parents of the graduates are also invited to share their experiences so as to assist parents in preparing their child well psychologically for promoting to primary one. The school has taken fostering home-school communication and promoting positive parenting as the major concerns this school year. Seminars, tea gatherings and so forth are held to enable parents to learn about the skills in positive parenting, hence facilitating a harmonious parent-child relationship. The art workshops provide room for parents to release emotions while raising their awareness of the physical and mental well-being. The school values their communication with parents by organising lesson observation and volunteer service to deepen parents' understanding of the school curriculum and their child's learning. The school plans to form a parent-teacher association this school year, expecting that the association will serve as a platform for utilising the resources from parents effectively and act as a bridge of home-school cooperation to foster the whole-person development of children collaboratively.

2. Learning and Teaching

2.1 The school formulates the learning themes with reference to the teaching packages and in alignment with children's life experiences. The curriculum content covers various learning areas, helping children construct positive values and attitudes as well as acquiring skills and knowledge. The school places emphasis on children's moral and spiritual development, and sets monthly virtuous goals like honesty, forgiveness and cherishing for children to observe. In tandem, it consolidates the learning content of life education sessions, morning assemblies and award scheme of good deeds while employing scenarios, Bible stories and real-life application to systematically promote moral education. In this way, children are able to tell right from wrong and develop a good moral character from an early age. The school arranges sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. Regarding

homework, the line drawing exercises of K1 should be less standardised and more interesting. Some pieces of K3 homework are relatively difficult. The school must review and remove the inappropriate content to meet children's abilities and developmental needs.

- 2.2 The school has considered promoting national education as its major concern in recent years. Through experiential activities, such as manipulating shadow play puppets and trying out the props of Cantonese opera, children learn to appreciate the cultural heritage of China and cultivate their interest in traditional art. The school enriches the teaching content related to Chinese culture in this school year. When planning the learning outline, it incorporates content of Chinese music appreciation, ancient toys and games, national landmarks, etc., while organising Chinese culture week and designing interconnected activities under festive themes. All these help children understand Chinese culture and the passing on of virtue in a gradual and subtle manner. The school holds the national flag raising ceremony on important days and in large-scale activities for children to know about the national flag and national anthem as well as learning the warranted etiquette.
- 2.3 Teachers assess children's performance by continuous observation and documentation. They develop learning portfolios to maintain thematic assessments, activity observation records, children's work and so forth, and communicate with parents regularly on children's learning. The content of thematic assessments covers the objectives of different learning areas. Teachers carefully observe the skills that children demonstrated during activities and record their performance. The school is advised to consolidate and analyse the child assessment information, along with the teaching reflections to conduct a holistic review on learning and teaching so as to inform the curriculum comprehensively and promote the development of the priority tasks.
- 2.4 A curriculum management mechanism is in place in the school. The management and teachers hold curriculum meetings across grade levels to discuss together the learning objectives, activity design and set-up of interest corners. Through conducting classroom walkthroughs and scrutinising curriculum documents, the management monitors the curriculum implementation and gives teachers timely guidance. Teachers have developed a habit of reflecting on their teaching regularly. They also review each theme as a whole and examine the effectiveness of learning and teaching based on the extent to which children have mastered the learning content. The management may lead teachers to have more professional exchange

on activity design and teaching strategies to enhance children's learning efficiency in an ongoing manner.

- 2.5 Teachers set up free choice activity zones in the lobby for K2 and K3 children to take turns to play games in mixed-age mode every day. Large building blocks and art materials are available so that children can explore and create through play. As observed, children put the materials together to make constructions. They also painted acrylic paintings with large brushes and stacked up wood blocks with friends. Children of different ages were engaged in the games. They helped one another and enjoyed themselves thoroughly. Teachers design corner activities in the classrooms as well. Children love to pick and make dim sum in a simulated Chinese restaurant. They read storybooks attentively, create with playdough and so forth, displaying the development of various skills. The major concern of the school in the last school year was promoting inquiry-based learning through play. Teachers arranged group exploratory activities such as making tea and playing spinning tops for children in accordance with the themes. Building block walls and teaching aids for sensory exploration were added to inspire children's thinking and cultivate their exploratory skills. However, the existing materials on the building block walls lack variety and the teaching aids of K3 do not have enough elements of cooperation and problem-solving. Teachers are suggested to continue to refine the corner design to facilitate children's mutual cooperation and their problem-solving skills.
- 2.6 Teachers love and care about children. They praise children to affirm their good behaviour. The campus exudes a joyful learning atmosphere. During thematic sessions, teachers make use of puppets, pictures, teaching aids, etc., to facilitate teaching and help children grasp the learning content. Music activities including singing, playing musical instruments and listening to music are organised for children to experience different music elements in a relaxed manner. Children listen to teachers attentively, take part in activities proactively and answer questions willingly. Teachers may further make use of diversified games to get children involved in the scenarios and make more attempts, thus enhancing the fun of learning. Teachers reduce the waiting time of physical activities by utilising the space to arrange for children to participate in group activities in different zones. Half of the children carry out activities like climbing and playing slide in setup facilities, which is beneficial for developing the balance and agility of their body. Another half of children enthusiastically play games such as ball shooting and tricycle riding, during which they are full of energy, lively and dynamic. Children get along well in

harmony and are familiar with the activity routines. They take the initiative to help tidy things up, showing good living habits.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism whereby the management leads teachers to jointly discuss the annual work plans. The team is advised to set explicit work objectives, deploy corresponding implementation strategies and specific success criteria so as to evaluate the effectiveness of the major concerns in a more effective manner and further enhance the efficacy of self-evaluation.
- 3.2 The school promotes curriculum development in a step-by-step manner. In order to fully apply the education rationale of learning through play in children, the management is recommended to steer teachers to examine the effectiveness of learning and teaching from multiple perspectives as well as refining teaching and the set-up of interest corners continuously. It may also review the homework design to make the line drawing exercises less standardised for K1 children and remove the relatively difficult content of the K3 homework.