

School No.: 565695

# **Quality Review Report (Translated Version)**

## **Martha Boss Lutheran Day Nursery**

**4/F, Martha Boss Community Centre, 89 Chung Hau Street, Ho Man Tin,  
Kowloon**

**17, 18 & 20 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: 17, 18 & 20 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 administrative structure of the school is clear and the distribution of work is well-defined. The management assigns tasks according to the abilities and preference of teachers so that each team member can discharge their duties respectively. The school regularly takes part in the joint-school professional development activities organised by the organisation while arranging observation and sharing sessions of teaching in the peer schools for teachers to exchange their experiences with one another and broaden their horizons. The management is open-minded and values the communication with teachers. It also gives timely support to demonstrate its leadership and creates a harmonious atmosphere at work, thus building a stable and cohesive team successfully. Teachers communicate closely and support one another. They work as a team to promote the development of the school with concerted efforts.
- 1.2 The school has established a school self-evaluation mechanism. The management leads teachers to discuss the development foci of the next year in meetings at the end of a school term. The school took its context and external opportunities into consideration to regard cultivating children's interest in reading as its major concern in the previous school year. The effectiveness of the plan has been observed. With reference to the assessment information and in response to children's performance and needs, the school has taken promoting positive education as its major concern in recent years. In the last school year, the school nurtured children's positive emotions through activities. In this school year, it extends the positive education to families through teacher training, parent-child activities and parent seminars, and incorporates the positive values into thematic activities. Another major concern of this school year is fostering children's physical development. With the support of external organisation, the school prepares to carry out the work plan in aspects like curriculum arrangement and teacher training.
- 1.3 The school cares about children and accepts their diverse needs. It has set up an

identification and referral mechanism, made good use of resources from the organisation and community and worked closely with professionals to provide appropriate services for children in need. The school employs different channels to maintain liaison with parents and keeps them informed of its development direction as well as their child's learning performance at school through parent lesson observation and information disseminated by the parent-teacher association. Regarding the interface between kindergarten and primary education, the school leads children to visit the primary schools in the district and borrows the premises of a nearby primary school to hold experiential activities of primary one so as to better prepare children for promoting to primary school.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages and based on children's development, interests and life experiences, the school designs an integrated curriculum using themes. The curriculum content is comprehensive and covers all learning areas, addressing the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. Various types of visits are arranged periodically to offer different learning experiences to children. In tandem, the school has project learning of which the activities are designed according to children's preference to cultivate a spirit of active learning in them. Children are given the opportunities to participate in music, physical and art activities every day. The school gradually deepens children's understanding of Chinese culture. It organises festive and art activities, including making rice cakes, blue and white porcelain and paper cutting, and holds the national flag raising ceremony on important days to enable children to understand the national flag and national anthem as well as learning the proper etiquette and attitudes. Yet, a few pieces of homework of K3 are too difficult while the amount of word copying for K2 and K3 children is rather excessive. The school must revise the homework design to suit children's development.
- 2.2 The school has a policy on the assessment of child learning experiences in place. The assessment content is formulated in accordance with the curriculum objectives and teachers refer to the assessment criteria to observe and keep records of children's performance continuously and assess children's development in an objective manner. The school creates learning portfolios for children to maintain thematic assessments,

observation records, end-of-term assessments, etc. It distributes the assessment information to parents on a regular basis to keep them informed of their child's learning. Nevertheless, the school requires parents to assess what children have learnt at school is inappropriate. The school must abolish such practice. Teachers make reference to the child assessment information to follow up on the needs of individual children and use the information as a basis for reviewing the curriculum and devising development plans.

- 2.3 A mechanism for curriculum coordination and monitoring has been established in the school. By attending meetings, scrutinising documents and conducting classroom walkthroughs, the management keeps track of the curriculum implementation and gives feedback and support to teachers aptly. Teachers conduct collaborative lesson planning periodically, design and decorate the environment in alignment with themes. They make routine teaching reflection and review their teaching together upon completion of a theme. However, the reflections were mostly description of children's learning and only some teachers make suggestions on activity design. The management is advised to encourage the team to evaluate the teaching effectiveness based on children's performance and corresponding to the learning objectives while making concrete suggestions and taking follow-up action with a view to informing curriculum planning.
- 2.4 The school premises are bright and clean. Children's art and craft works, activity photos, and the corner instructions and learning aids made by children are displayed around the campus to create an environment filled with childlike fun, which is conducive to developing children's sense of belonging to the school. There is an abundance of teaching resources in the classrooms. Learning aids are interestingly designed to tie in with the themes for meeting children's interests and needs, hence effectively attracting children to learn. As observed, children enjoyed playing with their peers to foster their social development. Children like to take part in corner activities, such as observing reflection in the mirror and manipulating three-dimensional models, displaying their curiosity and exploratory spirit. Various materials are available in the art and game zones where children draw, make art and craft works and collage attentively, unleashing their imagination. In connection with the major concern, reading corners are comfortably furnished and a great variety of books is placed there to attract children to choose during the free choice activity sessions and reading time. It is observed that children took the initiative to select books to read alone or with their peers. During free choice activities, teachers

mainly guide children to finish homework and craftworks. Teachers are advised to pay more attention to children's performance in other interest corners while encouraging and leading them to learn at an opportune time to enhance the teaching effectiveness. Children revisit their learning after play. Teachers ask questions to inspire children to share their experiences and feelings, thus helping children consolidate what they have learnt and extending the interest in learning to their peers.

- 2.5 Teachers care about and accept children. They cater for learner diversity by rendering individual guidance, adapting homework, etc., according to children's needs. Teachers are kind and amiable. They always praise children, encourage children to do good deeds and enhance children's self-confidence. Teachers are good at using voices and facial expressions to create an atmosphere to draw children's attention and get them engaged in learning. During thematic activities, children enhance the learning effectiveness through first-hand experiences, child-child and teacher-child interactions and so forth. Teachers often invite children to express their views and respond to children in a timely manner to help children construct knowledge as well as extending their learning. As observed, there were diversified physical activities for children to choose their favourite games to stretch their body, including jumping, climbing and throwing and catching balls, showing favourable body coordination. Nonetheless, some children walked and chatted in the physical zone. The school must review its activity arrangements and teachers are required to pay close attention to children's performance in the activities to ensure that children have an adequate amount of exercise.
- 2.6 Children are courteous, obedient, active and warm. The campus is filled with happiness. Children pursue learning with attentiveness and eagerness. They are also willing to express their thoughts, showing good language skills. Children care about others, get along well with their peers and play enthusiastically, demonstrating good social skills. Children have a pretty good sense of rhythm as they sing and perform rhythmic movements at the same time during the music activities to enjoy the fun therein. Children are able to complete simple learning tasks on their own, put on and take off their shoes and clothes by themselves as well as tidying things up after activities, displaying outstanding self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has followed up on some of the recommendations of the previous Quality

Review, including formulating major concerns that align with the needs of teachers and children. However, the management is required to lead teachers to have a holistic planning regarding the major concerns and set specific and corresponding work objectives and implementation strategies so as to further enhance the effectiveness of self-evaluation.

- 3.2 The school must delete the difficult homework of K3 and reduce the amount of copying for K2 and K3 children as well as cancelling the inappropriate parent assessment items. Moreover, it is necessary for the school to review the design of some of the physical activities and pay more attention to children during the activities for ensuring that they have an adequate amount of exercise.