

School No.: 601497

Quality Review Report (Translated Version)

611 Tree of Life Kindergarten

**Podium Roof of Podium D, Riviera Gardens, Nos.2-12 Yi Lok Street,
Tsuen Wan, New Territories**

1, 2 & 4 April 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 1, 2 & 4 April 2019

- 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 has been opened for almost two years, and has developed its organisation structure and routine under the support and supervision of the leadership team. The teaching staff handle daily matters by making reference to various guidelines to ensure the school's smooth operation. The school has initially started the school self-evaluation (SSE) work. It collects views from stakeholders and reviews the effectiveness of activities so as to understand the current situation of the school and explore its developmental needs. The school has begun to revise the curriculum since last school year to enhance teaching effectiveness, it has also set building a shared vision among the team as the major concern in order to enhance teachers' sense of belonging to the school through organising social activities. The management maintains close communication with teachers to create a harmonious working atmosphere. The team agrees to the mission of the sponsoring body and promotes the school's development collaboratively.
- 1.2 The school attaches great importance to supporting children's developmental needs. It adjusts the school hours for newly admitted children and arranges K3 children to visit primary schools in order to help them prepare for different learning stages. The school sets catering for learner diversity as the major concern this school year. It enhances understanding of children's daily learning and development progress from parents, provides timely referral services for children in need so that they can receive appropriate support the soonest. Furthermore, the school organises parent-child activities to familiarise parents with their children's learning and the development of the school. Parents trust the school and are willing to assist the school in implementing activities. Home-school work together in nurturing children's growth with concerted effort.

2. Learning and Teaching

- 2.1 The school curriculum is in line with the education goals of the sponsoring body,

aiming at nurturing children's healthy development in the aspects of physique, psychology, social skills and spirituality. The school takes the Bible as the core of the curriculum and designs learning content based on religious stories and festivals. The curriculum is comprehensive that it integrates knowledge of all learning areas, and cares for children's social development and skills acquisition. The school values moral education, helping children get to know about themselves, learn to appreciate things around them and care about others, through morning and afternoon assemblies, sharing in daily teaching, singing, etc.

- 2.2 The school took enhancing the school-based curriculum as the major concern in the previous school year in the hope of improving the teaching quality. However, the school has not devised its work plan thoughtfully and hence failed to review the effectiveness of the curriculum holistically. Some curriculum content is not closely tied in with children's life experience, making it difficult to help children learn from their prior knowledge and experience. Besides, certain content in Early Childhood Mathematics for K2 and K3 classes is relatively difficult and in hasty progress, and the assignments are a bit too much that do not meet children's abilities. The management must lead the teaching team to revise the learning content, adjust the curriculum progress and delete excessive assignments. Regarding the major concern, the management should also draw up clear objectives and feasible implementation strategies in order to review the appropriateness and the implementation effectiveness of the curriculum in a practicable manner.
- 2.3 The management understands the implementation of the curriculum through classroom walkthroughs and scrutiny of curriculum documents. Last school year, the school arranged teachers across grade levels to discuss the curriculum content and share teaching focuses collaboratively, it has gradually strengthened the curriculum coherence of each grade level. Teachers reflect on their teaching and conclude the experience upon completion of each learning unit. Some teachers are able to identify children's learning difficulties and make suggestions for improvement in teaching. Yet, the management is still required to strengthen its professional leadership and keep revising the curriculum with teachers. It should also develop focuses for lesson observation so as to provide teachers with appropriate support and guidance in accordance with teaching strategies or organisation of teaching content.
- 2.4 The school's daily schedule is appropriate that children have sufficient time to participate in music, physical, free choice and other learning activities every day.

The music activities are diversified which can help children develop the sense of aesthetics. Children are engaged in the activities that they like to sing hymns along with teachers and express their emotions through limb movements. Teachers design physical skills training activities and physical play according to the learning themes, children are also invited to design the way they play to add more fun to the activities. During physical activities, teachers spend a bit long time in explaining and demonstrating while some children tend to participate in quiet-oriented activities. Teachers should make their explanation concise and encourage children to participate in different physical play activities in order to help them acquire adequate amount of physical exercises.

- 2.5 The school environment is clean and cosy. Children have enough space for various learning activities. There are different interest corners in the classrooms for children to play inside. K2 and K3 children would plan their participation in corner activities and make simple records of it. Children are concentrated in the corner activities. Yet, too many rules in some activities reduces the fun of play. The school may provide more toys or design role-play activities to engage children in exploratory and other activities that they may make use of their imagination and creativity. The school may also relax the rules in the activities so as to enable children to learn through a pleasant process of play. After corner activities, teachers invite children to share the activity process or introduce their work through questioning, it helps children revisit their experience from the activities and consolidate what they have learnt.
- 2.6 Teachers care about children and often give them commendation conducive to building their confidence. Moreover, teachers often thank children for their help. They teach in words and deeds for children to learn to be grateful. Teachers' oral expression is clear, most of them can collaborate closely with one another during lessons to provide individual support for children. From observation, some thematic learning or discussion activities are conducted in groups, it may however pose difficulties for teachers in catering for children's individual needs simultaneously while they explain and demonstrate in the lessons alone. Teachers may consider collaborating with other teachers and conduct group activities flexibly according to the teaching needs so as to enhance the support for children's learning. Teachers would share children's cases at meetings to remind each other the needs of individual children. The school may strengthen teacher training to help teachers develop and adopt diversified teaching strategies to support learner diversity.

- 2.7 Children are cheerful and polite. They actively participate in learning activities, listen to teachers' instructions attentively and are pleased to respond to teachers' questions. Children have fairly good listening and expression skills, they like sharing their life experience and have rich content in their conversations. Children get along with peers in harmony. During activities, they would queue up and have established routines. They also cooperate with each other to complete the learning tasks, showing good social development.
- 2.8 The school puts up news bulletins in the student handbooks for parents to learn about the thematic learning content. The school assesses children's learning performance continuously and writes activity observation records for children. The assessment information is comprehensive that it covers all learning areas. However, the school only distributes the assessment information at the end of the school term, which cannot help parents understand and follow up their children's learning progress in a timely manner. The school must provide parents with their children's progress and summative assessment information promptly so as to reflect children's continuous learning performance and their development progress in each stage.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is able to initially review its current situation and identify its developmental needs through SSE work. The management should strengthen the teaching team's understanding of the SSE principles and enhance their skills in SSE, lead them to analyse the information collected for devising annual development focuses and setting task objectives, with a view to implementing and reviewing the work of the school to achieve the expected outcomes, and to practise the cyclical process of planning, implementation and evaluation to enhance the school's effectiveness continuously.
- 3.2 The management must keep leading the team to revise the curriculum content and the design of assignments so as to meet children's life experience and abilities, thus enhance the teaching effectiveness. The school should also help parents get informed of their children's learning performance in order to support children's learning needs. Besides, the school should strengthen teacher training with a view to enhancing teachers' abilities in catering for learner diversity in lessons.
- 3.3 A foundation of mutual trust has been developed between parents and the school. The school should strengthen parent education to help parents understand the

developmental characteristics of children in different stages of growth, with a view to enhancing their parenting competence, enabling home-school partnership in promoting the healthy development of children.