

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**

2, 3 & 5 December 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 2, 3 & 5 December 2024

- 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 leadership team maintains close liaison with the school and listens to the team about its needs to provide resources. Guidelines and codes of practice are in place for teachers to know about their duties and work requirements to handle daily affairs. The management has served the school for years and is familiar with the school affairs. It allocates tasks according to teachers' experience and abilities while conducting in-class teaching occasionally to help newly recruited teachers adapt to the new environment the soonest. Through regular meetings and social gatherings, the school encourages staff members to communicate and share with one another to foster teamwork. The management is willing to consider the views of staff members, creating a harmonious atmosphere at work.
- 1.2 The school has established a mechanism for school self-evaluation (SSE). Team members regularly evaluate the effectiveness of various tasks and jointly devise the work plans of the coming year, including objectives and strategies. Last school year, the school regarded cultivating children's love for nature and promoting Chinese culture as its major concerns. It then extends the related work of national education in this school year to strengthen children's sense of national identity.
- 1.3 The school cares for and accepts children. Teachers observe children's learning continuously and adjust the support strategies for children in need. They also provide referral services in accordance with the mechanism, allowing children receive timely and appropriate support. To support newly admitted children, the

school flexibly adjusts their school time, helping them adapt to the campus environment. The school arranges for parents and children to visit primary schools in the district, and organises primary one simulation activities, assisting children in getting psychologically prepared for promoting to primary school. The school maintains communication with parents through multiple channels to address their views. Parent's meetings, lesson observation, etc., are also held to deepen parents' understanding of the curriculum and children's learning. Parents enthusiastically participate in school activities. The home-school relationship is good.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages to develop a curriculum of which the content covers six learning areas, addressing the cultivation of values and attitudes in children as well as their acquisition of skills and knowledge. Diversified experiential activities are organised to enrich children's learning experiences. In respect of the daily schedule, the school provides children with opportunities for music, physical, art and free choice activities from Mondays to Thursdays. Yet, no music and physical activities are arranged for children on Fridays. Children who take school bus are generally dismissed from class earlier, which impairs their learning. Therefore, the school is required to revise its daily schedule and dismissal arrangements. Besides, some of the K3 homework in the learning areas of Language and Early Childhood Mathematics are too difficult. The school must remove the inappropriate parts to meet children's developmental needs.
- 2.2 The school adopts continuous observation to assess children's performance in each learning area. It maintains children's observation and thematic assessments to keep parents informed of the learning progress of children in a timely manner. That being said, the team has yet to set criteria for thematic assessments, which affects the

consistency. The management must lead teachers to discuss the assessment criteria and assess children's performance objectively. The school must also make use of the assessment information to inform the curriculum and teaching.

2.3 The school has established a curriculum management mechanism. The management keeps track of the curriculum implementation by scrutinising documents, observing lessons and attending meetings. Teachers have built a habit of reflecting on the performance of children weekly and conduct teaching review upon completion of a theme. However, they mainly evaluate children's performance in the learning areas of Language and Early Childhood Mathematics, and their suggestions do not correspond to children's needs. The management must lead teachers to analyse the reasons for children yet to achieve the learning objectives from the perspective of activity design, including the use of teaching strategies and environment setup, and then make improvements and take follow-up action to enhance the effectiveness of curriculum review.

2.4 The school regards strengthening children's sense of national identity as its major concern. It holds celebrations of festivals to let children learn about traditional custom while enhancing their interest in Chinese culture by arranging dim sum workshop visits and inviting parents to make Chinese fans with children. This school year, teachers introduce opera mask making and paper cutting to enrich children's art experiences. Interest corners are set up in classrooms to encourage children to observe and draw giant pandas, increasing their understanding of the symbol of the country. Nevertheless, the work plans of these two school years mainly focus on activity level and the strategies employed are similar. The school is advised to refine the relevant strategies based on the progress of the plans with a view to enhancing the effectiveness of the major concern. The school may also strengthen the connection between activities and learning themes to deepen learning

and strengthen the integration of the curriculum.

2.5 Another priority task of the school is cultivating children's love for nature. Teachers decorate the campus with dried flowers and branches. They grow plants as well. All these add a touch of nature to the campus. Teachers utilise the ecology corners on campus for children to observe different types of fish, take care of turtles and grow potted plants, which helps them learn to protect life. The school also arranges various outdoor experiential activities for children to have more access to plants and animals. As observed, children watered and fertilised the plants proactively and attentively. Meanwhile, they watched closely the movements and reactions of the turtles and gently cleaned the turtles' bodies, demonstrating their love and care to plants and animals.

2.6 Teachers set up interest corners in classrooms meticulously and provide plentiful materials. Books relating to the themes are displayed in the comfortably furnished reading corners, attracting children to focus on reading. Materials and tools are neatly placed in the art corners for children to choose and use for art creation freely. Children design apparel and looks for figures by applying tearing, sticking and drawing skills, showing their distinctive ideas. There are interactive elements in both construction and teaching aid corners. Children work together to assemble buildings and engage in imaginative play. They also immerse themselves in role-play to simulate caring for babies and buying and selling food using props. Teachers walk around to observe children's performance in each corner activity. They settle children's disputes but seldom join in children's play. During review sessions, teachers mostly ask children to share their experiences in corner activities and introduce their artworks. Teachers could be more observant in order to guide children in sharing and integrating their findings during exploration, thereby consolidating and extending their learning. It is also necessary for teachers to

sharpen their classroom management skills, including setting clear activity rules, to help children build routines.

2.7 Teachers utilise pictures and questions to encourage children to share their life experiences and thoughts. Children listen carefully and respond enthusiastically, showing good expressive skills. Teachers always give compliments to children and consider children's suggestions. They cater for children's diverse needs that they adapt the homework load and some assessment items for children with special needs while rendering individual guidance to support non-Chinese speaking children to learn Chinese. Children love going to school. They are able to change shoes, as well as putting on and taking off jackets on their own, possessing self-care abilities. Children throw themselves into physical activities. They are full of energy and never get tired of the activities. However, some teachers open the creative block area during the physical activity sessions, resulting in children carrying out activities that are rather quiet such as assembling blocks. Teachers are recommended to adjust the arrangements to ensure that children have an adequate amount of exercise. Moreover, music activities are loosely organised, the teaching goals thereof are vague, and the content is mainly about singing and listening to stories, thus failing to enrich children's experiences in music activities. Teachers must improve the design of music activities and add more musical elements to guide children to express their feelings and unleash their creativity through music.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established the SSE mechanism. Nonetheless, it must follow up on the recommendations of the previous Quality Review to lead the team to grasp the rationale and skills of SSE, evaluate and analyse the school context comprehensively and adjust the implementation strategies flexibly as necessary while formulating

success criteria in alignment with the expected goals so as to validate the effectiveness of the work plans more accurately. The management is required to embrace its role as a professional leader by planning training programmes with clear objectives and foci for teachers, thereby improving the quality of teaching of the team continuously.

3.2 The management must strengthen its curriculum leadership to steer teachers to improve the design of activities, sharpen classroom management skills and analyse the reasons for children yet to grasp the learning foci, thereby making suggestions in a focused manner to enhance the effectiveness of the reviews. The school must remove the excessively difficult homework in the learning areas of Language and Early Childhood Mathematics for K3 children, as well as revising its daily schedule and dismissal arrangements. Besides, the management is required to lead teachers to discuss the assessment criteria for assessing children's performance objectively while making use of the assessment information to inform the curriculum and teaching.

3.3 The school is advised to organise more structured training. It may also identify the needs of parents from multiple perspectives, plan more suitable parent education activities and offer relevant parenting information, thereby enhancing their competence in parenting. The school could encourage parents to take part in coordinating school activities so that they can exploit their strengths, fostering home-school cooperation to a further extent.