

School No.: 577987

Quality Review Report (Translated Version)

Christian Little Tree Kindergarten

G/F, Ying Lok House, Choi Ying Estate, Ngau Tau Kok, Kowloon

9, 10 & 12 January 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 9, 10 & 12 January 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 of the school cares about the school development that it keeps track of the school affairs through regular meetings and advises on administrative and financial issues. In tandem, the leadership team is active to organise parent education activities to enhance partnership between the school and parents. The school has a working guide to teaching. It keeps school documents and records of teaching resources on a systematic basis for teachers to grasp the teaching requirements and have easy access to the information. In conjunction with the school development, the management taps external support to strengthen the curriculum leadership and teachers' professionalism. In the meantime, the management carries out activities such as peer lesson observations and teaching staff morning assemblies in order to develop an exchange culture among the team progressively. The team has established a good rapport. Members of the team trust and support one another and seek for advancement diligently in taking forward the development of the school with concerted efforts.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to refine the school self-evaluation (SSE) mechanism. The management steers teachers to devise development plans in accordance with the school's development foundation and children's needs, then conduct reviews and follow-up plans regularly by observing children's performance and analysing the survey findings. Over the past two years, the school has regarded cultivating positive values in children as its major concern. The strategies include introducing external support to equip teachers in designing activities for nurturing children's positive attitudes and moral character as well as enhancing parents' positive parenting skills through parent education activities. The school formulates plans at different aspects such as children's learning, teachers' professional development and home-school cooperation, and the tasks have been implemented in a step-by-step manner.
- 1.3 The school caters for the diverse needs of children. Teachers identify and provide

referral services to children with special needs through daily observation on children's behaviour and performance so that children can receive appropriate support. Regarding kindergarten-primary interface, the school arranges for children to visit primary schools in the vicinity and designs primary one adaptation activities such that children can gain a basic understanding of primary school's environment and get psychologically prepared for promoting to primary school. The school embraces the rationale of home-school cooperation to encourage parents to participate in a wide range of parent education activities which include parenting seminars, workshops and parent-child activities with a view to raising parents' awareness towards emotional health and sharpening their child-rearing skills. The school liaises closely with parents by different means. It actively promotes parent engagement on campus not only by arranging lesson observations and volunteer services, but also by allowing parents of K1 children to take part in the activity days of various learning themes for better understanding of their child's learning. Parents recognise the school's rationale of education and join hands with the school to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide*, teaching packages and external teaching resources, the school designs an integrated curriculum using themes. The curriculum content covers all learning areas and encompasses the cultivation of attitudes, acquisition of skills and construction of knowledge in children. The school strives to promote national education that it systematically plans thematic learning content to let children learn traditional virtues, know about Chinese custom and its meaning as well as gaining knowledge and appreciation for Chinese culture. The school conducts the national flag raising ceremony on important days and special occasions in a bid to develop a sense of national identity in children. Children are given ample opportunities to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, a small part of learning content and homework in the area of Early Childhood Mathematics for K3 is rather difficult. The school is required to remove the inappropriate part for meeting children's developmental and learning needs.
- 2.2 The school has a mechanism in place for the assessment of child learning experiences and creates learning portfolios for children. Teachers map out thematic assessment

items according to the learning objectives and adopt continuous observation to assess children so as to reflect their understanding of thematic content. Teachers comment on children's performance when participating in various activities and describe children's overall development at the end of a school term. Teachers meet with parents on a regular basis to keep parents informed of their child's learning progress and propose suggestions for facilitating children's growth.

- 2.3 The management leads teachers to formulate the school curriculum and compile teaching plans. The management also keeps track of the curriculum implementation by attending curriculum meetings, scrutinising curriculum documents, observing lessons, etc., and then gives guidance to teachers based on its observation. Teachers reflect on teaching weekly but they mostly review the effectiveness of learning activities against children's performance. Some of the teachers render suggestions for teaching improvement according to activity arrangements. At the end of a school term, the teaching team makes reference to information of lesson observation, child assessment and teachers' reflective notes to review and revise the curriculum planning and activity design collaboratively. The management could continue guiding teachers to enhance their reflective ability, including conducting reviews in light of children's learning performance, learning objectives, teaching strategies and so forth, and making and implementing recommendations to improve the learning and teaching effectiveness.
- 2.4 The school has regarded cultivating children's positive values as its major concern in recent two years. The teaching team designs activities by using picture books about positive moral character while launching an award scheme to promote children's practice of good character at home, on campus and in the community. For instance, children can gain experiences of caring for and helping others by showing filial piety to parents, taking care of junior schoolmates and donating toys at home to people in need in society. In daily teaching, teachers often speak positively to encourage children to use polite expressions, love each other and share with one another. Teachers also give timely commendation to children in order to reinforce their good behaviour. As observed, children were courteous, obedient and friendly. They got along well with their peers and helped each other. The effectiveness of the major concerns is evident.
- 2.5 Teachers make good use of the space of the school premises to plan different types of activities. Teaching items are placed properly for both teachers' and children's easy access, which is conducive to the smooth progress of activities. Teachers

decorate the campus with children's works and activity photos for children to appreciate one another and revisit learning. Teachers set up various interest corners for children based on themes. Corner activities are fun-filled with different levels of complexity. There are sufficient teaching aids and materials for fostering exploration and creation in children. Meanwhile, the school arranges free choice activities across classrooms of the same grade level for K2 and K3 children with the aim of providing more choices for them and enhancing their interaction. Children choose activities according to their interest, consolidate and extend what they have learnt through play. As observed, children rolled toy cars together on a mat printed with a landscape of urban streets and talked to each other, for example, introducing the name of the vehicles in their hands and different bus components. In the scribble corners, children drew in detail the playground facilities and characters to depict a happy scene of themselves playing with their dad in the playground. Children poured coffee beans into cups and compared the amount of coffee beans in different cups. Children played alone or with their peers enthusiastically, demonstrating a joyful learning atmosphere.

- 2.6 Teachers are conscientious in preparing lessons. They share stories with the use of a variety of teaching materials including puppets, pictures and self-made teaching aids. Lessons are conducted smoothly. Teachers ask simple questions to enable children to grasp the learning content. Teachers are advised to provide children with more opportunities to share their experiences and views so that teachers can further follow up on children's response and assist children to construct knowledge in a step-by-step manner. In music activities, teachers lead children to imagine interesting scenarios and sing together as well as performing rhythmic movements and playing musical instruments along with music. Children enjoy the participation in these activities. With the help of body gestures, teachers guide children to master various physical movements. Diversified items are provided for children to design physical games. Children are delighted and have a sufficient amount of exercise. During free choice activities, teachers observe children's performance while playing with children and guiding them at opportune times. The school may keep on strengthening teachers' skills in reviewing games with children through professional exchange by means such as letting children share their design ideas and play experiences more often, and steering children to collate and consolidate their acquired knowledge to further inspire children's learning.
- 2.7 Children love to go to school. They take part in learning activities actively and are

curious about their surroundings. Children have also developed good classroom routines and they pay attention to teachers' explanation and instructions. Children put tableware and eat by themselves and take the initiative to tidy up things after activities, showing favourable self-care abilities. Yet, some children have improper pencil grip and therefore teachers may enhance individual guidance to nurture a good writing habit in children.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE mechanism and incorporated the SSE rationale into its daily work. When mapping out major concerns, the management, together with the teaching team, may devise success criteria which are more in line with the task objectives so as to assess the effectiveness of the plans in a focused way with a view to planning the next stage of the school development.
- 3.2 The school has been striving to optimise its curriculum planning in recent years in order to address the trends of curriculum development and learning needs of children. Yet, the school is required to review the learning content and homework in Early Childhood Mathematics of K3 and remove the difficult part therein. The school is also advised to sharpen teachers' skills in conducting teaching reflections, questioning and reviewing games with children so as to increase children's learning effectiveness to a further extent.