

**School No.: 531910**

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

**Cannan Kindergarten (Kowloon Tong)**

**Portion of G/F & 1/F, 9 & 11 Cumberland Road, Kowloon Tong, Kowloon**

**18, 19, 20 & 22 March 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: 18, 19, 20 & 22 March 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 sponsoring body monitors and supports the school's operation. The school regularly co-organises inter-school teacher training activities with other kindergartens under the same sponsoring body, which is conducive to promoting school development. Members of the team deal with daily matters pragmatically in accordance with their duties. The school consents to the rationale of school self-evaluation (SSE). It has established the SSE mechanism to review activities in a timely manner. It also reviews different areas of school work by adopting the whole-school approach in order to discuss the annual development plan collaboratively with teachers. Last school year, the school set the major concern as enhancing children's self-directed learning interest and their exploratory ability. It provided training for teachers in the hope of developing teachers' abilities in designing relevant activities and setting up the learning environment, thereby facilitating children's learning. This school year, the school continues to implement the plan to improve children's exploratory ability, meanwhile taking facilitating children's physical development as another major concern. The school implements the plan in a step-by-step manner. It introduces external support services as well as arranges collaborative lesson planning, observation and evaluation, etc., with a view to improving teachers' skills in designing and conducting physical activities.

1.2 The school values home-school communication. It keeps in contact with parents by means of diversified channels to inform them of their children's progress. It also arranges parents' day for parents of newly admitted children to understand their children's school life. In addition, the school enhances parents' parenting skills and helps them get the picture of their children's learning at school through arranging parent education seminars, inviting parents to be volunteers and observe lessons, etc. Parents are willing to collaborate with the school to support school development.

### **2. Learning and Teaching**

2.1 The school makes reference to the curriculum outline of the sponsoring body to

devise the curriculum and connects the learning content with real-life themes. It also arranges visits for children based on the learning content to provide children with more authentic learning experiences. The school enables children to participate in music, physical, art and free choice activities every day to provide them with comprehensive learning experiences and more active learning opportunities. However, the school curriculum lays stress on language learning, and children are required to recognise and read a large amount of Chinese characters and English words, as well as practise English and Putonghua phonics. The design of the learning activities focuses on language knowledge and skills, which fails to create a natural language learning environment in daily teaching. The school should nurture children's interest in language learning and adjust the content of language learning and assessment, thus providing children with real-life and interesting language learning experiences. In recent years, the sponsoring body has been working on the adjustment of the homework design. Yet, the K3 homework arranged by the school is still too difficult. Meanwhile, K1 children have to copy the strokes of characters along dotted lines in the second school term, which fails to meet children's developmental needs. The school must uphold the child-centred principle to plan an appropriate curriculum, and remove inappropriate teaching content and homework.

2.2 Last school year, the school took arousing children's self-directed learning interest as the major concern. Teachers coordinate with neighbouring classes to design various types of interest corners in the classrooms and nearby space, in which an abundant amount of manipulative materials are provided for children to play with. Children select the interest corners freely, or take part in the music games or storytelling sessions conducted by teachers in the activity room. They are pleased to participate in different activities and select corner activities according to their own plan. Children unleash their imagination to create diversified work by using building blocks. They also enjoy drawing in the creative corner along the corridor. Teachers talk with children and guide them to complete the games. However, some children focus too much on sticking to and completing the plan, they only stay in the interest corners for a short time and cannot devote themselves to the games. The interest corners that are shared across grade levels fail to suit the developmental needs of children in different grade levels, which weaken children's interest in joining the games. The management should lead teachers to pay more attention to the process of children's play. With respect to the queries raised by children and things that they are curious about, teachers should adjust the activity design in the interest

corners accordingly and guide children to think, thereby playing the role of inspirers to strengthen the effectiveness of learning through play for children.

- 2.3 In recent two school years, the school has taken enhancing children's exploratory ability as the major concern. The school arranges teachers to attend training activities to help them grasp the skills in designing exploratory activities. Teachers try out project activities in different grade levels, arrange the "Daily Life Events" session during morning and afternoon assemblies, and add simple experiments, with the aim of increasing children's opportunities to explore and understand natural phenomena. As observed, children are interested in manipulating the simple experiments in the exploratory corner, such as exploring the bouncing of balls and the dissolving process, and then recording the results in simple ways. However, teachers take learning scientific principles as the objective when trying out the project activities, making it a bit difficult for children to understand the abstract concepts. The management should steer teachers to adjust the activity design to emphasise on nurturing children's exploratory spirit and sustaining their curiosity, thereby achieving the objective of the plan.
- 2.4 This school year, the school has regarded facilitating children's physical development as another major concern. It joins the external support programme to study the design and facilitation skills of physical activities. As observed, teachers conduct gross motor games with clear steps. They make use of theme-related contexts to guide children to imagine and engage them in the activities. Teachers arrange each child to take part in the games, yet the time for the games is rather short, while teachers seldom make responses or take follow-up actions based on children's performance. Teachers may observe children's performance carefully and, as necessary, adjust the teaching approaches flexibly, so that children can learn effectively. In addition, the school is advised to make good use of the spacious play area and facilities to increase the opportunities for children to engage in gross motor activities. In formulating the work plan, the management may first lead teachers to know about children's physical conditions and developmental needs, meanwhile reviewing the areas for improvement regarding the relevant curriculum, teaching strategies and environment set-up. As such, the management can map out task objectives and strategies that are in line with the school context to improve the effectiveness of the implementation of the plan.
- 2.5 When teachers are leading thematic discussion activities, they speak clearly and logically, and can use questions to understand children's thoughts. Children have

rich life experiences. They respond quickly and are keen to express views. Teachers may flexibly adjust the conversation content in consideration of children's responses, meanwhile making good use of the subsequent group activity time to plan relevant extension activities, thereby encouraging children to make further exploration. During music activities, teachers guide children to imagine. They let children feel the music through singing, rhythmic movements and playing percussion instruments. Children can identify when the music starts and rests as well as its high and low pitches, enjoying the fun of music games.

2.6 The school has a mechanism of curriculum coordination, monitoring and review. The management understands curriculum implementation through attending meetings, scrutinising curriculum documents and lesson observation. However, teachers have not conducted an in-depth reflection on the curriculum design and teaching effectiveness. The management must lead teachers to conduct reviews from children's learning and adjust the curriculum content and teaching design, so as to enhance children's learning effectiveness.

2.7 The assessment content of child learning experiences is connected with the curriculum objectives. Teachers grasp children's development progress through thematic assessment, observation records, works analysis, etc. They summarise children's stages of progress in different development areas regularly to get parents informed of their children's development progress. The school consolidates child assessment information in terms of all classes, all grade levels and the whole school. The management may still steer teachers to analyse the assessment information in an integrated manner in order to have a better understanding of children's needs. The information can then be used to inform the curriculum and serve as reference for formulating the directions for continuous development of the school.

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

3.1 The management is required to lead teachers to make use of the performance indicators to analyse the school context objectively so as to plan the development of the school more effectively. The school must follow up the recommendations of the previous Quality Review to formulate clear and concrete objectives for the major concerns. It should also focus on the objectives to plan implementation strategies in alignment with the school context, with a view to enhancing the effectiveness of the plans. In terms of teacher training, the school is advised to address teachers' specific needs in order to plan the focuses of school-based training and help teachers

apply the knowledge learnt in their daily teaching.

- 3.2 It is necessary for the management to strengthen its role of curriculum leadership and adhere to the child-centred rationale to guide teachers to review and adjust the curriculum, ensuring that the curriculum is balanced and appropriate. In addition, the school must delete homework that is too difficult and cancel the arrangement of copying the strokes of characters along dotted lines for K1. Meanwhile, the school should reinforce parent education to help parents understand children's developmental needs. The teaching team has to analyse children's assessment information comprehensively to know about children's needs, thereby informing the overall planning of the curriculum and enhancing the effectiveness of learning and teaching.
- 3.3 With respect to taking care of children with special needs, the school has introduced external resources to help children in need this year. A school-based identification mechanism has also been established. Teachers, however, are not familiar with the mechanism, while their skills in communicating with parents are yet to be enhanced. The school is recommended to further create an accepting and inclusive atmosphere in the campus as well as assist teachers in mastering the relevant mechanism and skills in communicating with parents, so as to strengthen the services for caring for and supporting children with diverse needs.