

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

13, 14, 15 & 17 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14, 15 & 17 January 2025

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 communication with the management that it gets hold of the school operation through regular meetings and provides guidance for the development directions. The school has a well-defined organisational structure. Taking into account teachers' preference, experience and expertise, the management allocates duties while giving proper empowerment to let teachers demonstrate their activity planning capabilities. The school has a clear appraisal system and open promotion mechanism, encouraging its staff to exploit their strengths in light of their professional growth and intention. Under the induction policy, newly recruited teachers have successfully adapted to teaching work by cooperating with experienced teachers. The management is active in team building and is willing to listen to and consider views of the staff. Teaching staff show care and support to one another, leading to a harmonious team atmosphere.

1.2 The school has followed up on the recommendations of the previous Quality Review. It has offered training such as joint-school workshops and a Mainland study tour based on teachers' needs in order to enhance the professional competence of teachers for school development. The school has established a school self-evaluation mechanism. Team members divide the work of reviewing different domains of school affairs and propose suggestion for the major concerns of the coming year to the management. In the recent three school years, the school has been promoting positive moral character and self-directed play as its major concerns, adopting

teacher training, school activities and parent participation as deployment measures for the former. The implementation strategies over these years are generally the same with significant results. The number of work strategies for the latter concern has been increasing year by year. The school carries out the work plans in a step-by-step manner.

- 1.3 The school caters for the diverse needs of children. Teachers know the ways of identifying the special needs of children and the relevant referral mechanism through training. In tandem, the school improves teachers' skills in communicating with parents and makes use of external resources to render appropriate support to children in need. The school arranges parents' meeting on primary one admission, graduate sharing sessions, field visits to primary schools and other diversified activities, which is conducive to helping K3 children get psychologically prepared for promoting to primary one as early as possible. Besides, the school introduces an adaptation period to assist newly admitted children, allowing them to fit in the life in kindergarten. The school has developed various channels for home-school communication, including reporting absence, receiving and disseminating school notices as well as sharing activity photos through a mobile application. The school also conducts surveys to collect opinions of parents and take follow-up actions to inform school work. The school and the organisation arrange parent education activities to help parents understand the rationale of the school curriculum and sharpen their parenting skills. Parents stand by the school and are active in taking part in volunteering services such as telling stories to children, giving support in visits and organising large-scale activities, hence parents and school join hands to nurture the healthy growth of children.

2. Learning and Teaching

- 2.1 According to the curriculum outline of the organisation, the school makes reference to the teaching packages and selects picture books dovetailing with the thematic content to devise a school-based curriculum. The learning content covers six learning areas for children to cultivate moral character, develop skills and acquire knowledge. Children are given opportunities to engage in music, physical, art and free choice activities every day, resulting in a balanced daily schedule. To promote Chinese culture, the school invites children to be flag-raisers and holds the national flag raising ceremony on important days and special occasions, as well as every Monday. Thus, it cultivates children's respect to the country and their sense of national identity. Furthermore, the school organises thematic learning, festivities and art activities such as making sugar-coated haws, playing spinning tops and enjoying Chinese music performance for children to experience and appreciate Chinese culture while knowing about our country. To tie in with the major concern of fostering positive moral character in children, the school participates in external support programmes with a view to strengthening teachers' skills in designing and conducting learning activities through teaching seminars. After making reference to views from parents, the school devises love of learning, self-discipline and courage as the moral themes of the school year. Teachers create stories to assist children in understanding concrete behaviour of good deeds and promote work plans through award schemes and a variety of parent-child activities. The effectiveness of the plans has been observed.
- 2.2 The guideline on child assessment is available for teachers' reference. Teachers set assessment items in relation to the learning objectives of themes. They deliberate assessment criteria and subsequently adopt continuous observation to evaluate children's performance in different learning areas. The school develops learning portfolios for children to keep thematic assessment forms, end-of-term assessment

reports and activity observation records, which facilitate teachers to inform parents of the development of their child every school term. The school summarises the assessment information of the whole class and takes it as reference for curriculum review and evaluation in a bid to gradually improve learning and teaching.

2.3 The management monitors the implementation of curriculum in accordance with the mechanism. It gets hold of learning and teaching by providing in-class assistance and focused classroom walkthroughs. Teachers conduct reflection every day to keep records of the immediate adjustments made in response to children's performance, and propose improvement for the activities which fall short of expectations. Most teachers have decent reflection abilities and have rolled out the relevant suggestions. The management scrutinises teacher's reflection notes and makes remarks as necessary. It also renders follow-up recommendations based on the findings from classroom walkthroughs. The school holds meetings for review and reflection upon completion of a theme to discuss the appropriateness of the curriculum and assessment arrangement.

2.4 The school utilises space on campus to carry out physical activities and games. Children's artworks are displayed in the premises, which is conducive to children's mutual appreciation and learning. There are several interest corners in classrooms where children can play games during free choice activities. Some children play the roles of cashiers and customers to engage in buying and selling games in the role-play corner that is decorated into a supermarket while others explore the properties of noodles with their senses in exploratory corners, and the others construct buildings using imitation bricks and tiles in construction corners. They assemble the structure while testing the stability thereof. There are objects like light tables, building block walls, bottles, translucent coloured papers and films outside the classrooms. Accompanied by teachers, children are willing to manipulate these materials,

including checking the light transmission of materials and the effects of colour overlapping, and document interesting discoveries. Therefore, children are displaying their curiosity and inquisitive mind in a gradual manner. Teachers join in children's play from time to time to guide children to make more attempts. Towards the end of free choice activities and during the concluding sessions before school dismissal, teachers guide children to revisit their experience and express their feelings through pictures, artworks, etc. At present, teachers often ask children questions one by one. They are advised to enhance children's participation for further inspiring children's thinking.

2.5 The school launches self-directed play to dovetail with the major concern. It sets up different interest corners and places an array of materials in the outdoor venue for weekly free choice activities. The art zone is furnished with various materials for children to create two-dimensional or three-dimensional works. There are a small pool and a wide range of water containers in the water play zone for exploring the floating and sinking of items. Musical instrument exploration zone, timber construction zone, sandpit and so forth allow children to freely create different games with their peers. As observed, children loved outdoor activities and participated in corner activities with their peers or with the encouragement of teachers. However, teachers may, in light of children's interest, abilities and needs, modify the corner materials or change the design of play so as to increase the effectiveness of activities.

2.6 Teachers guide children to immerse themselves into the story context using the theme-matching pictures. Meanwhile, teachers design activities based on the needs of children. For instance, teachers invite children to use gestures or body movement to answer questions, which is conducive to enhancing children's concentration and participation. Besides, meal boxes are used to assist children in grasping the food combinations and portions. Such practice is concrete enough for promoting

children's understanding. With respect to physical activities, teachers design circuit games for children to build gross motor control and coordination. Children have an adequate amount of exercise. In some of the physical activities, teacher even motivate children to unleash their creativity to design trails or tracks. Children raise their ideas one after another, and then refine the ideas through practice. Teachers follow the steps to conduct music activities to let children play Chinese musical instruments such as woodblocks. They guide children to experience music by performing rhythmic movements and learn the changes of tempo as well.

2.7 Children take the initiative to greet others and treat people with courtesy. They engage in various learning activities as instructed and are willing to share, possessing good expression abilities. During free choice activities, children are bold to come up with new ideas, including inviting peers to combine their own buildings into one and designing a new baton. Children share the tasks for role-play. They help peers pick up things when needed, showing good social development. Children take out their personal belongings from the school bags by themselves, and tidy their clothes after going to the toilet. They can also place the teaching aids and equipment used back to the original position, and put on and take off their shoes when entering some interest corners, demonstrating their basic self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The management has to keep leading teachers to analyse the school context and the implementation of major concerns objectively. Effective plans should be incorporated into the routine work and strategies should be adjusted as required with a view to boosting the effectiveness of the work plans.

3.2 Building upon the strong parent volunteering team, the school may form a parent-teacher association to further promote home-school cooperation.