

School No.: 216054

Quality Review Report (Translated Version)

Cannan Kindergarten (Laguna City)

**Lower Ground Floor 1, Site B, Laguna City, Cha Kwo Ling Road,
Kwun Tong, Kowloon**

24, 25, 26 & 28 February 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: 24, 25, 26 & 28 February 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 With the support of the organisation, the school receives assistance in administration, resource utilisation and curriculum development through joint-school leadership meetings to promote its development. The school has explicit codes of practice and guidelines for staff members to be well aware of their responsibilities. In tandem, the school holds regular meetings to foster communication among staff members. They cooperate with one another, leading to smooth daily operations. The school cares about the professional growth of its teachers and plans school-based training in alignment with their development needs. It enables teachers to reflect on their strengths at work through appraisals, and gives recognition or offers suggestions for improvement based on teachers' performance, facilitating their professional growth. Members of the management have worked together for years and have built a rapport. They allocate duties according to teachers' capacity and experiences, and assign experienced teachers to guide the new recruits, which is conducive to the newcomers' adaptation to the school environment. Team members discharge their duties properly to unleash their strengths, striving to achieve the development goals of the school.

1.2 The school has established a school self-evaluation (SSE) mechanism. The team reviews teaching and the implementation of various tasks in routine meetings. At the end of a school term, team members refer to the SSE findings to jointly reflect on the implementation effectiveness of the major concerns and then devise major

concerns in response to the school-based needs and the development directions of the organisation. The school has regarded promoting learning through play for children as its development focus for three consecutive school years. It allows children to express themselves and explore in games, developing positive values and cultivating active learning. In the last school year, the school utilised external resources to further assist teachers in grasping the teaching skills of implementing play-based strategies. Team members explored together how to strengthen the exploratory elements in learning activities and the setup of interest corners. The plan achieved initial results. Building on last year's solid foundation for development, the school deployed strategies in various aspects, including revising activity design, improving environmental setup, introducing parent education, etc., and further incorporating elements of free exploration into physical activities. The plan is being implemented smoothly.

- 1.3 The school accepts and cares about children. It establishes an explicit mechanism to identify and provide referral services to children with special needs. The school also keeps in contact with professionals and parents to collaboratively facilitate children's development. Seminars are held for parents of newly admitted children to help them understand the common emotional responses of children who have just started school and to provide guidance on managing such emotions. The school also arranges for parents to accompany their children in class during the adaptation week and adjusts lesson time flexibly to help children develop a sense of security effectively. The school maintains good liaison with the primary schools in the area and learns about each other's teaching modes through mutual visits of teachers. Moreover, it arranges K3 children to participate in experiential activities at primary schools so that they can get psychologically prepared for promoting to primary one. The school holds talks and workshops tailored the needs of parents to deepen their

understanding of the school curriculum and child-rearing while inviting parents to serve as volunteers to assist in activity implementation, keeping them informed about their children's learning. Parents trust the school and are willing to take part in school activities, joining hands with the school to support children's growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline of the organisation and the teaching packages, the school selects themes that align with children's life experiences to draw up an integrated curriculum. The curriculum content covers all learning areas, addressing the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. In recent years, teachers have been selecting suitable books that align with themes and designing learning activities using the storylines, characters, etc., to motivate children to learn. The school pays attention to children's moral cultivation. It helps children nurture virtues and encourages them to practise good deeds in daily life by sharing stories and launching award schemes for simple learning tasks. Through themes and festive activities, including a lantern riddle quiz, paper cutting and opera mask creation, along with the national flag raising ceremony, teachers guide children to learn about the country, respect the national flag and national anthem, thereby building a sense of national identity in children from an early age. The school's daily schedule is balanced, providing children with sufficient opportunities to participate in music, physical, art and free choice activities every day. However, a small part of the homework content in Language and Early Childhood Mathematics for K3 children is rather difficult. The school must revise the homework design to meet children's developmental needs.
- 2.2 Teachers jointly devise the assessment items and criteria that correspond to the learning objectives. They observe and document children's performance in

different areas continuously to reflect children's development objectively. The school creates learning portfolios for children to compile thematic assessment forms, observation records and children's works as evidence of child growth. Furthermore, it keeps parents informed about their children's growth through face-to-face meetings, enabling both home and school to jointly assess on children's needs. To further strengthen the effectiveness of children's assessment, the management could lead teachers to consolidate and analyse the child assessment information to follow up on children's strengths and areas of development, thus informing curriculum design.

2.3 The school has established an explicit mechanism for curriculum management. The management leads teachers to discuss the learning content, design activities, and set up the learning environment. The management keeps track of the curriculum implementation by attending meetings and scrutinising curriculum documents. It also provides timely feedback and guidance to steer teachers to systematically review the learning performance of children of each grade level against the learning objectives while summarising the suggestions from curriculum evaluation to inform curriculum design. Peer lesson observations and teaching experience sharing sessions are organised for teachers to share what they have gained from training and practise teaching, effectively enhancing the efficacy of learning and teaching. Teachers conduct routine after-class reviews to evaluate the teaching process and children's performance to strengthen the efficacy of learning and teaching. Teachers are advised to draw on the experience of focused lesson observations to reflect on the effectiveness of learning and teaching from perspectives such as activity design, environment setup and teaching strategies, thereby further raising the quality of teaching.

2.4 For three consecutive school years, the school has been regarding promoting learning

through play for children as its major concern. The team has implemented the plan in aspects such as attending different types of training, revising activity design and improving the environment setup, striving to increase children's learning effectiveness. Teachers set up various corner activities in classrooms and children can choose materials freely for creation or construction. For instance, children use various building blocks to assemble racks, trolleys or cash registers. They design clothes and accessories with eco-friendly materials and play shopping games with peers in a simulated shop, extending their learning. During physical activity sessions, children can utilise an array of physical equipment, cardboard boxes and tin cans to create physical games. Teachers observe children to understand and accept children's diverse ideas while making interventions during games. Children create play and assign character roles to one another, including unleashing their imagination to assemble a tunnel for crawling, combining materials to carry out throwing games and passing through self-made rope nets. On the whole, the school provides opportunities for children to participate in and design physical games according to their abilities and preferences, arousing their curiosity to explore their surroundings proactively. The effectiveness of the relevant work is evident.

- 2.5 Teachers follow the learning themes to set up a language zone, role-play zone, exploratory zone and so forth to help children consolidate their learning. Abundant materials are neatly placed in the interest zones. The fine motor activities in the language zone are favourable for strengthening children's eye-hand coordination so that children have appropriate pre-writing preparation. There are different types of books in the school and reading corners are set up in classrooms. Teachers encourage children to share the story content with their peers during free choice activities as well as reading with children, creating a good reading atmosphere effectively. Activities of sensory exploration and simple experiments are available

in the exploratory zone. Children try to build sand piles on a sand tray to stabilise toy parts while simultaneously comparing the speed of different rolling items. Children throw themselves into the activities, constructing knowledge through exploration and practice.

2.6 Teachers are kind and amiable. Teachers care for children and always encourage and compliment them to reinforce their good behaviour. Furthermore, teachers give individual guidance to cater for children's different needs. They are conscientious in their teaching and motivate children to learn by making effective use of real objects, pictures and sound effects. Teachers ask questions to guide children in sharing their life experiences and encourage them to express their thoughts. Children are arranged to talk in pairs to build confidence in communicating with others and a keen sense of expressing themselves. Under the steer of teachers, children sing and perform rhythmic movements to music as well as listen to the lyrics to create facial expressions and movements, thus expressing their feelings and unleashing their creativity. In physical activities, teachers organise group games to facilitate children's development of body coordination. Nevertheless, teachers could make more explicit demonstrations and adjust the pace of teaching in light of children's performance to assist children in grasping the motor skills, thereby enhancing learning effectiveness.

2.7 Children love going to school and enjoy free choice activities. They are engaged in the activities and willing to try different activities and solve the problems on their own. During review sessions, children speak enthusiastically. They are eager and confident in expressing their thoughts, showing good language comprehension and expression. They are also able to use words of appreciation to praise each other. Children have good self-care abilities. They take the initiative to put things away after activities, tidy their clothes by themselves after using the toilet, and are willing

to complete the simple learning tasks assigned by teachers, demonstrating a sense of responsibility.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has an SSE mechanism in place. The team reviews the effectiveness of teaching and different activities at the end of a school term while devising development plans based on the school context and the children's needs. In recent years, the school has strengthened learning through play for children by deploying implementation strategies in multiple aspects including teacher training, child activities and home-school cooperation. Various work plans have been progressively implemented and have achieved results. Upon such foundation, the school is advised to utilise the existing effective SSE mechanism to keep on leading the team to review the effectiveness of the annual plans, explore the school-based development of the next stage and adjust the strategies promptly to promote the school development with concerted efforts.

3.2 The school provides children with a comprehensive and balanced curriculum. However, a small part of K3's homework content fails to meet children's learning and developmental needs. The school must review and remove such content. The school may also improve teachers' skills in conducting physical activities to foster children's physical development. To further enhance the efficacy of learning and teaching, the management is advised to make effective use of the child assessment information to inform curriculum design and reflect on the effectiveness of learning and teaching about activity design, environment setup, teaching strategies, etc., to raise the teaching quality.