

**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**

**10, 11, 12 & 14 December 2018**

**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: 10, 11, 12 & 14 December 2018

- 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 school has a clear organisation structure with team members' responsibilities and authorities well defined. Teachers make reference to the comprehensive guidelines and safety rules to handle daily work and deal with contingency matters properly, bringing about the smooth operation of the school. The leadership team maintains close communication with the management to understand the current situation and needs of the school, leads discussion on administrative arrangement and school policies, as well as deploying resources in a timely manner to promote school development.
- 1.2 The school has developed the habit of conducting school self-evaluation. Under the guidance of the management, teachers often review the effectiveness of different work and activities. The school has been taking school-based curriculum development forward. It has set facilitating children's whole-person development as its goal of the last and current year. The school has been providing training for teachers to enhance their professional capacity through collaboration with external organisations. The management revised the focuses of teachers' lesson observation and teaching reflections last year to help the teaching team evaluate their work from the effectiveness of lesson preparation, teaching and children's learning performance. The school applies the inter-connected self-evaluation process, viz. planning, implementation and evaluation to its daily teaching to improve the teaching quality continuously.
- 1.3 The school has been attaching great importance to home-school collaboration, it encourages parents to participate in children's learning, such as assisting in excursion activities and helping children gather items related to their thematic learning. The school also makes use of parents' expertise and invites them to share their experience related to the teaching themes with children at school. All these enable parents to understand the learning content and progress of their children. The school organises parent education activities to share parenting skills with parents with a view to enhancing their parenting effectiveness. This year, the school has organised

curriculum seminars to deepen parents' understanding of the school's education rationale and curriculum design, as well as collecting and following up parents' views on the school. The school has been maintaining frequent communication with parents for nurturing children's healthy growth collaboratively.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum outline of its sponsoring body and teaching packages to design school-based curriculum, with content of different learning areas integrated with themes. The curriculum content is comprehensive, covering values and attitudes as well as skills and knowledge. The school arranges sufficient time for children's music, physical and free choice activities daily to provide them with balanced learning experience. The school keeps revising the curriculum content in meeting children's abilities and development. However, some teaching content and homework content are still considered rather difficult whereas the amount of homework for K3 children is also slightly too much. The school is required to review and adjust the curriculum content and homework arrangement. The school emphasises on children's moral development. It, in addition to infusing relevant elements into the teaching themes, launches a morality award scheme, of which concrete objectives are set up by teachers and parents respectively for children. Children develop good habits and learn to serve others through prompting and encouragement. The school arranges mixed-age activities for children, allowing them to visit different classrooms with their peers for corner activities. The arrangement facilitates children's social development.
- 2.2 The school observes children's performance continuously. It develops learning portfolios for children to maintain records of their assessment information and observation. The school also invites parents to observe their children's behaviour at home so that teachers are able to understand children's performance more comprehensively. The school summarises children's performance in a timely manner and meets with parents every school term to help them understand children's development at different stages. Suggestions are given to parents to facilitate children's learning. The school makes reference to the information from children assessment to adjust its teaching strategies so as to inform the curriculum.
- 2.3 The management coordinates the curriculum, leads teachers to design teaching activities and monitors curriculum implementation through attending meetings, scrutinising documents and conducting lesson observation. Besides, the sponsoring

body has formed a curriculum team. The team members visit the school annually to conduct lesson observation and provide teachers with suggestions for improvement in teaching. The management has clear distribution of work and is able to offer teachers of different grade levels teaching support in a timely manner. The school arranges peer lesson observation across grade levels. Teachers are able to observe teaching and children's learning in different grade levels. From observation, teachers of the same grade level have been adopting different teaching approaches and questioning skills when leading the same activities, resulting in varied teaching effectiveness. The school may arrange teachers of the same grade level to observe lessons among themselves for exchanging experience of adjusting teaching and learning strategies flexibly, with a view to promoting professional development of the teaching team by peer learning.

- 2.4 The school strives to develop children's abilities in exploration, problem-solving and communication. In recent years, the school has been developing its curriculum to promote children's self-directed learning and encourage them to express their ideas. The school has improved the teaching arrangement and environment set-up. For example, teachers would invite children to make suggestions on changing the setting of skill training and creating innovative ways of play during physical activities. Teachers would also put manipulative teaching aids and diversified materials at the learning corners of the classrooms for children to explore freely and engage in creation. In addition, teachers would help children conclude their learning experiences during corner activities in good time and encourage them to share interesting incidents during play activities and ideas of art creation with others. Children respond to teachers' questions actively and are eager to express their views as well as sharing their feelings. The effectiveness of the work plan is gradually observed. The school is advised to keep reviewing the appropriateness of the curriculum and activities, and adjust the curriculum content in light of children's abilities so as to achieve the expected results more effectively.
- 2.5 The school cares about children's aesthetic development. In the past two years, training has been provided for teachers to strengthen their abilities of infusing music elements into activity design, aiming at increasing the opportunities for children to experience music. Teachers have added a music corner in the classroom to enable children to tap out beats with different instruments during free choice activities. Teachers pick music in a lively tempo to help children grasp the rhythm of movements in physical skill training through the change of melodies. From

observation, the objective of using music to facilitate children to learn is not achieved in some activities infused with music elements, but making the activity design deviated from the original learning objectives. The management is required to enhance teachers' reflective abilities and help them review the achievement of teaching objectives for adjusting teaching strategies in a timely manner.

- 2.6 The school has set up an outdoor garden. Children, in meeting the learning content, grow vegetables and observe their growing process. It helps enrich children's life experience. The design of the imaginative play corner is fun-filled. Children connect their life experience in role-play activities, resulting in good interaction with content-rich and authentic conversation. Teachers prepare for the lessons conscientiously. They use pictures, videos and real objects to facilitate teaching. Stories are often used to guide children to understand the thematic content. Teachers design different exploratory activities with reference to the learning themes. However, the concepts of some activities are either abstract or apart from children's real-life experience. The school should revise the design and objectives of the exploratory activities so as to help children discover various interesting phenomenon in nature through observation and experience in their daily lives. Teachers generally support children's diverse needs by providing them with timely individual guidance in order to help them engage in activities. Some teachers also encourage children to help one another, bringing the spirit of mutual care and support into play.
- 2.7 Children love learning and are happy to share their life experience. They have good self-care abilities as they can tidy up teaching aids and items on their own after activities and snack time to keep the environment clean. Children adhere to the rules, they line up accordingly and follow teachers to different venues for activities. Children greet peers warmly when they meet, and share toys proactively. They cheer for one another during games and like to communicate with peers by drawing and writing simple messages, demonstrating good social development.

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

- 3.1 The school has been actively promoting school-based curriculum development as its major concern in recent years. However, a range of focuses are involved whereas teachers are coping with different training activities accordingly, hence affecting the effectiveness of the development plan. The management should lead the team to clarify the focuses of curriculum development, set priority for improvement and incorporate the experience gained from training into planning of school-based

curriculum in a progressive manner.

- 3.2 The school still needs to improve the appropriateness of the curriculum, remove inappropriate curriculum content and adjust the homework arrangement for fostering children's whole-person development. The school is required to pay attention to children's individual developmental needs and strengthen relevant training for teachers so as to cater for children's diversity. The management may adjust the arrangement of peer lesson observation to allow teachers of the same grade level to exchange teaching design and strategies so that teachers can be able to learn from each other with a view to enhancing the teaching effectiveness.