

School No.: 565130

Quality Review Report (Translated Version)

Cannan Kindergarten (Waterloo Road)

111 Waterloo Road, Kowloon Tong, Kowloon

20, 21 & 23 November 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: 20, 21 & 23 November 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 maintains close connection with its sponsoring body to discuss the school's situation and development directions at the joint-school principal meetings. Views and support are gained from the leadership team, which help the school formulate policies. The management addresses the needs of the school and teachers by arranging training with other schools and within the school. The teaching team is thus equipped. The school prepares different guidelines to help staff understand its requirements, ensuring that daily matters are in smooth operation. The management allocates duties in accordance with teachers' abilities and interests. Timely communication and support are provided through various channels, which allow the management and staff to promote the school's development collaboratively.
- 1.2 The school agrees with the rationale of school self-evaluation (SSE) and has developed the SSE mechanism to put the inter-connected self-evaluation process, viz. planning, implementation and evaluation into its daily work. The management steers teachers to review the school's work in different aspects and the work effectiveness by referring to stakeholders' views and children's performance. Last year, the school put efforts in strengthening the learning elements related to scientific phenomena and mathematical concepts in the curriculum, and implemented the relevant work plan accordingly. The school is able to review the effectiveness of the plan through SSE and adjust the objectives of the major concerns for this year as developing children's exploratory ability in accordance with the SSE findings. The management leads teachers to map out the implementation strategies of the plan to enhance the teaching team's professional knowledge and teaching skills in relevant learning areas, which enable teachers to design appropriate learning and corner activities. The whole plan is on the right track.
- 1.3 The school communicates well with parents. Parents are invited to the school to observe lessons or volunteer, which enable them to realise their children's learning. Parents trust the school and are willing to participate in the school's activities. Children's growth is thus supported with concerted efforts from the school and

parents. An identification mechanism is in place which allows teachers to identify children with needs and arrange referral services for them as early as possible. This year, the school sets strengthening care services to meet children's diverse needs as another major concern. On-site support services are provided to children with needs through cooperation with an external organisation. Taking into account the needs of the teaching team and parents, the school also plans to enhance teachers' abilities in identifying and looking after children as well as their communication skills with parents through training. The plan is still at an initial stage and its effectiveness has yet to be seen.

2. Learning and Teaching

- 2.1 The school devises its curriculum by referring to the curriculum outline of the sponsoring body and teaching packages. An integrated approach with themes is adopted. The curriculum content covers all learning areas and also includes the cultivation of the children's positive values and the learning of knowledge and skills. The school designs different experiential activities that ties in with the themes, for example, cleaning up classrooms and making eco-friendly musical instruments. Firsthand participation enhances children's interest in and understanding of the themes. In addition, the school makes good use of community resources to organise visits to deepen children's knowledge of the community. The school arranges homework for K1 children, however, they are required to copy the strokes of Chinese characters along dotted lines in the second school term. Meanwhile, some of the homework for K3 children are considered too demanding and could hardly cater for children's development. The school must improve the arrangement by designing appropriate activities in accordance with children's developmental needs, with a view to sustaining and consolidating their learning effectiveness.
- 2.2 The school enables children to take part in whole-class, group and individual activities every day. Meanwhile, children have the opportunities to engage in music, physical and free choice activities. However, the school does not take into consideration the different learning time for morning and afternoon classes when allocating learning content, resulting in a hurried pace for the activities in the morning classes. Such arrangement hinders children's learning outcomes. The school should review the planning of activities and arrangement of the daily schedule for the morning classes to make sure that children have adequate opportunities to participate in different kinds of activities and play. The school organises enough

free choice activities for K3 children in the whole-day classes, yet the opportunities for them to engage in daily music and physical activities are slightly inadequate. The school has been failing to arrange music and physical activities for K3 children on a daily basis during the primary one simulation period as well. The school is required to make improvement to foster the balanced development of K3 children.

- 2.3 The school assesses children's performance and development by means of continuous observation and making records. Teachers conduct assessment based on children's work and their daily performance. The assessment content meets the curriculum objectives. The school regularly delivers the thematic assessment forms to parents while teachers summarise and inform parents of their children's performance and development upon completion of each school term. Yet the school uses the analysing tools of its sponsoring body to calculate the mean score for children's performance in different learning areas for each school term. The school then uses the mean score as references for summative assessment and makes line charts in the assessment forms based on the mean score. Such practice cannot effectively reveal children's learning and development progress. The school must improve the analysing and presentation methods of the summative assessment in order to reflect children's learning progress properly, thus informing the curriculum and teaching plans by making good use of children's assessment information.
- 2.4 Last year, the school strived to strengthen the learning elements related to scientific phenomena and mathematical concepts in the curriculum. A trial-run was launched in K2 and K3 classes to conduct exploratory activities in some of the themes. That said, the relevant learning content could not meet children's abilities and developmental needs, thus posing adverse impacts on their learning outcomes. This year, the teaching team learns from the past experiences, adjusts the development directions and revises the objectives of the major concern. It puts back the focus on developing children's interest and initiative in exploring things around them. Teachers co-plan lessons and select suitable content from what they have learnt in last year's training. Games and simple learning tasks are set up in the exploratory corners of the classrooms to allow children to explore the properties of various materials and think of solutions to solve different problems through manipulation. In this way, children are able to learn various interesting phenomena. As observed, there are ample materials in the exploratory corners for each class. Simple learning tasks of appropriate levels are also in place. The activities for K3 children will be adjusted in different stages, with a view to making them more challenging. This

can in turn attract children to participate and sustain their curiosity. The preliminary effects of the plan has been observed.

- 2.5 The school establishes a curriculum coordination mechanism. The management leads teachers to formulate the teaching focuses for different themes and plan the classroom set-up. The management also monitors teachers' teaching through conducting classroom walkthroughs, scrutinising curriculum documents and providing assistance in lessons. Teachers write up the teaching plans and make teaching reflections seriously. They can generally review the effectiveness of the activities in accordance with the learning objectives and children's performance, adjust the teaching progress and activity design of different themes by referring to the review as well. The review findings of each theme will be submitted to the sponsoring body, thus informing its curriculum planning.
- 2.6 The school displays children's craft work and activity photos at the corridors and in the classrooms, which not only decorates the campus but also recognises children's efforts, thereby enhancing their sense of belonging to the school. There are sufficient craft materials, teaching aids and toys in the interest corners of the classrooms, children carry out various types of activities during free choice time to develop their interests in different aspects. Some classrooms are used by different classes during morning and afternoon sessions. Teachers change the setting and teaching aids when necessary to cater for the needs of different classes.
- 2.7 Teachers use real objects, pictures and teaching aids to assist in their teaching, which can enhance children's learning motivation. They make good use of intonation, voices and facial expressions to present stories in an interesting and lively manner to attract children's attention. Children are eager to respond to teachers' questions. Teachers change the seating arrangement and adjust their way of expression for children with needs to strengthen their understanding of the learning activities, they may yet design teaching aids and games of different levels to cater for children's diverse needs. Teachers possess good classroom management skills, therefore children are able to follow daily routines to participate in activities in an orderly manner. Some teachers even recognise children's good behaviour by properly giving them commendation, which can encourage children to be self-disciplined and obedient. The music activities arranged by teachers are rich and diversified, which enable children to experience rhymes and rhythms through manipulating musical instruments; singing and performing rhythmic movements; and also playing games, thus arousing their interest in music.

2.8 Children are cheerful and fully engaged in the activities. They love to express their views, demonstrating good learning attitudes. K2 and K3 children are eager to communicate with others and they have rich ideas when speaking. Children develop good habits, they pay attention to personal hygiene, and are able to wipe their mouths with handkerchiefs and clean their hands after meals. They can also put their schoolbags in the right place and take out the learning items on their own at school every day. K3 children in the whole-day classes can pack their quilts after the afternoon nap, their good self-care abilities are demonstrated.

3. Recommendations for Enhancing Self-improvement of School

The management is required to enhance the effectiveness of curriculum leadership by leading the teaching team to better master children's interests and developmental needs, cancel inappropriate homework given to K1 and K3 classes and improve the daily schedule arrangement as early as possible, so that the appropriateness of the curriculum can be refined. The school should also improve the presentation for analysing children's assessment information and the summative assessment, thus enabling parents to understand their children's development progress in a proper way. Furthermore, the school is advised to make good use of children's assessment information for continuous review of learning and teaching and enhancement of curriculum planning.