

School No.: 575518

Quality Review Report (Translated Version)

Cannan Kindergarten (Whampoa Garden)

**Portion of G/F, Commercial Podium Site 10, Whampoa Garden,
Hung Hom, Kowloon (Excluding Child Care Centre)**

14, 15, 16 & 18 January 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: 14, 15, 16 & 18 January 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 leadership team monitors the school's work effectively and provides sufficient support. The school maintains close connection with the affiliated schools under the sponsoring body. They team up to map out tasks on administration, curriculum, etc., and solicit team capacity to advance together by holding joint-school teacher training and parent education activities. The management treats staff in an amicable way and encourages them to communicate with one another. It deploys duties properly to exploit teachers' potential. Moreover, the management provides appropriate induction programme for new recruits to help them adapt to the working environment quickly. Teachers discharge their respective duties and work in harmony to promote school development steadily.
- 1.2 The school has developed the school self-evaluation culture. The management guides teachers to collect information and evidence through various channels, then evaluates the effectiveness of the school's work in different areas objectively and formulates the annual development plan according to the school context. In the past two years, the school has regarded enhancing children's physical development as its major concern. Building on the prior experience gained from professional support services, the school enhances teachers' skills in designing and implementing physical activities. The school cares about children's moral development. Another major concern of the school in these two years has been the cultivation of children's positive values and attitudes. The school reinforces teachers and parents' relevant knowledge about this major concern consciously. It also establishes different moral education focuses and infuses relevant content into daily teaching activities. The objective of the school's development plan is precise. There are also concrete strategies and success criteria which can review the effectiveness of the work plan effectively. A series of work has been implemented smoothly and the outcomes have achieved expected target.
- 1.3 The school develops sufficient channels to communicate with parents and enables them to have good knowledge of their children's learning performance. Teachers

cater for children's special needs and provide them with timely referral services so that they can gain access to support as soon as possible. The school has strived to strengthen home-school cooperation in recent years. Capitalising on parents' talents and expertise, the school invites them to be volunteers and assist in outdoor visits, storytelling, on-site activities, etc., in order to let them understand their children's school life. Besides, the school takes into account the needs of parents and arranges parent education activities to enhance their competence in parenting. Parents support the school and are willing to participate in different activities. Home-school cooperation is in good progress.

2. Learning and Teaching

- 2.1 The school makes reference to the sponsoring body's curriculum outline and teaching packages to design a school-based curriculum in an integrated approach with themes. The curriculum is comprehensive and covers all learning areas. Teachers embark on picture books to design a variety of activities based on children's interests in the stories. They guide children to explore and enrich their learning experience. The school arranges a balanced daily schedule to provide children with opportunities to engage in music, physical, art and free choice activities every day. K3 children are arranged for activities which facilitate the interface between kindergarten and primary education. However, music, physical and free choice activities are not available during that session, the daily schedule is thus not balanced. The school should make improvement to facilitate K3 children's all-round development.
- 2.2 When children participate in English activities, they are requested to read and memorise vocabularies, phonics and so forth repeatedly. This arrangement does not meet children's developmental needs and interests. The school should create a diversified, authentic and natural language learning environment to get children exposed to English in a relaxing and pleasant way so as to arouse their interests. With respect to the homework arrangement, the school arranges line drawing exercises for K1 children. However, the exercises include writing on dotted lines. The question types in some of the K2 and K3's homework are also found complicated and demanding. The amount of homework is slightly too much that exceeds children's ability. The school must refine the appropriateness of the homework design so as to meet children's development.
- 2.3 The school has attached great importance to children's physical development in the past two years. It solicits external professional support to provide training for

teachers to enhance their skills in designing and conducting physical activities. As observed, teachers apply what they have learnt by utilising venues properly to conduct a wide range of activities such as sequenced games, skills training, free choice physical activities, etc. When teachers are conducting activities, they are able to blend in story plots or real life contexts to add more fun to the activities. Teachers take note of children's performance during activities, they remind children to be careful and correct their postures promptly so as to help children learn effectively. Children are energetic and eager to participate. They engage in synchronised exercises with teachers to stretch their limbs, or participate in sequenced games and practise basic body movements in an orderly manner. When K3 children are participating in free choice activities, they practise the movements learnt previously with peers. Some of them even create new rules of play. Children have adequate amount of physical exercises and enjoy a lot. The expected outcomes of the work plan have been achieved.

- 2.4 The school has made great efforts to nurture children's positive values and attitudes in these two years. The management leads the teaching team to analyse children's performance and sets the focuses of moral education. It promotes moral education through morning and afternoon assemblies, set-up of school environment, inviting parents to tell stories to children at school, etc. Teachers infuse the elements of moral education into their daily activities. For example, they teach children the behaviour and meaning of caring others by telling theme-based stories. Teachers also let children write greeting cards with simple words and drawings, take actions to express care towards peers and learn to cooperate with and appreciate one another through music and physical games, aiming to foster children's positive values and attitudes in a step-by-step manner. Children get along well and like engaging in activities together. K2 children help one another during play activities. K3 children express care to peers who slip and fall during activities, showing love and support. The results of the work plan have been delivered.
- 2.5 The school formulates policies for assessing children's learning experiences in accordance with the curriculum objectives, covering values and attitudes, skills and knowledge. It also provides assessment guidelines and criteria for teachers to assess children's performance objectively. The school summarises the information to conclude children's development in each aspect and meets parents to report their children's learning progress. Yet, the school assigns specific timeslots to evaluate children's English learning performance at the end of every school term. Moreover,

K3 children have to take written tests to assess their mathematical and logical thinking abilities. The school must cancel these inappropriate practices immediately and adhere to continuous observation when assessing children's performance. Besides, the school adopts the assessment tools of the sponsoring body to use the mean score to summarise children's performance in each learning area every school term, then demonstrates the results in the form of line graphs which cannot reflect children's overall development accurately. The school should improve the practice and presentation of the summative assessment. Meanwhile, it should put more emphasis on using children's assessment information to inform curriculum planning and enhance curriculum design continuously so as to facilitate children's learning.

- 2.6 A curriculum coordination mechanism is in place. The management leads teachers to draw up teaching focuses for different themes and decorate interest corners in the classrooms. Through viewing children's work, classroom walkthroughs, providing assistance in the classroom, etc., the management understands the implementation of the curriculum. Teachers often reflect on their teaching, some of them are able to review the teaching effectiveness and make suggestions for improvement by making reference to children's performance. However, some teachers mainly describe the arrangement of teaching activities in their reflections but seldom explore areas of improvement in regard to the teaching objectives, use of strategies, play materials and so forth. The school should further enhance the reflective abilities of the whole teaching team with a view to enhancing the quality of learning and teaching continuously.
- 2.7 The school displays children's work along corridors and on the display boards at the main lobby, including individual and whole-class artworks as well as children's sharing on their reading experience. It is effective in encouraging children to appreciate one another. There are different interest corners set up in the classrooms. Children are free to participate in various activities during free choice sessions which are conducive to self-directed learning. Some teaching aids are prepared with hints to encourage children to think independently and make more attempts. That said, it is necessary for the school to enrich the teaching materials, toys, art materials, etc., in the interest corners for children to construct knowledge and unleash their creativity from manipulation and exploration. Some classrooms are used by children of different grade levels in the morning and afternoon respectively. Teachers change the set-up and teaching aids flexibly as needed, however, appropriate and abundant

books should be provided to tie in with children's needs with the aim of cultivating their interest in reading.

2.8 Teachers are kind and patient. Children like to talk to teachers. A good teacher-child relationship is built. Teachers are capable of creating a pleasant learning atmosphere, guiding children to learn through talking, playing, sharing, etc. Some teachers stimulate children to think and express themselves by asking questions of different levels. By means of individual guidance and peer collaboration, teachers cater for children's individual needs so that children can engage in learning activities at their own developmental pace. Teachers in the same class are suggested to collaborate more closely and support one another during lessons so as to conduct activities more smoothly. Children observe rules and are polite. They greet people of their own accord with smiles. At the end of activities, they pack things quickly. They also display good self-care abilities such as pouring water for themselves during tea time and cleaning up tableware after meals.

3. Recommendations for Enhancing Self-improvement of School

The school has a good understanding of the inter-connected self-evaluation process, viz. planning, implementation and evaluation. It has formulated appropriate work plan to promote curriculum development. At present, the school must enhance the appropriateness of the curriculum, including refinement of the design of English activities, deletion of inappropriate homework and provision of a balanced daily schedule for K3 children during the activities that facilitate the interface between kindergarten and primary education. The school should also review the policies for assessing children's learning experiences and adhere to continuous observation in assessing children's learning performance in various aspects. Furthermore, the school should cancel the practice of using written tests to assess children's abilities and refine the ways to analyse and summarise children's assessment information, so as to reflect children's development progress effectively and inform curriculum design.