

**School No.: 609641**

# **Quality Review Report (Translated Version)**

## **Cannan Kindergarten (Prime View Garden)**

**The Ground Floor of Tower 4 (Portion) and Tower 5,  
2 King Fung Path, Prime View Garden,  
Tuen Mun, New Territories**

**30 November & 1, 3 December 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 30 November & 1, 3 December 2021**

- 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 been founded for over two years. Under the steering and support of the sponsoring body, the school's administrative, learning and teaching work continue to develop steadily. The school regularly meets with other kindergartens under the sponsoring body to conduct professional exchange and sharing with a view to facilitating the connection among the peer schools. The school attaches importance to teachers' professional development. It actively arranges teachers to join external training activities to strengthen their understanding on using picture books and play to enhance children's learning effectiveness. The management and teachers cooperate seamlessly. They build mutual trust through candid communication while work harmoniously, fully demonstrating their team spirit.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It collects views of stakeholders through various channels such as questionnaires and meetings to review the effectiveness of different school tasks. In recent two years, the school has regarded promoting learning through play as its major concern. It adds play elements in learning activities to increase children's learning interest. The school also pays attention to cultivate children's positive values and promote their physical development. It devises implementation strategies from different aspects like teacher training and arranging related workshops and seminars for parents, which are conducive to the implementation of major concerns.
- 1.3 The school caters for the diverse needs of children. It sets a mechanism to identify and refer children with special needs. The school also taps external resources effectively for children to receive suitable and professional support. The school communicates with parents through multiple channels so that both parties learn about children's performance in a timely manner. The school provides different types of parenting education for parents, facilitating them to understand children's developmental characteristic and learning needs at kindergarten stage, thereby enhancing their competence in parenting.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and takes into account children's interests and abilities to design a school-based curriculum using themes through an integrated approach. The curriculum is comprehensive which covers all learning areas. It also includes the cultivation of attitudes and the learning of skills and knowledge to facilitate children's balanced development. The school arranges whole-class, group and individual learning activities for children every day. Children have sufficient opportunities to engage in music, physical, art and free choice activities. Besides, the school organises various visits to broaden children's horizons.
- 2.2 The school actively promotes reading. It not only displays different types of books in the book gallery to arouse children's reading interest, but also carries out reading award scheme. Meanwhile, the school chooses picture book stories which suit the learning themes to enrich children's learning experiences. Through the characters and scenario in the stories, teachers associate the content with children's life experiences strategically. Examples are guiding children to develop a balanced diet using the eating style of the character in the story, helping children understand the importance of controlling emotions through the adventure of a fire dragon in making new friends. As observed, children enjoy listening to stories. They are happy to share their experiences. It is shown that the school has made encouraging progress in conducting thematic teaching using picture book stories.
- 2.3 The school formulates the content on the assessment of child learning experiences in connection with the learning objectives. It observes and records children's performance and progress in different areas. The school develops learning portfolios for children to keep the assessment information of different thematic leaning, observation records and children's work which can serve as evidence of children's learning and growth. The school summarises and analyses children's progress in different areas in each school term to conclude their performance in different aspects so as to inform parents about their children's learning. It also uses children's assessment information to inform curriculum planning.
- 2.4 The school puts in place a mechanism for curriculum coordination, monitoring and review. By attending meetings, scrutinising teaching plans and conducting lesson observations, the principal monitors the implementation of curriculum and provides timely support to teachers. Upon completion of a theme, teachers of each grade

level reflect on and review their teaching in accordance with children's learning performance. They raise suggestions for improvement which can serve as feedback for curriculum planning and teaching design.

- 2.5 In recent two years, the school has strengthened the play elements in the school-based curriculum with a view to facilitating children to learn through play. The school started a trial run in K2 class in last school year. In this school year, it concludes relevant experiences to further enhance the design of teaching activities in thematic, music and physical activities of each grade level. As observed, children are given the autonomy to choose the play at their own will and arrange the order of activities before starting the free choice activities. They also take initiative to explore through manipulation. For example, they put simulated snowballs on roofs of different shapes and then observe and record how they roll down. During review sessions, teachers guide children to conclude what they have learnt. They are willing to show their drawings to peers and share their creative ideas. Overall speaking, preliminary results of relevant work are achieved.
- 2.6 In last school year, the school set the major concern to dovetail with the "My Pledge to Act" launched by the Education Bureau to develop children to be grateful and treasure what they have, stay positive and optimistic. Apart from displaying slogans around the campus to disseminate relevant messages, the school also organised diversified activities to help children understand positive values. In this school year, the school includes activities such as "positive growth lesson" and "positive broadcasting session" at morning and afternoon assemblies for children to do relaxing exercise or to share stories. Nevertheless, teachers can still reinforce the elements of positive education of being grateful and treasuring what they have, staying positive and being optimistic when concluding the relevant activities.
- 2.7 In light of the lack of exercise among children during the suspension of face-to-face classes, the school hence regards strengthening teachers' understanding about physical activity design as its major concern in this school year with a view to facilitating children's physical development. Through teacher training, the school helps teachers grasp relevant skills and put play elements into physical activities. From observation, teachers design different games to make children master the basic movement of throwing, thus developing their arm muscles and body coordination abilities. However, children are required to practise some movements repeatedly, which is relatively tedious. Teachers may further design fun-filled physical activities which are related to the learning themes to cultivate children's interest in

engaging in sport activities.

- 2.8 Teachers are amicable. They use character cards, books or nursery songs to stimulate children's learning interest. Yet, they often use electronic screen to display learning materials during thematic teaching. The school must improve such arrangement by providing more learning opportunities for children to get hands-on experiences and reducing the screen time for children. During music activity, children sing under teachers' guidance or perform rhythmic movements along with the rhythm. They are engaged and happy in the activities. However, it is seen that children are not actively involved the music activities when conducted in Putonghua. The effectiveness is thus affected. The school must review and improve the existing arrangement so that children can understand the content and context of the activities, thereby enjoying the fun of music activities.
- 2.9 The school makes use of classroom space to set up different interest corners such as art and craft corner, exploratory corner, fine motor training corner. Teachers also collect different materials including blocks, playdough, small sticks, etc., for children to manipulate during free choice activities. Teachers mostly observe children when they engage in free choice activities and occasionally participate in children's play. They provide guidance to children when necessary. Teachers can still inspire children to think through questioning and guidance in a timely manner to help children extend what they have learnt or unleash their creativity. Children enjoy playing with peers. For example, they like using blocks to build a castle together or imitate facial expressions of different emotions. They have great fun and are enthusiastic in play. Children follow teachers' instructions to record the activities they have participated in. They also tidy up items on their own after activities, showing their good self-care abilities.

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

- 3.1 The school devises major concerns in light of the development of kindergarten education. Yet, it still needs to set clear objectives and appropriate success criteria. Meanwhile, the school should also review the effectiveness of the plan at appropriate time so as to give suggestions for improvement and strengthen the effectiveness of SSE, thereby facilitating its sustainable development.
- 3.2 The management also needs to lead the teaching team to examine the roles of teachers during children's play in order to nurture children's sense of active learning. On

the other hand, teachers should reduce children's electronic screen time. They may take into consideration children's developmental needs to design diversified activities with a view to helping children construct knowledge.