

School No.: 531898

Quality Review Report (Translated Version)

Cannan Kindergarten (Charming Garden)

**G/F - 1/F, Kindergarten, Block 12, Charming Garden, 8 Hoi Ting Road,
Mongkok, Kowloon (Including Child Care Centre)**

11, 12, 13 & 17 June 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 11, 12, 13 & 17 June 2024

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 convenes joint-school meetings regularly and is effective in monitoring and supporting the school as well as the affiliated schools of the organisation. The organisation coordinates the branch schools to chart their development directions and collaborate to handle the administrative affairs while sharing resources. The organisation also refers to the opinions of the teaching staff to plan joint-school teacher training, arranges mutual visits among schools and exchanges with Mainland, facilitating professional development. The school has an explicit organisational structure and allocates duties based on the preference and expertise of the staff. Meanwhile, the school has established an induction mechanism that supports newly recruited teachers aptly, helping them familiarise with the teaching requirements the soonest. Adhering to the policy and guidelines of the organisation, the teaching staff discharge their duties and archive school resources and documents properly, resulting in smooth daily operation.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism. The management guides the team to constantly review the effectiveness of implementing various tasks and discuss the development direction for mapping out the work plan of next school year. The school has regarded promoting children's free exploration in play as its major concern in recent two years. In the last school year, the school designed free choice corner games in accordance with themes for children to explore. Seed teachers were assigned to implement strategies in some classes first. The school then extends the strategies to all grade levels in this school year after concluding the experience. It subsequently focuses on teachers' needs and brings in external support to enhance teachers' skills in observing and analysing children's performance. The work plan has a concrete objective and is implemented in a step-by-step manner. The results of the plan have been observed.
- 1.3 The school has set up a mechanism to identify and refer children with special needs to undergo assessments as soon as possible. In tandem, the school makes good use

of external professional support to provide suitable follow-up. Teachers start taking up courses related to catering for learner diversity. Some teachers utilise visual cue cards to assist children in developing routines. The school provides parents of K3 children with information about admission to primary one while K2 and K3 children are arranged to visit primary schools to learn about the environment therein. Teachers set up corner activities based on the theme of primary school admission, letting children experience primary school life through simulation games. The school keeps contact with parents through various channels such as meetings and phone calls. Additionally, in response to parents' feedback, the school has begun using a home-school electronic platform in this school year to upload activity highlights of children and some school notices on a regular basis, keeping parents informed of children's school life.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum by referring to the curriculum outline of the organisation and the themes of the teaching packages as well as selecting picture books. The curriculum content ties in with children's interests and covers all learning areas to accommodate children's cultivation of attitudes and acquisition of skills and knowledge in a bid to foster the balanced development of children. Children have opportunities to take part in music, physical, art and free choice activities every day. The school plans visits in light of the thematic content to enrich children's learning experiences. To promote Chinese culture learning, the school incorporates the elements of understanding the country into various themes. Such measures include dovetailing with festive activities to let children experience traditional food and folk games, putting up the Chinese solar term calendar on the display board regularly in the lobby, and introducing relevant information during morning assemblies. By doing so, children are guided to connect their daily life with traditional culture for nurturing their sense of belonging to the country. The school has followed up on the recommendations of the previous Quality Review to revise the homework in order to meet children's development. However, the school is advised to review the design of English phonics exercises and reduce the amount of written homework to make room for children to develop their interest, spend time and have fun with their families more often.
- 2.2 Based on the assessment outline, guidelines and criteria of the organisation, the

school adopts continuous observation to assess children. Teachers develop learning portfolios for children to keep information such as assessment forms, observation records and analysis of children's artworks in an orderly manner. Teachers also report children's development to parents regularly and they exchange views on facilitating children's learning. The management may guide the team to capitalise on the assessment information for collation and analysis in order to review the teaching effectiveness, thus informing curriculum planning and school development.

- 2.3 The management leads teachers to conduct lesson planning meetings while referring to the curriculum outline and suggestions for activity design by the organisation to discuss the learning content. Teachers then share the work to compose lesson plans, prepare corner activities and teaching aids. Teachers write up reflection daily and make brief records of individual activities or performance of children. The management scrutinises the teaching reflection attentively. It keeps track of the curriculum implementation through classroom walkthroughs and lesson observation, rendering feedback at opportune times. Following the management's advice, some teachers evaluate the teaching effectiveness with reference to the learning objectives and propose suggestions for improvement. The school submits review reports and suggestions for curriculum improvement to the organisation periodically in accordance with the curriculum management mechanism set by the organisation, which is conducive to refining the curriculum and teaching. For the purpose of enhancing the reflective abilities of all teachers, the school could modify the reflection tools designed by the organisation to facilitate teachers' review of teaching in a focused manner, informing activity design and adjusting teaching strategies.
- 2.4 The school has regarded promoting children's free exploration through play as its major concern in recent two school years. It has been improving the environment set-up continuously and sharpening teachers' skills in observing and analysing children's performance. In this school year, the school designs anew the interest corners in classrooms. It changes the previous approach of sharing classrooms, each class teacher now can observe how children perform in play in respective classrooms, and then give feedback after activities. Different interest corners are set up in the classrooms, with theme-matching teaching aids and abundant manipulative materials. Children walk around the constructive corners, art corners, exploratory corners, etc., to engage in exploration and play. Teachers join in children's games and offer assistance timely. For instance, teachers play chess with children, as well as exploring light and shadow using teaching aids while

occasionally encouraging and guiding children to think of solutions to problems. Children love art activities. They select various art materials of their own accord to create two-dimensional or three-dimensional artworks, demonstrating their creativity. Teachers observe children's performance in play conscientiously and capture moments of children playing games. Teachers invite children to share during the review sessions. Some teachers let children express their thoughts through children's demonstration and use follow-up questions to consolidate the experience gained by children. The effectiveness of the work plan has been shown gradually. With ongoing peer communication, the school may strengthen teachers' skills in providing feedback on play. Furthermore, it is observed that children seldom stop by the reading corners. The school is required to refine the decoration of the reading corners and adjust the teaching strategies with a view to attracting children to read and helping them cultivate their interest in reading and make a habit of it.

- 2.5 The school carries out thematic teaching in groups. Teachers make use of real objects and books in their explanation. Children are arranged to play together afterwards to learn through manipulation of teaching aids. Sometimes teachers make use of the information and snapshots gathered by children, helping children connect learning with daily life and arousing their interest in learning. Children pay attention to teachers' explanation and are willing to answer questions. Children love to express themselves and demonstrate their rich understanding of daily life in their conversation. Teachers have patience and care for children. They give positive encouragement and commendations to children from time to time. However, the learning objectives in some activities are considered slightly excessive. It is hard for teachers to finish all teaching activities without compromising their interaction with children. The school is required to review the effectiveness of teaching as well as adjusting the learning content in light of children's needs.
- 2.6 Children can conduct a variety of physical play simultaneously in the school lobby. Teachers give brief demonstration prior to group activities and create theme-matching scenarios while giving explanation, which are conducive to the connection of what children have learnt. Children enjoy having physical games like throwing and ball carrying with their peers. That said, there is only a single level of difficulty or one set of physical equipment available in most of the activities. Teachers are advised to refine the activity plans and design activities with different levels of complexity so that children can accept challenges to varying extents, thereby catering for learner diversity. Teachers are also recommended to improve feedback on the

performance of children in order to assist children in grasping physical movements and developing a strong physique. With respect to music activities, teachers introduce music activities through thematic context and guide children to perform rhythmic movements, feel the beat and hum. Yet, as observed, the focus of some teachers fell on extending and instructing the themes, leading to slightly insufficient music elements in the activities. The school is required to examine the design of music activities and enhance teachers' skills in conducting activities in a bid to offer more diversified music experiences to children.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a sound SSE mechanism and implemented the rationale of SSE into daily work. The management may tap information including appraisal and assessments to examine the effectiveness of learning and teaching, thus improving the design of different activities for further increasing the quality of teaching.
- 3.2 The school is advised to cater for the diverse needs of newly admitted children and employ suitable measures to assist them in gradually adapting to the new environment. The school may also increase parents' participation strategically so that parents can have more opportunities to keep abreast of children's campus life and learning, hence the school joins hands with parents to promote school development.