

School No.: 619787

Quality Review Report (Translated Version)

Cannan Kindergarten (Tseung Kwan O)

**Kindergarten, Level 3, Package 9, Lohas Park, 1 Lohas Park Road,
Tseung Kwan O, New Territories**

29, 30 May & 3 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: 29, 30 May & 3 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 cares about and supports the school. By organising inter-school functional groups and holding joint-school activities, it facilitates the affiliated kindergartens of the organisation share experiences with one another and strengthen their professional capacity. The school was founded a year ago and the team is composed of a number of teachers with less experience. Apart from catering for the adaptation needs of these teachers, the management also puts much effort into building their sense of belonging to the school, and regards this as the major concern of this school year. The management keeps various guidelines and teaching materials systematically. It explains the work requirements to the staff through meetings and daily communication to help teachers grasp their duties. In tandem, the management allocates tasks according to teachers' years of service and experiences to provide more opportunities for team members to collaborate and get used to each other, hence building teamwork to facilitate the smooth operation of the school. Team members recognise the school's mission. They are closely connected and mutually support one another, driving the development of the school with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to reach a consensus in meetings and regards developing a school-based curriculum as the key work of the school since its establishment. The major concern of the school in the previous school year and this school year has been nurturing children's creativity, exploration and expressive skills by using picture books and setting up environments respectively as the entry point of curriculum construction. The school makes good use of professional support to foster teachers' skills in designing activities. Meanwhile, it promotes home-school cooperation and gathers stakeholders' views regularly to review the implementation of plans to make corresponding adjustments, ensuring the expected results of the major concerns to be achieved.

1.3 The school sets up an identification and referral mechanism to help children with diverse needs and their families receive proper support the soonest. Primary one admission seminars are arranged for K3 children and primary students are invited to introduce their campus life to help children get psychologically prepared for transiting to primary school. The school always maintains contact with parents. In addition to disseminating information to parents through notices, electronic communication software and so forth, teachers frequently talk to parents over the phone to discuss with them their child's school life. The school accepts parents' views and plans a number of parent-child activities in this school year based on parents' needs. Furthermore, parent lesson observation and volunteer activities are organised to deepen parents' understanding of the operation of the school and the learning of children. Parents take part in various kinds of activities enthusiastically, laying a solid foundation for home-school collaboration.

2. Learning and Teaching

2.1 With reference to the teaching outline of the organisation and according to children's abilities and life experiences, the school designs an integrated curriculum that covers all learning areas. Moreover, a proper daily schedule is devised for children to foster their balanced development. The school arranges for children to carry out physical and thematic activities in groups. It employs teaching strategies such as simulated scenarios and sensory experiences to increase children's opportunities in learning through personal experiences and manipulation, thereby enhancing their interest in the things around them as well as their knowledge and skills. Elements of Chinese culture are incorporated into lessons. Apart from holding celebration activities during Chinese festivals to help children understand relevant customs and meaning, the school also schedules activities like Chinese opera appreciation, ink painting creation and Cuju games, together with the introduction of stories about traditional virtues, to deepen children's understanding of the Motherland's culture from multiple perspectives.

2.2 Since the previous school year, the school has been regarding developing the school-based curriculum as its major concern, in the hope of giving children more exploratory opportunities and nurturing their creativity as well as expressive skills by designing a wide range of activities. Teachers motivate children to learn with picture books. According to the story content, teachers design teaching activities

such as guiding children to explore the characteristics of a rearview mirror and methods of making soap bubbles to cultivate their basic skills in exploration such as observation and questioning. Teachers encourage children to draw and exchange with one another the thematic learning content that has left the deepest impression on them, thereby inspiring children to create and share their ideas. In this school year, teachers put effort into enriching the materials of the arts and crafts corners as well as setting up a play zone in the lobby to strengthen the learning effectiveness from the interaction between children and the environment. As observed, children were engaged in drawing with big paintbrushes and making arts and crafts works. Their works are in full composition and colourful, exuding childlike fun. Children also liked observing the natural materials in the interest corners and playing with sand in the sand tray, showing willingness to explore their surroundings. Children have good language expressive skills. They talk about their life experiences and thoughts eloquently and articulately during activities and daily conversations while often discussing with peers the ways of play. The effectiveness of the major concern is evident.

- 2.3 The school devises the content of the assessment of child learning experiences in accordance with the school-based curriculum goals. It provides explicit guidelines and criteria for teachers as well so they can conduct assessments objectively. Teachers observe children's performance continuously to record and analyse children's activities and work. They summarise children's learning regularly and help parents understand their child's developmental progress through face-to-face meetings while giving them follow-up recommendations as deemed necessary. The school creates learning portfolios for children to systematically maintain the assessment information as evidence of children's growth. It also utilises relevant information to inform learning and teaching.
- 2.4 A well-defined curriculum management mechanism is in place in the school. In view of the fact that the teaching team is quite inexperienced in general, the management strives to lead teachers to collaboratively draw up a school-based teaching outline, and then develop sub-themes, objectives and content of various learning activities from themes in different meetings. The management often conducts classroom walkthroughs and scrutinises relevant documents to render suggestions for improvement to teachers and assist them in taking follow-up actions, thus supporting the curriculum implementation pragmatically. In the meantime, the management guides teachers to evaluate the activity effectiveness against teaching

strategies, children's performance and so forth to enhance teachers' reflection skills gradually. The teaching team concludes the curriculum implementation at the end of a school term and records the successful experiences and suggestions so as to inform the school-based and organisation's curricula. The management regularly exchanges its thoughts on curriculum development with peer schools in joint-school meetings, and then shares with teachers the invaluable experiences of the affiliated schools of the organisation, which is conducive to raising the learning and teaching standards of teachers.

- 2.5 The school has a spacious, bright and clean environment. Children's works and activity snapshots are posted everywhere on campus for children to revisit their learning and increase their sense of belonging to the school. When carrying out a theme, teachers enrich the corner materials progressively in response to children's needs. For instance, log sheets are added to let children simulate reading simple words, circling personal information and medical history in a clinic, hence enabling them to use language in a meaningful way and sustaining their interest in play effectively. It is observed that teachers designed free choice activities that were in line with themes. For example, with the theme of transport, teachers invited K1 children to sort out the pictures of sea, land and air transport while securing them at different positions with cloth pegs, training children's fine muscles and consolidating their learning. Under the theme of health, K2 teachers put pictures of bacteria in a sand tray and other places, and guided children to observe how the expired bread spoiled to remind children of the existence of bacteria and bring out the importance of maintaining good hygiene. K3 teachers designed a simulated broadcasting studio for children to play the role of a news anchor introducing ways to cope with different weather conditions, thereby enhancing their skills and confidence in oral expression. Besides, there is a large collection of quality books in the reading corners. Children read stories with their peers from time to time, showing an interest in reading. They often play together as well, getting along harmoniously with one another. In the constructive zone on the floor, children jointly create three-dimensional works of castles, car parks, etc., with various building blocks, demonstrating good social development.
- 2.6 Teachers are full of energy and vitality. They are kind and amiable, and care for children. They work closely together, make good use of pictures, real objects and so forth to facilitate teaching to arouse children's interest in learning. Teachers also let children plant in the outdoor garden to cultivate their sense of responsibility for

taking care of plants, and therefore learning to protect nature. Teachers design interesting music games. Children listen to songs in a joyful atmosphere. They make movements along the lyrics, melodies and rhythms, thoroughly enjoying themselves. During physical activities, teachers arrange for children to leap over obstacles, walk on a balance beam and do jumping jacks in circuits while timely instructing them to grasp the body movements. Children are energetic. They stretch their body and mind during the games and have favourable body coordination. In the chatting sessions before school dismissal, teachers guide children to share their play experiences of the free choice activities or their self-made works. Children are also encouraged to ask each other questions to enrich their experiences in listening and speaking. However, some teachers may adjust the pace or strategies of teaching in light of children's reactions during the activities to allow children to fully enjoy the fun of different games. Teachers are advised to further prompt children to get snacks and put back items used by themselves, thus strengthening their self-care abilities to a greater extent and nurturing their independence in school life.

3. Recommendations for Enhancing Self-improvement of School

The school has established a well-defined curriculum management mechanism. The management leads teachers to put into practice the cyclical SSE process to raise the teaching quality. It may further help teachers accumulate teaching experiences through continuous practices and reflection so that they can adjust the pace or strategies of teaching in view of children's learning to let children thoroughly enjoy the fun of different games, thereby enhancing the effectiveness of learning and teaching.