

School No.: 516376

Quality Review Report (Translated Version)

Cannan Kindergarten (Tsuen Wan)

**Shop No. 4, 1/F, Commercial Complex, Clague Garden Estate,
28 Hoi Shing Road, Tsuen Wan, New Territories**

27, 28, 29 November & 1 December 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 27, 28, 29 November & 1 December 2023

- 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 conducts regular meetings for the leadership team to keep track of the daily operation of the school and the needs of the teaching team so that the leadership team can render timely guidance and support. The management and affiliated schools of the organisation collaborate to develop a curriculum, devise an outline and design learning activities, pooling together the professional competence. Members of the management have clearly defined authorities and responsibilities while cooperating with each other to strategically plan development work such as teacher training, learning and teaching support. When allocating teaching and administrative duties, the management makes reference to teachers' preference, experience and expertise. It also grooms teachers who have the potential to be middle management in a step-by-step manner. The school has an effective induction mechanism that an experienced teacher is paired with a new recruit for assisting the latter to grasp the skills in liaising with parents, teaching requirements, etc., which is conducive to new teachers' adaptation to school work. The management is willing to listen to and consider views from staff. The team has established a good rapport, and members care for and support one another. Team members jointly formulate and implement various development work with concerted efforts so that the daily affairs run smoothly. In light of the major concerns and trends of curriculum development, the school makes good use of external resources to provide training programmes to teachers so as to enhance their professional competence. The school has a clearly defined appraisal system and explicit mechanism for staff promotion to facilitate its steady development.
- 1.2 The school has followed up on the recommendations of the previous Quality Review in removing inappropriate homework, arranging more professional exchange activities and sharpening teachers' skills in teaching reflection. The school sets up the school self-evaluation (SSE) mechanism. It adopts a whole school approach for implementing SSE and applies the inter-connected SSE process, viz. planning,

implementation and evaluation to the major concerns. Based on children's interests, the school has regarded fostering children to learn through play as its major concern in these two years. In response to the development trends of kindergarten education, increasing children's understanding of Chinese art and culture is taken as another major concern of this school year. The school plans its work from different perspectives including teacher training, environment set-up and learning activity design. It also organises parent workshops, parent-child activities and so forth which are conducive to the implementation of the work plans.

- 1.3 The school has established an identification and referral mechanism for children with special needs. In tandem, it brings in community resources for support. The school caters for newly admitted children, by arranging progressive school hours so that children can adapt to school life the soonest. Primary school experiential activities are provided to children who are about to be promoted to primary one for helping them start a new learning stage. The school is keen to follow up on parents' views including resuming parent lesson observations in this school year and leveraging a mobile application for strengthening its connection with parents, therefore parents can grasp their child's learning timely. The school attaches importance to home-school cooperation. It understands parents' needs in parent education through surveys and holds relevant talks to enhance their child-rearing skills. Furthermore, the school appoints parent volunteers to assist in school activities according to their preference. Parents and school work together to cultivate children's growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline and learning activities of the organisation and in view of children's development and interests, the school organises its curriculum using real-life themes. The curriculum content covers all learning areas, facilitating the cultivation of positive values, acquisition of skills and construction of knowledge in children. The school puts emphasis on developing children's reading habit. It has purchased a variety of books for children to borrow and read while encouraging parents to read with children through an award scheme. Children are given sufficient opportunities to take part in music, physical, art and free choice activities in a balanced daily schedule.
- 2.2 The school assesses children through continuous observation. Teachers jointly set

the assessment items corresponding to learning objectives and concrete assessment criteria so that they can evaluate children's learning performance in an objective manner. Besides, parents keep records of children's living habits, emotions and behaviour at home for teachers to have a better understanding of children's development. The school creates learning portfolios for children to retain thematic assessment forms, observation records, children's works and other information as evidence of children's growth. Teachers make use of the child assessment information as the reference for teaching adaptation.

- 2.3 The school has a well-established curriculum management mechanism. The management discusses with teachers the learning objectives, activity design and environment set-up through curriculum meetings while keeping track of curriculum implementation by conducting classroom walkthroughs, scrutinising lesson plans and teaching reflection notes. Teachers conduct after-class reviews against children's performance and activity design and propose specific suggestions for improvement. In every school term, the management steers teachers to collate teaching reflection and suggestions to inform curriculum planning, and also send their views to the organisation for reference.
- 2.4 The school has regarded fostering children to learn through play for two consecutive years. Teacher training is arranged every year to enhance teachers' understanding regarding the concept of the corner activity design. In the last school year, teachers designed settings related to the learning themes, including bakery, book store and theme park, to connect with children's life experiences, such that children could learn by interacting with peers in the course of play. Moreover, teachers conceived learning activities with exploratory elements. For instance, children were asked to test and compare different materials for protecting eggs from cracking. In this school year, teachers relax restrictions on free choice activities. Children may decide whether to stay and keep playing at the original interest corner upon hearing the buzzer sound for activity switching. The school purchases constructive toys and encourages children to assemble the materials chosen from various interest corners, hence exploiting their imagination to make their favourite things. Materials in the interest corners are diversified and neatly placed for children's easy access. As observed, children chose activities and materials according to their interests and needs. They built models, drew artworks, or collaborated with peers to make a zoo as well as sorting terrestrial and aquatic animals. Apart from observing children's performance, teachers could also guide children to think or explore further by posing

questions or hints during play, thereby facilitating their learning.

- 2.5 In this school year, the school takes enhancing children's understanding of Chinese art and culture as another major concern through strategies such as incorporating elements of Chinese culture into learning activities and providing experiential activities. These activities include making mooncakes, rattle drums, and playing cuju. Children draw animals like pandas, rabbits and turtles with ink. They design opera masks with vivid colours. Teachers exhibit children's artworks in the classrooms for children to appreciate and learn from one another. The effectiveness of this major concern is delivering positive results. The school conducts the national flag raising ceremony on important days and special occasions, during which children learn relevant etiquette to nurture their sense of national identity.
- 2.6 Teachers are amiable and care for children, and accept the diverse needs of children. Teachers are conscientious in teaching. Teachers make use of real objects and teaching aids to illustrate concepts while posing questions to guide children to express their thoughts and feelings. Teachers encourage children to learn through senses as well. All these are beneficial for children's understanding of the learning content. After play, children are given opportunities to share their experiences during activities or introduce their works, which helps children consolidate their experiences. Teachers design theme-related scenarios for music activities to get children engaged in learning. Children sing, perform rhythmic movements and play games along to music, having fun in the activities. As for physical activities, teachers organise circuit games and free choice activities. They give demonstrations, and then observe children's movements to make timely correction. Children have an adequate amount of exercise to build a strong physique.
- 2.7 Children love going to school. They are courteous, respect their teachers and follow teachers' instructions during activities. Children listen attentively and are eager to respond to questions. They express themselves confidently and have good verbal expression abilities. Children also get along well with peers that they play together and share materials with each other, showing good affective and social development. Children possess favourable self-care abilities and good hygiene as they can put on and take off their shoes by themselves, tidy up things and wash hands on their own.

3. Recommendations for Enhancing Self-improvement of School

The school strives to embed the SSE rationale in the major concerns. The management

could lead the team to map out success criteria corresponding to the task objectives when devising the school development plans so as to evaluate the work effectiveness in a more effective manner. The school enhances the efficacy of learning and teaching continuously. When playing with children, teachers could pose questions or hints at an opportune time in order to guide children to think or explore to a further extent, thus fostering children's learning.