

School No.: 325996

Focus Inspection Report (Translated Version)

Cannan Kindergarten (Siu Sai Wan)

**Portion of G/F & 1/F, Fullview Garden, 18 Siu Sai Wan Road,
Siu Sai Wan, Hong Kong**

22 February 2024

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school uses the curriculum outline compiled by the organisation as the basis for formulating an integrated curriculum that covers all learning areas. It also arranges a balanced daily schedule for children to take part in different types of activities to accumulate experience and knowledge every day, facilitating their all-round development. A theme-based learning approach is adopted for implementing the curriculum. Teachers utilise interesting picture books to bring out the teaching content while designing diversified activities to provide children with joyful learning experiences. The school has followed up on the recommendations of the previous Quality Review to improve the planning of primary one adaptation activities, ensuring the appropriateness of K3's daily schedule. Besides, it adjusts the homework content by reducing the amount of copying and incorporating elements of play, which heads for the right direction. The school may continue in this direction to help children consolidate their acquired knowledge and extend their interest in learning through fun-filled games.
- 1.2 The development of school-based curriculum ties in with the trends of kindergarten education. The school has stepped up its effort to promote learning through play in recent years that the element of free exploration in physical activities has been strengthened since last school year. Teachers create theme-related scenarios to prompt children to use various materials according to their preferences for unleashing creativity on designing play, building a strong and healthy body as well as developing exploratory and problem-solving skills. Moreover, the school actively promotes Chinese culture by, for example, organising festive activities to let children try making mooncakes and rice dumplings, or participate in a simulated dragon boat race and a lion dance to understand and experience the traditional customs of festivals.

Integrating with the thematic learning, the school introduces children to China's achievements in aerospace technology and discusses with them the connection between Chinese food culture and their daily life. Furthermore, children are arranged to enjoy shadow play and make artworks that are full of Chinese features such as paper cutting and ink painting. The school employs diverse strategies to help children learn and appreciate Chinese culture from an early age, thereby cultivating their sense of belonging to the country.

1.3 The school's policy on the assessment of learning experiences is effective to reflect child development. Based on clear assessment criteria, teachers grasp children's performance in different areas through continuous observation. Teachers also properly keep various kinds of assessment reports, children's works, etc., in the learning portfolios, facilitating parents to understand their child's learning and developmental progress in a systematic manner. In light of individual children's needs, the school liaises with parents aptly to offer learning support or adjust assessment arrangements. Building on this foundation, the management may lead teachers to collate the assessment information and analyse children's overall learning, thus informing learning and teaching through assessment.

1.4 Teachers make good use of children's art creation to decorate display boards and interest corners, which is conducive to enhancing children's sense of belonging to the school and making the campus full of childlike fun. The activity design of the exploratory corners is effective in fostering children's learning through their senses and nurturing their curiosity about things. Children compare the bounce of balls through manipulation and observation, or identify the value of coins by touching, and then they share the findings of their exploration with peers. Reading corners are comfortably furnished. Children love reading the books recommended by teachers

and complete the interesting simple learning tasks. In role-play corners, children imitate doing grocery shopping at a supermarket or separating items after parties. They apply the basic concept of using money and environmental protection during play. The school is recommended to optimise the space and material set-up in the role-play corners so that more children can play together to stimulate creativity and imagination with one another, making the activities more fun.

- 1.5 Since the last school year, thematic learning activities have been conducted in small groups to increase children's participation and interaction during class. Teachers prepare suitable real objects and teaching aids for sharing stories and playing games with children, arousing children's learning interest. Children actively respond to teachers' questions and are able to integrate life experiences to share their ways of handling leftovers, knowledge of home safety and so forth. Besides, teachers use story scenarios to lead children to carry out physical circuit games and rhythmic movement creation to help them build a strong physique and develop their aesthetic sense under a relaxing and pleasant atmosphere. During free choice activity sessions, children get along well with each other and always manipulate the teaching aids together. They also tidy up things collaboratively, showing good self-care abilities. Teachers are pleased to play with children to inspire children's learning.
- 1.6 The management attends curriculum meetings of different grade levels to discuss with teachers the teaching content and review the activity effectiveness. By conducting regular classroom walkthroughs and focused lesson observations, the management understands the learning and teaching during lessons, thereby keeping track of the implementation of curriculum and key tasks effectively. Teachers share teaching experience among themselves through lesson planning meetings, peer lesson observations, sharing sessions on training, etc., enhancing their professional

capacity continuously.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote the development of its curriculum to facilitate children to learn through free exploration while nurturing their appreciation for Chinese culture and sense of national identity from an early age. To further enhance the learning and teaching quality, the school is advised to make good use of assessment information of child learning experiences to understand children's overall performance from multiple perspectives and serve as reference for continuous improvement of the planning of curriculum and teaching.