

School No.: 324930

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

## **Kowloon Cannan Anglo-Chinese Kindergarten**

**Shop A on G/F., City Hub, 6 Kowloon City Road & 1/F., City Hub,  
8 Kowloon City Road, To Kwa Wan, Kowloon**

**26, 27 & 29 February 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: 26, 27 & 29 February 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 school maintains close communication with the affiliated kindergartens of the organisation. By participating in the joint-school functional groups and principal meetings, the management and the peer schools share their school context with one another. They jointly plan the administration, curriculum development, etc., which strengthens the professional exchange and collaboration among themselves effectively, thus enhancing the quality of education. The school has the explicit guidelines and codes in place, records and stores documents appropriately as well as arranging various work orderly so that the daily operation is well-managed. As there have been quite a number of newly recruited teachers in recent years, the school holds induction meetings to introduce the curriculum characteristics and elaborate the teaching requirements to them. In tandem, experienced teachers are assigned to render support to the newcomers in grasping the teaching work the soonest. Members of the teaching team cooperate with each other and discharge their duties properly to promote the continuous improvement of the school.
- 1.2 The school has a sound school self-evaluation (SSE) mechanism and teachers practise the cyclical rationale of SSE in their daily work. The management leads the teaching team to gather the views of different stakeholders systematically through surveys, meetings, interviews and so forth. They timely examines the implementation effectiveness of the major concerns and various activities while raising suggestions for improvement based on the review findings. In recent years, the school has been putting great efforts into promoting children to learn through play. It tries to relax the restrictions of games in this school year to further cultivate children's abilities in active learning. The school has followed up on the recommendations of the previous Quality Review to make deployment from different aspects to dovetail with the major concerns and the work has been carried out in a step-by-step manner.
- 1.3 The school has established a clear mechanism to cater for learner diversity. It

identifies and refers children in need as soon as possible. Teachers observe children's behaviour and performance. They often report children's situations at school to parents and provide them with relevant information about supporting children. Teachers also coordinate with external professional services to ensure that children receive appropriate care. The school regards parents as important partners. It is keen to keep contact with parents by ways including opening the campus for them to observe lessons or play with their child, so as to increase their understanding of the curriculum rationale of the school. A wide array of parent education seminars and workshops are arranged to help parents develop proper attitudes towards and skills in child-rearing, thus enhancing their competence in parenting. Parents recognise and support the development work of the school. They are willing to take part in organising and implementing activities, joining hands with the school to nurture children's healthy growth.

## **2. Learning and Teaching**

2.1 With reference to the curriculum framework and thematic learning content developed by the organisation, the school selects real-life topics to plan a comprehensive integrated curriculum. In recent years, the management has been striving to promote the development of the school-based curriculum. It has led teachers to choose suitable picture books according to children's experiences and interests, and designed games and experiential activities based on the story plots to encourage children to gain insight into relevant concepts as well as knowledge through first-hand exposure. Moreover, teachers ties in with the themes to incorporate elements like traditional Chinese art, folk games, food culture, etc., to facilitate children's better understanding of the country and Chinese culture. Celebrations of Lunar New Year and Dragon Boat Festival are held so that children can learn about traditional customs and feel the festive atmosphere through making spring couplets and rice dumplings, lion dance and dragon boat races. The daily schedule of the school is properly planned to foster children's balanced development. The school also reviews and adapts the homework arrangements continuously. However, it is required to improve some of the homework design in the language learning area in the second school term for K3 children so as to consolidate and extend children's learning by adopting a relaxing and real-life approach. The school must cancel the primary one mock interview to avoid putting unnecessary pressure on children.

- 2.2 The school has an appropriate policy on the assessment of child learning experiences. The assessment items of each grade level tie in with the curriculum goals and there are clear criteria for assisting teachers in conducting evaluations objectively. Teachers use continuous observation and documentation to assess children's performance. They systematically maintain the assessment forms, observation records, artworks, etc., in the learning portfolios to reflect children's development in different areas holistically. Teachers meet with parents and distribute the assessment information regularly to let parents know about the growth of their child. The school follows up on individual children's learning with reference to the assessment information. It may further collate and analyse the overall performance of children in order to review the implementation effectiveness of the curriculum and work plans from multiple perspectives.
- 2.3 The management and teachers write up the teaching plans according to the thematic learning objectives and the selected picture books. They earnestly discuss the teaching content of all learning areas and the set-up of interest corners in curriculum meetings while carefully reviewing the delivery of the curriculum and making feasible suggestions for improvement. The management understands the learning and teaching situation through observing lessons and scrutinising curriculum documents. It may further facilitate teachers to fully grasp the teaching focuses and implementation steps of some activities such that the expected results of the activities can be achieved.
- 2.4 The school has been putting great efforts into promoting children to learn through play in recent years. It has organised teacher training to sharpen teachers' skills in incorporating more elements of play into learning activities while optimising the campus facilities continuously to develop a favourable environment for children to play. Teachers place plentiful materials, such as recyclable household products, physical equipment and art and craft items, in different venues on campus. They also invite parents to school to create games with their child freely before and after school. Children are proactive. They are willing to discuss and think of ways of play with their parents and peers. They collaboratively cut the cardboard boxes and put them into car, and use light clay to create colourful candies. The atmosphere of the activities is joyful. In this school year, the school continues to employ play as the basis to strengthen children's skills in exploration, expression and active learning. In general, teachers are able to give children opportunities for manipulation in the activities, including letting children to set up challenging circuit games during

physical activities and making recycled paper in thematic activities. Yet, teachers are advised to use questioning flexibly to lead children to share what they have heard and seen in games and provide sufficient time for children to think and respond, with a view to elevating children's learning effectiveness.

2.5 The school environment is clean and bright. The classroom layout is in line with the themes. Teachers design interesting teaching aids and games to arouse children's interest in learning effectively. Specific targets are set in the exploratory zones for guiding children to explore the things and phenomena around them through prediction, verification and taking records. Children observe and compare if various items can roll down from slope. Furthermore, they test the water absorption of different types of paper. Such activities not only encourage children to learn through their senses, but also satisfy their curiosity. The imagination zones are decorated appealingly and furnished with a great variety of teaching aids. Children immerse themselves in the roles of firemen fighting fire and shop assistants selling shoes, thoroughly enjoying themselves. Abundant materials are available in the construction zones. Children build hotels and skyscrapers with constructive toys, toilet paper tubes and paper boxes. They also enthusiastically manipulate the teaching aids with their peers. Children work together and exploit their imagination through interaction, showing good social development and language expression abilities. In the course of events, teachers observe children's performance and give timely assistance. They join in children's games from time to time as well. Teachers may further increase the effectiveness of revisiting the activities and enlighten children's problem-solving skills.

2.6 Teachers are amiable and patient. They praise children in concrete terms and give them support to create a positive learning atmosphere. Teachers have good classroom management skills and effectively use various slogans, musical instructions, etc., to build activity routines. Children follow teachers' instructions in learning and switching to other activities. They put their schoolbags properly by themselves when back at school. During snack time, children queue up and scoop the macaroni with self-discipline. They observe rules and show courtesy. Teachers design real-life thematic activities for children to learn joyfully through first-hand manipulation and experiences. They also guide children to sing or play musical instruments by following the songs in music activities, hence helping children unleash their creativity and foster their aesthetic development.

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

The school has been striving to develop its school-based curriculum in recent years and making changes in the areas of learning and teaching. The management is advised to draw up training plans addressing teachers' needs to help the team enhance its professional competence continuously. It may lead teachers to consolidate and analyse the child assessment information in order to review the implementation effectiveness of the curriculum and work plans from multiple perspectives. Besides, the school must cancel the primary one mock interview and improve some of the homework design of K3 in the second school term regarding language learning to meet children's developmental needs.