

**School No.: 612936**

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

**The Salvation Army Rosita Yuen Kindergarten**

**G/F, Ying Yuet House, Ying Tung Estate,  
Tung Chung, New Territories**

**3, 4 & 6 January 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 3, 4 & 6 January 2022**

- 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 With the support from the sponsoring body, the school implements the administrative work and parent education properly. It often exchanges experiences with other affiliated kindergartens of the sponsoring body, which is conducive to the school's sustainable development. The school was founded a few years ago. As the management hopes to help the teaching staff foster their tacit understanding in work and build up team spirit, it sets enhancing the communication and collaboration of the team as its major concern. The school promotes understanding among the team members through a variety of channels such as organising team building activities and setting up an electronic communication platform. In the meantime, it organises suitable induction training and provides clear working guidelines to facilitate the newly joined teachers grasp the work requirements. Experienced teachers are also assigned to help the new teachers adapt to the working environment and get familiar with the teaching routines as soon as possible. As observed, the team members perform their work dutifully and collaborate with each other in carrying out daily operation. The effectiveness of the major concern is preliminarily seen.
- 1.2 A school self-evaluation (SSE) mechanism has been established to review the effectiveness of different areas of work in a timely manner, propose practical suggestions for improvement and take follow-up actions. In the recent two years, the school has regarded cultivating children's interest in language learning and strengthening their language expression abilities as its major concerns respectively. The objectives of the plans are clear and can meet the developmental needs of children. In the last school year, the school deployed strategies with regard to teachers training, classroom environment setting, home-school collaboration and so forth to facilitate children's interest in language learning. Upon reviewing the effectiveness of the strategies, the school has built on the developed foundation to further enhance children's abilities in language expression. It has modified some of the strategies and has introduced other measures in this school year to support

children's learning. The school is dedicated to put into practice the cyclical SSE rationale of planning, implementation and evaluation for improving teaching.

- 1.3 The school caters for the diverse needs of children. A clear identification and referral mechanism is established, enabling children to receive suitable services as soon as possible. The school aptly taps the resources of the sponsoring body and the community. Professionals are invited to provide concrete advice to teachers, helping children unleash their potential through inter-disciplinary collaboration. Besides, the school attaches importance to the support for non-Chinese speaking (NCS) children. Related training are arranged for teachers to enhance their skills in taking care of NCS children. In addition to providing circulars in English version, the school also assigns teachers who are proficient in other ethnic languages to communicate with NCS parents during the time when children arrive at and leave school, with a view to facilitating NCS parents grasp the school information. The school is able to help children of different backgrounds receive appropriate support as needed strategically.
- 1.4 The school values the home-school connection. The parent-teacher association (PTA) has been set up during the early stage after the school's establishment. The PTA members strive to become the bridge of communication between the parents and the school. They help the school gather parents' views and disseminate school information to them. A two-way home-school communication has been developed. In addition to the PTA, the school also understands parents' views by means of questionnaires and interviews, and subsequently reviews and refines its administration, teaching and parent education arrangements. Besides, the school invites parents to serve as volunteers when necessary to encourage them to give full play of their parental competence and deepen their understanding of the school through involving in children's learning activities and festive celebration activities, thereby strengthening parents' trust and support to the school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design a curriculum with comprehensive coverage of different learning areas. It places emphasis on fostering children's moral development. It helps children establish the positive values and attitudes of respecting others, being courageous and optimistic through school activities or simple parent-child tasks. The school also puts much effort in creating

a caring and inclusive culture on campus. For instance, teachers and parents share with children the culture and customs of different countries during thematic and festive celebration activities, with the aim of guiding children to respect diversified cultures. Children are provided with sufficient time to engage in physical, music, art and free choice activities every day for acquiring different learning experiences. Overall speaking, the learning content for K1 and K2 children is appropriate. Yet, some learning content of K3 early childhood mathematics in the second school term including the kindergarten-primary transition period is rather difficult. The school must take follow-up actions so that the learning content can address the learning and developmental needs of children.

- 2.2 The school assesses children's performance through continuous observation. The thematic assessment items dovetail with the learning content, which can reflect children's mastery of the theme-based learning. By using assessment forms and write-ups, teachers conclude children's performance every school term, thereby understanding children's development in different stages. Learning portfolios are also developed for children to properly keep their assessment information. Teachers share the content of portfolios with parents in a timely manner for them to know their children's learning progress and learn about the effective ways to assist their children in learning. The school analyses children's assessment information and uses it as a basis for reviewing the curriculum.
- 2.3 A mechanism for curriculum coordination, monitoring and review is in place. The management leads teachers to devise the curriculum outlines and design learning activities and assessment content of child learning experiences. It monitors the quality of learning and teaching and understands teachers' teaching needs by conducting classroom walkthroughs, attending curriculum meetings and scrutinising relevant teaching documents, and provides feasible suggestions and adequate support to teachers accordingly. Teachers conduct teaching reflection on a regular basis and use children's performance as evidence of effectiveness of the teaching activities, but mostly focus on evaluating the thematic teaching. They need to reflect more on other activities so as to review the teaching effectiveness in a more comprehensive way for informing the activity design and refining the teaching strategies in an ongoing manner.
- 2.4 The school considers cultivating children's interest in language learning as important and regarded it as its major concern in the last school year. It provided training for teachers to polish their skills in storytelling. Teachers could apply their learning

through taking turns to tell stories to all children during morning assembly. Subsequently, the school refined the setting of reading corners in classrooms. By displaying books in a systematic manner, children could pick books to read based on their preference easily. Teachers recommended books to children regularly to help them learn about different topics. As observed, children are interested in language activities. They take the initiative to read books and share the interesting content with peers. When reviewing the effectiveness of the major concerns and learning and teaching, the school found it possible to further enhance children's abilities in language expression. Therefore, in this school year, it builds on the foundation in the previous school year to adopt different ways to encourage children to express more. K3 and K2 children are invited to tell stories to their peers during storytelling time at morning assembly. Meanwhile, role-play corners are introduced in classrooms to create a real language environment for stimulating children to use language to express and communicate more through role-playing. During thematic teaching, teachers invite children to share their life experiences or arrange them to have small group discussion, which are effective to increase the opportunities of interaction between teachers and children as well as amongst children. All these arrangements, together with teachers' guidance and demonstrations, contribute to the enhancement of children's abilities in language expression through practice. Children in general are bold to use language to express themselves and can speak clearly. The initial results of the plan is seen.

- 2.5 The school adheres to the principle of allowing children to learn by doing when designing the interest corners in classrooms. Manipulative teaching aids are placed therein for children to engage in fine motor training activities, such as using tongs or chopsticks to pick up small balls or pompom balls, pretending fishing and playing unlocking games. In the exploratory corners, children learn and distinguish different food by using their senses of sight, touch, smell, etc. They take part in simple experiments in which they use papers to make different types of prisms and test their strength. They also observe the living habits of little tortoises and fish. On the other hand, in order to help NCS children learn Chinese, the school records simple Cantonese audio cues for games, helping them to understand simple Cantonese and follow the cues to complete learning tasks through having more chances to listen and practise. During teaching, teachers observe children's learning progress. They guide them to complete the teaching aids and create artworks when necessary. However, teachers could participate in children's play to

understand about their learning pace and inspire them to deepen their learning at an opportune time.

- 2.6 Teachers use real objects and pictures as teaching aids to facilitate children to understand the learning content. They are good at using graphs to present the results of children's testing activities so as to help them consolidate and conclude the learning points. Teachers care for children's learning needs and support them through individual caring or peer assistance. The arrangement of physical activities is diversified. Children can engage in free choice activities like skill training, circuit games of different levels or cycling. Besides, children are provided with various materials including paper bricks, hula hoops, bean bags, etc., for them to design physical activities freely. Children make use of the materials to design different throwing and tossing games. They keep changing the ways to play and the rules of the games, showing their rich creativity. In other activities, children engage in fruit stamping paintings and booklet design about community facilities. They also use building blocks and recycled household materials to construct a city with buildings and roads, demonstrating their creativity and ability to design in different areas. Children like to play together, and are able to share toys, displaying their good social development. They take off jackets and put away their personal belongings on their own upon arrival at school. They also put toys and teaching aids back after play, demonstrating good self-care abilities.

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

The school has been established for several years. It has continued to develop through the practice of SSE and laid down a solid foundation in a step-by-step manner. In recent years, the school is committed to develop teachers' professional competency and team spirit. The result is gradually seen. To enhance the effectiveness of learning and teaching, the management could lead teachers to strengthen their reflective abilities and their roles in children's play activities. Regarding curriculum design, as some learning content of K3 early childhood mathematics in the second school term including the kindergarten-primary transition period is rather difficult, the school should follow up on those content, so as to improve the appropriateness of the curriculum to cater for the learning and developmental needs of children.