

School No.: 565890

Quality Review Report (Translated Version)

W.F.B. Mantra Institute Nursery School

**Shop 2, G/F, Siu Hei Commercial Centre, Siu Hei Court, Tuen Mun,
New Territories**

12, 14 & 16 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 14 & 16 May 2025

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 the school affairs. It communicates with the team regularly and gives advice on administration and financial management. The school maintains close liaison with the affiliated schools of the organisation. The management of each school shares its experiences on curriculum development in meetings while organising joint-school activities in collaboration to foster the professional exchanges of teachers. The management fully grasps the trends in kindergarten education, actively motivating teachers to pursue further studies and share what they have learnt in training, striving to build a learning community and seeking progression. In tandem, the management properly empowers team members according to their expertise and interests to effectively allocate resources and duties, hence prompting members to exploit their strengths. Besides, the management often invites teachers to give feedback on school improvement. It considers their views seriously for both parties to reach a consensus, fostering a candid and open atmosphere at work. Teachers cooperate well and support one another. They have a sense of belonging to the school and work together to promote the continuous advancement of the school.

1.2 The school has established a school self-evaluation (SSE) mechanism. The team formulates annual development plans by collective discussion and implements various work on aspects such as teacher training and curriculum arrangements. In recent years, fostering children's moral development and promoting Chinese culture

have been regarded as the school's major concerns. The school deepens teachers' knowledge in relevant fields through training while organising collaborative lesson planning, lesson observation, etc., to enhance teachers' teaching skills through discussion and observation. Teachers create plentiful opportunities for children to learn and practise good behaviour like being courteous and grateful. They also conduct visits and experiential activities to increase children's interest in and understanding of traditional customs as well as art and culture. The plan has been implemented in a step-by-step manner.

- 1.3 The school cares for children's diverse needs. In addition to providing referral and support services to children, the school meticulously equips teachers with knowledge of daily care, teaching adaptation and so forth to sharpen their skills in supporting children. The school flexibly adjusts the schedule to help newly admitted children integrate into campus life the soonest, and purposefully cultivates the self-care abilities of K3 children through activities so as to fully prepare them for starting primary school life. The school keeps parents informed of their children's performance at school through multiple channels and puts effort into creating home-school communication platforms, such as forming the parent volunteer team and the parent-teacher association, to collect parents' views and give practical responses, thus laying a solid foundation for home-school co-operation.

2. Learning and Teaching

- 2.1 With the objective of fostering children's whole-person development, the school refers to the *Kindergarten Education Curriculum Guide* to design a school-based curriculum covering all learning areas. Teachers select suitable picture books according to themes and use stories as lead-ins, motivating children to learn and guiding them to explore topics of their interest. Teachers make good use of external

resources to take children to parks, supermarkets, post offices, etc., for site visits or field experiences, deepening children's understanding of the things around them. Professionals and parents are invited to school to share with children, broadening children's horizons. The school arranges interesting parent-child learning tasks that are in line with children's life experiences from time to time to let children extend their thematic learning at home. Moreover, parent-child reading and related award schemes are launched to assist children in building reading habits. However, during the kindergarten-primary transition period, the school must remove the rather difficult teaching content and homework, and provide children with opportunities to participate in music and physical activities every day to meet children's developmental needs.

2.2 The school has an effective mechanism for the assessment of child learning experiences. The team devises appropriate assessment items in alignment with the curriculum objectives. It documents and analyses children's progress in each area in a specific manner through continuous observation. The school invites parents to give feedback on their children's performance at home after each theme to get the full picture of children's learning. The school systematically keeps the observation records, assessment forms, artworks and so forth in the learning portfolios. It reports children's developmental progress to parents every school term and makes suggestions for follow-up as necessary. Thus, home and school facilitate children's growth with concerted efforts. The school uses the assessment information and parents' views to evaluate the effectiveness of the curriculum implementation, serving as a reference for the ongoing improvement of the teaching content and strategies.

2.3 In respect of the curriculum management, team members set the teaching schedules and conduct lesson planning together. They join forces to devise the learning

content and environment setup. The management keeps track of the curriculum implementation by scrutinising documents, observing lessons, conducting classroom walkthroughs, etc. Teachers of all grade levels have built a habit of routine teaching reflection. They also convene regular review meetings to evaluate the teaching effectiveness based on children's performance and propose directions for further development of the curriculum. The management gives timely guidance to teachers to make specific and feasible suggestions from the perspectives of adjusting activity arrangements, catering for learner diversity and so forth, helping teacher enhance their professional competence. Peer lesson observation and exchange activities are organised for teachers to strive ahead as well. Furthermore, the management pays constant attention to the education trends and community dynamics to update and consolidate school resources, refining the planning of the school-based curriculum.

2.4 The school attaches importance to children's moral development. Teachers often share stories about moral character with children and set class-based goals, such as being punctual and treasuring food, in view of children's needs. Teachers facilitate children's reflection on their own practices and appreciate the good deeds of their peers, thereby nurturing positive values and attitudes. During visits, teachers put a great effort into teaching children to obey rules and take good care of public property, fostering children's civic awareness. Children are also arranged to give handmade gifts in an elderly centre, clean up beaches, etc., learning to care about senior citizens and protect the environment. As observed, children were active, courteous, optimistic and proactive. They followed the rules and were sociable. They worked with one another during play, treating others with kindness. Children also assisted teachers in distributing tableware at lunchtime or taking younger peers to the washroom before class, showing the service spirit.

2.5 To pass on traditional values, the school incorporates content of Chinese virtues as

well as art and culture into learning activities, such as telling stories of filial piety and designing tasks for expressing gratitude, to strengthen children's idea of being filial towards parents. Teachers accompany children to a Chinese restaurant to sip tea so that children can learn about Chinese teaware and different types of tea leaves. Children also understand the auspicious meaning of symbols like dragons, flowers and fish through observation of the patterns on the tableware. Teachers introduce the 24 Solar Terms to children according to times and seasons. For instance, they guide children to understand the meaning of reunion by making and tasting glutinous rice balls on the Winter Solstice. Children drink herbal tea on Summer Commences as well to experience the health wisdom of ancient Chinese. Information like giant pandas or current affairs of the country is posted in the Chinese culture corners in classrooms according to themes for children to gain access to the things of the motherland from an early age, hence cultivating their sense of belonging to the country. The national anthem is played and sung every week at school, during which children remain solemn and conduct themselves properly, demonstrating a good sense of national identity. In the free choice activity sessions, children create ink paintings attentively and immerse themselves in playing the roles of the classic characters of *Journey to the West*, revealing their love for Chinese culture.

2.6 Teachers plan the school environment meticulously. Children's artworks and activity snapshots are everywhere on campus for children to observe and revisit their experiences. Teachers decorate classrooms to tie in with themes. They let children help add items for role-play corners or set class rules collaboratively to enhance children's motivation to play and learn. There are pictorial guides in most corner activities for children to carry out the activities themselves. Some activities have multiple teaching objectives. For example, after writing letters, children go to a simulated post office to send the letters to their peers. In this way, children can

use language meaningfully and grasp the steps of sending a letter, showing the thoughtfulness of the activity design. Teachers provide a wide range of materials to encourage children to explore different combinations or make props when necessary. Children develop their creativity and problem-solving skills through hands-on experiences. They use cardboard boxes to make shopping baskets, imitate shopping at a store or construct a suspension bridge to simulate crossing a river, showcasing their creativity. Children carefully read the stories and drawings that they created with their peers and listen to the related recordings. Alternatively, children explore light and shadow using torches and toys. They share their discoveries and unique ideas, thoroughly enjoying themselves with bursts of laughter. Teachers observe children in play and intervene at opportune times. When they subsequently lead children to conduct reviews, they can guide children to share their ideas, ask further questions when necessary to inspire children's thinking as well as nurturing children's speaking skills and confidence. Children are generally eager to respond to teachers' questions, resulting in a joyful classroom atmosphere.

2.7 Teachers are passionate about teaching. They are kind, friendly and are able to listen patiently to and cater for children's needs. Thus, they have a good relationship with children. Teachers adopt grouping flexibly to implement various activities, increasing teacher-child and child-child interactions. Teachers use teaching aids effectively to give clear explanations for helping children gradually understand the learning content. During physical activities, teachers assist children in grasping the rules and requirements of activities through explicit guidance and demonstration. Teachers also make the activities more challenging in a timely manner to sustain children's interest in participation. Children have an adequate amount of exercise and good gross motor development. In terms of music activities, teachers lead children to sing or play games along with the melodies. Yet,

teachers may enhance their skills in designing music activities through training to strengthen the overall effectiveness of music activities.

3. Recommendations for Enhancing Self-improvement of School

The school has established the SSE mechanism and embedded the cyclical SSE process of planning, implementation and evaluation in routine work. The management may lead the team to formulate more explicit objectives of the major concerns and specific success criteria to further enhance the effectiveness of the work plans. Besides, the school must revise the daily schedule and homework arrangements during the kindergarten-primary transition period for K3 to meet children's developmental needs.