

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**

17, 18 & 20 June 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 17, 18 & 20 June 2019

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 keeps close connection with the kindergartens under its sponsoring body. It plans curriculum and organises teacher training activities with them collaboratively. The management has clear authorities and responsibilities. The principal empowers the senior teachers strategically so as to pass on experience of curriculum coordination and daily administration work, steering the school's development with concerted effort. Members of the teaching team support each other in teaching and the functional groups, demonstrating team spirit. The school values teachers' professional development. It understands teachers' development needs through meetings, interviews, questionnaires, etc., thereby setting up training objectives for the whole school and helping teachers map out their personal professional development plan. The school also organises seminars, workshops and sharing activities to enhance teachers' professional capacity.
- 1.2 The school has followed up the recommendations of the previous Quality Review to improve teachers' questioning skills and provide children with sufficient time for free choice activities. The school's self-evaluation (SSE) mechanism is well-developed. The management leads teachers to review feedback from stakeholders and evaluate the effectiveness of the school's work in different areas objectively; meanwhile they discuss strategies for improvement and formulate the annual plan based on the school context as well as trends of education development. The school strives to enhance the effectiveness of music, physical and art activities. Last school year, the school took this as its major concern. It collated past teaching references systematically, from which appropriate activities were selected to enrich the curriculum content so as to further facilitate children's physical and aesthetic development. Another major concern of the school last year was to add more play elements to the curriculum. Teachers improved the activity design and environment set-up to provide more self-directed learning opportunities for children while encouraging them to unleash their creativity. This year, the school taps external support to improve teachers' skills in designing the learning environment and teaching through training. It also revises

the content of homework to enhance children's interest in language learning. The school devises clear objectives and deploys focused strategies for each plan, examines the work progress in a timely manner and takes proper follow-up actions. The impact of the plan is significant.

- 1.3 The school caters for children's diverse needs with care. It has developed a mechanism to identify children with special needs. The school capitalises on external resources to refer and follow up children's cases so that they can receive appropriate professional support services. In addition, the school provides teaching aids to support parents in facilitating children's learning at home. It also encourages teachers to take part in training on catering for children's special needs, while the team is also willing to exchange experiences in this regard and actively follow up children's development progress.
- 1.4 The school maintains close communication with parents through various channels such as arranging lesson observation and meeting with them, so as to help them understand the school's education rationale and their children's learning performance. It also organises seminars and publishes school newsletters to share parenting information with parents to deepen their understanding of children's developmental needs. The school forms a parent-teacher group to synergise parents' support in organising and implementing parent-child activities. The parent-teacher group also plays a significant role as a bridge for home-school connection in collecting parents' views on the school, promoting the development of home-school cooperation. Parents trust and support the school, both work in partnership to facilitate children's joyful learning and healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages to design its curriculum which is comprehensive and appropriate. Having regard to the daily schedule, the school provides children with sufficient music, physical, art and free choice activity time to foster their balanced development. The school consents to the principle of arousing children's learning interests through firsthand experiences. It often arranges visits for children and invites parents as well as professionals to share theme-related information with them so as to enrich their learning experiences. The school attaches great importance to nurturing children's moral development. It helps children develop positive values by incorporating relevant topics such as environmental protection and gratitude in the curriculum. Children take turns to be

the helpers of the day or group leaders to learn to serve others from the process of helping teachers distribute teaching materials and packing teaching aids. Furthermore, the school has launched a moral programme to encourage children to go to school on time, keep the environment clean and achieve other personal behavioural targets, thus developing children's good living habits.

- 2.2 The school designs assessment tools with reference to children's learning content and developmental characteristics in kindergarten stage. Teachers keep observing and recording children's daily learning to understand their progress. Teachers also conclude children's performance every school term to grasp their development in each stage. Such information is timely shared with parents for providing them with concrete and practicable suggestions conducive to children's development. Teachers are able to make use of the assessment information to review the teaching effectiveness for informing the planning of learning and teaching.
- 2.3 The school has an effective curriculum management mechanism. The senior teacher of curriculum development assists the principal in coordinating the curriculum planning and development work, leading teachers to summarise the curriculum review results of the first school term, adjust the curriculum outline and revise the activity design. In this connection, child-centred teaching activities are implemented and the coherence of learning content across grade levels is strengthened. The management monitors the curriculum implementation effectively through scrutinising curriculum documents, frequent classroom walkthroughs and providing teachers with appropriate guidance when necessary. Upon completion of every learning theme, the school approaches parents to understand children's learning interests and performance, which serves as reference for reviewing the design and effectiveness of the activities.
- 2.4 The school puts efforts to build a learning community. The management arranges training for teachers and encourages professional exchange in the school, enabling teachers to accumulate rich experiences in designing and conducting music, physical play and art activities. Last school year, the management formed a core group responsible for consolidating past training data. The core group led all teachers to reflect on the effectiveness of art, music and physical play activity design as well as revising the curriculum content during the lesson planning meetings. The management also arranged experienced teachers to demonstrate teaching and provide individual teachers with guidance so as to enhance their teaching skills. Teachers can organise play activities based on children's developmental characteristics at

different ages and provide clear instructions to guide children to grasp skills and enjoy the activities. From observation, children follow the melodies to do breathing exercise joyfully. They take part in music activities and make beats by using different parts of their bodies or percussion instruments. They enjoy participating in physical skill training and group games as well as designing interesting artworks attentively with different materials. The effectiveness of the plan has been well-displayed.

- 2.5 The management understands the trends of kindergarten development. Last school year, it arranged inter-school visits to observe how play activities were implemented by peer schools. The teaching team is able to put what they have learnt into practice, such as designing festive activities with play elements and adjusting daily schedule. In this way, children are given more opportunities for free choice activities, they develop different abilities through play. Teachers encourage children to play with their peers in corner activities, interesting cooperative play are designed for developing children's self-directed learning attitude and enhancing their social skills. Teachers have added a constructive play corner on the classroom floor that allows children to create freely by using constructive toys and unwanted domestic materials, thereby unleashing their creativity. During physical activities, children use different tools to design physical games. Teachers respect children's ideas and adopt their suggested methods in sequenced games. Children make attempts with peers, expressing pleasant emotions. After activities, teachers aptly use questions and photos taken in the activities skilfully to guide children to share their activity process and experiences, which helps them consolidate what they have learnt.
- 2.6 The school's major concern this school year is to foster children's language learning. The school examines the classroom set-up and adjusts the design of the language corner for children to learn and apply language through interesting role-playing activities. Children pretend to prepare food and serve customers in a restaurant, or introduce products to customers in a shop setting. They listen attentively to their peers and respond confidently. Children get to know different tourist spots of Hong Kong in the chess activities and discuss different ways to categorise goods with peers in the matching game. They can express their ideas and feelings through verbal communication in the fun-filled activities. Teachers review the homework design and reduce homework in the form of copying and writing. Interesting activities are introduced to help children apply learned texts. Based on children's interests, the school arranges various activities such as proposing new words for songs, making

storybooks and adapting stories to enrich their language experiences.

- 2.7 The school uses venues flexibly to allow sufficient space for children's different learning activities. The school displays children's individual and collaborative artworks around the campus. It changes the display based on the teaching themes in a timely manner, which beautifies the school environment while children can appreciate peers' work from time to time. Abundant teaching resources are placed in the classrooms in an orderly manner, facilitating children's participation in various corner activities according to their individual interests.
- 2.8 Teachers are friendly and they have developed a good relationship with children. Teachers speak fluently and systematically, with learning content explained clearly. Moreover, teachers care about children's performance and adjust the teaching approaches flexibly in light of children's learning needs. They design teaching aids with different levels of complexity to cater for children's diverse needs. They also set up clear classroom regulations with children and patiently guide them to follow the rules in activities, helping children develop routines effectively.
- 2.9 Children are keen learners, courageous to try new things and curious about the surroundings. They try to solve problems by themselves, and would also seek help from peers and teachers politely when necessary, displaying good affective and social development. Children have developed hygiene habits. They wash hands upon arriving at school in the morning and finishing outdoor physical activities. In addition, they put on, take off shoes and fold quilts by themselves, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has well-developed SSE mechanism. It can evaluate the school context objectively and formulate clear objectives for the annual development plan, enabling it to improve the effectiveness of works under different domains progressively. The management may continue to lead the team to display professionalism and work in collaboration to promote the school's continuous enhancement through effective SSE.