**Needs Analysis for School-based Implementation of Parent Education**

***(For primary schools’ reference and deployment only. Submission to the EDB is NOT required.)***

1. With reference to the following flow chart, schools may plan their parent education work according to their own situations and parents’ needs:

Identification of students’ development and learning needs to be addressed by school in collaboration with parents with reference to

(i) School Self-evaluation Report,

(ii) School Development Plan, and (iii) Annual School Plan (**Note A**)

Collection of parents’ opinions through various channels, such as daily communication and questionnaire survey (**Note B**)

Analyse parents’ needs

Determine the annual focus and set the priority of parent education work

Formulate the strategies and specify the success criteria of the parent education work

Organise and implement parent education programmes and activities

Evaluate the effectiveness of the programmes and activities

**Note A:**

In collaboration with parents, schools may make reference to the following guiding questions (which are not exhaustive) when identifying the needs of students to be addressed:

1. Are our students well prepared in terms of knowledge, skills and attitudes to handle the challenges at each stage of development (such as transitioning from kindergarten to primary one, from lower primary to upper primary and from primary to secondary level)? What aspects should be strengthened?
2. What are the major learning and behavioural issues (such as self-management, building self-discipline, managing emotion and maintaining good relationship with others) encountered by our students at different levels/ key stages?
3. What are the skills, values and attitudes that our students need to develop so as to facilitate the implementation of the education initiatives (such as self-directed learning, reading across the curriculum and values education) specified in the School Development Plan?
4. What are the characteristics and background of our students (such as parents’ expectation, their guidance and support to students’ learning and psycho-social development, home environment affecting students’ physical and mental well-being, provision of appropriate learning opportunities conducive to students’ all-round development)? What enhancement measures can be taken to facilitate their development or unleash their potential?

**Note B:**

Schools may make reference to the following guiding questions (which are not exhaustive) when identifying the needs of parents to be addressed:

1. Do parents possess good knowledge of child development in various aspects, which enables them to identify the age-appropriate needs of their children and provide adequate support for their development?
2. Are parents equipped with the necessary knowledge and skills for facilitating the healthy, happy and balanced development of their children?
3. Do parents have positive attitudes towards maintaining a healthy lifestyle as well as physical, psychological and mental well-being that are conducive to a positive home environment for the development of their children?
4. What are the contributing and hindering factors for the parents’ participation of home-school activities?
5. Schools may deploy the “Primary School Parent Education Needs Analysis” template below to analyse parents’ needs.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Strands and contents of parent education programmes (with reference to the Curriculum Framework on Parent Education (Primary School ))** | **Parent education programmes/ activities organised in the past 3 years** | | | | | | **Parents’ needs identified in the coming school year** | | | | | |
| **Contents covered by class level(s)** | | | | | | **Parents of specific class level(s)** | | | | | |
|  | **P.1** | **P.2** | **P.3** | **P.4** | **P.5** | **P.6** | **P.1** | **P.2** | **P.3** | **P.4** | **P.5** | **P.6** |
| 1. **Understanding of Child Development** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand the scope and processes of middle childhood development within the systemic context of the parental, familial, and societal development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Apply the knowledge of middle childhood development to enhance empathy and acceptance of the individuality of their children, set reasonable expectations for children, and optimise parent-child relationship and children’s well-being | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Grasp the strategies for fostering the development and well-being of their children in middle childhood and make early intervention if their children show deviations from typical child development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. **Promotion of Healthy, Happy and Balanced Development of Children** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Possess the knowledge, skills and attitudes to nurture children’s holistic physical, psychological and emotional development and their mental health | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand how to provide an environment conducive to children’s healthy and balanced development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand how to support child development, interpret and adopt the approach of “child-centredness” in parenting, and manage the specific issues encountered by children | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Grasp the specific features of how children learn and develop, common learning problems, early signs of special educational needs and stress symptoms of children so as to provide support to children’s learning and promote their whole-person development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. **Promotion of Parents’ Physical and Psychological Well-being** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop an awareness of parental well-being and parental stress, and acquire practical stress management strategies | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand the importance of parental well-being and its impacts on child developmental outcomes | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand the importance of, and develop skills of, building parental reflective function and family resilience, alongside the development of their primary school children | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Acquire age-appropriate and effective parent-child communication and family-oriented interpersonal skills | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. **Fostering Home-school Co-operation and Communication** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Possess the knowledge, skills and attitudes related to home-school co-operation and communication by acquiring an understanding of children’s learning, values education and life planning at primary level | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Increase awareness of the importance of parental involvement in raising children, helping children adapt to the school environment, and enhancing mutual relationship between parents and school through parents’ participation in the activities organised by schools and their Parent-Teacher Associations | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Explore home-school partnership and understand how to establish a trusting relationship and adopt win-win strategies in collaboration with school, so as to help children face the challenges and problems arising from transitioning between different key learning stages | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |