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

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

1. Schools can make reference to the following flow chart to plan for their parent education work according to their situations and parents’ needs:

Identify and address students’ development and learning needs, in collaboration with parents, with reference to

(i) School Self-evaluation Report,

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

Collect 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 various stages of development (such as transitioning from primary school to secondary one, from junior secondary to senior secondary and from secondary to post-secondary education)? What aspects should be strengthened?
2. What are the major learning and behavioural issues (such as development of positive self-concept, competence in handling peer pressure to involve in undesirable behaviours, 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, life planning 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 the knowledge of adolescent 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 (such as recognising, embracing and respecting the uniqueness of their adolescent children in learning, life planning, formation of identities and searching for life goal(s); communicating effectively and maintaining positive and supportive relationship with their adolescent children)?
3. Do parents have positive attitudes towards maintaining physical, psychological and mental well-being as well as a healthy lifestyle so as to provide a positive home environment for the development of their adolescent children?
4. What are the contributing and hindering factors for parents’ participation of home-school activities?
5. Schools may deploy the “Secondary 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 (Secondary 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)** | | | | | |
|  | **S.1** | **S.2** | **S.3** | **S.4** | **S.5** | **S.6** | **S.1** | **S.2** | **S.3** | **S.4** | **S.5** | **S.6** |
| 1. **Understanding of**  **Adolescent Development** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand the scope and processes of adolescent development under the systemic influences of parents and families, peers, schools, local and global society, and major life transitions | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Apply knowledge of adolescent development to set reasonable expectations on their adolescent children, cultivate empathy and acceptance of their uniqueness and needs, and optimise parent-child relationship and their well-being | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Acquire appropriate strategies to facilitate the development and physical and psychological well-being of adolescents, and seek early intervention should their adolescent child show deviations from the normal range of adolescent development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. **Promotion of Healthy, Happy and Balanced Development of Adolescents** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Equip with the knowledge of physical and psychological development of adolescents at puberty, as well as skills and attitudes to support adolescents’ whole-person development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand the common stress faced by adolescents and how to adopt positive parenting approaches in nurturing adolescents to facilitate their development of resilience | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand how to manage specific issues encountered by adolescents | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. **Promotion of Parents’ Physical and Psychological Well-being** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognise and understand the significance of parents’ physical and psychological well-being on adolescent development | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Learn effective stress management and self-care strategies that facilitate parents’ self-compassion and enhance parents’ physical and psychological well-being | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Acquire strategies for effective communication within the family as well as ways of managing family conflicts and fostering a healthy, supportive family environment | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 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 adolescents’ learning, values education received and life planning at secondary levels | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Understand the importance of home-school co-operation in nurturing adolescents, creating a positive environment conducive to their learning, and establishing mutual trust and respect through effective communication and parent participation | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Recognise the roles of parents and schools in the home-school partnership for supporting the adolescents’ development and understand how to establish a meaningful relationship and adopt effective strategies through collaboration between parents and schools so as to face the challenges and problems faced by adolescents arising from transitioning between different key learning stages | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |
| 1. Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | □ | □ | □ | □ | □ | □ | ❒ | ❒ | ❒ | ❒ | ❒ | ❒ |