

7 Guide to Parent Education Activity for Life Planning of NCS students

With the aim of facilitating NCS students' planning on their further studies and career path, schools shall offer enhanced support relating to life planning education and career guidance to their parents by providing briefing sessions and individual counselling.

7.1 Objectives

- To facilitate the parents' understanding of the content and objectives of this Project
- To encourage the parents of NCS students to be supportive for their children in life planning education and career guidance for further studies and employment
- To discuss the needs and difficulties of NCS students with their parents who are in greater need
- Provide appropriate individual counselling and support to the parents of NCS students with greater needs regarding their children's studies and career planning.

7.2 Duration

1. The suggested duration of a briefing session for parents is 3 hours.
 2. The suggested duration of individual counselling for parents is 1.5 hours.
- The actual duration can be subject to the arrangement and rundown of parents' day or parents' night. To engage more working parents, it is advised to conduct the activity on weekday evenings (preferably Friday), or in the morning or afternoon during weekends. (Please refer to appendix 1 for example)

7.3 Suggested Workflow

Stages	Goals	Timeline	Content	
			External Work (Communication with NCS Parents)	Internal Work (Administration)
1.	Internal discussion	4 months prior to the parent education activity/school meeting during summer holiday	N/A	<ul style="list-style-type: none"> ● Discussion on coordination and manpower deployment with relevant teaching staff ● Propose the theme, focus and plan for the parent education of the year ● Confirm the date of parent education activity
2.	Organisers discuss the rundown and content of the activity	3 months prior to the parent education activity	<ul style="list-style-type: none"> ● Send invitation to guests or participating organisations 	<ul style="list-style-type: none"> ● Propose activity rundown and the relevant content with teaching staff who may participate in the activity
3.	Confirmation of the basic details of the activity day	One month prior to the parent education activity	<ul style="list-style-type: none"> ● Send school circulars (parents' letter) to invite parents to attend the parent education activity 	<ul style="list-style-type: none"> ● Distribution and collection of parents' letter
4.	Collection of parents' letter	Two weeks prior to the parent education activity	<ul style="list-style-type: none"> ● NCS teachers/ teaching assistant call the parents and invite them to the activity 	<ul style="list-style-type: none"> ● Review the collection of parents' letter ● Produce the number of participants
5.	Confirmation of activity content and details		<ul style="list-style-type: none"> ● Confirmation of activity rundown <ul style="list-style-type: none"> • Content • Manpower deployment and arrangement of resources • Other details (e.g. guests or invited organisations) 	
6.	Follow up on activity progress and arrangement	One week prior to the parent education activity	<ul style="list-style-type: none"> ● Update the number of participants ● Confirm the list of guests or organisations attending the activity ● Arrange a briefing session ● Brief participating teaching staff on the activity rundown 	
7.	Execution	Parent Education Activity day	<ul style="list-style-type: none"> ● Conduct parent education activity ● Collect the parents' comments and feedback on the activity and the career planning for their children 	

8.	Evaluation and feedback	Within two weeks after the parent education activity	<ul style="list-style-type: none"> ● Consolidate feedback from teachers and students and arrange activity records (e.g. evaluation survey, activity photos etc.) ● Collect comments and suggestions for improvement from the participating staff ● Conduct evaluation meeting and take follow-up action
----	-------------------------	--	--

7.4 Other Resources

- **Videos of NCS secondary students**

Caritas Jockey Club Integrated Service For Young People – Wong Tai Sin, an unit under Caritas Youth and Community Service, has participated in UNICEF HK “Believe in zero, make a video” 2014 and 2015, in which NCS secondary students have produced a total of 21 videos to share about their dreams. (For details please refer to appendix 2).

Teachers can play 2-3 videos during the parent education activity where appropriate. The aim is to resonate with the parents of NCS students through telling the stories about NCS students’ dreams.

- **Other related videos**

It is advised to search for and play videos relating to parent-child relationship.

- **Topics for reflection:**

1. What are your roles when you were with children?
2. Share your views on your children’s life and career development.
3. Please state your encouraging message for them.

- **Sharing by NCS graduates and tertiary students**

For the purpose of promoting a better understanding among parents on how to assist NCS secondary school students to develop their career aspiration, the teachers may invite NCS graduates, NCS tertiary students or working people to share their personal learning experience during the activity. The topics of sharing are advised as follows: personal background, articulation pathways, key success factors, challenges and difficulties they face in Hong Kong, social inclusion/ community participation, people who are important to them (supportive parents/ teachers/ friends), HKDSE, dreams/ future prospect of their career development, and how parents can support their children to realise their dreams.

With the aim of resonating the sharing with the parents of NCS students, it could further provide the parents with a clearer picture on their children’s situation,

so that they can assist with their life planning.

- **Statistics and information of existing reports relating to life planning in Hong Kong (Please refer to annex 3 for details)**

Here in Hong Kong, there are various sources of the statistics and findings of survey relating to the subject of life planning, such as Hong Kong Examinations and Assessment Authority (HKEAA), Census and Statistics Department (Censtatd) and Employees Retraining Board (ERB). Teachers may make use of such information to provide the parents with a more holistic view on the development in Hong Kong.

- Hong Kong education system: Teachers can present the New Senior Secondary (NSS) Education, HKDSE or Joint University Programmes Admissions System (JUPAS) using computer slides or videos. A graphic presentation of pathways for further studies would also facilitate parents' understanding on their children's development in the future. It is advised to provide reminders in the information session, including the applied learning curriculum, the language proficiency requirement of NCS students for admission to university, medium of instruction of university courses etc.
- Censtatd: Teachers may refer to "2011 Population Census – Thematic Report: Ethnic Minorities" and "Hong Kong 2016 Population By-census – Thematic Report: Ethnic Minorities" for the relevant data, such as the number of ethnic minorities aged 5 and over who are able to speak Cantonese, ethnic minorities in the labour force, working ethnic minorities by industry and median monthly income. The data would be a valuable reference for the parents to learn about the current career pathways and potential development for NCS students.
- ERB: The survey result of Recruiting Ethnic Minorities Summary published in 2013 and 2016, outlined the employment, training and management of ethnic minorities with an educational attainment of associate degree or below. Teachers may refer to this summary and explain to the parents about the diversified pathways of further studies and career development for NCS students. Based on the feedback from employers, as stated in the summary, the parents can provide a clearer direction for their children's self-development. In the meantime, teachers may also provide school-based training for students with reference to suggestions put forward by companies participating in the interview.

- **Interactive games**

A variety of games can promote an enhanced interaction with parents during the activity and allow teachers to better understand the parents' expectation on their

children.

- **Example 1: A Small Gift**

1. The parents can pick one gift on spot
2. They should open the gift and read it carefully
3. Answer the questions in SET A and SET B (Annex 4)
4. Compare the answers of both sets
5. Time for practice: Encourage and Motivate your beloved children (Annex 5)
6. The teachers can refer to the following questions for debriefing and reflections:
 - Every child is a precious gift from God. We couldn't expect what will they be.
 - If you are given a Good Boy / Good Girl glasses, you can see their beauty and appreciate their potentials.
 - If you are always focused on the bad boy mode, you can find nothing of their worthiness.

- **Example 2: Instant Family Portrait**

Teachers can set up a photo booth for taking family portraits with a thematic backdrop, props for photoshoot (such as signage for supporting the life planning of NCS students), and instant cameras or photo printers. The activity will be a memorable experience and promote a more intimate parent-child relationship.

- **Example 3: Puzzles**

Playing puzzles (such as Quixo or Quarto) can facilitate communication and cooperation between parents and children. Teachers can also take this opportunity to evaluate their intimacy and communication, which shall benefit their intervention in the long run.

- **Example 4: Worksheets**

Teachers can design worksheets relating to the subject concerned (annex 6) to collect the parents' opinions of their children in different aspects.

- **Example 5: Social Media**

Teachers may create a page on Facebook or other social media platforms and update or share information about life-planning. (please refer to the Fan Page of this project on Facebook).

- **Collecting the parents' opinions and wishes**

Parents can write down their expectations and wishes for their child on a post-it. Please see the suggested topics below:

1. What are your child's strengths?
2. What is your expectation on your child?
3. Your wishes for your child

- **Displaying Students' Works**

During the activity, teachers can prepare display boards to show the students' work and photos from the previous life planning activities, as well as the feedback from the students and other parties (such as visiting organisations, employers and teachers), so that the parents could be drawn closer to their children's school life.

- **Traditional Cuisine**

The school can provide traditional snacks for the parents and students. To engage the parents in the activity, teachers responsible for home-school cooperation may also invite the parents of NCS students to prepare their local snacks at home or in the Home economics room.

- **Support from NCS teachers and teaching assistants**

Both NCS teachers and teaching assistants play a vital role in the preparation and conduct of the parent education activity. A close communication with the parents can increase the parents' attendance in the activity. Moreover, they can also provide simultaneous interpretation for parents who are not proficient in Cantonese or English, this will promote the communication between teachers and the parents. Under similar cultural and religious background, parents can share with each other their difficulties and needs based on their personal stories. Their experience would enable an in-depth conversation and provision of appropriate support.

7.5 Points to note

- The role of the parents of NCS students: Teachers may make reference to the parents' history of participation in the activities. To distinguish their preference, the project team may simply make such differentiation as either "passive" or "active":
 - For parents who take a more passive stance, NCS teachers and teaching assistants shall be their first contact point to understand their background, needs and matters of concerns. As far as they get a clearer picture of the situation, the organisers can decide on the theme and content of the activity based on the information obtained. After building a more friendly relationship with the parents, the NCS teachers and teaching assistants can invite them to the activity. In addition to providing information regarding the application method and activity details, encouragement for the parents is also a significant step to push forward parent education.
 - If the parents have always been actively participating in the school's activities, this will be a solid ground for the school to further engage the parents in the initial planning of parent education activity. By inviting them to Parent Teacher Association, the school can take this opportunity to listen to more parents, while acknowledging their strengths, resources and personal networks through co-organising parent-oriented life planning activities. Parents' involvement in parent education would undeniably be critical in bringing out the best of the activity.
- Addressing the needs of other young children: With a view that the parent education activity is conducted mostly in the evening of weekdays (preferably Friday) and in the morning or afternoon during weekends, parents of NCS students may bring their young children along to the activity. The school may provide a temporary child care service so that the parents can set their worries aside and stay attentive. Besides, more parent-child activities would also allow the engagement with the young children.