**Template 1**

**Kindergarten Parent Education Needs Analysis  
*(For KGs’ 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 school situation and its parents’ needs:

**Self-evaluation**

**(with reference to School Self-evaluation Report)**

**Daily communication with parents and observation on children’s performance**

**Collection of opinions from parents through questionnaire survey**

**Analyse parents’ needs**

**Determine the focus and priority of parent education work**

**Formulate the strategies and success criteria of**

**the parent education work**

**in every school year**

**Organise parent education programmes**

**Evaluate the effectiveness of the programmes**

1. Schools may deploy the “Kindergarten Parent Education Needs Analysis” template below to analyse parents’ needs.

| **Core strands and contents of parent education programme**  **(with reference to the “Curriculum Framework on Parent Education (Kindergarten)”)** | **Parent education programmes organised in the past  3 years** | | **Assessment on**  **parents’ needs** | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Contents covered** | **Target group** | **K1** | **K2** | **K3** | **Parents of specific target\***  **（\_\_\_\_）** |
| 1. **Understanding of Child Development** |  | | | | | |
| 1. understand the scope and processes of child development | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. establish reasonable expectations on their children, enhance empathy and acceptance of the uniqueness of each child | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. acquire appropriate strategies to facilitate child development and wellbeing, and seek early intervention should their children show deviations from normal child development | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Others:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. **Promotion of Healthy, Happy and Balanced Development of Children** |  | | | | | |
| 1. learn the knowledge, skills and attitudes in nurturing children’s holistic development in psychological, emotional and mental well-being | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. learn how to interpret and adopt the approach of "child-centredness" in parenting | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. learn to cultivate an environment conducive to children's healthy and balanced development | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. learn how to support children's learning and whole-person development by understanding the specific features of how students learn at this stage | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. learn the skills of proper management of children's behavioural problems and understand the beneficial effects of positive parenting in reducing negative behaviours | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. understand the importance and benefits of parental involvement in dialogic reading and free play | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. understand different issues affecting the mental well-being and emotional development of children | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Others:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. **Promotion of Parents’ Physical and Psychological Well-being** |  | | | | | |
| 1. develop awareness of positive mindset, psychological well-being and stress and the interconnectedness among them | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. reflect on the relationship between parents' family history to parental attitudes and behaviours | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. practise emotional management and stress coping strategies as well as problem-solving and conflict resolution skills | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. develop commitment to parental self-care | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Others:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. **Fostering Home-school Co-operation and Communication** |  | | | | | |
| 1. learn the knowledge, skills, values and attitudes related to home-school co-operation and communication | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. increase awareness of the contemporary diverse family patterns and structures in terms of their social and cultural backgrounds; and the corresponding needs of the family | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. be better prepared to explore solutions to problems and challenges affecting the level of parental involvement in home-school co-operation for supporting children development | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |
| 1. Others:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 🞏 | K1/K2/K3 | 🞏 | 🞏 | 🞏 | 🞏 |

\* For example, parents of non-Chinese speaking (NCS) children, students with special needs and newly-arrived children.