



香港教育大學

The Education University
of Hong Kong

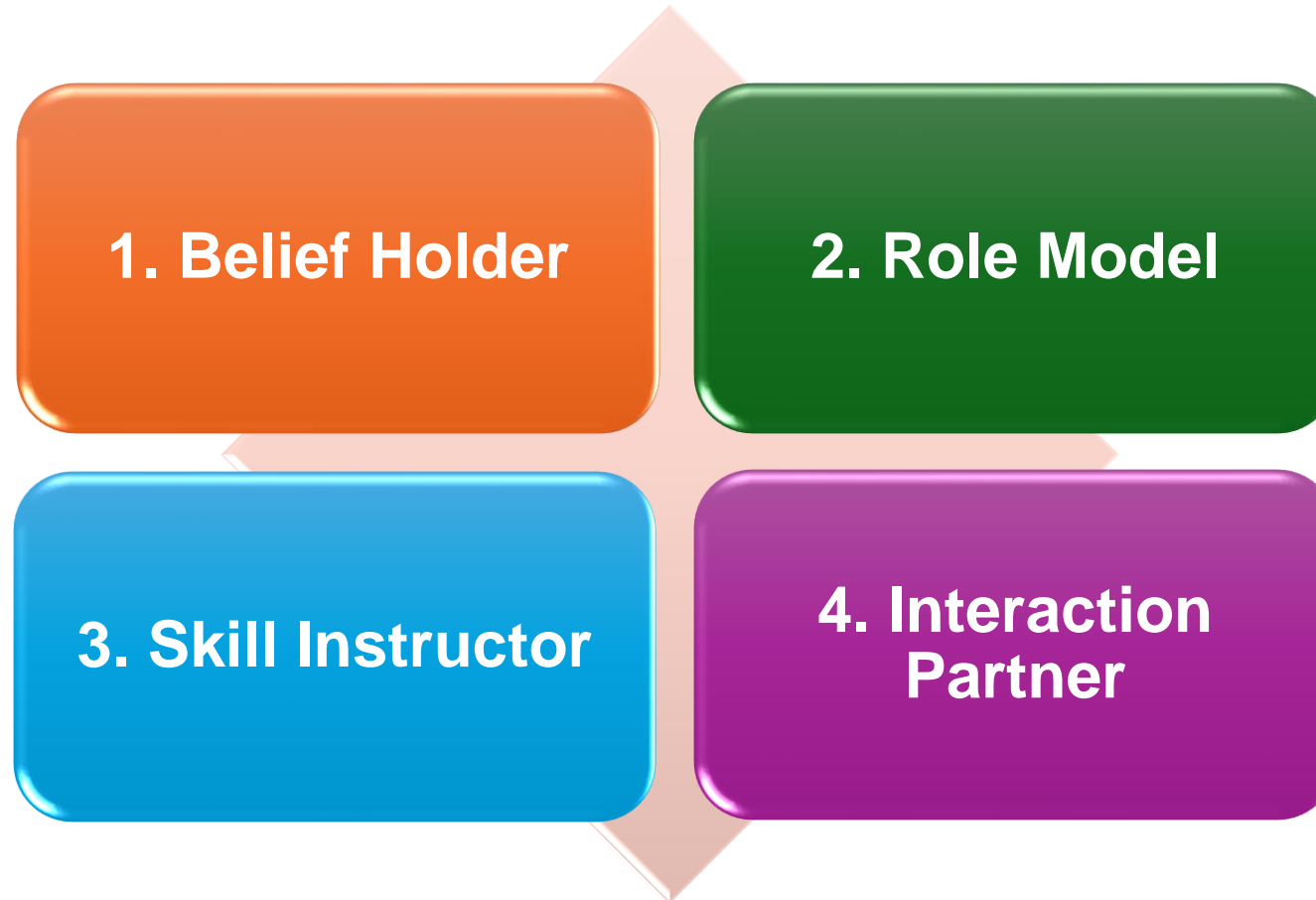
Home-School Co-operation: from Understanding to Action

Mr. Cheung Yat Ming Ryan

Educational Psychologist

20.07.2024

The Four Roles of Parents



Source: 鍾杰華及林俊彬 (2020), 《3Es 情+社同行計劃課程》。
香港：香港教育大學兒童與家庭科學中心。

Meaning of Home-School Co-operation

- Parents are partners of the school.
- There are mutual trust and respect between parents and school.
- The **wellbeing of the child** is the **shared goal** of home-school co-operation.
 - The higher parental involvement, the better learning outcomes of the child.
 - Parents' rights: to negotiate with the school.
 - Contribute to improving school quality.

Kindergarten Starters: Parents' Goals

1. Foundation for learning
2. Study habits
3. Social skills
4. Self-care skills
5. Moral education
6. Interests and potential
7. Emotional development
8. Safety and health

Myth 1: It is mainly the school's responsibility for home-school co-operation

- Home-School Co-operation is a **mutually-engaged** process.
- It is the **joint effort** of parents and the school.
- Parents' active involvement can significantly enhance the **learning outcomes** and **wellbeing** of the child.

Myth 2: Parents are involved only when their children get into troubles at school.

- Parents should participate continuously throughout the **entire education process** of their children.
- Continuous participation helps **prevent** problems before they occur.
- Continuous participation contributes to children's **holistic development**.

Myth 3: Parental participation is limited to parent-teacher meetings and school activities.

- There can be different forms of participation, such as helping children with homework, regular communication with teachers, participating in school decision-making, and helping with school activities.

Myth 4: Only well-educated parents can participate in education effectively.

- Every parent, **regardless of education level**, can get involved in the education of their children.
- The key lies in parents' **concern and support** for the child, which have positive impacts on the child's growth and learning.

Myth 5: Parents will inevitably interfere with the school's effective operation

- Good home-school co-operation does not hinder schools' regular operation.
- Furthermore, it helps teachers better understand the needs and learning conditions of the students, which in turn can improve the quality of teaching.

Example



Mrs. Wong: Ms. Lee, I'm Ming's mother. What's going on in the school? I'm really worried after seeing how Ming was today!

Teacher Lee: Hello, Mrs. Wong. May I know what happened to Ming?

Mrs. Wong: Ming told me there was a school outing today, but he was wearing very little, not dressing for the weather. He also told me that he didn't bring any snacks and had been hungry all morning! Why was that?

Teacher Lee: Mrs. Wong, I am sorry to hear that. We sent out an email notice yesterday, and also posted it on the school's parent portal, reminding parents to make sure the kids have the right clothing and snacks for today's activity. Mrs. Wong, please don't worry too much though – Ming didn't "freeze" or "starve", in fact he had a great time today.

Mrs. Wong: Are you kidding me? I haven't seen any of those school notices at all! I'm too busy every day to barely even have time to sleep, let alone checking emails and stuff on your portal! The school always gives short notices. How are parents supposed to read them in time?



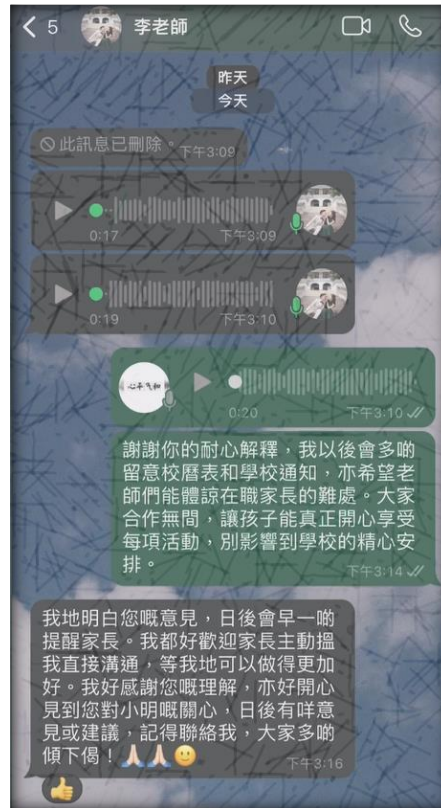
Teacher Lee: I understand your situation, Mrs. Wong. The reminder we sent out this time was indeed a bit last-minute. But actually, we had listed all the outdoor activity dates in the school calendar – you may have missed that too. Yesterday's email was just a gentle reminder. We understand the parents are very busy, the suggestions you made are really helpful. I will remind my colleagues to give early notice in future cases, and we will consider using more direct communication methods like SMS messages. I'm really sorry for today.

Mrs. Wong: Oh... it was in the school calendar, huh... my apologies, let me check again later. But please do pass along the suggestion to the school, Ms. Lee - it would be a big help if the school could send out the reminders earlier, so we parents have enough time to prepare. Thanks a lot, I won't keep you from your class. Bye!





We really appreciate your feedback. We'll be sure to give parents early reminders in the future. And I also welcome parents to talk to me directly – that way we can keep improving. I'm very grateful for your understanding, and it makes me happy to see how much you care about Ming. If you have any other opinions or suggestions, please don't hesitate to contact me. Let's keep the lines of communication open between us.

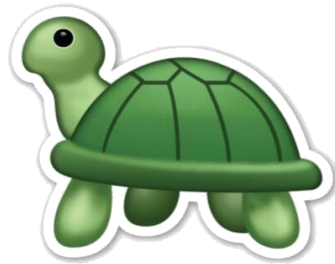


Thank you for explaining this so patiently. I will pay closer attention to the school calendar and notices. Meanwhile, I hope you can understand my difficulty as a working parent. Let's all work together so the kids can truly enjoy every activity, not to waste the effort school puts in.

Partner in Collaboration: The Role of Parents

1. Help the child to learn, taking an active role in educating the child.
2. Understand the child's needs, actively assist the school in understanding public expectations of the school.
3. Actively pay attention to the child's school life.
4. Participate in activities and consultations related to the child's education.
5. Cooperate with the school and other parents to benefit child's education.
6. Understand the rights and responsibilities related to educating children, and how the school reflects these parental rights and responsibilities in its policies and daily operations.
7. Support the school's policies.
8. Assist the school in implementing the curriculum, provide input on curriculum planning and implementation, and play a positive role in the school's continuous development.
9. Provide opinions and suggestions on the improvement of school.

Examples of Home-School Co-operation



When there are different opinions:

1. I strongly defend my standpoint if someone disagrees with me.
2. I take suggestions from my companions even if I don't agree with them.
3. I am willing to compromise in order to reach an agreement.
4. In a disagreement or negotiation, I tend to withhold my view rather than disagree with others publicly.
5. In a disagreement or negotiation, I actively share information in order to work out an optimal solution for both parties.



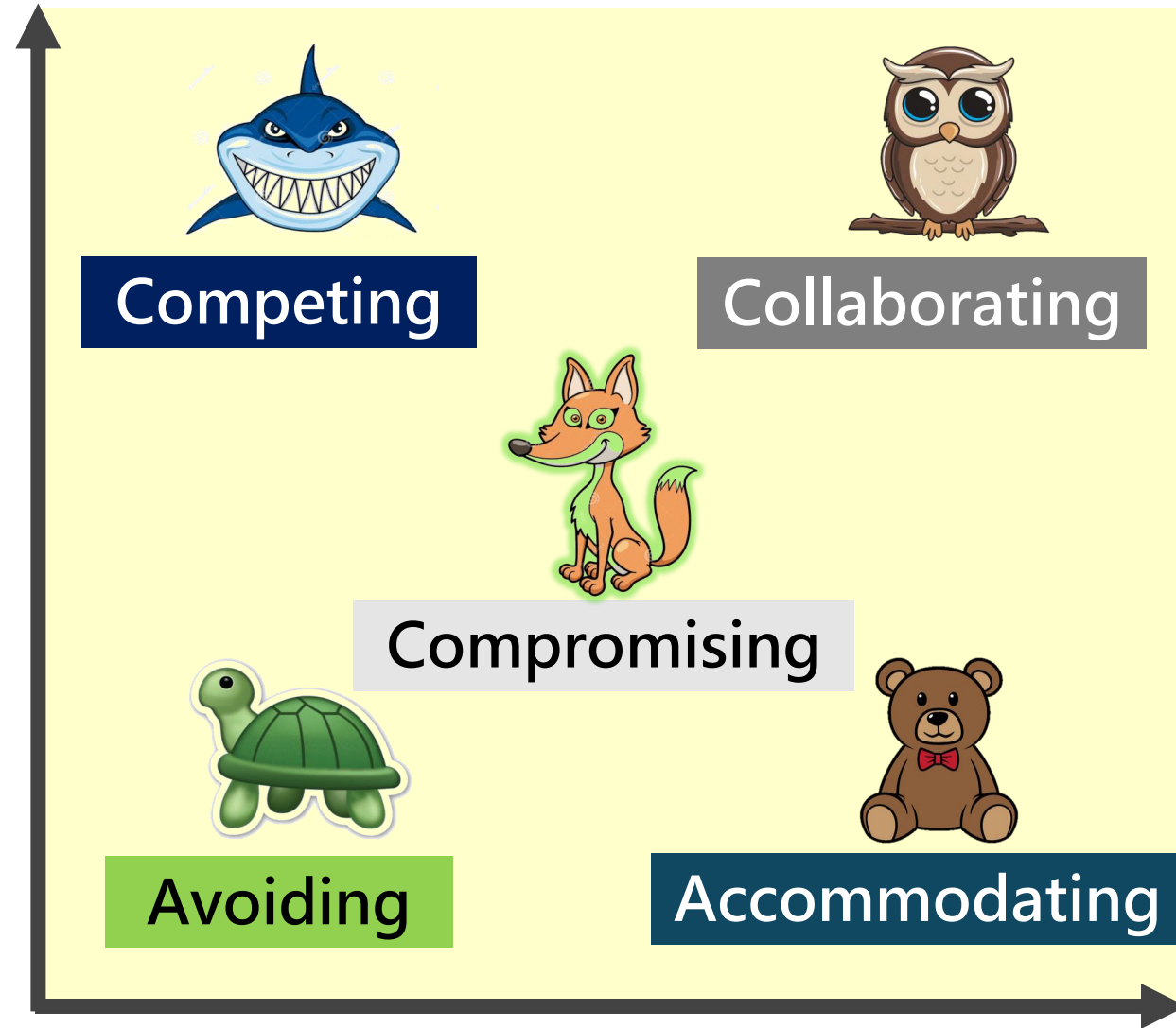


Shall the school bear all responsibilities?!

Micro-film: Goal to Fly with You (Produced by Child Care Services, Social Services Department, Po Leung Kuk) <https://www.facebook.com/poleungkukccs/videos/2212740839076487/>

Five modes of Conflict Management

Assertiveness



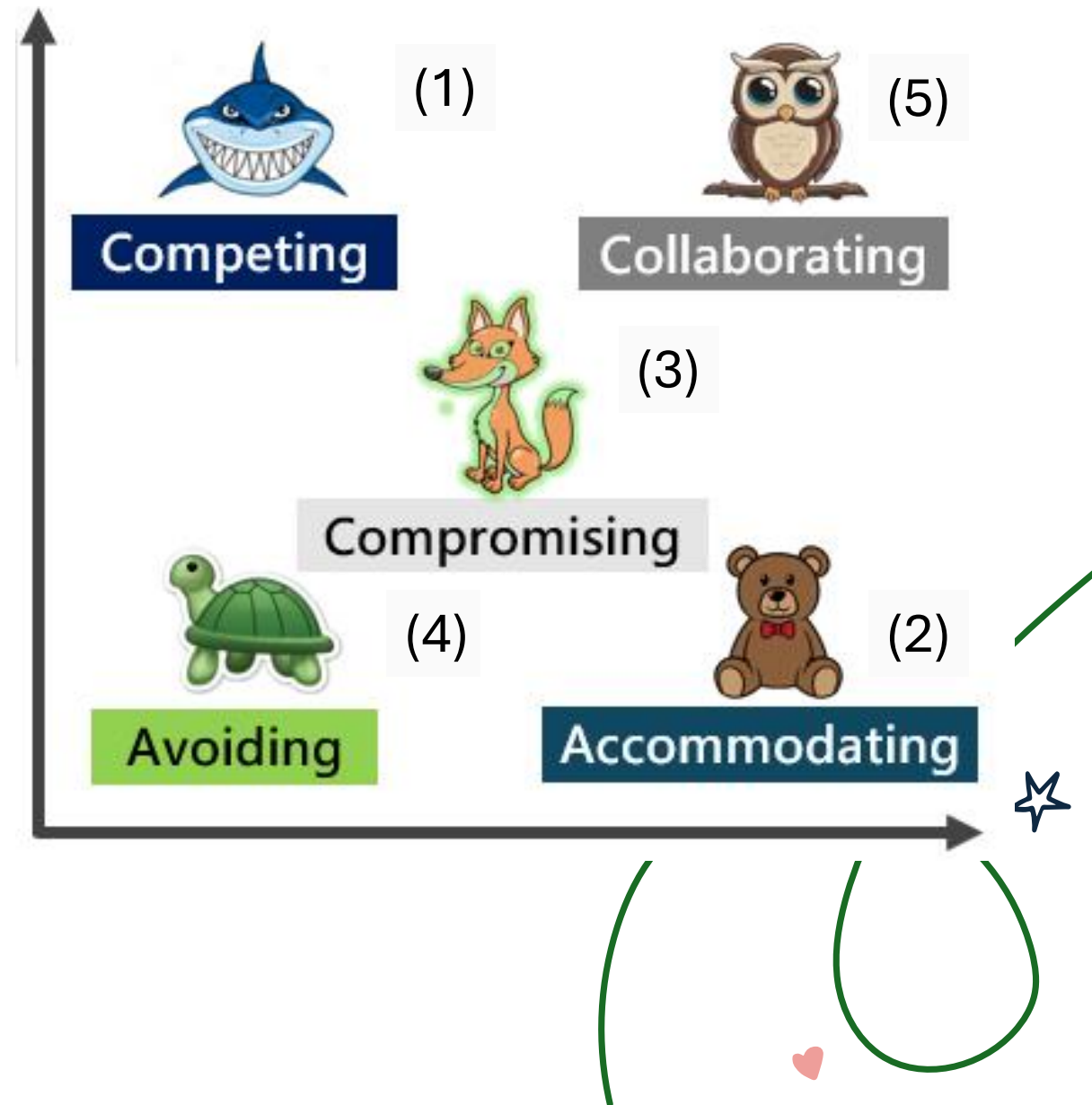
Cooperativeness

(Ralph H. Kilmann)

Psychology of Communication



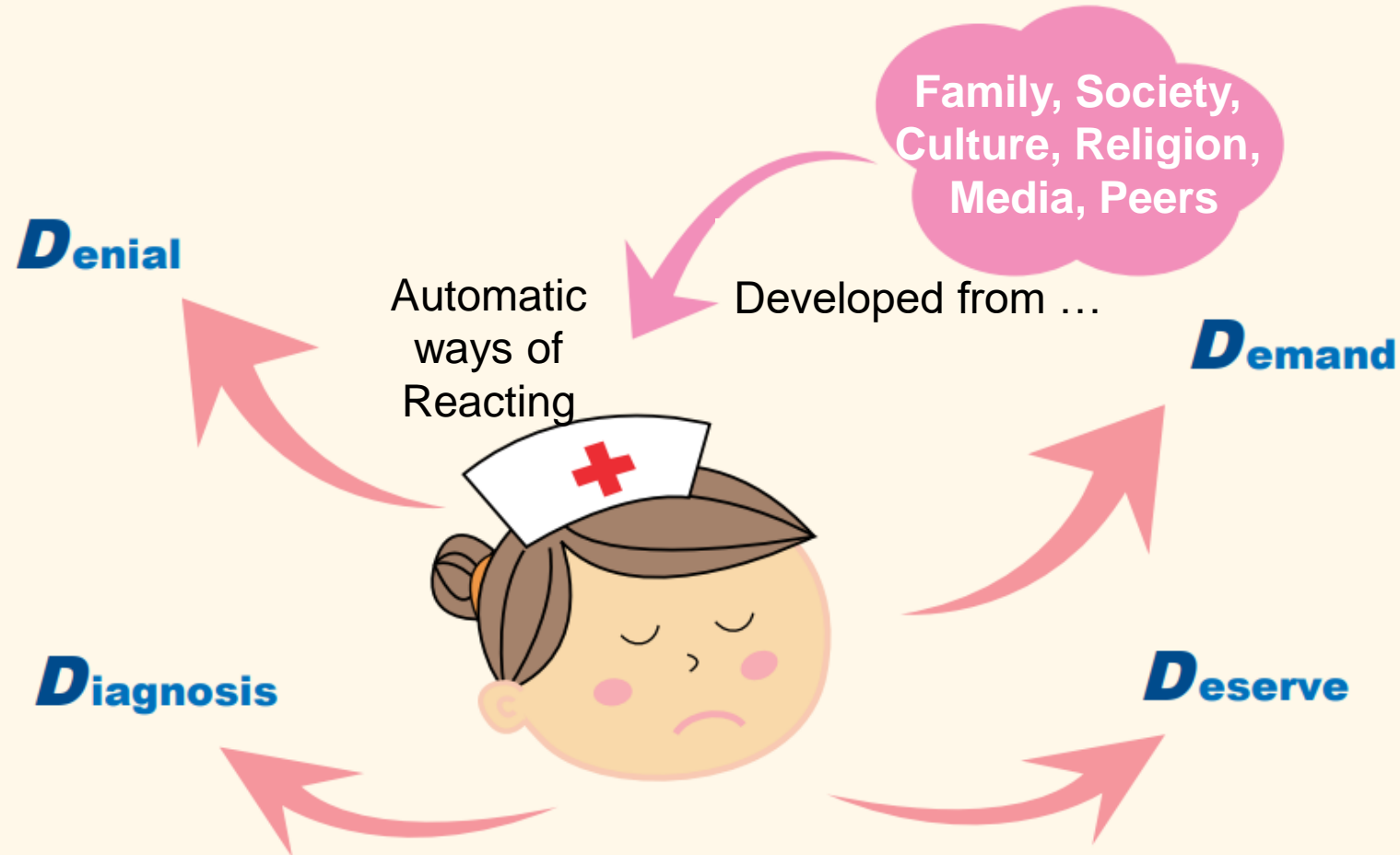
1. I strongly defend my standpoint if someone disagrees me.
2. I take suggestions from my companions even if I don't agree with them.
3. I am willing to compromise in order to reach an agreement.
4. In a disagreement or negotiation, I tend to withhold my view rather than disagree with others publicly.
5. In a disagreement or negotiation, I actively share information in order to work out an optimal solution for both parties.



What is appropriate:

- Develop relationship from the start
- Find a quiet place
- Be friendly and show smiles
- Be a listener
- Actively give compliments
- Make the others feel that even the worst situation can be turned around

The Four D's of Disconnection

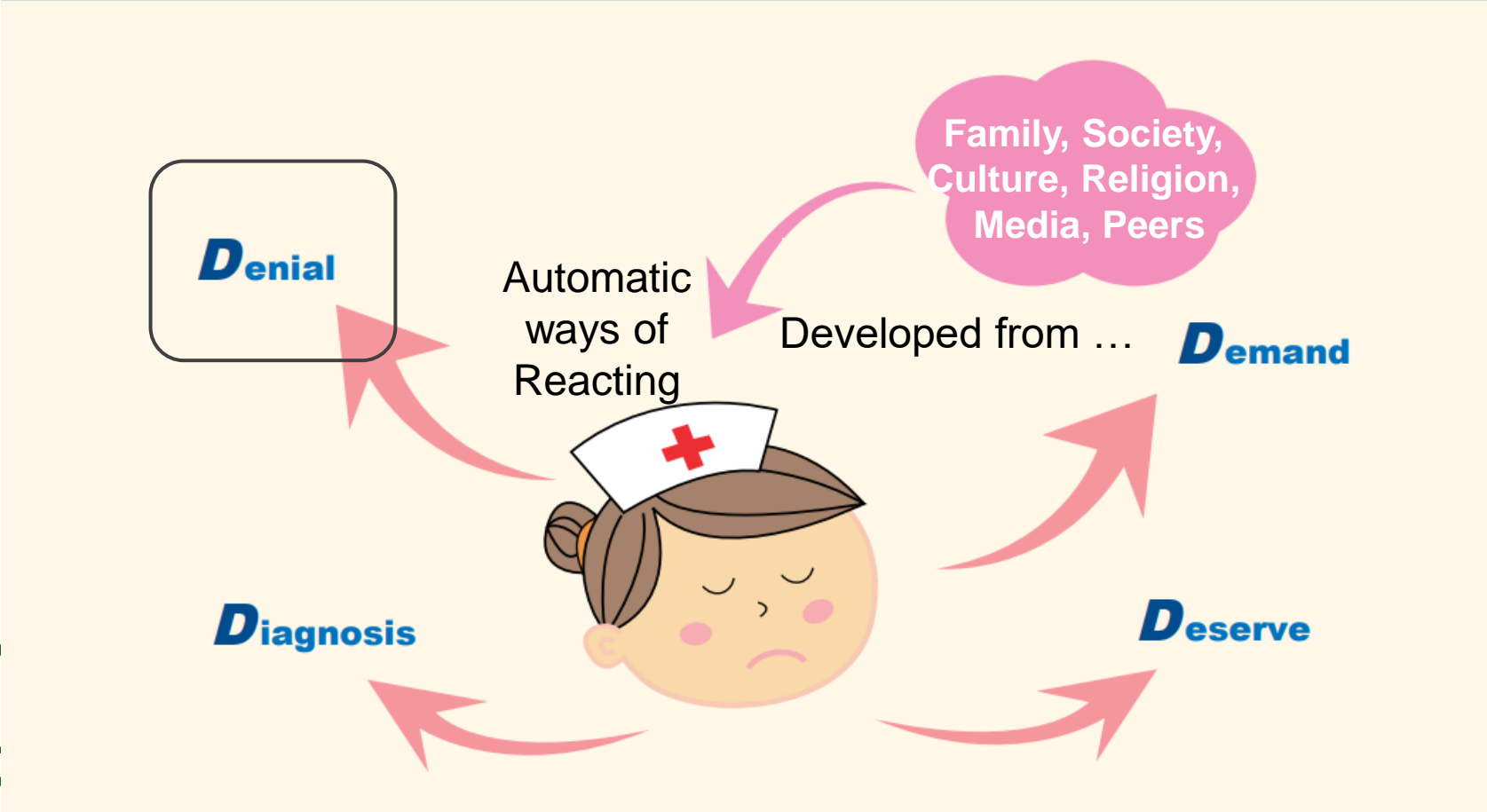


Joan Wu (2017), The Importance of Nonviolent Communication, Compassionate Communication
<https://nursing.tzuchi.com.tw/images/pdf/16-5/a38.pdf>

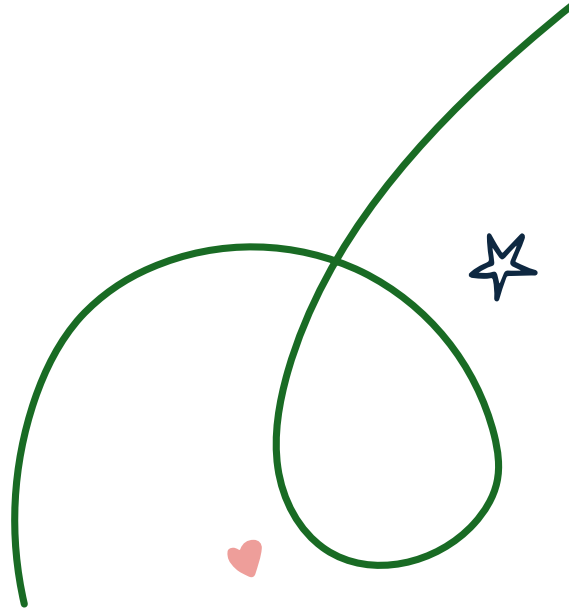
Stop being angry, that's meaningless.

I can see that you are angry, I understand that it is frustrating.

The Four D's of Disconnection



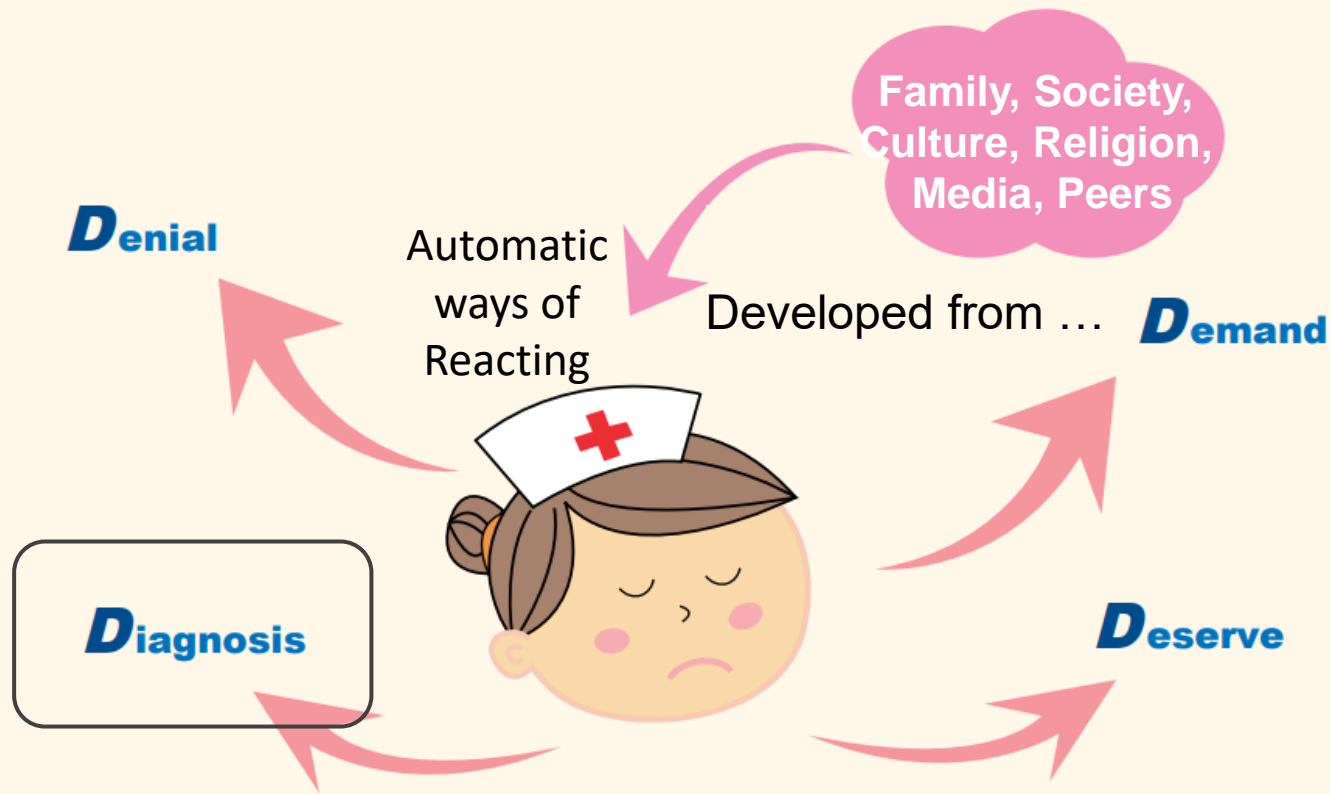
In **Denial** of the other's feelings of anger.



How is it going? I can help if needed.

Be serious! You didn't get it right and you didn't ask for help.

The Four D's of Disconnection



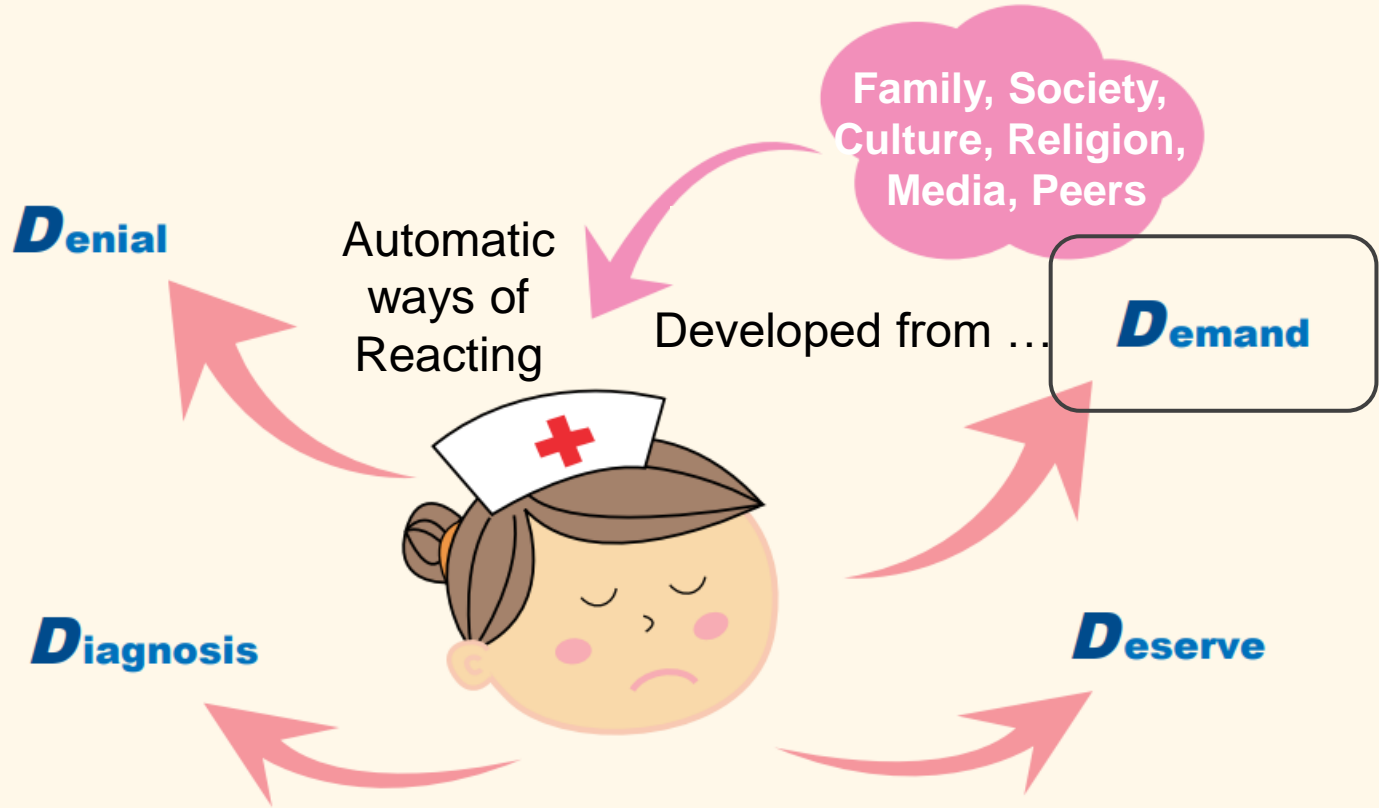
Blaming the others for not being serious, but the descriptions are subjective and not concrete.



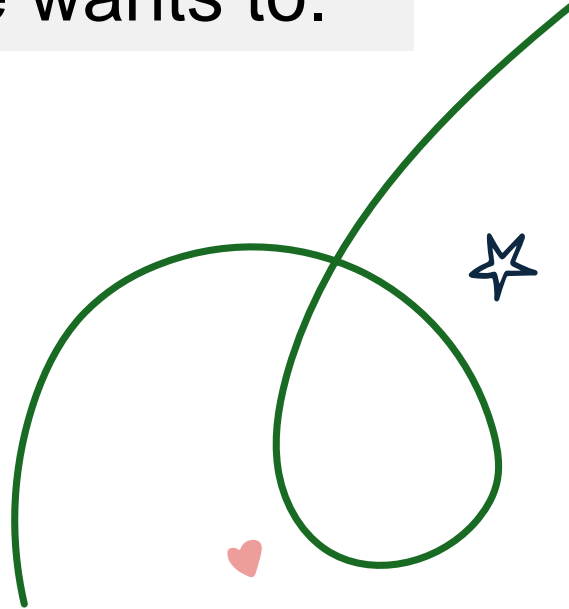
I won't pay (the fee) if you don't inform me sooner!

May I know if the details are confirmed? Is there anything I can do in advance?

The Four D's of Disconnection



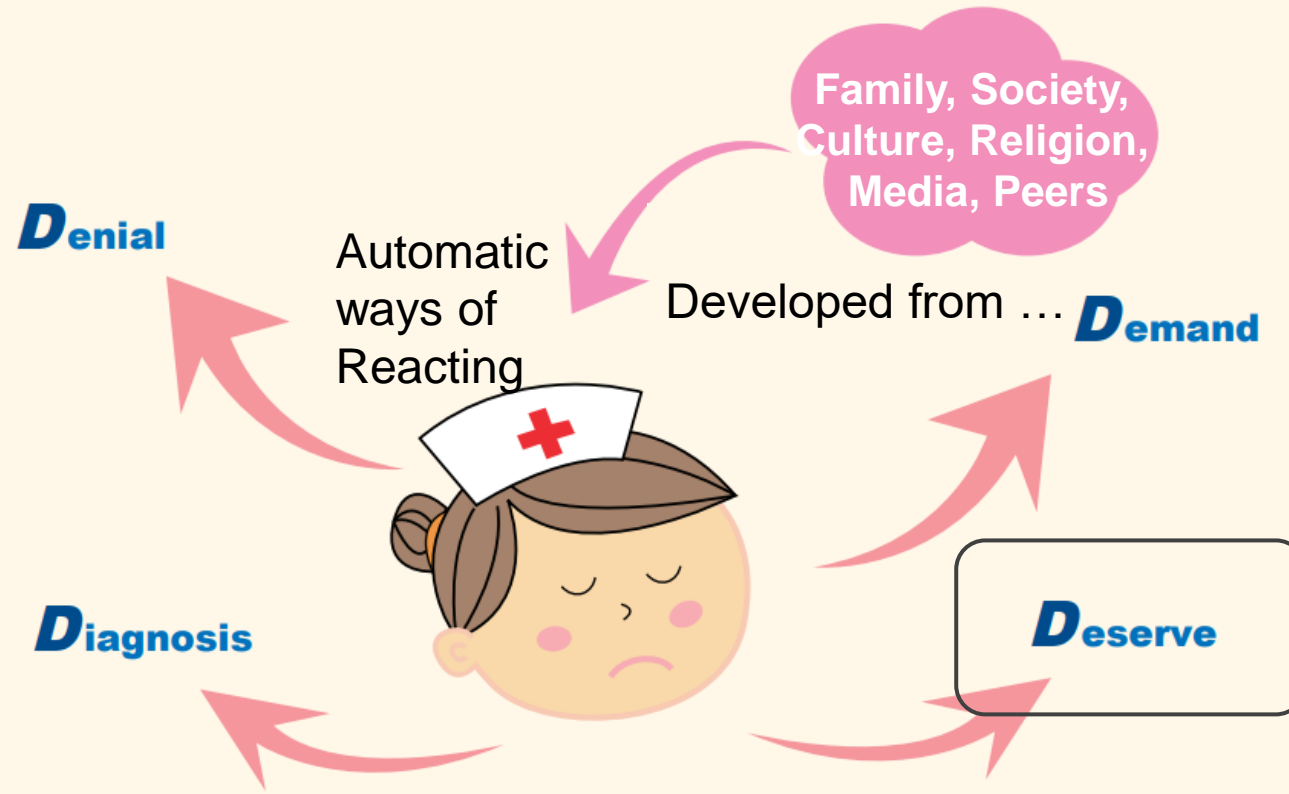
Commanding the others to follow what one wants to.



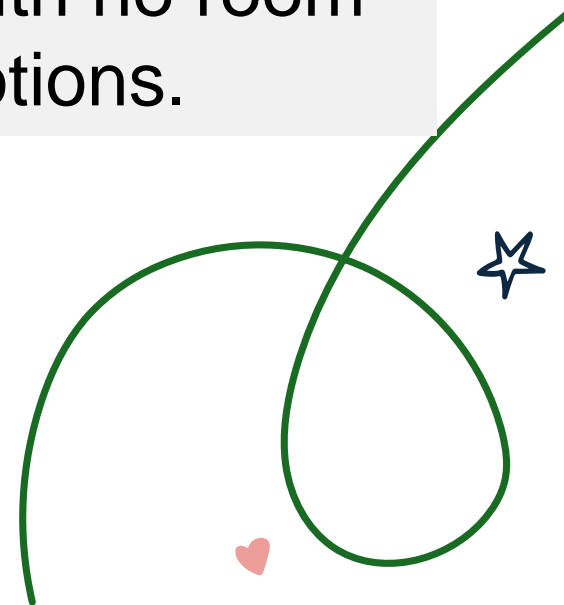
I can hear your dissatisfaction and frustration. It's really not easy to be a supervisor/teacher. If there's anything I can help, please do not hesitate to ask.

You know what it's like to be a supervisor/teacher, so stop whining and just do your job.

The Four D's of Disconnection



Implying that “being a teacher you should be prepared to...” with no room for emotions.



The 4-Part Non-Violent Communication Process

Observations · Feelings · Needs · Requests

Observations

Feelings

Needs

Requests

≠

Comments

≠

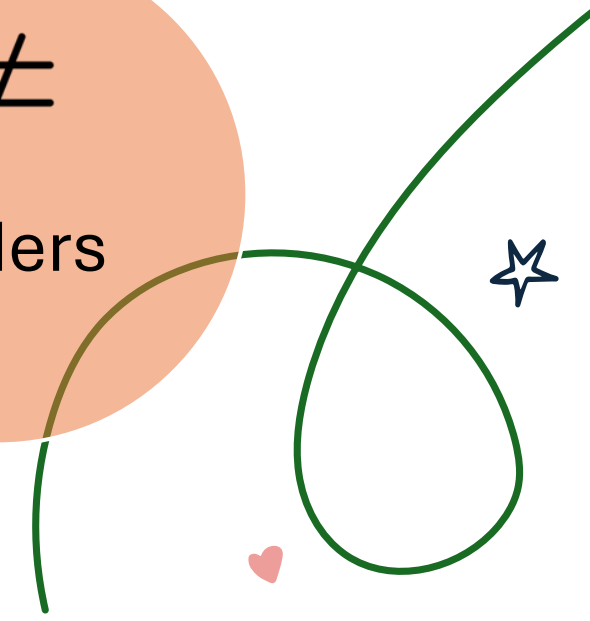
Opinions

≠

Solutions

≠

Orders



Step 1:

Observations

≠

Comments



: Ms Chan, I would like to talk to you about Hin's performance at school!



: I'm sorry Mr Ng, I cannot talk now. Do you mind if we talk about it some other time?



: Huh? It's really hard for me to get a day off to pick up Hin, so I just came by to talk to you. The school is over now, why don't you spare me some time? Are you in a hurry to get off work? You should communicate with parents apart from teaching. It won't cost you too much time!



Oh, it doesn't matter, Ms Chan, I can see the toys in the classroom haven't been cleaned up yet, and there's a couple of kids in the room. Are they leaving at 6? (Remarks: for long whole-day classes) I will leave you to it. Would you please see if you can squeeze me into your schedule? Just text me later. Let's see if we can talk in person or over the phone. Thanks a lot, bye!

Step 2:

Feelings

≠

Opinions

I really have no idea what the school is doing.

Opinion

There is no such event in the school calendar. What's wrong with it?

Opinion

I think the school has no respect for parents!

Opinion

I am **not happy** hearing you say that!

Feeling

I am **not happy** as you got me confused with your acts.

Feeling

Step 2:

Feelings

≠

Opinions



: (On the day of the School Opening Ceremony) Principal Lam, why did the school take in some NCS students this year? Is the school under-enrolled? They cannot speak Chinese. They would feel hard to blend into the class and drag down the class learning process!



Principal Lam, I noticed that there are new NCS children in school this year. At the beginning I was a bit worried that they might not be able to get along with their local classmates, or they might affect teaching and learning.

However, I tried to chat with these kids while dropping off and picking up my boy at the school, and they soon understood what I was saying. Also, I noticed that the class are interested in learning others' culture; my son always talked about how the local students helped the NCS classmates learn. I am glad that my son is able to help others. Furthermore, he became more and more focused during the class because of this.

Step 3:

Needs

≠

Solutions



: Mr. Wong, I noticed that the other kindergarten is having etiquette class for their students, teaching them to pay attention to their manners and communicate with others. Would you do the same?



: Etiquette class? The kids are still very young, is there a need for it?



: Yes there is! It would be very useful for the primary school interview!



Mr. Wong, I noticed that in recent years many kindergartens provide **social-emotional training to children**. I have read the information on the Education

Bureau website. My nephew's school is also in the programme. And I can see that he became more emotionally stable in this year, he is more capable to express his own thoughts and communicate with others, too. I believe the training has positive impact on children's development and learning. Would your school consider joining this programme?

Step 4:

Requests

≠
Orders



: Ms. Kwok, my daughter told me yesterday that she was pinched by a classmate on her arm and it hurt her a lot. Please find out who did that and warn this student to stop using violence.



: Mr. Chan, we haven't heard this from your daughter. Can I have some time to check what happened and get back to you later?



: What else do you need to check? Are you saying my girl or me is lying? There is still a bruise on her arm. You should go ask around who did this!



Ms. Kwok, my daughter said her arm was pinched by a classmate yesterday. The bruise was still there this morning. I wonder if the children had any communication problem. Could you please go to the class to find out what happened? I am sure we all do not want to leave indelible memories in our children, and we have to prevent bullying in the classroom. If this was just an accident, please see if there is anything to follow up on to prevent it from happening again.

Step 4:

Requests

≠
Orders



: Ms. Kwok, my daughter told me yesterday that she was pinched by a classmate on her arm and it hurt her a lot. Please find out who did that and warn this student to stop using violence.



: Mr. Chan, we haven't heard this from your daughter. Can I have some time to check what happened and get back to you later?



: What else do you need to check? Are you saying my girl or me is lying? There is still a bruise on her arm. You should go ask around who did this!



Ms. Kwok, my daughter said her arm was pinched by a classmate yesterday. The bruise was still there this morning, which worried me. I am sure we all want our children to have fun in school. Could you please go to the class to find out what happened? If this was just an accident, please also see if there is anything to follow up on to prevent it from happening again.

Step 4:

Requests

≠

Orders

- **Be Positive (Positive vs Negative)**
 - ✗ The school should not do this.
- **Be Present (Present vs Future)**
 - ✗ You should act "smarter" in the future!
- **Be Specific (Specific vs General)**
 - ✗ You school should fix your own problems first.
- **Be Doable (To-do vs To-be)**
 - ✗ You should be more "realistic".
 - ✗ You should "take away" that mean child.



Mr. Cheung: Hello Ms. Lee, I am Yan's dad. May I ask if it is convenient for me to talk to you about the recent parent-child activities of the school?

Teacher Lee: Sure, Mr. Cheung, please go ahead.

Mr. Cheung: I'd like to know why we are not receiving early notice each time for the parent-child activities? Every time, we are informed just a few days ahead. Such as the Sports Day last week, the notice was received in the weekend before, and it was even held in the morning on a working day. Such an arrangement makes it impossible for us to join. Yan told me she was very unhappy as other children had their parents with them.

Teacher Lee: I'm really sorry to hear that, Mr. Cheung. Our intention was to encourage more parents to participate, but we may have overlooked that some parents have their own work schedules.

Mr. Cheung: It seems the school shut us out of these activities. Every time, it's at short notice and we can't participate in the activities, much to the children's disappointment.



Teacher Lee: I understand how you feel, Mr. Cheung. We will review the arrangement this time, and send out the early notices in future cases. Also, we will try our best to schedule the activities at a more convenient time for the parents.

Mr. Cheung: I hope you can really take parents' convenience into consideration. This kind of activity is supposed to enhance the relationship between parent and child, it turned out to be disappointing for both of us instead.

Teacher Lee: I am really sorry to make you feel this way. I will convey your suggestions to the school and try to improve. We would like to create more opportunities for parents to participate.

Mr. Cheung: Good to hear that. I hope we can really see the changes in the school in the future. Thank you very much, Ms. Lee.

Teacher Lee: You are welcome, Mr. Cheung. Your feedback is very important to us. We will strive for improvement.

Mr. Cheung: Okay, I won't hold you up any longer, Ms. Lee.



Early Relationship Building

1. Greet teachers when dropping your child to school.
2. Inform teachers about your child's status at home, especially his/her habits and health conditions.
3. Talk to the teacher about your own parenting thoughts.
4. Participate in school activities.
5. Participate in school-organised parent networks and set a good example for other parents.
6. Check regularly for school notices to parents, school bulletins/newspapers.
7. Submit reply slips to school on time.
8. Welcome phone calls or visits from teachers.
9. Be proactive in handling problems or misunderstandings.
10. Help children learn expressing gratitude towards teachers, setting him/her good example as well.

Learning Portfolios

- A systematic record of children's learning and growth in and out of school, covering children's learning activities, achievements, interests, behaviours, and teachers' observations and assessments.
- Contents: Records of learning activities, work samples, photographs, teacher observation reports, parent feedback, assessment reports, etc.

1. Enhancing home-school communication:

- **Two-way communication:** Provide a platform for parents and teachers to exchange – parents can understand children's performance in school, while teachers to adjust their teaching strategies based on the feedback from parents.
- **Parent Feedback:** Parents to record their observations and views on their children's performance at home, forming the basis for home-school co-operation.

2. Recording and assessing children's development:

- **Developmental Records:** Track the cognitive, emotional, social, and physical development of children, and provide a growth trajectory through teacher observation and assessment.
- **Learning Activities:** Give a detailed record of the various learning activities that children partake in school, including classroom activities, outdoor activities, and special events.
- **Work Samples:** Collect and display children's work in different learning activities, such as painting, crafts, writing, etc., to reflect children's creativity and expressive skills.

Parents: To have a holistic understanding of their children's development

3. Individualised learning support:

- **Understanding children's interests:** recording children's **interests and strengths**, in order to help teachers prepare individualized learning plans to spur children's **learning motivation**.
- **Identifying learning needs:** through continuous observation and assessment, teachers can identify children's learning **difficulties and needs** in a timely manner, and provide targeted **support and guidance**.

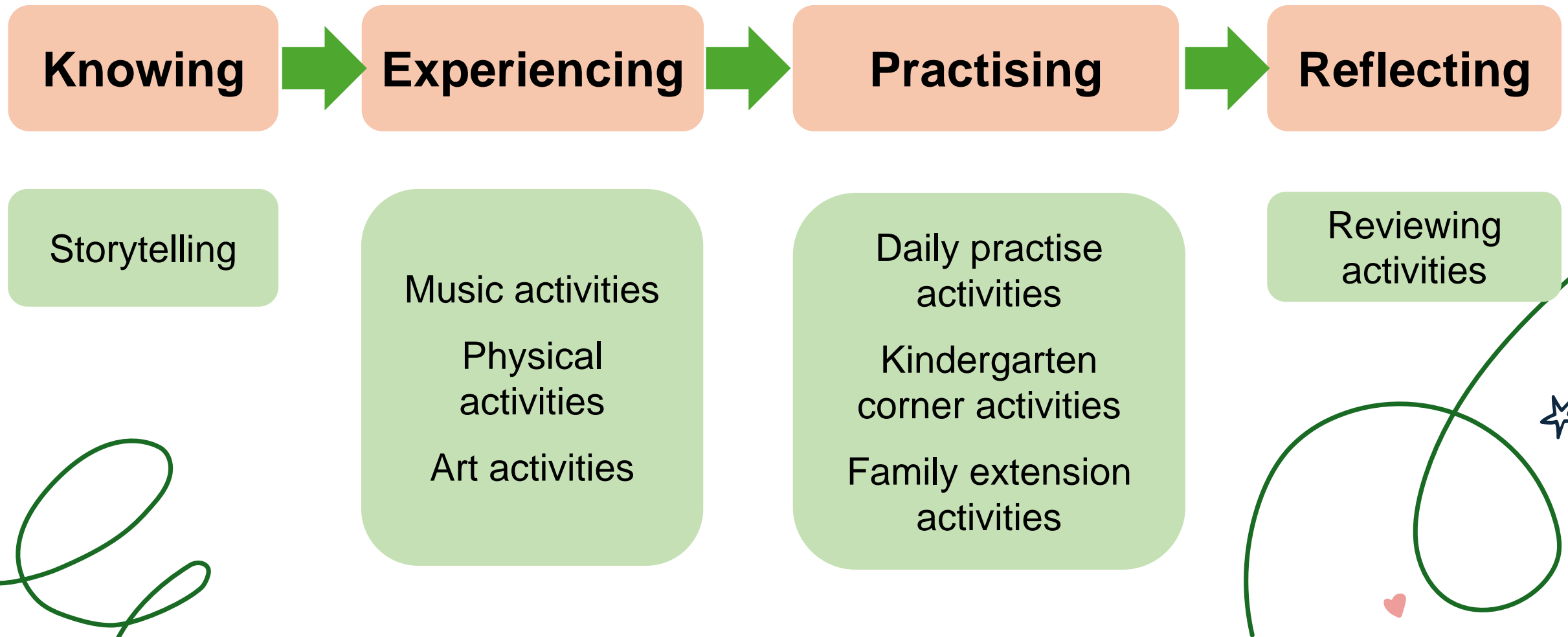
Parents: Participate in children's learning process.

4. Displaying and reflecting on the learning process:

- **Achievement Showcase:** Showcase children's accomplishments and progress in various learning stages to enhance children's self-confidence and sense of achievement.
- **Self-Reflection:** Help children review their learning process, so as to reflect on and consolidate the experience, nurture self-monitoring and self-adjustment skills.

Parents: Review with children what they have learned,
celebrate their success.

The learning content covers learning experiences both in and out of the classroom, and includes teacher-led and self-initiated components.



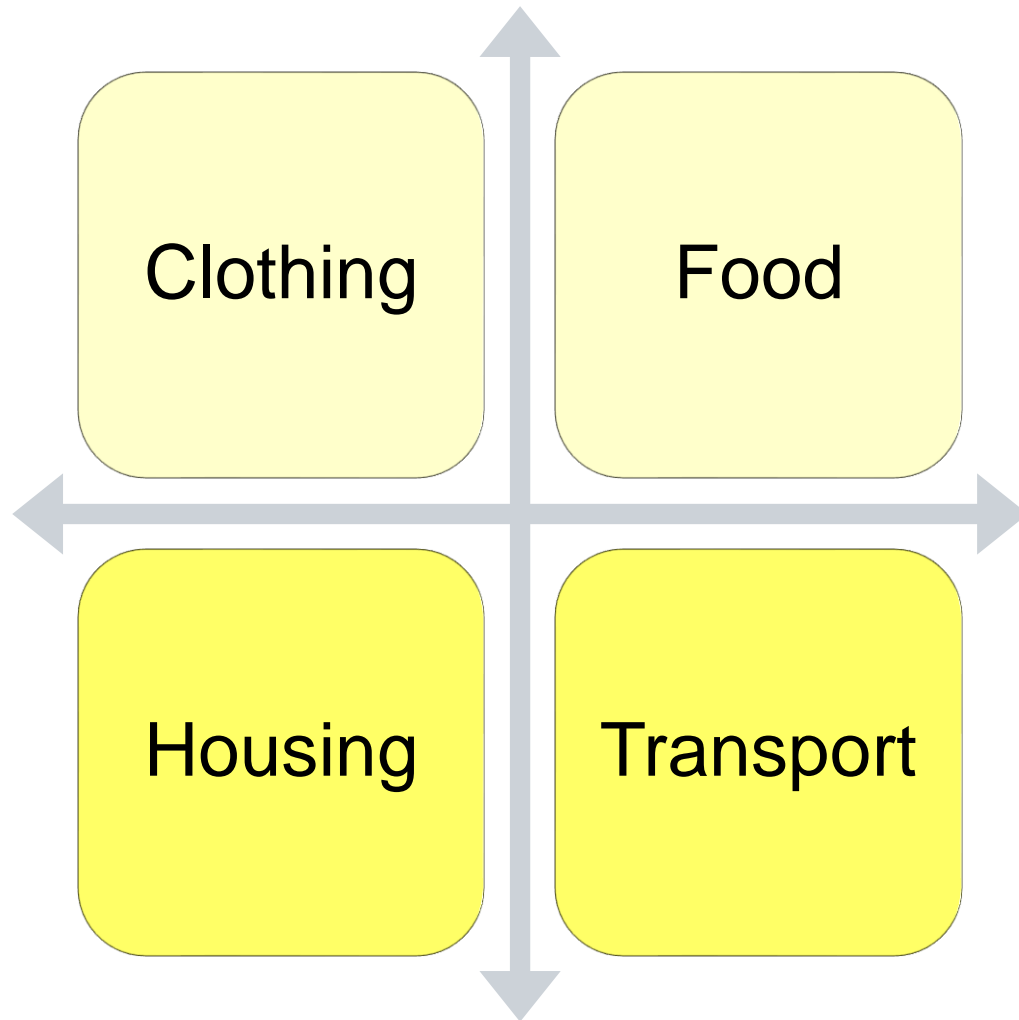
5. Guidance for future learning:

- Learning Plan: Based on the records and assessment results in the Learning Portfolios, parents may formulate future learning plans and goals to provide direction and reference for the continuous development of the child.

Parents: Expectations for child's learning progress.

Themes for K1

1. **My Family and Me:** To recognise family members and understand the concept of family.
2. **Food:** To learn various kinds of food, especially healthy diet and food from different cultures.
3. **Colours and shapes:** To identify and name common colours and shapes.
4. **Animals:** To learn about common animals and their characteristics.
5. **Body parts:** To recognise different parts of the body and learn basic health care.
6. **Weather and Seasons:** To learn different weather phenomena and seasonal changes.
7. **Transportation:** To identify different types of transportation means and their uses.
8. **Festivals and Celebrations:** To learn about the festivals of local and other cultures, e.g. Lunar New Year, Mid-Autumn Festival, Christmas.
9. **Nature:** To recognise plants, flowers and natural landscapes.



1. My Family and Me
2. Food
3. Colours and shapes
4. Animals
5. Body parts
6. Weather and Seasons
7. Transportation
8. Festivals and Celebrations
9. Nature

Clothing

Colours and Shapes

- **Activity:** Choose and wear clothes in different colours and shapes with your child.
- Discuss the choices of clothes to wear every day and why these colours and shapes are chosen.

Festivals and Celebrations

- **Activity:** Make and wear specific costumes for different festivals, e.g. traditional costumes for Chinese New Year.
- Introduce the costume customs and stories behind each festival.

Food

Food

- **Activity:** Visit the market or supermarket with your child to learn about different kinds of food, and engage them in simple cooking activities.
- Discuss the concept of healthy eating habits with the child, help him/her understand what kinds of food are good for the body.

Me and My Family

- **Activity:** Involve the child in the preparation of family meals, let him/her learn about the dietary preferences of each family member.
- Discuss the contribution of each family member to the family meals.

Housing

Me and My Family

- **Activity:** Picture with you child where the furniture and housewares are placed in the home.
- Discuss the role of each family member in the family to increase family identification.

Nature

- **Activity:** Grow some simple plants at home and encourage the children to observe the growing process.
- Introduce plants and flowers at parks and their importance to our lives.

Transport

Transportation Means

- **Activity:** Ride with your child on different types of transportation, e.g., buses, MTR, ferries. Appreciate the features and usage.
- Discuss the advantages and disadvantages of different modes of transportation and their applications.

Weather and Seasons

- **Activity:** Take children outside to observe the weather changes. Choose different ways of traveling and activities according to the seasons.
- Discuss the effects of different weather and seasons on travel, and how to choose appropriate transportation and clothing.

Thank you!

Q & A