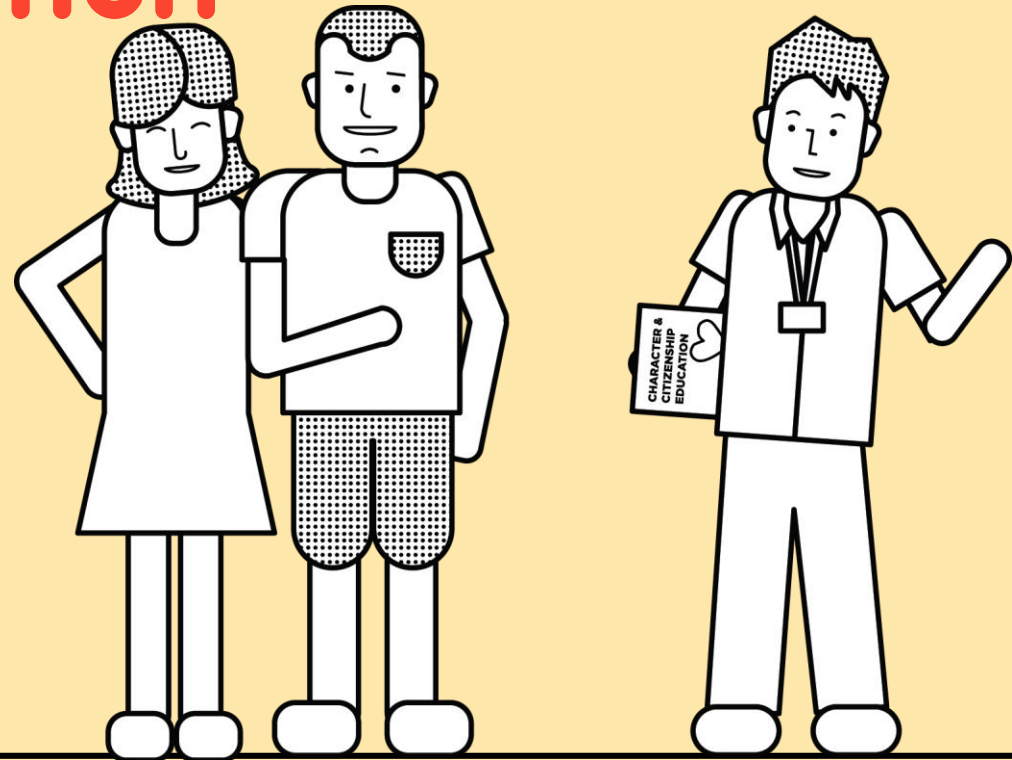


SCHOOL-HOME PARTNERSHIPS NETWORKING SESSION



5 SCENARIOS FOR PARENT OUTREACH

Activity &
Discussion



Suggested Activity

The following activity can be used by PSGs and School Staff to identify the needs of different types of parents as well as to brainstorm the possible approaches in engaging these parents.

In the following slides, you will find:

- Worksheet Question
- Guiding Questions
- 5 parent scenarios for discussion
- Points shared on the 5 scenarios by participants during the networking session

For the parent scenarios, do note that they are hypothetical scenarios and to be more effective, PSGs should take into consideration the type of parents they have in their schools.

WORKSHEET QUESTION

Q: How can PSGs and schools reach out to and engage this parent, based on his/her nature of parental involvement?

GUIDING QUESTIONS

- How can we support the needs of parents in this scenario?
- How can the PSG and school adjust their existing activities to include these parents? Should these parents be involved in activities that require high levels of involvement (e.g. planning for parenting seminar) or low levels of involvement (e.g. usher duties for 1 hour at a parenting seminar)
- What other activities can the PSG organise for these parents, that would also complement the school's activities?



MRS A, 38
MOTHER OF 3

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Mrs A is a widow and works as a service crew at a fastfood restaurant. Her three children are studying in Primary 4,5 and 6. With her long working hours, she thinks there is not much she can do to help her children academically. She believes that only the school can educate her children effectively. She does not interact with the school and gets information on the education system from relatives, friends or the media.

How can the PSG & School reach out to her?

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Image by Freepik

Points to consider for Mrs A

- The school could help the parent to see the value of joining a PSG through a parent buddy system (the parent is paired with a buddy who preferably come from the same background as the parent he/she is supporting).
- The school could set up a face-to-face meeting with the parent to raise awareness and share on how the PSG can support her e. g. communications workshops and counsellor support for better parent-child interaction.
- Small group bonding sessions could help to build rapport and relationships with the parent.
- Parents should work with the fellow secondary school parents to continue building relationships as the follow-up on the transition of the child from primary school to secondary school is important.



MR B, 50
FATHER OF 1

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Mr B is a Director of a company. His only child is studying in Secondary 2. While he does not spend much time with his daughter due to his hectic schedule, he believes she is capable of making her own decisions. He holds the view that Parent-Teacher Meetings in schools are overly focused on academic achievements of children, as compared to their holistic development. He feels he has skills and expertise to offer the school but does not want to join PSG activities such as organising school-based celebrations.

How can the PSG & School reach out to him?

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Image by Freepik

Points to consider for Mr B

- The school could consider inviting the parent to share his career experience including highlighting strengths, interests and skills needed in the work place and the opportunities of SkillsFuture.
- The Meet-the-Parents (MTP) or Parent-Teacher-Meet (PTM) session could be reframed for teachers and parents to discuss the school experience and not on academic performance of the child.
- Before the session, the child could access the eCareers portal to find out more about his character traits and suitable careers.
- The session could engender a discussion on the child's Education and Career Guidance (ECG) journey and lead to a conversation on careers between the father and his child at home.
- Parent may want to keep up with the child's school experience through the school's social platforms e.g. ClassDojo.



MR C, 35
FATHER OF 2

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Mr C is a successful real estate agent. His two sons are in Primary 4 and 6. He encourages them to take up skills outside of school and develops their non-academic strengths. He would not hesitate to confront the Principal if his children are treated unfairly but would also go to great lengths to compliment teachers who he thinks deserve it. He wants to help out in the PSG but does not agree with some of the activities the group does.

**How can the PSG & School
engage him and get him to join
the PSG?**

”

Image by Freepik

Points to consider for Mr C

- The PSG could encourage him to be involved in Dads for Life (DFL) to help him understand the importance of the role of a father in parenting and participate in DFL's activities with the influence of other dads.
- The school could also get him to conduct a soft skills talk.
- He could complete a Parent Needs Analysis to understand what he wants. It would help encourage him to be involved in activities of his interest.



MRS D, 47
MOTHER OF 2

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Mrs D is a homemaker. As her husband travels frequently, she is the main caregiver for her two sons, aged 14 and 9. She trusts the school and teachers in handling her children. She attends regular Parent-Teacher Meetings, monitors her children's learning at home and would like to get regular information from the school. However, she does not feel the need to get more involved in school activities to give her children the “space” to grow.

**How can the PSG & School
engage her and get her to join
the PSG?**

”

Image by Freepik

Points to consider for Mrs D

- The school could support her on how she could guide her child in his teenage years.
- The parent could be involved in school activities that develop her child's social emotional competencies and wellbeing. E.g. The school could involve the parent in its daily cleaning activities. The parent could become a role model for the children.
- The parent will be more amenable towards attending talks on social emotional development and wellbeing.



MRS E, 42
MOTHER OF 2



Mrs E is a stay-at-home mother. She has two children in Primary 4 and Secondary 2. She is very involved in her children's lives and is of the opinion that schools are often not doing enough or doing the wrong things. Hence, she joins the PSG to play a more active role in ensuring schools are doing the right things. She wants to be in a position of influence and is not afraid to take her views to the school management and teachers. She feels PSG needs to do more to create the best possible environment for her children.

How can the PSG & School engage her?



Image by Freepik

Points to consider for Mrs E

- Given that she is very enthusiastic, the school leaders can engage her to find out her interests and intents.
- In the initial phase, she should not take on leadership roles yet and she could be the 2nd IC for activities. This would allow her to experience the different programmes and understand the objectives.
- School could provide opportunities to tap on her ideas to improve its PSG.

YOU CAN DOWNLOAD THE GUIDE AT:
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THANK YOU!

