**Notetaking and Report Templates for The WhiteHatters**

# Template 1 – Detailed notes of discussion from each group

Please provide the detailed notes of discussion in **Word format** (as per ITQ Requirement Specifications) by **1 week after each engagement session**, with the following details:

**Table 1: Group Administrative Details**

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| --- | --- | --- |
| Session Date: | ☐ 18 May (Sat)  ☐ 1 Jun (Sat)  ☐ 6 Jul (Sat)  ☐ 13 July (Sat; AM Session)  ☐ 13 Jul (Sat; PM Session)  ☐ 26 Jul (Fri) | |
| Session Venue: | E2i West | |
| Session Time: | 2:30 – 5:00 | |
| Group facilitator’s name: | William | |
| Group facilitator’s contact details: | HP and/or email address. | |
| Group No.: | 7 | |
| Group Participants: | ☐ Educators  ☐ Parents  ☐ Parents and Educators | |
| Group Level: | ☐ Pri only  ☐ Sec/JCCI only  ☐ Mixed | |
| Group members’ names, email addresses and brief details\*  *\*Where available, please share brief details including the stakeholder type (parent/educator), background info about the participant if it arises during the conversation, and if the parent is balanced/suitable to be engaged further (for publicity purposes; to participate in future sessions; and as an third-party advocate).* | | |
| **S/N** | **Name** | **Details** |
| Example 1 | Ms Pamela Chan (Pamela\_Chan@moe.gov.sg) | Parent of 1 primary school child, XYZ Primary School |
| 1. | Debbie Eli Wee Fischer | Mom of 1 primary school child. |
| 2. | Eugene | Educator. Dad of 4. (Eldest 18, youngest 4) |
| 3. | Lai Jiunn Ning | Mom of 1 primary school kid. |
| 4. | Nelly | Born and raised in Indonesia. Mom of 2, one in poly one in Sec1. |
| 5. | Mei Liew | Mom of 4. |
| 6. | Nathaniel | Dad of 3. Working in HR. |
| 7. | Shariffa Syahidah | Mom of 3. (4,6,8) Busy. |

**Table 2: Notes of Group Discussion**

Please attribute all notes to each parent where possible, based on the admin detail in Table 1. E.g. “Parent 1 (Pamela) chose the value Confidence, as her child…”. This would help the MOE team in further data analysis, by understanding the background of the parent who provided that feedback.

|  |  |
| --- | --- |
| **(15mins) Icebreaker Question:**  How were your parents involved in school when you were a student?  How would you have wanted your parents to be involved? | Parent 1 Debbie’s parent were not really involved, yet she manged to pass secondary school with all ‘b’s. She wishes her parents could be more involved.  Parent 2 and Educator Eugene’s dad beat him during primary school. Now as an educator, he wishes his parents had attended parent coaching.  Parent 3 Jiunn Ning’s parents were laid-back about school matters, but she sensed the importance of education because both were college-graduated. She wouldn’t change a thing, as everything was just perfect for her.  Parent 4 Nelly is the eldest one of 3 kids at home. She was born and raised in Indonesia. Her parents were ‘not very educated’ and consequently not very involved. However, her dad was so strict that even a 98 out of 100 was not good enough for him. She wishes her dad could be less aggressive.    Parent 5 Mei Liew comes from a family of 6 kids. Neither of her parent weren’t actively involved; she often helped with chores growing up. Despite this, she feels grateful for her parents’ openness and unwavering support of her decisions. She wouldn’t change a thing.  Parent 6 Nathaniel is the eldest of 3 boys. His mom was active, sending all the kids to school every day since pre-school to secondary. Dad was not as involved. While he wishes his dad could have been more engaged but as a parent himself now, he understands his dad’s perspective.  Parent 7 Shariffa is the eldest of 5 kids. Her mom was the only parent actively involved until Shariffa demonstrated independence, after which her mom allowed her more freedom. |
| **(20mins) Key Question 1:**  What does your existing school-home partnership look like?  What are some important guiding values when interacting with your child’s teacher or student’s parent? | Parent 1 Debbie states the lack of engagement between school and home by pointing out that parent-teacher conference is only held once a year and that she only receives report from school when her kids are in trouble.  Parent 2 and Educator Eugene states the lack of communication between teacher and parent, ‘teachers shouldn’t be fearful (of communicating with parents)’, as he suggests.  Parent 3 Jiunn Ning states the lack of trust and openness between teacher and parent. She feels teachers don’t know how to deal with kids when they misbehave without seeking help from parents.  Parent 4 Nelly is satisfied with how interactive the special need school her autistic son’s enrolled in is—there're two reports coming from school every week. She expresses less satisfaction with the mainstream school her other kid attends, though she admits the different class sizes between the two types of school affect the amount of feedback she receives.  Parent 5 Mei Liew claims to have a very close relationship with every teacher at each school her four kids attend, as she is very actively involved in communicating with the school.    Parent 6 Nathaniel acknowledges that he lacks some understanding of the teachers.  Parent 7 Shariffa points out the lack of supports from school in understanding the different cultural backgrounds of the students and the busy schedule of the parents. |
| **(50mins) Key Question 2:**  What does an effective school-home partnership look like?  Sub questions:   * Who and what enables effective school-home partnership? (e.g. specific actions, tools, protocols, etc. that helped) * Who and what are barriers to effective school-home partnership? (e.g. specific contributing factors to the challenge or issue they faced)   As best as possible, scope the conversations on topics such as:   * Level of engagement * Digital Communication tools/platforms * Professional Boundaries & Personal Privacy * Emergency Communication Protocols * Best Practices for Parent-Teacher Rapport | Parent 1 Debbie suggests that an effective school-home partnership should be engaging. Parents need to hear more from school about what kids are doing in order to maintain a deep connection with them, as they spend most of the time at school. Additionally, psychological and emotional development should be another key focus for school. School could have two types of teachers: one focusses on academics, another focusses on kids’ mental health.    Parent 2 and Educator Eugene suggests that an effective school-home partnership should be "50 percent teaching and 50 percent coaching." To him, the current situation leans towards "90 percent teaching and only 10 percent coaching." He emphasizes the need to shift the focus from solely academics to including practical skills teaching in schools. "Singapore raises book-smart kids only," he said. Additionally, he advocates for schools to give more attention to students’ mental health, aligning with Parent 1’s views, as a son of his friend surprised everyone by committing suicide at the age of 20.  Parent 3 Jiunn Ning suggests that an effective school-home partnership should be built on mutual trust. She feels teachers should trust parents the way parents trust them. She complains that when the teacher found out her kid didn’t complete homework, instead of calling her for help, the teacher has the right and responsibility to handle the situation with either enlightenment or punishment. Additionally, she points out the lack of practicality in the existing school extracurricular programs, which focus heavily on acquiring advanced skills in sports, arts, etc., instead of providing more opportunities for the masses.  Parent 4 Nelly suggests that an effective school-home partnership should be as engaging as the one she has with the special needs school. For example, to get a better sense of how the kids behave at home, they ask parents to complete a form with student details, such as their favorite subjects at school, at the beginning of every school year. Moreover, she also relates to Parent 2’s opinion of Singaporean kids being "book-smart." Growing up in Indonesia, which is relatively more dangerous compared to Singapore, she developed "street smarts."  Parent 5 Mei Liew suggests that an effective school-home partnership should be built through trust from the very beginning. Her opinion resonates with Parent 3’s, but she expresses more positivity in the process of building trust, as she has been very active in parent-teacher communication since day one. To address the worries about kids being raised to become "book-smart" only, mentioned by Parents 2 and 4, she suggests pairing kids with "adventurous" friends. However, to keep things in control, parents need to know their kids’ friends' backgrounds first.  Parent 6 Nathaniel suggests that an effective school-home partnership requires changes at school, including shrinking class sizes and reducing homework.  Parent 7 Shariffa suggests that an effective school-home partnership requires both parties to reach out to each other often. She also agrees with the problem of school extracurricular programs that Parent 3 raised. Being busy with time, she wishes the school provided more after-school activities aimed at a larger range of students from families like hers. |
| **(20mins) Key Question 3:**  In the spirit of collective action, what is one specific and practical action you can commit to enhance school-home partnership? How will you implement this action?  Encourage participants to link personal action/commitment to the values they shared in Key Question 1. | Parent 1 Debbie makes a commitment that she would reach out to the teacher and school before they contact her.  Parent 2 and educator Eugene addresses as a parent, he would spend more time working with the kids, helping them understand why school works this way. As an educator, he would insist on teaching parents methods of communicating with their kids.  Parent 3 Jiunn Ning would reach out to the teacher and proceed with open communication about topics like the roles that teachers and parents should play in taking care of kids.  Parent 4 Nelly would join the parent group, working on involvement and communication with the school.  Parent 5 Mei Liew would continue to being actively and physically involved in school matters. For example, she has signed up for a volunteering program at school next week. She feels this kind of action allows her to become more familiar with the school her kids attend every weekday, which can further foster deeper conversations with her kids and create more connections with the teachers.  Parent 6 Nathaniel would try to reach out to the teachers, schools and institutions like the MOE to further discuss the issues having in the School-home partnership.  Parent 7 Shariffa would implement open communication with the school whenever she feels it is needed. |
| **Small Group Affirmations** | Parent 1, Debbie, affirms everyone for making the effort to join this conversation, especially Parent 8, who initially had some doubts about the event.  Parent 2 and educator, Eugene, affirms the openness during the conversation.  Parent 3, Jiunn Ning, affirms the judgment-free atmosphere during the conversation.  Parent 4, Nelly, affirms Parent 5 for being actively involved in her kids’ school matters even though she is busy, and Parent 3’s view on extracurricular programs.  Parent 5, Mei Liew, affirms Parent 2’s inspiring growing-up story, acknowledging that it must not have been easy for Parent 2 to grow up tough and become an educator himself today. She also affirms Parent 4’s hard work in taking care of her special needs child.  Parent 6, Nathaniel, affirms Parent 1 for bringing her kid along to the conversation. This action shows her kid her dedication to the school-home partnership.  Parent 7, Shariffa, affirms Parent 2 for sharing resources on ‘understanding the 5 love languages of kids.’ |
| **General Observations** | **Participants are all actively involved in the conversation, and everyone is willing to share their stories and thoughts on the school-home partnership, whether positive or negative.**    **Participants generally agree with each other. Some who feel a connection strike up one-on-one conversations during the general discussion. Parent 5, Mei Liew, is notably positive, sharing what she has done to maintain a strong school-home partnership. In contrast, Parent 6, Nathaniel, is more negative, expressing a lack of confidence in the system. The rest of the participants have a more moderate perspective.**    **Overall, the sentiment is positive. Although participants voice many concerns about their current situation and the school system, they acknowledge that change takes time and trust that the MOE will consider their feedback. By the end of the event, everyone expresses that they have gained valuable insights from the conversation.** |
| **Interesting anecdotes and stories shared by participants that could be amplified on MOE platforms/materials.**  Before filling this in, ensure that the participants’ consent has been sought.   * Full name of participant * Contact details (please check against the registration list for this) * Detail the interesting story/anecdotes shared by participants. | As a full-time working mom, Parent 5, Mei Liew, is highly involved in her four kids' school matters. In addition to volunteering, she frequently visits the school after hours to have coffee, talk with her kids about their day, and connect with their teachers. Her level of engagement sometimes leads the teaching staff to mistakenly assume she is a stay-at-home mom. |
| **Recommendations for Future Conversations** | Participants should be guided to focus primarily on discussing topic-related issues. Whining should be minimized during the conversation.  To elicit more useful responses from participants, facilitators could invest additional time in explaining the questions and clarifying the connections between them. |