

**For meeting on
20 October 2011**

Paper FC 12/2011

**Family Council
Family Perspectives in the Policies of the Education Bureau**

Introduction

This paper outlines how family perspectives have been taken into account in the formulation of education policies under the purview of the Education Bureau (EDB).

Education Policies

2. The mission of EDB is to provide students with quality school education, to develop their potential to the full and to prepare them for challenges in life. We believe that a pro-family approach to education is conducive to achieving our objective of promoting the whole-person development of students. Such an approach permeates the provision of school education, from curriculum design to extra-curricular activities. There are also measures to promote the involvement of family and parents in the education of their children and provide support, where appropriate, to needy families.

Students' Learning

(I) School Curriculum

3. Family education is provided in school curriculum as well as related learning experiences outside classrooms. Promotion of knowledge, skills and values conducive to family education covering the elements of sex education, drug education, such as roles and responsibilities of family members, preparation for marriage and maintenance of harmonious family relationships, etc. are emphasized in the school curriculum as well as the related learning experiences outside classrooms. For instance, family life is an essential curricular theme in the Moral and Civic Education

curriculum framework, with examples of life events relevant to family education provided for schools' adoption. [Please refer to *Annex 1* for details.]

4. Apart from MCE, elements of family education are also covered in various Key Learning Areas (KLA) / subject curricula. Family education and related values are incorporated in ways that match the development of students and the nature of knowledge domains. [Please refer to *Annex 2* for details.] Furthermore, "Family Life" will be included as the core module in the new subject "Life and Society" to be launched for secondary school students.

(II) Other Learning Experience

5. The learning and teaching of family education is not confined to mere knowledge acquisition and learning activities at the classroom level. Schools are also advised and encouraged to organize a wide range of related learning activities. This may take the form of, for example, organizing the students to provide community services for different social groups and organizations. These activities help students better understand the needs of other family members, the problems faced by families, and reflect on ways that one should cope with those problems and lead a healthy family life.

6. Opportunities are also provided to students to constructively use their leisure time. Examples of learning opportunities provided in schools conducive to nurturing students' empathetic appreciation of the needs and feelings of the people around them include:

- (i) Activities of Uniformed Groups subvented by the Home Affairs Bureau to enrich students' learning experiences through participation in a wide range of training programmes;
- (ii) Community Youth Club Activities under the purview of EDB to educate students on how to become good citizens through their interest, concern and participation in community services; and

- (iii) the Hong Kong Award for Young People Scheme Activities under the purview of EDB to cultivate students with perseverance and the spirit of self-challenge.

(III) Parental Involvement in Student Development

7. To support the healthy growth and development of students and pave way for them to lead a healthy and enjoyable life, EDB has encouraged schools to formulate a school-based Healthy School Policy starting from the 2010/11 school year. Resources kits have also been developed to promote, among other, parental partnership with schools in ensuring the physical and psychological well-being of students, and empowering them with positive values and proactive attitude, thereby enhancing their resilience and immunization against adversity.

8. EDB advocates a Whole School Approach (WSA) to guidance and discipline whereby all stakeholders (including parents) should work together to provide remedial, preventive and developmental programmes for the healthy development of students. Parent involvement and active participation is one of the key factors contributing to the successful implementation of the WSA to guidance. Under the WSA framework, schools are encouraged to establish systematic support strategies for parents and provide them with suitable education to promote parent-child communication and effective school-based guidance and discipline methods. Preventive and developmental projects, namely the Understanding Adolescent Project and the Enhanced Smart Teen Project which are implemented in schools also involve parent participation. Moreover, to render counseling to students with personal, family, interpersonal relationship and/or schooling problems, all primary and secondary schools are provided with student guidance personnel or school social workers under the subvention of EDB and the Social Welfare Department respectively.

9. EDB is also keenly aware that parents play an important role in rendering services to students with special educational needs (SEN). The Educational Psychologists of the EDB School-based Educational Psychology Service would collaborate with school personnel to (i) equip

parents with knowledge and skills on fostering children's learning at home through consultation and/or school-based training programmes; (ii) involve parents in designing and reviewing Individualized Educational Plan for students with SEN; and (iii) facilitate home-school collaboration with parental involvement programmes.

Support to Schools

(I) Professional Development & Support for School Personnel

10. To empower school teachers with knowledge and skills to promote family education in schools, relevant professional development programmes such as courses on communication skills with parents are organized. As "Home-school Cooperation" is a sub-topic under one of the six core areas of school leadership. It is also included in the training course for Aspiring Principals. "Working with Parents and Community" has become one of the compulsory modules in the one-year part-time Certificate Course on Student Guidance and Discipline for Teachers commissioned by EDB.

11. EDB works collaboratively with other government departments and non-government organizations (NGOs) to enhance schools' capacity to implement family education. Examples of joint support programmes include (i) the "PATHS to Adulthood" project with CUHK, (ii) the HK Healthy School Award Scheme with CUHK; and (iii) the structured and comprehensive sex education courses for teachers commissioned by EDB to the Family Planning Association of Hong Kong.

12. To facilitate schools to evaluate how well they communicate with parents and how schools work in partnership with families in facilitating school and student development, EDB has introduced "Home-school Cooperation" performance as one of the Performance Indicators in its School Development and Accountability framework. EDB also provides tools such as the Stakeholder Survey and the enhanced Assessment Program for Affective and Social Outcomes to schools to facilitate their collection and analysis of views from parents and students so as to inform their on-going School Self-evaluation for continuous improvement.

(II) Promotion of Home-School Co-operation

13. Parent activities and seminars for promoting home-school cooperation are organized through the platforms of the Parent-Teacher Associations (PTAs). The PTAs act as a bridge between parents and teachers to foster communication, understanding and mutual support. Copies of “Parent-Teacher Associations Handbook” have been distributed to schools to facilitate the set up of PTAs and their smooth running.

14. Financial support is provided to PTAs for organizing home-school co-operation activities annually through the application of the Home-School Co-operation Grants. The funded activities range from supporting parents in the learning activities of their children in schools to fostering parenting skills and encouraging parents’ participation in home-school activities. More and more PTAs apply for the grants to organize home-school co-operation activities. [Please refer to *Annex 3* for details.]

15. Other than the above-mentioned grants, the Quality Education Fund supports projects with home-school elements, such as projects which enhance home-school cooperation, raise parents’ understanding of the latest development of school education, enlist parents’ involvement in creating a home environment that is conducive to language learning, etc.

(III) Parental Involvement in School Operation

16. Parents of the 21st century are no longer just “users” of school services or volunteers to help schools out. By serving in the incorporated management committee (IMC), parent managers can participate in decision-making in the interests of student education, form a vital link between school managers and other parents, and are able to raise concerns on matters relating to the education and development of students. Through serving in the IMC, parent managers will have a better understanding of the teaching strategy and values adopted by school. They will share these with other parents and in turn parents can build an effective family network within the school and provide better support to their children.

17. Since parents are one of the key stakeholders of schools, schools are required to consult / include parents in various aspects of school operations. For example, schools are strongly advised to form monitoring committee(s) on trading operations and to include parent representatives in the committees so that parents can participate in the selection and monitoring of lunch suppliers, tuck shop or school bus operators, etc. Schools are requested to consult parents when considering major decisions affecting them or collecting fees from them. For example, schools are required to have thorough consultation with parents before joining the Direct Subsidy Scheme (DSS). Besides, DSS schools should give due consideration to parents' views and needs in their proposals to increase school fees. DSS schools are also required to provide detailed information to parents on their fee remission/scholarship schemes.

Support to Families

(I) Family as the basis for assessing needs and giving support

18. To underline the Administration's policy view that the family is the basic unit of the community in which mutual help and care should prevail, various financial support measures have adopted family income/asset as one of the key eligibility criteria. These include the fee remission provided to needy families on top of the Pre-primary Education Voucher, as well as the various student financial assistance schemes administered by Student Financial Assistance Agency (SFAA) to support needy families in meeting the educational and related expenses of their children from pre-primary to post-secondary levels. To cater for their special needs and circumstances, SFAA adopts more relaxed limits when conducting the means test for small-size and single-parent families.

19. In addition to the above mentioned assistance schemes, EDB has implemented the School-based After-school Learning and Support Programmes to provide schools and NGOs with funding to organise after-school activities for disadvantaged students so as to improve their learning effectiveness, broaden their learning experiences outside the classroom as well as to raise their understanding of the community and sense of belonging. Starting from the 2010/11 school year, the provision of the Programme which comprises the School-based Grant and the

Community-based Project Grant has been increased to provide more opportunities for the disadvantaged students to participate in school-based as well as community-based after-school activities.

(II) Services for Parents

20. To further equip parents with knowledge in helping their children's personal growth and understanding the educational development, a website has been established and a radio program jointly organized with RTHK is conducted weekly. Publications of useful resources are also produced, for example, the Primary and Secondary School Profiles, PTA Handbook, Parent Leaflets, Reading Booklets and Smart Cards, etc. Publicity programmes, sharing of good practices, workshops and seminars for parents are also conducted with focus on home-school co-operation, students' learning and personal growth. [Please refer to ***Annex 4*** for details.]

21. In one of the training programmes provided to school managers including parent managers in the 2010/11 school year, there was a session on "Understanding Youth Culture" which serves to, among other objectives, enhance participants' awareness of the behaviour and needs of youth so that schools could provide appropriate support and guidance to the young, promote the core values of the family, including love and care among family members and how to cultivate a positive viewpoint of life.

22. In respect of special education service, a guide for parents on Integrated Education has been produced to help parents understand better their roles and the ways to support their SEN children. Moreover, to equip parents with knowledge and skills in helping their children identified by schools through the "Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils", EDB organizes a series of regional and district-based parent workshops on enhancing students' literacy and numeracy skills every year. Briefings and seminars are also jointly organized with other government departments and NGOs to support parents of SEN children.

Advice Sought

23. Members are invited to note how family perspectives have been taken into consideration when EDB formulates education policies and implements various education initiatives and services.

Education Bureau
October 2011

德育及公民教育於家庭生活範疇

所建議的學習期望、價值觀和態度及生活事件舉隅

1. 第一學習階段(小一至小三)

(i) 生活範疇：家庭生活

(ii) 主要學習期望：

- 關心和愛護家庭成員
- 樂於與兄弟姊妹分享物品
- 以關懷和體諒的態度，消解與家庭成員的衝突
- 當家庭面對挑戰，懂得表達關心和支持

(iii) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 愛惜家人（如向家人表達關愛、分擔家務） • 參與家庭活動（如生日會、旅行、與家人除外用膳） • 面對家庭轉變（如遷新居、家庭新成員的加入、父母離異、家人患病/死亡、家人失業） • 與家人和洽相處（如與長輩、家庭傭工的相處） • 家庭暴力 • 親子活動 	• 爸媽 謝謝您！	• 感謝、關愛、和諧
	• 家和萬事興！（處理家庭糾紛）	• 和諧、包容、體諒
	• 爸/媽和我分享內地工作情況	• 關愛、體諒
	• 新春大吉——到祖父母家拜年	• 欣賞中國文化、關愛、尊重
	• 玩具樂分享	• 關愛、包容、和諧
	• 親親「悅」讀	• 關愛、和諧、樂於學習
	• 我是家務小幫手！	• 自理、承擔、關愛
	• 家庭會議：周末好去處	• 尊重、和諧、關愛
	• 家傭姐姐 謝謝妳！	• 體諒、尊重
	• 我家添了新成員！	• 承擔、責任感、尊重生命
	• 開開心心搬家去！	• 樂於面對轉變、責任感
	• 爸媽分手了！	• 積極面對逆境、體諒、包容
	• 清明掃墓顯孝思	• 慎終追遠、文化承傳

2. 第二學習階段(小四至小六)

(i) 生活範疇：家庭生活

(ii) 主要學習期望：

- 主動關心家庭成員的感受和需要
- 以尊重的態度，向父母表達意願和提出要求
- 分擔家務，樂於承擔家庭一份子的責任
- 常常與家人分享生活的經歷和體會

(iii) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 愛惜家人（如向家人表達關愛、分擔家務、指導弟妹做功課） • 與家人和洽相處（如與祖父母或家中其他長成員相處、家庭傭工相處） • 參與家庭活動（如與家人出外用膳） • 面對家庭轉變（如遷新居、家庭新成員的加入、父母離異、家人患病/死亡、家人失業） • 家庭暴力 • 親子活動 	• 我和家人到超級市場購物	• 理性、關愛、責任感
	• 分擔家務我有責！	• 自理、承擔、責任感
	• 祝爸/媽福如東海！	• 關愛、和諧
	• 爸媽：我想……（向爸媽提出請求）	• 理性、尊重、開放
	• 小老師——教導弟妹做功課	• 關愛、責任感、承擔
	• 小護士——照顧患病的家人	• 承擔、責任感、關愛
	• 爸媽帶我回鄉探親	• 國民身份認同、尊重、關懷
	• 我也有個快樂的家庭！	• 樂觀、體諒、承擔
	• 一家團聚！——媽媽從內地移居到香港	• 樂於面對轉變、承擔、包容

3. 第三學習階段(中一至中三)

(i) 生活範疇：家庭生活

(ii) 主要學習期望：

- 當遇上困難和挫折，會尋求家人的意見
- 以理性和誠懇的態度，與父母討論問題和表達意見
- 能以堅毅樂觀的態度，面對家庭出現的轉變或逆境
- 常存孝道，慎終追遠

(iii) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 愛惜家人（如向家人表達關愛、分擔家務、指導弟妹做功課） • 與家人和洽相處（如與長輩、家庭傭工的相處） • 面對家庭轉變（如遷新居、父母離異、家人患病/死亡、家人失業） • 向父母爭取自主權 • 家庭暴力 • 親子活動 	• 爭取自主事件簿	• 理性、獨立、尊重
	• 爸爸媽媽分開了	• 獨立、尊重、樂觀
	• 家人失業了	• 樂觀、積極、克服困難
	• 與家人參與義工服務	• 關愛、服務精神
	• 與家人討論選科的問題	• 開放、尊重、理性
	• 打開話匣子（與家人閒談生活點滴）	• 信任、分享、關愛
	• 人人都有SAY（舉行家庭會議）	• 尊重、理性、團結一致
	• 家家有本難唸的經	• 尊重、理性、和諧
	• 我愛新家庭！——重組家庭的建立	• 積極面對逆境、體諒、包容
	• 放下拳頭 擁抱溫柔	• 關愛、積極面對逆境

4. 第四學習階段(中四至中六)

(i) 生活範疇：家庭生活

(ii) 主要學習期望：

- 積極維繫家庭成員良好的關係
- 耐心聆聽父母的心聲和教誨，不會獨斷獨行
- 當家庭面對逆境，勇於承擔舒緩和解決問題的責任
- 重視家庭觀念，尊重婚姻制度

(iii) 價值觀和態度及生活事件舉隅：

核心/延伸/特殊事件	生活事件舉隅	價值觀及態度
<ul style="list-style-type: none"> • 尊重及照顧祖父母或家中其他年長成員 • 為弟/妹樹立榜樣 • 向父母爭取自主權 • 締造和諧的家庭關係（如為父母分憂、排解弟妹糾紛） • 面對家庭轉變（如父母離異/家人患病/死亡/失業） 	• 沒有零用錢的日子（家人工作的店鋪忽然倒閉）	• 承擔、責任感、自律
	• 擔任弟妹的「老師」	• 承擔、責任感、關愛
	• 我最大（調停弟妹爭玩電腦的衝突）	• 關愛、責任感、尊重
	• 愛錫「家中寶」（照顧家中長者）	• 關愛、責任感、尊重
	• 講講理（開放的溝通）	• 理性、尊重、關愛
	• 囉唆？生疏？你點SOLVE？	• 尊重、關愛、和諧
	• 爸/媽，你還好嗎？	• 獨立、堅毅、樂觀
	• 在家千日好	• 關愛、體諒、信任
	• 有親自鄉間來	• 關愛、真誠
	• 回鄉祭祖	• 國民身份認同、責任感、慎終追遠

List of Curriculum Coverage/Support for Family Education

KLA/Subject	Strand/ Topic/Theme/Learning Element in curriculum guide
中國語文	<p><u>第一、二學習階段</u></p> <p>品德情意範疇</p> <p>「親屬・師友」學習要點，如：</p> <ul style="list-style-type: none"> - 尊重別人：尊重對方權利、感受 - 寬大包容：接納多元觀點、容忍不同意見、體諒寬恕 - 知恩感戴：知所回饋 - 關懷顧念：尊敬長輩、友愛同儕、愛護幼小 <p>中華文化範疇</p> <p>學習目標：</p> <ul style="list-style-type: none"> - 增進對中華文化的認識 - 對中華文化進行反思 - 認同優秀的中華文化 - 在生活中體現優秀的中華文化 <p><u>第三、四學習階段</u></p> <p>品德情意範疇</p> <p>「親屬・師友」學習要點，如：</p> <ul style="list-style-type: none"> - 尊重別人：尊重對方權利、感受 - 寬大包容：接納多元觀點、容忍不同意見、體諒寬恕 - 知恩感戴：知所回饋 - 關懷顧念：尊敬長輩、友愛同儕、愛護幼小 - 謙厚辭讓 - 重視信諾 <p>中華文化範疇</p> <p>學習目標：</p> <ul style="list-style-type: none"> - 增進對中華文化的認識 - 對中華文化進行反思 - 認同優秀的中華文化 - 在生活中體現優秀的中華文化
英國語文	<p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> - Me, My Family and Friends (e.g. Me and My Family; This is My Home) <p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> - Changes (e.g. Growing up) - Relationships (e.g. Knowing our Neighbours)

KLA/Subject	Strand/ Topic/Theme/Learning Element in curriculum guide
	<p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> - Teenage Life (e.g. Growing up) - Rights and Responsibilities (e.g. At Home) - Study, School Life and Work (e.g. Study and Related Pleasure/Problems) <p><u>Key Stage 4</u></p> <ul style="list-style-type: none"> - Getting along with Others (e.g. Sharing, Co-operation, Rivalry)
數學	<p><u>第一學習階段</u></p> <ul style="list-style-type: none"> - 「圖形與空間」範疇的學習單位「1S2 直線和曲線」和「1S3 平面圖形」 - 利用不同的平面圖形、直線和曲線創作父親節和母親節賀卡，送給爸媽表示對他們的敬愛。 <p><u>第二學習階段</u></p> <ul style="list-style-type: none"> - 「圖形與空間」範疇的學習單位「5S2 立體圖形」和「6S1 立體圖形」 - 通過製作不同的立體圖形，組合出一個小擺設，作為送給長輩的小禮物，學習主動向長輩表達關懷，增進彼此間的感情。 <p><u>第三學習階段</u></p> <ul style="list-style-type: none"> - 「數與代數」範疇的學習單位「百分法」和「續百分法」 - 由複利息及折舊的計算，以及日常生活涉及百分法的應用如差餉等的計算，認識家人為家庭的付出。 - 「數據處理」範疇的學習單位「簡單圖表和圖像的製作和闡釋」 - 通過統計家庭的開支和製作統計圖(如圓形圖)，討論家庭成員須擔當的角色，增加對家庭的責任感與承擔 <p><u>第四學習階段</u></p> <ul style="list-style-type: none"> - 「數與代數」範疇的學習單位「指數函數與對數函數」 - 通過樓宇按揭、借款等的計算，讓學生了解家庭在經濟方面的負擔，帶出家庭成員應互相關愛的訊息
藝術教育	<p><u>第一學習階段</u></p> <ul style="list-style-type: none"> - 以「我的家」為題，繪畫家庭生活，以反映學生和家人的關係 - 以「生日會」為題繪畫，以表現家人為自己的成長而喜悅 <p><u>第二學習階段</u></p> <ul style="list-style-type: none"> - 創作一首勵志的歌曲，送給患病的家人，使他們身心保持舒暢 <p><u>第三學習階段</u></p> <ul style="list-style-type: none"> - 以「喜愛回家」為題創作短曲，歌頌母愛 - 以「相愛之家」為題設計反家庭暴力海報 - 欣賞有關個人奮鬥的電影，並討論如何在困難中面對逆境 <p><u>第四學習階段</u></p> <ul style="list-style-type: none"> - 以「母親/父親的面容」為題進行攝影，表達個人對母親/父親的體諒/感受/關心

KLA/Subject	Strand/ Topic/Theme/Learning Element in curriculum guide
體育	<p><u>第一學習階段</u></p> <p>課堂及聯課活動</p> <ul style="list-style-type: none"> - 我會把體育課評估結果向家長匯報 - 我參與不同聯課活動，並會讓家人協助評估我有否經常參與體育活動 <p><u>第二學習階段</u></p> <p>課堂及聯課活動</p> <ul style="list-style-type: none"> • 學習日誌/學習歷程檔案 <ul style="list-style-type: none"> - 家長協助或帶領子女進行練習，令學生過著健康、積極及活躍的生活方式 • 體育活動或比賽 <ul style="list-style-type: none"> - 家長鼓勵及欣賞我在不同體育活動或比賽的表現 <p><u>第三學習階段</u></p> <p>課堂及聯課活動</p> <ul style="list-style-type: none"> - 家長鼓勵我參與不同的體育活動 - 欣賞我在不同體育活動中的表現 - 家長與我一起欣賞不同項目的比賽 - 我會與家人分享如何運用FITT(頻次、強度、類別和時間)原則進行鍛鍊 <p><u>第四學習階段</u></p> <p>課堂及聯課活動</p> <ul style="list-style-type: none"> - 家人欣賞我在體育活動的表現 - 與家人一起參與體育活動 - 與家人一起觀賞運動賽事，以維繫凝聚力，達至家庭和諧
常識	<p><u>第一學習階段</u></p> <ul style="list-style-type: none"> - 我長大了(小一) - 溫暖的家(小一) - 快高長大(小二) - 健康的生活(小三) <p><u>第二學習階段</u></p> <ul style="list-style-type: none"> - 健康生活由我創(小四) - 生命變變變(小五) - 都市生活(小五) - 健康成長(小六)
個人、社會及人文教育	<p><u>第三學習階段</u></p> <p>(生活與社會課程(中一至中三))</p> <ul style="list-style-type: none"> - 核心單元(五)家庭生活 <ul style="list-style-type: none"> 基礎部分：提升家庭凝聚力 延伸部分：化解與家人的衝突

KLA/Subject	Strand/ Topic/Theme/Learning Element in curriculum guide
	<ul style="list-style-type: none"> - 核心單元(七)知情識性(一) 基礎部分：戀愛認知 延伸部分：保持警覺，保護自己 - 核心單元(八)知情識性(二) 基礎部分：性態度的培養與發展 延伸部分：意外懷孕的影響 <p>(中國歷史科)</p> <ul style="list-style-type: none"> - 認識中國祭天祀祖傳統 (中三) <p><u>第四學習階段</u></p> <p>(倫理及宗教科)</p> <ul style="list-style-type: none"> - 愛、性及婚姻 (高級補充程度) - 性、伴侶關係與家庭 (中四至中六)
科學教育	<p><u>第三學習階段</u></p> <p>(科學科)</p> <ul style="list-style-type: none"> - 細胞與人類的繁殖： 父母關顧；父母角色；家庭計劃 (中一) <p><u>第四學習階段</u></p> <p>(生物)</p> <ul style="list-style-type: none"> - 生物與環境：生殖、生長和發育 - 健康與疾病 <p>(組合科學 - 生物部分)</p> <ul style="list-style-type: none"> - 生物與環境：生殖、生長和發育 - 健康與疾病 <p>(綜合科學 (中四至中六))</p> <ul style="list-style-type: none"> - 電的啓迪 - 家居用電 - 持守健康
科技教育	<p><u>第三學習階段</u></p> <p>(科技與生活科 / 家政科)</p> <ul style="list-style-type: none"> - 家庭的類別 - 家庭關係 - 家庭成員的角色 - 促進家庭的和諧 <p><u>第四學習階段</u></p> <p>(高中科技與生活科)</p> <ul style="list-style-type: none"> - 基本家庭元素及結構 - 家庭的價值及在社會的角色 - 家庭生活里程碑

KLA/Subject	Strand/ Topic/Theme/Learning Element in curriculum guide
	<ul style="list-style-type: none"> - 近四十年影響香港家庭及生活方式的因素 (高中健康管理與社會關懷科) - 家庭的定義 - 家庭作為社教化的媒介及其角色 - 家長的角色 (父母管教方式、家長對孩童成長的影響) - 人際關係的轉變(如親子關係、兄弟姊妹關係、朋友、情侶、工作關係、父母與子女關係，兄弟姐妹的關係及核心家庭以外的關係的轉移，核心家庭與延伸家庭的聯繫) - 家庭在人生不同階段的轉變 - 家庭問題，例如：虐待兒童和老人、家庭暴力 - 正面回應家庭生活事件問題 - 家庭的轉變及其影響 - 社會責任 (如對家庭和社區的關心與承擔)
通識教育	<p><u>第四學習階段</u></p> <p>單元一主題二 — 人際關係：</p> <ul style="list-style-type: none"> - 香港青少年處身於哪些重要的人際關係？這些關係有甚麼獨特和共同的特徵？ - 在不同的關係中，青少年如何建立身份和理解角色？ - 為甚麼青少年與家人的關係會有轉變？ - 香港青少年怎樣反省人際間的衝突和與人建立關係？ - 現代社會的人際溝通方式如何影響青少年與他人的關係？

Activities Funded by the Home-School Co-operation Grants

School Year	No. of Activities Funded	No. of Applicant Schools/PTA	Nature of Activities
2001/02	1683	1055	<p>The Home-School Co-operation Grants provides subsidies for schools / Parent-Teacher Associations to organize activities that aim at enhancing home-school co-operation such as:</p> <p>(a) nurturing students' positive values and life style (e.g. national education, healthy life, caring culture, environmental education, etc.);</p> <p>(b) promoting parent education (e.g. cognition of emotions, awareness of tragedy from drug abuse, parenting skills, etc.);</p> <p>(c) assisting parents to support their children in learning (e.g. understanding of the New Academic Structure for Senior Secondary Education and the new teaching modes, etc.);</p> <p>(d) training parents to support the learning activities in schools (e.g. learning to read, life-long learning, etc.);</p> <p>(e) initiating information technology projects to enhance the involvement of parents in students' learning (e.g. webpage design, electronic media, etc.); and</p> <p>(f) organizing joint activities for parents, students and teachers.</p>
2002/03	1782	1133	
2003/04	2304	1331	
2004/05	2425	1352	
2005/06	2499	1330	
2006/07	2500	1320	
2007/08	2550	1290	
2008/09	2750	1400	
2009/10	2850	1420	
2010/11	2950	1450	

Activities of Home-School Co-operation (2010 / 2011)

Level	Nature of Activities	No. of Activities	Examples of Activities
School-based	Home-School Co-operation	8	The activities are mostly briefings, seminars, talks, workshops and sharing sessions conducted by the Committee on Home-School Co-operation. Some are joint activities with the Federations of Parent-Teacher Associations, tertiary institutes, other government departments / Bureau and non-government organizations. The activities aim to:
	Parenting Skills	4	
District-based	Home-School Co-operation	14	(a) introduce educational initiatives and policies (e.g. 「自願優化班級結構」計劃, 「健康校園 – 家長如何配合」, 「小一選校家長講座」, 「升中選校家長講座」 etc.)
	Parenting Skills	5	
	Learning & Personal Growth	5	
Territory-wide	Educational Issues	6	(b) promote home-school co-operation (e.g. 「家校同心、孩子快樂」, 「家校合作-一切從笑容開始」, 「家校夥伴同攜手、和諧舒展樂無窮」, 「家校同攜手、溝通新體驗」 etc.)
	Home-School Cooperation	12	
	Parenting Skills	20	
	Learning & Personal Growth	25	
Total		99	(c) disseminate parenting skills (e.g. 「親親孩子樂滿園」, 「青少年情緒健康面面觀」, 「修心旅程- 親子心理健康互動網站」, 「創意孩子、創意父母」, 「母親節顯溫情 – 愛心康乃馨」 etc.) (d) equip parents with knowledge and skills in helping students' learning (e.g. 「親子閱讀會」, 「高中新體驗」, 「心靈階梯 – 多元智能發展」, 「如何照顧學生多樣性」, 「校本評核: 全面評估、促進學習」 etc.) (e) cultivate students' positive attitudes (e.g. 「燃點心靈夥伴、健康成長攻略」, 「由立品到抗毒系列」, 「e-世代的家庭教育」, 「禁毒達人、美德教育繪本工作坊」、健康人生」, 「電影欣賞及青少年分享會」 etc.)