



<b>CONTENTS</b>	<b>Page</b>
Introduction	1
Suggested Format for Parent Panel Session 3	2
Appendix 1: Questionnaire: Self-Efficacy	6
Appendix 2: Sample Signing-In Sheet for Session 3	12
Appendix 3: Templates for the Carousel Small Group Activity	13
Appendix 4: Suggestions for Community Builders	22
Appendix 5: Suggestions for Small Group Allocation	23
Appendix 6: Template for Session 3 Report	24

## **INTRODUCTION**

Underpinning this Guide is the concept of parents as not just key stakeholders, but co-creators of this research. The intention, therefore, is that the Panels should reflect the aims of the project by encouraging reflective thinking, collaborative learning/ decision making and teacher ownership.

The extent of the ground to be covered by the first third Panel and the number of questions to be addressed suggested a sub-division into three sessions, each dealing with one of the themes:

1. Choosing/Making Choices
2. Working Identity/Career Identity
3. Self-Efficacy

This Guide assumes such an approach and presents a suggested format for the third session on Self-Efficacy. It is anticipated that a similar approach would be followed in sessions 1 and 2.

## **SUGGESTED FORMAT FOR TEACHER PANEL SESSION 3**

### **RATIONALE**

The traditional focus group approach to gathering data from students, parents and staff can have a number of drawbacks:

- Reflective thinkers may not have sufficient time to formulate their views before being asked to express them.
- Participants may be reluctant to voice their honest views in front of others, particularly if they do not know one another well.
- More vociferous/confident individuals may dominate the discussion and quieter participants may simply 'go along' with their views.
- In quieter groups, facilitators may be tempted to 'lead' the direction of the discussion.
- The discussion is filtered by a note-taker and the subsequent record created by them.

An alternative approach to data gathering is therefore suggested; one that is in keeping with the social constructivist principles in which this project is rooted. Drawing on Critical Skills/Co-operative Learning concepts, it has the following advantages:

- It makes effective use of a limited amount of time.
- It allows time for individual, reflective thinking which contributes to group discussion.
- It creates opportunities for all views to be heard in an environment in which participants feel safe.
- Participants direct the small-group discussions themselves and the subsequent record is created and owned by them.
- The whole group discussion can be used to probe/clarify responses, producing richer data.

## **SUGGESTED APPROACH**

The approach has a number of stages. Timings are given for a notional session of 120 minutes. Throughout, facilitators should be strict about timings, so that activities remain focused.

### **In advance of the session:**

- Organise a room large enough to accommodate the teachers moving around tables and coming together for a whole group discussion
- Send the questions to the participants so they have time to consider them in advance (see Appendix 1)
- Prepare a signing-in sheet (see Appendix 2) so that there is a record of who participated (but see note below about stressing anonymity/confidentiality)
- If possible, arrange for refreshments/snacks to be available at a suitable point

### **On the day:**

- Bring along a paper copy of the questions for each participant
- Arrange tables around the room according to the number of questions
- Write each question at the top of a sheet of flip chart paper and place these on the appropriate tables (see Appendix 3)
- Put a coloured marker pen on each table – a different colour for each table

### **Stage 1: Welcome (5 minutes)**

- Thank participants for coming
- Facilitators introduce themselves
- Explain reason for coming together – brief description of project, their role in it
- Explain approach to be taken today
- Stress confidentiality/anonymity/need for honesty

### **Stage 2: Community builder (5 minutes)**

We know that people are unlikely to express themselves honestly if they feel ill-at-ease or fearful of being embarrassed/looking foolish in front of others. So, the purpose of this stage is to help participants to get to know one another, to relax and feel 'safe'. Any quick, simple ice-breaker activity can be used (see Appendix 4 for suggestion).

Even if the group already know one another, it helps to set the tone if the session is introduced with a fun activity.

### **Stage 3: Divide into 6 small groups (5 minutes)**

If it is a small group, this may not be necessary – they can simply work with the one or two people sitting closest to them. In a larger group, you may wish to split the group randomly (see Appendix 5 for suggestions).

If there are 12 or more participants, 6 pairs/groups of 2 or more can be organised and each allocated one of the 6 tables for the carousel activity. If there are fewer than 12, one or more tables will always be empty during the carousel.

Ask each group to appoint a scribe and a timekeeper

### **Stage 4: Individual reflection (10 minutes)**

Many people are reflective thinkers who need time to gather their thoughts before being asked to respond to questions.

In this stage, participants are given the question sheets and asked to spend a few minutes quietly writing down their own responses. Because they have been sent the questions in advance, they should already have considered their responses, so this stage gives them a chance to refocus.

### **Stage 5: Carousel activity (60 minutes – 10 minutes x 6 tables)**

Each group is given a different-coloured marker pen and allocated one of the tables with the flip-chart questions. They share their personal responses to the questions and decide together what they will write on the flip-chart sheets.

Keeping the same coloured marker, they then move to the next question table and discuss their responses to these questions. They also consider the responses given by the previous group; they put a tick beside any they agree with, a cross beside any they disagree with and add any of their own responses that are not already there.

During the carousel activity, the facilitators should move around, listening discreetly, so as to pick up any points of interest/confusion/debate, etc.

60 minutes is a long time for this activity, so you may wish to stop for a short break mid-way.

### **Stage 6: Whole group discussion (30 minutes)**

The facilitator takes the flip chart sheets for Table 1 and displays them where everyone can see. S/he then picks up any points that require clarification or further probing and facilitates the subsequent discussion. It is important to select only these points or the discussion will not move through all the questions in the time available. The different colours make it clear which group made which response and the ticks and crosses make it clear where they agreed or disagreed with one another. This is repeated for all the question sheets.

A second facilitator is needed at this stage to note the points made (this could be a member of the group).

Note: This session may go on for longer if participants have a lot to contribute, so good facilitation is important.

**Stage 7: Conclusion (5 minutes)**

- Thank participants for their time and contribution
- Ask participants to hand in their completed questionnaires – they may later provide supplementary data
- Ask for feedback on what they felt about the session
- Explain what will happen next

**After the session:**

The facilitators collate the flip chart responses and the notes made during the whole group discussion in a Panel Report (see Appendix 6 for suggested template).

**PARENT PANEL 1**

**SESSION 3:**

**SELF-EFFICACY**

**QUESTIONNAIRE**

**1.1 Do you think it is important for your kid(s) to have dreams with regard to their education?**

Yes √	No X	1.2 Why/Why not?

**1.3 Did you?**

Yes √	No X	1.4 Why/Why not?

**1.5 How likely do you think it is that your kid(s)' educational dreams will come true?**

	√	1.6 Why?
Very likely		
Quite likely		
Unlikely		
Very unlikely		

**1.7 Are these educational dreams grounded in reality?**

Yes √	No X

**1.8 Is that important?**

Yes √	No X

**1.9 How do you think your kid(s) would like to be helped to achieve their educational dreams? What could/should College do?**

--

**2.1 Do you think it is important for your kid(s) to have dreams with regard to their career?**

Yes √	No X	2.2 Why/Why not?

**2.3 Did you?**

Yes √	No X	2.4 Why/Why not?

**2.5 How likely do you think it is that your kid(s)' career dreams will come true?**

	√	2.6 Why?
Very likely		
Quite likely		
Unlikely		
Very unlikely		

**2.7 Are these career dreams grounded in reality?**

Yes √	No X

**2.8 Is that important?**

Yes √	No X

**2.9 How do you think your kid(s) would like to be helped to achieve their career dreams? What could/should College do?**

**In striving to achieve their goals, to what extent do you think these statements are true for your kid(s)?** (Please rate their importance for your kid(s) on a scale of 1 to 5, 1 being unimportant, 5 being very important)

	Please circle your response				
<b>3.1</b> It's important to them to feel that they've mastered something, to experience success	1	2	3	4	5
<b>3.2</b> When they observe others succeeding or doing something well, it makes them want to do the same: if they can do it, so can I	1	2	3	4	5
<b>3.3</b> They are influenced by what other people tell them: positive feedback encourages them, negative comments discourage them	1	2	3	4	5
<b>3.4</b> They are affected by how they feel, physically and emotionally (they are boosted by a positive mood, undermined by a negative one)	1	2	3	4	5

**4.1 Which do you think is (most) important for your kid(s)?**

- A Hearing that they are good at something
- B Hearing that they have worked hard at something

**5.1 Do you think teachers need high levels of self-efficacy too?**

Yes √	No X	5.2 Why/Why not?

**6.1 In your opinion, what is the most important guiding task for a college?**  
(Choose 1)

	√
Learning to choose	
Solving personal problems	
Solving study problems	
Reflecting on study behaviour	
Preparing for future career path	
Improving study results	
Correcting attitude and behaviour	
Other (please specify)	



**PARENT PANEL 1**

**SESSION 3:**

**SELF-EFFICACY**

**CAROUSEL SMALL GROUP DISCUSSION ACTIVITY**

**Table 1, Sheet 1**

Is it important for students to have dreams with regard to their education?

Why/Why not?

**Table 1, Sheet 2**

Did you?

Why/Why not?

**Table 1, Sheet 3**

How likely do you think it is that students' educational dreams will come true?

Why?

**Table 1, Sheet 4**

Are these educational dreams grounded in reality?

Is that important?

**Table 1, Sheet 5**

How do you think students would like to be helped to achieve their educational dreams? What could/should College do?

**Table 2, Sheet 1**

Is it important for students to have dreams with regard to their career?

Why/Why not?

**Table 2, Sheet 2**

Did you?

Why/Why not?

**Table 2, Sheet 3**

How likely do you think it is that students' career dreams will come true?

Why/Why not?

**Table 2, Sheet 4**

Are these career dreams grounded in reality?

Is that important?

**Table 2, Sheet 5**

How do you think students would like to be helped to achieve their career dreams? What could/should College do?

**Table 3, Sheet 1**

To what extent is it important to students to feel that they've mastered something, to experience success?

Why/Why not?

**Table 3, Sheet 2**

To what extent does observing others succeeding or doing something well make students want to do the same thing?

Why/Why not?

**Table 3, Sheet 2**

To what extent are students influenced by what people tell them: encouraged by positive feedback, discouraged by negative comments?

Why/Why not?

**Table 3, Sheet 4**

To what extent are students affected by how they feel, physically and emotionally (boosted by a positive mood, undermined by a negative one)?

Why/Why not?

**Table 4, Sheet 1**

For students, is it more important to hear that they're good at something ..

**Table 4, Sheet 2**

Or to hear that they've worked hard at something?

**Table 5, Sheet 1**

Do teachers need high levels of self-efficacy too?

**Table 5, Sheet 2**

Why/Why not?

## Table 6, Sheet 1

What is the most important guiding task for a college?

- learning to choose
- solving personal problems
- solving study problems
- reflecting on study behaviour
- preparing for future career path
- improving study results
- correcting attitude and behaviour
- other

## “Getting to Know You” Community Builder

### The Name Game

Everyone sits in a circle and thinks of an adjective to describe themselves – it must begin with the same letter of the alphabet as their first name.

Person 1 “Hello, my name is Anne and I’m amazing”.

Person 2 “Hello, my name is Linda and I’m lovely. This is Anne and she is amazing”.

Person 3 “Hello, my name is Mark and I’m musical. This is Linda, she’s lovely, and this is Anne, she’s amazing”

... and so on round the group so that the last person has to introduce everyone else.

If someone gets stuck, the others help out!

### Variation

Everyone has to give themselves a job that begins with the same letter of the alphabet as their first name.

Person 1 “Hello, my name is Anne and I’m an astronaut”

Person 2 “Hello, my name is Linda and I’m a lumberjack. This is Anne and she’s an astronaut.”

Person 3 “Hello, my name is Mark and I’m a mountaineer. This is Linda, she’s a lumberjack and this is Anne, she’s an astronaut.

etc.

**Random methods for allocating people to groups.**

**1 Birthdays**

Ask everyone to make a line across the room according to the date of their birthday, from 1 January to 31 December (this also acts as a community-builder as they have to speak to one another to find their place in the line).

Then go along the line giving everyone a number according to the number of small groups you need, so “1, 2, 3, 4; 1, 2, 3 4 ...” for four groups.

Everyone has to remember their number and go to the others with the same number.

**Variations:**

Ask them to line up according to the letter of the alphabet their surname begins with.  
Ask them to line up according to how far/close to the school/college they live.

**2 Favourites**

Ask everyone to stand in a corner according to their favourite season of the year.  
Then just go round the groups allocating each person a number.

**Variations:**

The possibilities are endless! Group people by their favourite colour, favourite ethnic food, or by hair/eye colour ...

**REPORT OF PARENT PANEL 1**

**SESSION 3:**

**SELF-EFFICACY**

## INTRODUCTION

This report contains the findings for the Parent Panel session which took place at

\_\_\_\_\_ on \_\_\_\_\_  
(name of organisation) (date)

\_\_\_\_\_ (insert number) parents participated in this Parent Panel

session and had the following profile:

	Gender		Age of kid(s)
	M	F	
Teacher 1	M	F	
Teacher 2			
Teacher 3			
Teacher 4			
Teacher 5			
Teacher 6 ..			

## FINDINGS

QUESTION	SMALL GROUP RESPONSES	WHOLE GROUP DISCUSSION POINTS
1.1 Importance of your kid(s)' educational dreams		
1.2 Reasons		
1.3 Importance of your own educational dreams		
1.4 Reasons		
1.5 Likelihood of your kid(s)' educational dreams coming true		
1.6 Reasons		
1.7 Extent to which your kid(s)' educational dreams are grounded in reality		

1.8 Extent to which that matters		
1.9 How your kid(s) would like to be helped to achieve their educational dreams. What could/should College do?		
2.1 Importance of your kid(s) having dreams for their career		
2.2 Reasons		
2.3 Importance of your own career dreams		
2.4 Reasons		
2.5 Likelihood of your kid(s)' career dreams coming true		
2.6 Reasons		

2.7 Extent to which your kid(s)' career dreams are grounded in reality		
2.8 Extent to which that matters		
2.9 How your kid(s) would like to be helped to achieve their career dreams. What could/should College do?		
3.1 Extent to which it is important to your kid(s) to feel that they've mastered something, to experience success		
3.2 Reasons		
3.3 Extent to which observing others succeeding or doing something well makes your kid(s) want to do the same		
3.4 Reasons		

3.5 Extent to which your kid(s) are influenced by what people tell them (encouraged by positive feedback, discouraged by negative comments)		
3.6 Reasons		
3.7 Extent to which your kid(s) are affected by how they feel, physically and emotionally (boosted by a positive mood, undermined by a negative one)		
3.8 Reasons		
4.1 For your kid(s), is it more important to hear that they are good at something or to hear that they have worked hard at something?		
5.1 Do teachers need high levels of self-efficacy too?		
5.2 Why/Why not?		
6.1 The most important guiding task for a college		

## **SUMMARY OF KEY FINDINGS**

## **REFLECTIONS**

(emerging points of interest, how well parents participated, reaction to the approach, changes for future sessions)