

Guidance and Discipline Section
Education Bureau
A Brief on the “WE” Positive Dynamics Scheme (For Primary School)

(1) Overview

During their developmental stages, children have to face with difficulties and challenges in learning and life (for instance, coping with homework and examinations, getting along with peers, etc.). They may come up with lack of confidence, low self-esteem, not being loved by others and poor interpersonal relationships in such circumstances. As such, they have to seek recognition and encouragement from others so as to develop positive self-concepts, break through various developmental problems and grow up healthily and happily. According to the Person-centered Therapy by Carl Rogers (1902-1987), the development of self-concept is shaped by our significant others. If there is incongruence between self-concept and life experience, the stability of self-concept will be threatened and compromised. As children spend most of their time in school every day, it would be an ideal environment to help them develop positive self-concepts.

The “WE” in “WE” Positive Dynamics Scheme is based on the humanistic approach (ME in WE). The creation of “positive” school environment should enable students to feel that they are “being seen”, “being recognised” and “being wanted”. Children with these three characteristics can enhance their self-confidence and be more ready to face the difficulties and challenges during their developmental stages. In addition, according to the objectives of the “Strength Perspective” theory, that is, “recovery” and “find yourself”, it is believed that people have the power to grow up and can make use of their internal resources and abilities to solve the difficulties currently encountered. In the face of adversities, one can still enhance his own energy and believe that the future is full of hope and optimism. This is in line with the theory of “Positive Psychology” proposed by Dr. E. P. Seligman in 1998. “Positive interventions” will make life happier, more meaningful and with a higher sense of fulfilment.

(2) Objectives

Through organising training for teachers, student talks, parent talks, Personal Growth Education, classroom management activities, school activities on promoting an appreciation culture in the implementation of “WE” Positive Dynamics Scheme, we hope to:

- a) Enhance teacher-student relationship;
- b) Build up an appreciation atmosphere and rapport among peers; and
- c) Reduce negative emotions and enhance positive energy of students.

(3) Cultivation of Four Skills

1. Communication skills
2. Emotion management skills
3. Collaboration skills
4. Problem-solving skills

(4) Target

Senior primary students

(5) Content of the Scheme

i. Teacher Workshop

Student Guidance Teacher / Officer / Personnel (SGT/O/P) (or in collaboration with teachers of guidance and discipline team) organises one to two sessions teacher workshops (of about 1 hour 30 minutes for each session) with a view to outlining the content of the scheme and the mode of implementation, and introducing the use of humanistic elements (such as empathy, unconditional positive regard and genuineness) to create a “positive” classroom atmosphere as well as integrate into the school life to enhance its effectiveness.

ii. Student Talk (Optional subject to school-based needs)

A student talk (of about 1 hour) comprising the humanistic approach, “Strength Perspective” and “Positive Psychology” is organised to enable students to understand that they are unique individuals who can contribute to their own progress and the future is optimistic.

iii. Parent Talk

A talk for parents (of about 1 hour) is organised with a view to outlining the content of the scheme and the mode of implementation in school as well as introducing the use of humanistic elements (such as empathy, unconditional positive regard and genuineness). Also, the principles of parenthood and practical parent-child communication skills will be provided to encourage parents to put them into use so as to enhance their parenting skills and parent-child relationship.

Note : The Guidance and Discipline Section of the Education Bureau (EDB) has prepared information and PowerPoints of the talks for students and parents for schools’ reference. Please contact Ms Vivian HUI, School Development Officer, at telephone 2863 4737 if required.

iv. Classroom Management

The class teacher conducts the “One-minute ‘Praise’” and * “My Happy Days” activities in the classroom.

“One-minute ‘Praise’”

The class teacher/students make(s) verbal appreciation and use(s) bookmarks to write down their praises of 3 students every two weeks. The content should be specific and wordings should be encouraging and positive so as to cultivate a positive atmosphere and positive thinking.

Points to note:

*Set fixed dates for the activity for all.

*The activity takes about 10 minutes.

*Establish the principle of mutual respect and making fun of others is not allowed.

*Appreciation can be made in various forms --- written on paper, appreciation by

Teacher on behalf of others, and an initiative of Teacher to give the praise.

*This activity aims at giving recognition to others, promoting better relationships, and sustaining certain good behaviours.

“My Happy Days”

The class teacher invites 3 students to select an object representing themselves (for example, a favourite toy, a photo) or share with classmates their success / happy experience every two weeks. Through genuine sharing and exchange, students can feel the “unconditional self-regard” and learn to appreciate and accept each other. Students can post relevant texts or simple objects on the notice board to create a “happy and positive” atmosphere.

Points to note:

*Set fixed dates for the activity.

*The activity takes about 10 minutes.

*Establish the principle of mutual respect.

*There is no restriction on the narrative content, as long as it is logical.

*This activity aims at developing a sense of competence and building up self-confidence.

It is suggested that schools can integrate with Chinese Writing and Oral training for the implementation of the above two activities so that students can master the skills of how to appropriately express oneself and select the right subject to share “My Happy Days” experience.

* My Happy Days” activities (Optional subject to their school-based needs)

v. Appreciation culture in school activities

“Let’s praise”

Schools collect “Let’s praise” cards from students/parents/teachers. Students of different grades read out the appreciation concerning teachers and students through the broadcasting system during lunch hour every week or every other week, followed by the playing of positive/inspirational songs to create a positive atmosphere at school. (Schools may revise and refine the period and frequency in accordance with their schedules.)

vi. Three lessons on Personal Growth Education

(Schools are free to choose any teaching materials provided by the EDB, or integrate with/use the existing relevant teaching materials of the school, provided that the subject matters are relevant.)

The First Lesson

Objective: To enable students to recognise that they are unique individuals (Everyone has strengths and weaknesses) (Being seen)

Topic: I am “Me”

The Second Lesson

Objective: To help students enhance their self-confidence (Being recognised)

Topic: I am “Precious”

The Third Lesson

Objective: To enhance students’ initiative and positive attitude as well as learning to offer

and help others (Being wanted)
Topic: You all need “Me”

(The above content can be implemented in the Personal Growth Education.)

vii. Completing questionnaires

The purpose of completing the questionnaire is to assess the effectiveness of the activities with a view to refining the scheme. Information provided by schools shall be used for the sole purpose of analysis of the scheme only.

Schools shall ask students to complete the part “Attitudes to school” in the APASO before and after the activities for comparison. Students need only to complete the three areas, that is, “negative emotions”, “relationships with teachers” and “interpersonal relationships” or complete the questionnaires for “WE” Positive Dynamics Scheme (For Primary School) provided by the EDB before the end of the school year. Upon the completion of the questionnaires on each occasion, the school shall conduct analysis and send the results to the EDB for reference.

Apart from these, the school may also review the effectiveness of the Scheme for both quality and quantity, in greater detail and more in-depth, through various forms, for example, self-designed one-off questionnaires or interviews, etc.

(6) Role of School

School work includes :

- i. Appoint a teacher or SGT/O/P to coordinate the scheme;
- ii. Arrange teachers/students/parents to participate in various activities:
 - * Teacher workshop
 - * Student talk
 - * Parent talk
 - * Three lessons on Personal Growth Education
 - * “Classroom Management” activities
 - * School activities promoting an appreciation culture
 - * Completing questionnaires

(7) Publicity Materials

For schools that are interested to join this Scheme, they may collect some promotional items (such as fluorescent markers and notebooks, etc.) from the Guidance and Discipline Section. For enquiries, please contact Ms Vivian HUI (School Development Officer) at 2863 4737.

Guidance and Discipline Section
Education Bureau
January 2017

**Guidance and Discipline Section
Education Bureau**

**(Attn.: Ms Vivian HUI)
Tel.: 2863 4737
Fax: 2564 4643**

**“WE” Positive Dynamics Scheme (For Primary School)
Application Form for Promotional Items**

(1) School Information

Name of School: _____

Address of School: _____

Telephone No.: _____ **Fax:** _____

(2) We wish to join the above-mentioned “WE” Positive Dynamics Scheme and hereby apply for promotional items from the Education Bureau.

(3) We have assigned a coordinator of the scheme with the following information:

Name :	
Post :	
Tel. :	

Name of Principal: _____

Signature of Principal: _____

Date: _____



**Guidance and Discipline Section
Education Bureau**

**(Attn.: Ms Vivian HUI)
Tel.: 2863 4737
Fax: 2564 4643**

**Survey Questionnaire on
“WE” Positive Dynamics Scheme (For Primary School)**

Thank you for joining the “WE” Positive Dynamics Scheme in the current school year. Please provide details of the implementation of the scheme in the current school year by filling out the questionnaire attached below and return to the Education Bureau by fax before 30th July each year.

The grade(s) that has/have implemented the “WE” Positive Dynamics Scheme in the current school year is/are: _____

This is the _____ year of our school implementing the scheme.

Please circle the appropriate marks in each item according to the performance of the participating grade(s) of students:

	Degree of Improvement				
	1(Slightly Improved)-5(Greatly Improved)				
1. “Negative Emotions”	1	2	3	4	5
2. “Relationships with Teachers”	1	2	3	4	5
3. “Interpersonal Relationships”	1	2	3	4	5

**Overall Feedback:
Gains:**

Difficulties and Challenges:

Name of Principal: _____

Signature of Principal: _____

Date: _____

