

Case (2)

Case scenario:

In this school year's final examination, a great improvement in the overall academic performance of Form 5D students was shown. Mr Cheung, the class teacher, has decided to reward them with a gathering at his own expenses. Knowing their enthusiasm for parties, he leaves the preparation, including party room booking and food ordering, in their hands. He hopes to have a joyous celebration with the class at the weekend.

On the day of the party, the students arrive at the party room with the items they prepared. In the "room", they decorate the dining table a bit and then get together to enjoy the food and chitchat. After the meal, it is game time. A student suggests teaming up (including Mr Cheung) for some scoring games like "Pass the Parcel" (i.e. passing an object using different body parts) and "Popping Balloons" (i.e. sitting on others' laps and popping balloons), with a big punishment for the losing team. Mr Cheung and his students have a real blast in the games, cheering with excitement and bumping into each other. After several rounds, one of the teams end up losing. During the hilarious punishment, the students take photos of the losing team and burst out laughing. As the party comes to an end, Mr Cheung and his students clear up the room before getting ready to leave.

They grab the chance to have a group photo before leaving, and some students also have individual photos taken with Mr Cheung. In each of these photos, he affectionately places his hand on the student's shoulder. After the gathering, Mr Cheung sends the individual photos to respective students via instant messaging, along with a message saying, "Let's do this again next time 🤪."

Questions for discussion:

1. Do you agree that Mr Cheung should arrange this class activity? Why?
2. What are your thoughts on the teacher-student interactions and student-peer interactions in this particular case?

School-based review:

How to foster teacher-student relationships through school activities? Review the relevant guidelines in connection with current school activities/extra-curricular activities, and summarise the matters requiring attention in conducting these activities.

Summary:

As role models for students, teachers should be mindful of their words and deeds and endeavour to safeguard teachers' professionalism and protect students' well-being. Teachers should stay vigilant, increase their sensitivity to teacher-student interactions and respect the respective roles and identities of teachers and students. They should build an appropriate relationship with students and act as a chaperon to them through proper teacher-student interactions/activities.