

Training Package on
“Teachers’ Professional Values and Conduct” for Schools
Case Discussion (4)

Training objectives	<ol style="list-style-type: none"> 1. Teachers should strive to create a harmonious school culture. 2. Teachers should set a good example to foster mutual respect among students. 3. Teachers should stay vigilant when handling issues involving students.
Training materials	<ol style="list-style-type: none"> 1. Case scenario: Case 4_Annex 1 2. Case-related PowerPoint slides/animated video 3. Key information of the case: Case 4_Annex 2
Suggested duration	45 minutes

Duration	Steps/Materials	Focus
Engage participants and set the stage for discussion (3 minutes)	<ol style="list-style-type: none"> 1. Have you ever been given a nickname? Have you ever used one to refer to someone else? 2. How do you feel when you are called by a nickname? 3. Ask teachers to think over these questions for 1 minute without forming groups or engaging in discussion. Then invite 2 to 3 teachers to share their personal experiences and feelings: (Trainers can share their own experiences or invite teachers to do so. Teachers may mention that they were given or they used nicknames during their schooldays. These memories may be common among them, and some may consider peer teasing during adolescence a part of growing up. They may even talk about experiences of nicknaming their teachers. 	➤ To bring up the case through experience sharing on school life.

	<p>Based on teachers’ sharing, trainers can guide them to think about the motives and intentions behind nicknaming, whether it is meant in jest or to tease and embarrass others.</p> <p>Trainers can introduce the case for discussion by highlighting its relevance to students’ school life.)</p>	
<p>Case development and discussion (30 minutes)</p>	<ol style="list-style-type: none"> 1. Play the animated video: (around 4 minutes) <i>Mr Chan, a secondary school teacher, hopes to build a close relationship with his students, so he treats them as friends. In addition to teaching, he chats with students on campus, and occasionally joins them to play online games after school... Tony Ho is a quiet student who has been nicknamed “Quail”...</i> <p>(Please refer to Annex 1 for the details of the case)</p> <ol style="list-style-type: none"> 2. Play the animated video and remind teachers to pay attention to the case details. 3. Group discussion: <ul style="list-style-type: none"> • The suggested duration of this part, including discussion (“Questions for discussion” at Annex 1) and sharing, is around 26 minutes. Trainers may allocate the time accordingly. • Trainers may adjust the grouping as appropriate according to the number of teachers in the school. A group leader can be assigned for each group to facilitate the discussion and collate the key points for subsequent sharing. <p>✧ Question 1: What are your thoughts on Mr</p>	<ul style="list-style-type: none"> ➤ To guide teachers to analyse the impact of Mr Chan’s act on students. ➤ To facilitate teachers’ reflection in Mr Chan’s place, and then draw their attention to the professional roles of teachers.

	<p>Chan calling his student by the nickname?</p> <p>☞ Trainers may guide teachers to consider the following:</p> <ul style="list-style-type: none"> ◆ Reasons for Mr Chan calling his student by the nickname ◆ The impacts on students <p>✧ Question 2: Do you allow students to call teachers by their nicknames? Why?</p> <p>☞ Trainers may guide teachers to consider the following:</p> <ul style="list-style-type: none"> ◆ Identity and roles of teachers ◆ Expectations regarding relationships between teachers and students <ul style="list-style-type: none"> • When leading teacher’s group discussion, trainers should guide teachers to explore how they can set a good example and respect their students by analysing Mr Chan’s act of calling a student by his nickname in this particular case. • After the group discussion, trainers can invite teachers to share their group’s thoughts and exchange ideas, summarise teachers’ viewpoints, and then highlight the key points in the discussion questions (please refer to “Key Information of the Case” at Annex 2). 	
<p>School-based review (10 minutes)</p>	<ul style="list-style-type: none"> • School-based review extends from case level to school level. School management/trainers may review the codes/guidelines in connection with teachers’ professional roles, teacher-student relationships and the building of a harmonious campus, and summarise the 	<p>➤ To extend the review from case level to school level, and engage teachers in reflecting on</p>

	<p>matters requiring attention regarding teacher-student interactions.</p> <ul style="list-style-type: none"> • School management may also take this opportunity to elucidate the school’s requirements on teachers’ professionalism and the importance of building a harmonious campus. 	<p>the matters requiring attention regarding daily interactions with students.</p>
<p>Conclusion (2 minutes)</p>	<ul style="list-style-type: none"> • After case discussion and school-based review, school management/trainers may give a cohesive summary of teachers’ viewpoints, and then provide supplementary explanations with reference to the summary of key points on the PowerPoint slides and the “Guidelines on Teachers’ Professional Conduct”. • In summing up, school management should emphasise that as role models for students, teachers should set a good example by showing respect to students and teach them to respect others. Even seemingly innocuous words and deeds could inflict severe psychological harm on students. • Teachers should uphold their professional image and exercise professional judgement. Nicknames should not be used as a form of address in teacher-student interactions for the sake of fostering good relationships. 	<p>➤ To sum up the discussion findings and encourage teachers to strive to create a harmonious school culture.</p>