

Chapter Four

Delineation of Roles of Key Personnel

The success of the implementation of guidance work in a school depends on the joint effort of all the school personnel. Every staff in a school has an important role to play in helping to achieve the objectives of school guidance work. All of them should recognize their own roles and contribute their effort in school guidance through their day-to-day contact with students. The following description of the roles of the key personnel, some of which adapted from the relevant guidelines issued by the respective Sections of the Education Department, is only a suggestion and not meant to be exhaustive. Above all, all school personnel should work in collaboration to create a positive and inviting atmosphere to facilitate the holistic growth of students.

Principal

The Principal is the leader of the school. It is the duty of the Principal to coordinate school personnel concerned in formulating a guidance policy. It is also his responsibility to win the collaboration of his staff in supporting and implementing the policy in the school, and reviewing its effectiveness at regular intervals.

The Principal should decide on the role differentiation and co-ordination between the Guidance Team, the Discipline Team, the Extra-curricular Activities

.....*Management's Support and Devotion*

Unit and other functional teams in the school, and should determine with all of them the focus of work within the school. The Principal should ensure close collaboration among the Guidance Team, the school social worker and other educational professionals, both inside and outside the school. The Principal should also encourage co-ordination among members of the school community including the staff, students and parents so that all parties will work towards a common goal.

The Principal has the responsibility to ensure confidentiality of the cases encountered. He has to see that the relevant information is shared only among parties concerned for the benefit of the students.

Assistant Principal

One of the main duties of the Assistant Principals is to assist the Principal in overseeing the pastoral care of students.

It is advisable to have one of the Assistant Principals to be the supervisor who co-ordinates the work of the Guidance Team, Discipline Team, Careers Team, the Extra-curricular Activities Unit and the related functional teams in the school. It is the responsibility of the Assistant Principal to ensure fair resource allocation among the teams as well as their smooth operation throughout the year. Through whole-hearted participation and thorough discussions, the Assistant Principal should be able to understand the difficulties faced by the pastoral care group and give support and assistance accordingly. In addition, the Assistant Principal should also conduct or attend case conferences comprising the Guidance Team Leader, other teachers concerned, and related

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professionals such as the school social workers and educational psychologists, to facilitate case management and case sharing.

Guidance Team Leader

The Guidance Team Leader should take up an active role in assisting the Principal in formulating the school's policy concerning the whole-person development of their students. The Guidance Team Leader and his team are anticipated to oversee the need and well-being of their students, plan the whole school developmental guidance as well as support other teachers with resource materials, guidance skills and experience. A more detailed duty list is suggested as follows:

1. Produce a guidance year plan with clearly stated objectives for the current school year as well as the ultimate goal of facilitating students' personal development.
2. Collaborate and coordinate with the school social worker, educational psychologists, other subject teachers, and other functional teams within the school or organizations outside the school in launching preventive and developmental guidance programmes for students and parents.
3. Handle student cases with learning and behavioural problems.
4. Refer students having severe learning, emotional, social and behavioural problems to relevant professionals including the school social worker for counselling and therapeutic service.
5. Keep systematic records of individual casework. For this purpose, Form B and Form C in Appendix 2 are recommended.

.....*Collaboratively Developed Guidance Policy*

6. Establish guidelines for all teachers regarding the assignment and referral, including outward referral , of student cases. Form A in Appendix 2 is a suggested sample for recording such referrals.
7. Conduct and/or attend case conferences comprising school administrators and related professionals such as the school social worker and educational psychologists.
8. Conduct and/or attend team meetings or joint-team meetings to have experience sharing and discussion on the delivery of school guidance work.
9. Recommend to the Principal members to be deployed to the team and monitor the proper use of guidance resources.
10. Conduct periodic evaluation as well as annual review on the guidance services delivered to ensure that students’ and teachers’ current needs are catered for.

Discipline Team Leader

The Discipline Team is one of the groups in the school that works in close partnership with the Guidance Team.

Well planned preventive and proactive programmes are of immense help in strengthening students’ self-control and self-esteem. The Discipline Team Leader is recommended to work hand in hand with the Guidance Team Leader towards a co-operative approach to school guidance and discipline.

A suggested duty list for the Discipline Team Leader, adapted from the ‘Guidelines on Student Discipline’ is appended as follows:

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1. Assist the school head in developing school discipline policy in line with the guidance policy of the school.
2. Co-ordinate all functions organized by the Discipline Team.
3. Monitor the use of resources allocated to student discipline work.
4. Implement and enforce school discipline policy and school rules, and assist other teachers in managing students with serious behaviour difficulties.
5. Work in collaboration with other functional teams and/or subject committees in particular, student guidance groups in running preventive and developmental programmes pertaining to student discipline.
6. Interview parents of students with behavioural problems so as to work together in helping students overcome their difficulties.
7. Attend case conference comprising school administrators and related professionals such as the school social worker and educational psychologists to evaluate the needs and co-ordinate services.
8. Refer students, wherever necessary, to the Guidance Team, the school social worker and educational psychologists for follow up support as required.

Co-ordinator of Extra-curricular Activities (ECA) Committee

One of the aims of school education is to encourage students to have a sensible and balanced participation in extra-curricular activities, so as to develop a sense of belonging to the school. When the students have keen interest in extra-curricular activities, their self-confidence is boosted, their inherent potential

.....*Shared Vision and Objectives*

extended and their social skill enhanced. The Co-ordinator of the Extra-curricular Activities Unit and his team members should be actively involved in these activities to ensure that all students have the opportunity to learn and participate.

A suggested duty list for the ECA Co-ordinator, adapted from the ‘Guidelines on Extra-curricular Activities in Schools’ is appended as follows:

1. Co-ordinate with the Guidance Team and draw up a yearly plan for ECA in school.
2. Co-ordinate both intra-mural and extra-mural activities in line with the yearly plan for ECA.
3. Participate in the setting up of school clubs and new activities, acquaint himself with the operation of the school clubs and activities and organize leadership training courses for students.
4. Design an evaluation and appraisal system for the proper assessment of various activities, school clubs, staff and student performance.

Careers Team Leader

Comprehensive careers guidance services should be offered in each secondary school. A comprehensive careers programme should be organized jointly by the Careers Team and the Guidance Team to facilitate the careers development and meet the needs of the students. Activities that enhance the self-understanding of the students and support the development of their interpersonal and life skills are essential. Furthermore, the Careers Team Leader and his team members should encourage their students to make their educational and

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career choices that are congruent with their personal qualities, such as talents, interests and abilities, while recognizing that educational and careers opportunities are limited by environmental factors. A suggested duty list of the Careers Team Leader is appended as follows:

1. Provide individual/group guidance and counselling to assist students to understand their interest, abilities, needs and priorities in relation to further education, vocational training and job opportunities.
2. Initiate careers programmes for students and inculcate in students at an early stage a correct attitude towards work.
3. Collect, update and disseminate information on further education, vocational training opportunities, job opportunities and requirements of different jobs.
4. Alert the students of the possible traps, and assist them when they apply for further studies and jobs.
5. Promote the awareness of safety at work for school leavers as well as for young students taking up temporary summer work.

Class Teachers

Being the persons who have day-to-day contact with their students, class teachers are at the front-line in the delivery of pastoral care service. They play a salient part in preventing disruptive behaviour and identifying problem students at an early stage. In order to render the utmost care to the students, class teachers should perform the following:

.....Systematic Delivery

1. Assist in the implementation of guidance programmes.
2. Encourage the organization of class activities to promote and enhance class spirit.
3. Be sensitive to their students' needs and be able to pin-point early symptoms of problematic behaviours so that these areas can be promptly attended to before minor troubles aggravate.
4. Meet the parents or guardians for exchange of information on the students and how they are perceived at home.
5. Attend case conferences comprising school administrators and related professionals such as the school social worker and educational psychologists to evaluate the needs and co-ordinate services.
6. Facilitate casework treatment through prolonged observing and sharing of students' progress.

Teachers

Teachers can assist in collecting information on students, implementing intervention plans and sharing their observation on the students' progress.

All teachers in the school should participate actively in assisting students to solve their problems. One of the major fields they can help is to assist them in enhancing learning effectiveness.

A positive environment in the school would greatly help students to overcome their difficulties and enhance their development as a whole person. Such a positive environment can be created through the caring attitude of

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teachers, well-planned lessons, effective time-tabling, harmonious teacher-student and home-school relationships, enriched informal curricular activities and a pleasing school setting.

Furthermore, joint effort and shared information among the teachers are required to achieve the best result in the process of identifying students in need of help and offering assistance.

If deemed necessary, teachers can refer students demonstrating underlying problems of personal, emotional, family, learning, and relation with peers, to the Guidance Team or the school social worker for service.

School Social Worker

The school social worker, who should be included as a core member of the Guidance Team, supports teachers through providing information on community resources, collaborating group programmes, reaching out to the students' families and handling referrals.

The school social worker performs the following functions:

1. Contribute ideas in formulating the guidance policy and/or policy concerning the whole-person development of the students.
2. Help students with more serious emotional and behavioural problems which are hindering their studies and personal development.

.....*Mobization of Teachers*

3. Handle cases with family related problems such as child abuse, parents' marital relationship, parent-child relationship and loss of family members, whenever these problems affect students.
4. Assist students in overcoming problems relating primarily to environmental factors such as drug addiction, gang or triad association, running away from home, accommodation and financial difficulties.
5. Attend and/or conduct case conferences comprising school administrators and related professionals such as educational psychologists.
6. Make outward referrals to solicit assistance from other agencies and professionals, if required.
7. Assist in planning and implementing preventive and developmental programmes.
8. Attend meetings of Parent-Teacher Association to advise and assist in promoting home-school co-operation.
9. Plan, organize and conduct training programmes for parents.

Being an integral part of the school, the school social worker should, as far as possible and observing the rules of confidentiality, share information with school personnel so as to ensure a holistic collaboration with them in addressing the needs of students. On a need-to-know basis, the school social worker should provide sufficient aggregated data to the Principal to help him maintain a register of school cases as well as other relevant statistics for the planning and monitoring of guidance service in the school. For this purpose, a copy of the Evaluation Report in Appendix 6 of "A Guide on Multi-disciplinary Collaboration in School Social Work Service", published by the Social Welfare Department in July 2000, or any other form agreed by the school social worker and the Principal, would be

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useful.

For further details related to school social work service, teachers may refer to the above-mentioned guide.

Educational Psychologist

Educational psychologists employed by school sponsoring bodies provide professional support to teachers and students on matters relating to learning and pastoral care services. The duties of these specialists include:

1. Handle the more difficult cases with learning and/or behavioural-emotional problems that require intellectual/psychological/ personality assessment and treatment.
2. Advise teachers on the planning and implementation of educational/remedial programmes for students with learning difficulties.
3. Advise teachers on the general strategies of management of students with behavioural-emotional problems.
4. Advise the Guidance Team in the planning and implementation of preventive and developmental programmes.
5. Plan, organize and conduct parent training and staff development programmes.
6. Participate in case conferences and discussions with teachers and related professionals so as to co-ordinate efforts in assessing students and provide follow-up support.
7. Make referrals for other professional support.

.....*Close Liaison with Parents*

It is imperative to have ongoing interactions among all these professional staff depending on the circumstances. Timely referral to outside professionals like pediatricians and child psychiatrists may also be required.