

Whole School Approach to Guidance and Discipline

I. Cornerstone of Whole School Approach to Guidance and Discipline

1.1 In 1990, the Education Commission recommended in its Report No. 4 the concept of Whole School Approach (WSA). Since then, primary and secondary schools have accumulated plenty of valuable experience in the implementation of the WSA to guidance and discipline. The experience summarised the basic requirements for the successful implementation of the WSA to guidance and discipline, which includes building common vision, goals and professional attitudes among all teaching staff and formulates the major areas of work in respect of guidance and discipline at school, grade, class and student levels for the healthy development of students.

We believe every student is worth teaching and teachable.

Beliefs

1.2 All the teaching staff share the same values and vision as below in school guidance and discipline which should be student-oriented and aimed at promoting the all-round development of students.

Goals

1.3 In alignment with their missions and characteristics, schools develop their guidance and discipline service which aims at achieving the following goals for the healthy development of students:

- **To help students develop self-esteem and self-discipline as well as a positive and optimistic attitude;**
- **To cultivate a respectful attitude towards others and a sense of commitment among students; and**
- **To equip students with the ability to cope with changes and work independently.**

Attitudes

1.4 All the teaching staff promote a WSA to guidance and discipline together with the following professional attitudes:

1.4.1 Care for students

To understand individual students from his/her perspective and developmental needs and have genuine communication with them giving reflection of feelings and expectations on them to develop a harmonious teacher-student relationship.

1.4.2 Encouragement and compliment

To appreciate the efforts of students and give them sincere and constructive encouragement and compliments at the right time to help students develop their potentials and confidence.

1.4.3 Emphasis on reflection

To encourage students to develop independent thinking and reflect on what they have done to help them develop positive values.

1.4.4 Be compassionate and reasonable

To be objective yet sensitive to the feelings of the students so that they will be willing to accept and bear the consequences of their behaviours, thus helping them discern the right from the wrong and to change for betterment.

1.4.5 Respect for diversity

To respect the uniqueness of individual students and provide assistance according to individual needs and abilities to help them in their growth.

Major concerns of guidance and discipline service

1.5. Schools should set out the major areas of work in the WSA to guidance and discipline at school, grade, class and student levels, so that individual teaching staff will have a clear understanding of his/her role at each level and work with active participation and mutual collaboration. Major areas of work of a WSA to guidance and discipline service at school, grade, class and student levels:

1.5.1 School Level

- i) Through the support of all teaching staff, to formulate policies and plans of a WSA to guidance and discipline, to establish a caring school culture, and to realize the shared values on student development with regard to the school's vision.
- ii) To set up an effective team tasked with defined roles and responsibilities in promoting a WSA to guidance and discipline.
- iii) To develop a guidance and discipline organization framework (including a teacher support network, a crisis management team, etc.) to coordinate efforts of all subject panels and functional teams in promoting a WSA to guidance and discipline.
- iv) To establish a review mechanism to improve the system of guidance and discipline service.
- v) To design and implement appropriate guidance and discipline activities to instil positive values and to promote respect among students with a simple and genuine school ethos with regard to the school's traditions/culture and the students' needs.
- vi) To put in place an effective case referral system both within and outside the school.
- vii) To formulate a set of school regulations which are sensible and reasonable, supported by a constructive system of reward and punishment.

- viii) To develop personal growth education by including practical elements of personal growth education/life education in the curriculum planning of every subject.
- ix) To promote the establishment of student unions, etc. so as to encourage students to participate actively in school activities and affairs, to express their opinions, and to cultivate a good sense of belonging to the school life among students, thus creating a caring school culture.
- x) To promote teacher development activities on guidance and discipline and to facilitate exchange and support among teachers through building a learning organisation.
- xi) To bring in community resources and reinforce the school's function on guidance and discipline.

1.5.2 Grade Level

- i) To provide grade-specific guidance and discipline service with regard to the specific stage of development of students.
- ii) To establish a support system for guidance and discipline service at grade level with the aim to facilitate mutual support and sharing of experience among teachers under shared values.
- iii) To hold regular meetings among grade level coordinators of guidance and discipline to cater for the needs of students at respective grade levels and to design appropriate guidance and discipline activities and criteria for reward and punishment together.
- iv) To organise training programmes and group discussions for grade level coordinators of guidance and discipline, so that they are equipped to offer guidance and discipline support to other teachers and help them handle student problems.
- v) To collaborate with subject panels on project learning or curriculum design at grade levels and to include practical elements of personal growth education/life education in the curriculum.
- vi) To provide cross-grade guidance and discipline programmes, such as Peer Support Programmes, to foster care, support and harmony among students of different grades.
- vii) To organise home-school cooperation activities at grade levels (e.g. Primary One / Secondary One Parents' Meetings) to help parents understand the needs of their children at different developmental stages.

1.5.3 Class Level

- i) To implement personal growth education/life education to help students consolidate various life skills and positive values.
- ii) To strengthen the application and practical elements of personal growth education/life education during class teaching.
- iii) To devise classroom rules with students and to help students establish and achieve short term/long term class objectives so as to cultivate a positive class ethos enriched with love and care.

- iv) To establish student committees in class so that students have a taste of autonomy and learn to take up the responsibility.
- v) To develop peer support and encourage classmates to accept and help each other with the aim to building a harmonious interpersonal relationship and enhancing their sense of belonging.
- vi) Being compassionate and reasonable, to help students reflect on the impact of their inappropriate behaviours on classmates as well as the consequences and to give them a chance to change for betterment.
- vii) To encourage students to make good use of class resources and apply collaborative problem-solving strategies so as to enhance their sense of belonging and self-determination ability.

1.5.4 Student Level

- i) To understand the living condition, learning performance and behaviour of each student and to show concern at the right time.
- ii) To help students plan for their annual personal goals for self-enhancement with ways for achieving these goals and have regular reflection with them on the progress in the school year.
- iii) To early identify students in need and refer them for appropriate professional services within/outside school (e.g. student guidance service in primary schools and guidance service provided by school social workers in secondary schools).
- iv) To help students handle personal, social and learning problems, etc. through individual and group guidance.
- v) To accept and appreciate individual students' improvement and give him/her appropriate encouragement and praises.
- vi) To conduct case conferences among school guidance and discipline teachers, social workers, class teachers and parents to review the progress and outcome of the case.
- vii) To make good use of community resources, to provide students in need and their parents with useful information, and to help them seek appropriate services.
- viii) To encourage students to face the challenges in growth and seek support actively from their teachers and parents.
- ix) To maintain close contact with parents to keep them well informed about their children's performance in school.

II. Development of Whole School Approach to Guidance and Discipline

2.1 Guidance and discipline is an integral part of school education. As early as 1990, primary and secondary schools were encouraged to adopt a WSA to guidance and discipline so as to help students develop themselves and embrace various challenges in learning and in life.

2.2 In that year, the Education Commission recommended in its Report No. 4 the implementation of the WSA to Guidance to improve the quality of student guidance service. The WSA to Guidance emphasizes the united efforts of all teaching staff of the school who, under the leadership of the school head, help students actively in overcoming their developmental problems and create a positive school culture through various developmental and constructive programmes to maximize students' personal development and life adaptation.

2.3 In 1999, the former Education Department published the Guidelines on Student Discipline for all primary and secondary schools to encourage them to adopt a WSA and to implement discipline work through an educative approach. The Guidelines stress that every student is teachable, and that discipline work should aim at providing students with opportunities to learn and behave wisely and prudently with the aim to enhance their problem-solving and decision-making abilities.

2.4 The Guidance Work in Secondary Schools issued in 2001 and the document on Comprehensive Student Guidance Service for primary schools issued in the 2002/03 school year describe in details the roles and responsibilities of various stakeholders, including school heads, teachers, student guidance personnel in primary schools and school social workers in secondary schools, in implementing the WSA to guidance. Moreover, the documents also mention about the collaboration of student guidance service with other school systems (in such domains as “Management and Organisation”, “Learning and Teaching”, etc.) to provide comprehensive guidance service for students.

2.5 In the 21st century, rapid changes in information and technology have brought new challenges to our children and youth in Hong Kong. They are confronted with the challenges not only to preserve traditional culture and values in a new era, but also to adjust to a changing landscape of family structure and interpersonal relationship as well as a breathtaking pace of living. To keep abreast of the changes in society and to meet the developmental needs of students, schools have attached much importance on an integrated approach to guidance and discipline for the benefit of student development. In recent years, many schools have integrated guidance and discipline service into the three domains of “Management and Organisation”, “Learning and Teaching” and “Student Support and School Ethos” to create a harmonious and caring

school culture, to nurture students' good personality, and to enhance their interpersonal relationship with others.

III. A Framework of an Integrated Guidance and Discipline Service

3.1 There are two important fundamentals for the successful development of the WSA to Guidance and Discipline. They are the shared values of all teaching staff in school and the determination of the school management to integrate guidance and discipline into different domains of school education. These two fundamentals make all teaching staff, regardless of their roles in school, work together devotedly to promote all-round development of students, with the aim to help them become optimistic, active, self-respecting, self-disciplined, showing respect to others and willing to take up responsibilities as well as accept challenges.

3.2 This chapter gives examples of practical experiences of some of our primary and secondary schools in implementing the WSA to Guidance and Discipline in the three domains of school education, namely, “Management and Organisation”, “Learning and Teaching” and “Student Support and School Ethos”. The framework may serve as a reference guide for schools in planning and devising school-based guidance and discipline service. The experiences shared in this framework demonstrate that successful implementation and continuous development of the WSA to guidance and discipline rely on the close cooperation and teamwork at different levels of various subject panels to help students develop under the common vision.

3.2.1 Domain of “Management and Organisation”

Area	Key Elements of a WSA to Guidance and Discipline
Planning and Administration	• The school reviews the mission and vision of all teaching staff so as to reach a consensus on student development. Based on the school’s characteristics, the school integrates guidance and discipline service and formulates a systematic policy on student development with directions, with the aim to nurture a caring school culture. • The school establishes a well-organized structure of guidance and discipline to effectively coordinate the work on student development with the WSA.
Professional Leadership	• School leaders and administrators actively promote cross-panel collaboration between subject panels and the guidance and discipline team to effectively nurture a caring school culture at school, grade, class and student levels.

	• School leaders and administrators purposefully create a positive, optimistic, caring and joyful working atmosphere, set open communication channels, value staff opinion, and promote a team spirit among all teaching staff.
Staff Management	• The school attaches importance to and actively cultivates a sharing and collaborative culture among the teaching staff to guide students with growth needs. • The school devises directional and forward-looking strategies and plans staff development programmes through assessing teachers' needs, so as to facilitate the integration of the concepts and skills of guidance and discipline in teaching. With emphasis on reason and compassion, this integrated approach serves to help students develop good values and positive attitudes.
Planning and Management of Resources	• The school sets the direction and the overall strategy of student development, utilises and allocates school resources effectively, and makes good use of community resources. • The school properly manages and uses guidance and discipline related resources; draws up simple guidelines and procedures; and reviews, introduces, practises and demonstrates to teachers the use of these resources regularly.
Self-evaluation	• The school formulates school self-evaluation strategies, applies objective and scientific assessment tools, and periodically reviews the functions of the guidance and discipline system as well as the overall caring school culture.

3.2.2 Domain of “Learning and Teaching”

Area	Key Elements of a WSA to Guidance and Discipline
Curriculum	• The school facilitates the growth of students at different stages of development through provision of growth

	education (e.g. personal growth education for primary school children and life education for secondary school students) with the aim to helping students reflect on their experience in personal, social, academic and career development and setting practical and workable goals and plans. • The school designs appropriate learning programmes through cross-panel collaboration to cater for the needs of students at different stages of development. The elements of personal growth education are well integrated into subjects so that students can consolidate their various life skills and put what they have learnt into practice.
Teaching	• Teachers develop good relationship with students based on care and concern, and make good use of debriefing skills to encourage students to reflect on their learning and life experiences with the aim to improve their learning effectiveness.
Student Learning	• The school encourages students to participate actively in class activities and discussions, reflect on their personal experience and apply what they have learned (including various life skills, knowledge and attitudes) in everyday life and learning.
Performance Assessment	• The school adopts effective and diversified modes of assessment to evaluate the academic and non-academic performance of students, so as to help them understand themselves better and set personal goals for continuous self-improvement.

3.2.3 Domain of “Student Support and School Ethos”

Area	Key Elements of a WSA to Guidance and Discipline
Support for Student Development	• Taking into account the needs of students and conditions of the school, the school devises comprehensive and directional strategies and plans for student development with a view to providing students with developmental,

	preventive and remedial services. The services embrace both guidance and discipline concepts with the emphasis on being reasonable and compassionate, aiming at helping students handle the problems encountered at different stages of development independently. • Staff responsible for guidance and discipline work collaboratively with teachers to early identify students at-risk and provide them with timely and appropriate individual counselling and group activities. Through active communication and cooperation with parents, the school can understand better the causes of the problem of individual students so that more effective guidance can be provided to help him/her design workable developmental goals in equipping him/her for future challenges. • The school formulates a set of clear and reasonable school rules and a system of reward and punishment with regular review and revision so that they are comprehensible and acceptable to teachers, parents and students. In handling disciplinary cases, all teachers should use an integrated approach on guidance and discipline, which emphasizes both reason and compassion, to help students change for betterment. • The school encourages students to participate in various services and activities both within and outside school, so as to help them develop personal plans for future development as well as explore their potentials and enhance their self-respect.
Links with Parents and External Organisations	• The school devises systematic strategies of support for parents through assessing their needs with the aim to providing appropriate parent education and promoting parent-child communication as well as parenting skills. • The school develops a system of close and effective home-school communication and cooperation in line with school-based guidance and discipline work for the healthy development of students.

School Culture	• The whole school participates actively in guidance and discipline services, and works closely together with team spirit and common vision. • The school engages all teachers and students to cultivate a caring school culture. Teachers and students develop mutual respect and trust and forge a good relationship conducive to nurturing students to become self-respecting, self-disciplined, to show respect for others, to be positive and optimistic, responsible and responsive to changes, etc. so as to help them meet the challenges in learning and in life.
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Guidance and Discipline Section

Special Education Division

Education Bureau