

Chapter One

Introduction

Background

Education provides the foundation for the development of our society. Since the resumption of sovereignty in 1997, the Chief Executive (CE) has mentioned repeatedly, in his Policy Addresses that education is a key issue pertaining to the future development of Hong Kong and that our education system should keep pace with times. The CE has also requested the Education Commission to conduct a thorough review of the education system in Hong Kong with the aim of enhancing the overall quality of education.

Many educators maintain that education should go beyond imparting academic knowledge to our students. Rather, it should aim at the whole-person development of our children, including development not only in knowledge but also in personal character, skills, attitudes and physique. In addition to normal academic studies, our students need to learn how to become responsible and caring individuals. This ties in with the overall aims of education proposed by the Education Commission in 1999 :

To enable everyone to develop to their full and individual potential in all areas covering ethics, intellect, physique, social skill sand aesthetics, so that each individual is ready for continuous self-learning, thinking, exploring, innovating and

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adapting to changes throughout life; filled with self-confidence and team spirit; and is willing to strive incessantly for the prosperity, progress, freedom and democracy of the society, and to contribute to the future well-being of the nation and the world at large.

It is therefore clear that student guidance work, which is student-centred and emphasizes the social and emotional development of all students in all aspects of school life, is of paramount importance in enhancing students' whole-person development.

The Education Department has long recognized the importance of student guidance work in secondary schools. Between 1982 and 1986, the Education Department provided a total of five additional teachers to each government and aided secondary school to improve the various supportive services to students. One of these teaching posts was provided specifically to strengthen counselling and guidance services, including careers guidance service in schools. Also, in 1986, the book 'Guidance Work in Secondary Schools - A Suggested Guide for Principals and Teachers' was issued to all secondary schools to assist principals and teachers in the service delivery of student guidance.

In 1990, the Education Commission, in its Report No. 4, recommended the implementation of the Whole School Approach to Guidance (WSA) in schools to improve the quality of education. ***The Whole School Approach to Guidance emphasizes the united effort of all school personnel who, under the leadership of the school head, work together to create a positive learning environment enriched with care, trust and mutual respect. It stresses the importance of a caring and inviting environment for students to grow with***
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enhanced self-esteem and to realize their potentials so that the education ideal of a whole-person development in the students could be achieved. Since then, the Education Department has adopted this Approach as the key direction for school guidance work, and has been actively advocating the Approach through organizing seminars and workshops, producing resource materials and conducting school-based training and advisory school visits. In addition, since 1992, the Department has been allocating programme funds to public-sector schools to encourage them to launch guidance related activities.

With the passage of time and following the implementation of the policy of “one school social worker for each secondary school” from September 2000, it is time we review the above Guide published in 1986 to update some information, incorporate current ideas on guidance work and enhance a closer collaboration among school personnel in the delivery of guidance service in schools. Upon publication of this Guide, the above Guide may be replaced.

Objective of this Guide

The objective of this Guide is to stress the importance of guidance service in schools for the whole-person development of our young people. It serves as a direction for school administrators and teachers in the delivery of student guidance work. It also contains some practical suggestions for schools’ reference in the administration of school guidance work and how school guidance service could be enhanced.

It is necessary to point out here that the information contained in this Guide is not exhaustive. In the delivery of student guidance work and in **Elements of Effective School Guidance**

organizing staff development activities, school personnel are advised to refer to other guidance related resource materials produced by the Education Department and outside organizations. The followings are some of the resource materials produced by the Education Department to assist schools to have a better understanding of the theories and practice of the Whole School Approach to Guidance:

1. Guidance - A Resource Book containing handy and easy-to-follow guidance materials and worksheets on basic guidance skills (1991);
2. Guidelines on Whole School Approach to Guidance - Part (1) (1993);
3. Guidelines on Whole School Approach to Guidance - Part (2) (1995);
4. A video tape on Good Practices of Whole School Approach to Guidance in Secondary Schools (1996);
5. A Teaching Kit on Whole School Approach to Guidance (1997);
6. A CD-ROM on the above Teaching Kit (1999); and
7. A video tape on How Some Schools Organize Their Guidance Work (1999).

For convenience in reading, all quotations of the third person in the text are made in the male gender, with no intention of sex discrimination. Readers are advised to note that all ‘he’, ‘his’, ‘him’, ‘his’, and ‘himself’ mean ‘he/she’, ‘his/her’, ‘him/her’, ‘his/hers’ and ‘himself/herself’ respectively. Enquiries concerning this Guide may be directed to the Careers and Guidance Services Section of the Education Department, address and telephone number of which are printed on the inside front cover of this Guide.

Chapter Two

What is School Guidance

The New Millennium

At the beginning of the new millennium, people are facing lots of changes: changes in the world, in our country, in Hong Kong, at home, and in the individual.

The advancement of technology in the last couple of decades, especially in information technology, has brought about drastic changes in people's life. On one hand, communication among people becomes easier and more convenient by electronic means; on the other hand, the upgrading of information technology has brought about challenge to the conventional mode of interpersonal relationship.

The ups-and-downs in world-wide economy, the fast development and discoveries in different fields and contemporary reforms have led to many uncertainties. All these escalated the anxiety level of people. News on violence is not uncommon. Incidents of bullying at schools have aroused much attention locally and on the international scene.

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The Hong Kong Situation

Hong Kong, in the twentieth century, is a major financial centre in Asia with rapid technological advancement. At the same time, she has also experienced enormous changes in the life style. Since the late '70s, lots of companies have relocated their offices and production lines to the Mainland. This has led to frequent travelling and absence of parents from home. The issue of extra-marital affairs causes numerous family tragedies.

Since the majority of the Hong Kong population are Chinese, the traditional Chinese value system is quite deep-rooted. Being a metropolitan city, Hong Kong has also been under the influence of the western culture. Therefore, diversity of culture exists. However, when it comes to parenting style, the Chinese tradition dominates.

The traditional Chinese way of parenting is authoritative and reserved. The more the parents love their children, the stricter and more demanding they become. Sharing of feelings among family members is not a common practice. Expressing their love to one another verbally is rare. Besides, parents have high expectation of children's academic achievement. Time together is very often spent on supervision of school assignments and preparation for tests and examinations. Family days may be a luxury in many homes.

There are families in which the parents are so busy with their work that their children are left to the care of domestic helpers. In order to compensate for the lack of time together with their children, some parents provide their children with material supply such as excessive pocket-money, luxurious toys

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

and branded clothings. They also allow their children much freedom in playing computer games and going out with their friends. They may also arrange their children to attend various extra-curricular activities or courses to keep them fully occupied while allowing them little choice or space for personal interest. On the other hand, there are also families with working parents who cannot afford even the minimal support to their children and leave them completely to the care of the school.

It is certain that most parents are caring for their children and would like to provide guidance to them. Nevertheless, owing to the pressure of work or lack of appropriate parenting skills, parents may encounter difficulties in establishing a good parent-child relationship and providing effective guidance to the development of their children.

Nature of Adolescence

Adolescence is a time for the quest and establishment of self-identity. However, adolescents may have difficulties in identifying their strengths and weaknesses and establishing a positive self-image. They may also be disturbed by the physical and psychological changes which they experienced. They begin to take an interest in the opposite sex, and in the absence of appropriate guidance some may become rather confused. However, they may not know how to handle the relationship, and may hesitate to disclose their worries to the adults around them. They may not have clear goals regarding schooling and career. They may query about the merit of their existence and the meaning of life. In order to overcome their identity crisis and gain acceptance, especially from their peers, they submit to the adolescent sub-culture and adopt its designated

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language and dress code.

Besides, adolescents yearn for independence and freedom. They may not accept the standard or value system imposed by their parents and teachers. On the other hand, they look for support and advice from adults when they feel that they are in need of help. They also care about recognition from adults. Nevertheless, they may not know the right way, or they simply do not want to follow the norm in order to gain the recognition they yearn for. They may challenge authority verbally or behaviourally. This could have resulted in a kind of tug-of-war within themselves or power struggle between them and their parents and teachers.

Furthermore, adolescence is a time when the young people begin to make judgment based not just on simple facts or concrete information but on logical deductions. Besides, it is also a time when the young people begin to internalize the general rights and standards imposed by the society and develop their self-conscience.

Nevertheless, in going through these developmental processes, without appropriate guidance and directives from adults, adolescents may become frustrated, helpless and lonely. They find life meaningless, get lost, become cynical, go astray and display anti-social behaviour.

The Importance of Guidance Work in Schools

As adolescents are a part of the familial, social and world systems, changes in these systems have both direct and indirect impacts on them.

.....Collaboratively Developed Guidance Policy

Therefore, there is a worldwide trend of educational reform from mere dissemination of knowledge to fostering students' overall development. It is in such aspect that school guidance work is considered to be of paramount importance to help our adolescents maximize their own potential, acquire acceptable social skills, discriminate right from wrong, develop appropriate values, adjust to social-economic changes and in general, be better equipped for real life. In addition, school guidance work can help prevent or overcome students' problems through prompt assistance and appropriate advice. It is also a supplement to the guidance they get at home.

Objectives of School Guidance Work

School guidance work is intended to fulfill the supportive function in enhancing the whole-person development of our students, and all school personnel have their part to play. It is of developmental and preventive nature applicable to all students, who do not necessarily have any immediate problems or difficulties.

School guidance work should be carried out with the following objectives:

- (i) to create a pleasurable and inviting learning environment in school;
- (ii) to help students develop a better understanding of themselves; their abilities, strengths and weaknesses;
- (iii) to raise students' awareness of their feelings and develop their skills in handling emotions;

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- (iv) to help students build up self-confidence and enhance self-esteem;
- (v) to promote desirable learning and social behaviour;
- (vi) to facilitate students in life planning, goal setting, and career formulating;
- (vii) to identify problematic areas at an early stage; and
- (viii) to provide initial and front-line intervention in helping students cope with their problems.

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From the findings of studies on school effectiveness in a number of countries, and discussions with school personnel during school guidance visits by the Department's inspectors and educational psychologists/counsellors, a number of elements which have positive impact on school guidance have been identified.

These elements of success include:

- (i) strong leadership of the Principal;
- (ii) support from and devotion of the senior management;
- (iii) involvement of senior management, including the guidance team leader, in the development of guidance policy;
- (iv) shared vision and objectives on guidance work among school personnel;
- (v) systematic delivery of developmental guidance work;

.....***Shared Vision and Objectives***

- (vi) mobilization of teachers of different functional departments to join force in running the guidance programmes/activities;
- (vii) close liaison with parents;
- (viii) positive climate both around the school and within the classroom; and
- (ix) evaluation on guidance policy, programmes/activities to ensure that they match the needs of the students.

Suggested Framework for Implementation of School Guidance

Based on these elements, the following framework on implementation of school guidance work is presented here for reference.

- Set clear guidance vision with the ultimate goal of whole-person development of students.
- Share the vision with all school personnel through formal and informal communication and discussion.
- Survey the teachers' concern regarding the whole-person development of the students.
- Survey the needs of students.
- Prioritize concern of teachers, match concern with needs of students and plan target/theme of the year, and/or the next 3-5

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years.

- Incorporate target into both formal and informal curriculum.
- Encourage involvement of various school personnel, students and parents in planning and/or implementation of guidance programmes/activities.
- Stress on process and development of an inviting environment for students' social and emotional growth.
- Make use of community resources.
- Review effectiveness and allow flexibility in adjustment and modification.

Chapter Three

How Can Guidance Work be Organized

The Guidance Team

Under the framework of the Whole School Approach to Guidance, guidance work is delivered by all school personnel to create a positive, inviting and caring school environment where students can grow and realize their potential, and their needs are addressed in a constructive manner. The Principal is the leading force in setting the directives. All teachers, school social workers and school personnel should work together to help students develop into whole persons. Functional teams should co-ordinate their work towards the school mission. Among them, a Guidance Team should be set up to facilitate the planning, co-ordination, implementation and evaluation of guidance work.

In Hong Kong, different schools adopt different systems in the delivery of guidance work. Some schools adopt an integrative approach and combine their guidance and discipline teams into a pastoral care team, whereas in some other schools, a senior teacher is designated to oversee and implement the school's guidance and discipline policy. It is not uncommon to find that one of the Assistant Principals is appointed as the supervisor of the pastoral care services and/or student welfare services, whose duties include co-ordinating the work of the Guidance Team, Discipline Team and related functional teams such as the Careers Team and the Extra-curricular Activities Unit.

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Past experience shows that the effectiveness of guidance work would be greatly enhanced if a Guidance Team comprising a core group of teachers is set up to plan, co-ordinate, implement and evaluate guidance work. The school social worker, who has the expertise in supporting teachers by providing information on community resources, implementing guidance programmes, working on students' families and handling referrals, should also be invited as a core member of the Guidance Team. Most important of all, the Principal should nominate an experienced teacher to head the Guidance Team, compile the yearly plan, co-ordinate the work of the team members, and collaborate with related functional teams in the school.

Delivery of guidance work in schools requires professional support from all teachers and the school social worker, as well as strong leadership from the Principal. Nevertheless, under the principle of school-based management, schools are given the flexibility in staff deployment which suits their circumstances and needs.

Personality Characteristics of Guidance Teachers and Guidance Team Leader

The selection of guidance teachers should be carefully conducted as they are crucial to the successful implementation of school guidance work. Staff with the following traits are preferred:

- be emotionally stable
- be open-minded and has a mature outlook of life

- be positive and optimistic

..... **Mobilization of Teachers**

- be interested in working with young people
- be warm and friendly
- be patient towards students, understand and accept their needs, strengths and weaknesses
- be empathetic towards students by taking perception in their world
- be able to maintain good relationships with pupils and colleagues
- be willing to observe confidentiality

Moreover, it is necessary for guidance teachers, especially the Guidance Team Leader, to receive training in basic skills in student guidance and counselling. In addition, as one of the middle managers in school, the Guidance Team Leader should possess training, experience and skills in the management of school guidance work and teamwork. Therefore, the professional training the Guidance Team Leader and the regular professional development for guidance teachers are crucial to the enhancement of school guidance work.

Professional Training of Guidance Team Leader

The Guidance Team Leader plays an important role in assisting the Principal to formulate the school's guidance policy as well as facilitating the overall delivery of student guidance service. As such, apart from possessing the personality characteristics pertaining to guidance teachers, the Guidance Team Leader should have adequate training not only in general guidance skills, but also in guidance management such as skills and knowledge in formulating, co-ordinating school's guidance policy, planning and conducting affective programmes for students and monitoring the effective use of guidance resources.

Therefore, in choosing personnel to be the Guidance Team Leader, the Principal

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should consider a more experienced teacher who has received professional training in guidance.

Regular Professional Development for Teachers

To implement the Whole School Approach to Guidance, all teachers should be introduced the concept through briefing or training sessions. Teachers need to have basic awareness of and common belief in the principles and practices of guidance and counselling. Formal and informal channels of communication should also be provided for teachers to develop a consensus view about students’ needs for guidance.

The Whole School Approach to Guidance involves all teachers to collaborate in running preventive and developmental guidance programmes either in the classrooms or through activities after normal school hours. In conducting guidance activities, teachers’ skills to stimulate discussion and self-reflection among the students are essential. Such skills could be acquired through formal training and/or experience sharing. On top of the cognitive training, teachers need to be aware of the importance of giving opportunities for students to share their experiences among themselves. Both students and teachers benefit in the process of applying and internalizing the affective values of positive self-concept, self-respect, respect for others and responsible behaviour. Schools should, apart from sending teachers to attend training courses, arrange on-going professional development at school-based level. Experienced guidance teachers, educational psychologists, officers from Education Department and school social workers are

valuable trainers/facilitators in running workshops and experience sharing sessions.

.....***Close Liaison with Parents***

Keeping Records and Statistics

In the delivery of guidance service, records are useful means of monitoring progress and collecting information for further reference. These normally comprise:

1. individual case records and progress reports (sample in Appendix 2, Form C) ; and
2. statistics on the number and nature of cases dealt with (sample in Appendix 2, Form B) .

Appendix 2 contains suggestions on records and forms, which may be required by different members of the Guidance Team. Schools can design their own records according to their needs. These records should be up-dated frequently and be accessible to the Principal or his designated staff upon request. The Principal and his/her designated staff should ensure confidentiality of the cases.

One major task of the Guidance Team Leader is to co-ordinate the task of keeping records. He also assists the team in compiling statistical information which will provide insights into the trends of students' problems and their contributing factors so that appropriate guidance programmes can be planned. Hence, in consultation with the guidance teachers or school social worker, the Guidance Team Leader will classify and record the cases handled according to the major presenting problems and their most prominent causes.

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Exchanging Views Through Meetings

Regular meetings among school staff are essential in planning the school's guidance work and sharing experiences during the course of implementation. These are usually held at the following levels:

A. Co-ordination Meetings

These meetings are chaired by the Principal or his designate and attended by the Guidance Team Leader and all functional team leaders who should have an involvement in the planning and implementation of school guidance policy. All teachers should be involved in identifying the needs and school goals for pastoral care especially in the planning stage. At least two co-ordination meetings should be held each school year, one at the beginning and the other at the end of the school year.

It is advisable to arrange the first meeting as early as possible before the beginning of the school year. The objectives of this meeting are to:

- collect information from members: areas of concern on student guidance and proposed domains for staff development; and
- discuss and formulate the draft year plan.

If necessary, the year plan could be modified in the course of the year.

At the end of the school year, the co-ordination meeting is held to:

.....***Positive School Climate***

- review the implementation of the year plan on guidance work and school 's co-operation within and outside the school system;
- evaluate the programmes conducted;
- identify areas of concern and needs of students, and work out measures for further development in the next academic year; and
- solicit suggestions on the year plan and programmes for students.

B. Guidance Team Meetings

A guidance team meeting should be conducted at the beginning of the school year. In this meeting, the Guidance Team Leader should introduce new members of the Team, delineate duties and set year plan on the implementation of pastoral care services as decided at the co-ordination meeting.

Throughout the year, team meetings should be conducted regularly to:

- discuss, report and review progress of guidance programmes;
- discuss, report and review progress of cases including statistics;
- discuss new cases, especially complicated cases; and
- discuss operational difficulties and share experience.

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C. Ad hoc Meetings

Ad hoc meetings should be called whenever such a need arises.

D. Case Conferences

In some schools, the Guidance Team and school social worker regularly discuss the progress of cases in the guidance team meetings. For serious cases, it is necessary for the Guidance Team Leader or school social worker to arrange case conferences. This provides an opportunity for team members, school social worker and related school personnel to share views on the cases to facilitate a more comprehensive assessment, work out intervention strategies and monitor progress. If necessary, outside experts such as psychiatrists, clinical psychologists etc. can be invited to join the case conferences. This ensures that appropriate division of labour and collaboration among professionals in the support of students in the school system can be achieved.

Monitoring and Evaluation

The Principal, assisted by an Assistant Principal or a senior teacher, has the responsibility of monitoring the progress of implementing the school policy on guidance. Periodic reviews have to be undertaken to evaluate the effectiveness of the programmes, the process of service delivery and the operation of the

system.

.....Continuous Evaluation

Confidentiality

Some adolescents tend to be self-conscious and defensive against adult's intrusion into their privacy, making it difficult to fathom their problems. A good teacher-student relationship can earn their trust. Confidentiality is necessary for the establishment of a trusting relationship between teachers and students. The principle of the Personal Data (Privacy) Ordinance should be observed on releasing personal data. Hence, interview sessions should be conducted in private. Besides, student records should be kept carefully.

However, it is not advisable for teachers to keep all discussions confidential, particularly in cases where students are exposed to moral and physical danger, as well as suspected child abuse.

In case the students do not give their consent, teachers should make them realize that they are obliged by professional ethics to protect them and to ensure they are safe from suicidal attempt or child abuse. Teachers should not promise to keep their suicidal behaviour or child abuse incident confidential, but should clarify with the students their plan to help them set their mind at ease of the possible outcomes after the disclosure. In such cases, teachers need to seek help from the Principal, and Guidance Team Leader and the school social worker.

The principle of shared confidentiality should be observed. Teachers should keep to the ethics of revealing everything that is necessary to the right persons and absolutely nothing that is not. If outside help is required, teachers

should discuss with the student to whom, to what extent, and for what specific reasons will the information be divulged. In most cases, students would give their consent willingly since they need help from others.

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Professional Support Outside Schools

Whenever required, the Guidance Team can seek expert support from other professional bodies and community resources. In particular, the educational psychologists will offer psychological, social and educational assessment services and/or professional consultation on management of difficult cases on a referral basis.

Should the Guidance Team Leader, after prior handling, find it necessary to seek other professional support, he can refer the case to the appropriate agency, along with relevant personal data and background information presented by the student. He should make sure that prior parental consent has been obtained, and the principle of the Personal Data (Privacy) Ordinance is observed. If an outward referral is made, the Principal should be informed. Both parents and students should be prepared properly for outside professional assistance. Close co-ordination and communication between the Guidance Team, school social worker and outside professionals should be kept in order to have smooth collaboration to support the students in the school system.

Mobilization of Resources

In providing guidance service for students, schools could make full use of all available resources, including human resources within the school as well as community resources outside the school. The school social worker is a

resourceful personnel who could provide teachers with information on governmental and non-governmental organizations offering youth services. Besides, parents and alumni who are well acquainted with the school, are also

.....**Strong Leadership**

useful human resources in running guidance activities

With the advancement of information technology, teachers can easily access related websites for information and references on guidance. Teachers can also make use of electronic mails to exchange information and views related to student guidance with teachers of the same school and/or other schools easily. At the same time, students' opinion could be solicited through electronic means when teachers plan and evaluate guidance programmes. In addition, chatting with students through electronic means could be an effective way to reach them and start building up mutual relationship with them. In this connection, it is crucial that teachers should provide proper guidance to students, in particular, on ethical issues related to the use of information technology to obtain information and to communicate with people. Teachers also need to alert students to be aware of the possible traps when they 'chat' with friends through the ICQ.

Experience sharing through networking has started to take form in Hong Kong. Teachers are encouraged to make use of this supportive network for sharing of valuable experiences and modelling of good practices related to guidance.

In organizing guidance activities, apart from the Programme Funds for Whole School Approach to Guidance and Discipline which schools receive from the Education Department every year, teachers may also consider applying for other funds such as the Quality Education Fund.

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.