



The Chinese University of Hong Kong
Faculty of Education Hong Kong Institute of Educational Research
香港中文大學 教育學院 香港教育研究所

Certificate Course on Student Guidance and Discipline for Teachers of Secondary Schools
中學教師學生訓育及輔導證書課程 (2018/19)

PROGRAMME OUTLINE

Programme Co-ordinator

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Professor, Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong

Deputy Programme Co-ordinator

Ms. YEUNG Kin Sie, Denise, MA (CUHK)

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Teaching Staff

Mr. AU Pak Ching, MEd (CUHK)

Dr. CHAN Ting Sam, MSSc (HKU), PhD (CUHK)

Ms. CHAN Tze Kwan, Isa, MA (CUHK), MEd (CUHK)

Ms. CHO Kam Fung, MSSc (HKU)

Mrs. IU KAN Siu Mee, Amy, MSSc (UniSA), Diplomate of Logotherapy (Educator)

Ms. LEE Lai Chu, Leanna, MSW (McGill)

Mr. TSOI Kcon Wah, MSc (University of London), RSW

Mr. WAN Wai Keung, MEd (CUHK)

Course Aim and Objectives

The Course aims at providing training for teachers of secondary schools on guidance and discipline knowledge and skills. At the end of the course, the teachers are expected to have developed competency in providing guidance and discipline services and collaborating with other school personnel/professional in the delivery of student support services in schools. The following are the specific course aims:

1. To facilitate participating teachers' personal growth through experiential activities;
2. To equip participating teachers with necessary knowledge, skills and attitudes to integrate guidance and discipline work in the school system;
3. To help participating teachers understand and manage students' behaviour; and
4. To help participating teachers develop, implement and evaluate their school-based guidance and discipline work.

Course Content

The Course will comprise the following five modules with a total of 102 contact hours:

Module 1 Contemporary Approaches to Student Guidance and Discipline (18 hours)

1. Sensitivity training on personal growth, value clarification, and stress and time management for guidance and discipline teachers
2. Understanding and expanding students' vision as well as developing their competence to adapt to the rapidly changing society and world from the psycho-social perspective. Examples are learning to learn, making career choices, managing money and taking on their role in the family
3. Contemporary approaches (including the comprehensive and integrative approaches) and overseas experiences to student guidance and discipline in preparing students for today and tomorrow
4. Roles and functions of guidance and discipline in the school system

Module 2 Integration of Guidance and Discipline into the School System (12 hours)

1. Development of proactive guidance and discipline policies and practices as an integral part of the school system
2. Management and organization of guidance and discipline work in school including policy formulation, the planning and review of the comprehensive and integrative approaches and record keeping
3. Cultivating a shared vision and collaboration among teachers towards the guidance and discipline initiatives including cross-subjects collaboration
4. Community resources facilitating the implementation and integration of school guidance and discipline work

Module 3 Implementation of Developmental Guidance and Discipline Programmes in School (12 hours)

1. Series of developmental programmes to enhance students' adaptability to the transition from primary to secondary schools, including students who have recently arrived in Hong Kong, cross boundary students and non-Chinese speaking students
2. The design, implementation and evaluation of developmental lessons and programmes regarding guidance and discipline including Positive Adolescent Training through Holistic Social Programmes to Adulthood (P.A.T.H.S.) and other life skills education to facilitate the positive development of students for the rapid changing society and world
3. Debriefing skills for conducting developmental guidance and discipline lessons and programmes

Module 4 Intervention Approaches and Skills Practice for Guidance and Discipline Teachers (48 hours)

1. Intervention approaches, e.g. goal setting and problem-solving with interviewing skills practice
2. Understanding and managing students with learning, social, emotional and behavioural difficulties including:
 - school bullying, cyber bullying, and homophobic bullying
 - membership or other involvement with triad societies, shop theft, habitual lateness and truancy
 - teenage sex, child abuse, child sexual abuse, domestic violence
 - mental health problem, student suicide, self-harm
 - current issues, e.g. gambling, drug abuse, cyber addiction, compensated dating, cybersex, cyber traps, misleading/distorted/harmful apps
 - collaboration with school-based Student Support Teams in helping academic underachievers and students with special educational needs
3. Crisis management procedures applicable to the above incidents
4. Preventive and remedial programmes/services to address the above issues
5. Consultation skills for teachers and parents, especially for working with difficult parents

Module 5 Working with Parents and Community (12 hours)

1. Home-school collaboration
2. Collaboration with different professionals to work with students, e.g. police, media and health workers
3. Understanding legal issues related to school guidance and discipline work

Teaching Format

A variety of teaching strategies will be employed to enable participating teachers to achieve the course objectives in an effective way. These include lectures, group discussions, simulation exercises, role plays and skill practice.

Course Schedule and Venue

Class	Class A (SGDS_A)	Class B (SGDS_B)
Dates (Tentative)	17 September 2018 – 28 June 2019 (34 sessions) Mainly on Mondays except the following: Thursday: 27 September 2018 & 16 May 2019 Friday: 28 June 2019 (Mandatory)	19 September 2018 – 28 June 2019 (34 sessions) Mainly on Wednesdays except the following: Thursday: 2 May 2019 Friday: 28 June 2019 (Mandatory)
Time	6:30 p.m. – 9:30 p.m.	
Venue	The Chinese University of Hong Kong, Shatin, N.T.	

Medium of Instruction

Cantonese will be the major medium of instruction, with English as a supplement.

Adverse Weather Conditions

If the local storm warning signal No. 8 or above or the black rainstorm signal is issued at the following hours, classes will be suspended as appended below:

Signals issued by	Sessions suspended
5:00 p.m.	Evening sessions (6:30 - 9:30 p.m.)

If the local storm warning signal No. 8 or above or the black rainstorm signal is issued during a class period, all classes will be suspended immediately. When the black rainstorm signal is still in force, participants are advised to take shelter at a safe place until the weather and traffic conditions have improved.

Public announcements on suspension of classes made by the Education Bureau are not applicable to the University.

In case any individual session needs to be cancelled because of the adverse weather conditions, the affected session will be made up on another day as scheduled by the Hong Kong Institute of Educational Research. Participants will be notified of the arrangement in due course.

Award of Certificate

1. Participants who have attained an attendance of not less than **80%** of the **combined modules*** content hours and completed and obtained the **passing grade** in the required course work (**two assignments**) will be awarded a Certificate.
2. No application for module/lecture exemption will be accepted in this Course.
3. CPD hours will only be revealed in Teacher's Personal Profile in e-services Portal of EDB upon participant's successful completion of the course as stated above in item 1 of this paragraph.

*** The combined modules are as follows:**

1. Modules 1 and 2
2. Modules 3 and 5
3. Module 4