



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 Management and Leadership for Heads of Guidance and Discipline Teams
of **Secondary Schools** (2021/22)
(April 2022 to July 2022)

PROGRAMME OUTLINE

Course Coordinators

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Course Aims and Objectives

The Education Bureau (EDB) has commissioned The Chinese University of Hong Kong to provide this course in the 2021/22 school year. The course aims and objectives are:

1. To help teachers understand the most up-to-date theories of Guidance and Discipline and to develop their vision and mission to integrate Guidance and Discipline services in the school system;
2. To equip teachers with the necessary leadership and management skills to develop their competency in the delivery of Guidance and Discipline services, especially in times of crisis; and
3. To develop teachers the capacity on case management and group work and to collaborate with multi-disciplinary professionals.

Course Content

The Course will comprise the following five modules with a total of 48 contact hours:

Module 1: Overview of Theories Related to Management and Leadership of Guidance and Discipline Teams (12 hours)

- a) Personal development of team leaders of Guidance and Discipline service, including:
 - i) the characteristics, identity and integrity of team leaders and the vision of change;
 - ii) the ability to reflect and learn from experiences and crises; and
 - iii) the ability to relate and connect
- b) Contemporary theories and latest development on school discipline, including:
 - i) the major theoretical approaches to school discipline, intervention strategies for handling discipline problems and techniques for creating a harmonious learning environment; and
 - ii) the important concepts, issues, and theories that inform current mainstream psychotherapy and counselling practice, and the application of these theories in the school context of Hong Kong.
- c) Management skills practice for team leaders of Guidance and Discipline service, including:
 - i) staffing and work management;
 - ii) organization strategies to integrate or connect the Guidance and Discipline service;
 - iii) managing administrative work in school;
 - iv) winning trust and confidence from different stakeholders, including principal and senior teachers, panel heads, subject teachers and parents; and
 - v) coping skills for teachers to manage stress and time

- d) Effective leadership skills practice for team leaders of Guidance and Discipline service, including:
 - i) global school leadership models such as instructional leadership, transformational leadership, moral leadership, participative leadership; managerial leadership, contingent leadership, team leadership, transformational leadership and servant leadership;
 - ii) helping and motivating low-performing team members and teachers, and building a competent and self-improving team; and
 - iii) examine the importance of school leadership to the development of Guidance and Discipline services in school

Module 2: Case Intervention and Management of Incidents Related to Schools with Skills Practice (12 hours)

- a) School-based application of risk assessment and crisis management procedures, including how to work with the mass media;
- b) Approaches in working with young people (children and adolescent) experiencing different issues in their social, psychological and behavioral development;
- c) Principle and strategies in case management and conducting case conference related to school incidents, i.e. triad society, shop theft, habitual lateness and truancy, teenage sex, child sexual abuse, domestic violence, student suicide, self-harm and current issues such as drug abuse or cybersex/cyber addiction/bullying or compensated dating or gambling or homophobic bullying and misleading/ distorted/ harmful apps etc.; and
- d) Legal issues related to Guidance and Discipline, i.e. the legal responsibilities of schools, the legal duties of school to report crime and the management of personal data of schools etc.

Module 3: Intervention and Management of Incidents Related to Child Protection (6 hours)

- a) Principles and strategies in case management related to Child Maltreatment, including:
 - i) overview and principles of handling Child Maltreatment cases;
 - ii) identification of suspected Child Maltreatment cases;
 - iii) intervention and support of suspected Child Maltreatment cases; and
 - iv) legal issues related to Child Maltreatment.
- b) Principles and strategies in case management related to School Bullying, including:
 - i) overview and principles of handling School Bullying;
 - ii) preventive measures to School Bullying, such as developing reporting channel and help-seeking mechanism, in-school anti-bullying education and promotion, etc.;
 - iii) intervention and support of School Bullying cases; and
 - iv) legal issues related to School Bullying.

Module 4: Introduction to Group Work (6 hours)

- a) Different theories, methods, professional preparation and the leadership of a group leader in the school context of Hong Kong; and
- b) Process and dynamics of a group, and the necessary skills and different approaches for applying to group Guidance and Counselling in order to meet the development needs of students.

Module 5: Collaboration with Multi-disciplinary Professionals in and out of School to Provide Integrated Guidance and Discipline Services (12 hours)

- a) Collaboration of Guidance and Discipline teachers with other teachers and of their school's sub-systems and other professionals to provide integrated Guidance and Discipline services;
- b) Collaboration and working with difficult parents;
- c) Collating outside resources of Guidance and Discipline service; and
- d) Development and evaluation of school Guidance and Discipline work based on needs assessment/ data analysis and record keeping

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.

Medium of Instruction

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

Course Schedule and Venue

Dates** (Tentative)	2 April 2022 – 16 July 2022 (16 sessions; mainly on Thursdays, Fridays and Saturdays) Module 1 : 2, 9, 14, 23 Apr 2022 Module 2 : 29 Apr, 6, 13, 20 May 2022 Module 3 : 27 May, 2 Jun 2022 Module 4 : 10 Jun, 17 Jun 2022 Module 5 : 25 Jun, 2, 9, 16 Jul 2022
Time	Saturday: 2:00 p.m. – 5:00 p.m. Thursday, Friday: 6:30 p.m. – 9:30 p.m.
Venue***	The Chinese University of Hong Kong, Shatin, N.T. <i>(Only under special circumstances, the mode of teaching may be changed to on-line teaching)</i>

**Exact dates will be announced in the Conditional Offers.

*** All participants must have received at least one dose of COVID-19 vaccination in order to gain entry to the campus and facilities of CUHK. They must present their Vaccine Pass for verification to show evidence of vaccination or exemption for medical reasons. For details, please visit the relevant webpage of CUHK.

<https://www.cuhk.edu.hk/english/whats-on/focus/vaccination-faq.html>

Adverse Weather Conditions

For Face-to-face classes

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 below:

Signals issued by	Sessions/Periods suspended
7:00 a.m.	Morning sessions (9:30 a.m. to 12:30 p.m.)
12:00 noon	Afternoon sessions (2:00 p.m. to 5:00 p.m.)
5:00 p.m.	Evening sessions (6:30 p.m. to 9:30 p.m.)

If the announcement of “extreme condition” by the Government after super typhoons is issued at 7:00 a.m. or after, all classes will be suspended for the whole day.

If the local storm warning signal No. 8 or above, the black rainstorm signal or the announcement of “extreme condition” by the Government after super typhoons is issued during a class period, all classes will be suspended immediately. Students are advised to take shelter at a safe place until the weather and traffic conditions have improved.

For Online classes (if applicable)

Unless otherwise advised by the course teachers concerned with alternative arrangements, all online classes will continue as scheduled under any weather conditions, including when Tropical Cyclone Warning Signal No. 8 or above and/or Black Rainstorm Signal is hoisted.

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 are required to attend all sessions. Participants who have attained an attendance of not less than 80%* and completed and obtained the passing grade in the required course work (1 written assignment) 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 in item 1 of this paragraph.

* *In each module, participants are required to attend not less than three sessions. Modules 3 and 4 are counted jointly.*

Assessment Requirement

Participants are required to complete **ONE written assignment** from Modules 1 to 5.

Please submit a reflective essay of **around 2,000 words** (in either English or Chinese) in **ONE of the assignment topics** selected from **Module 1 or Module 2 & Module 3 or Module 4 or Module 5**.

Assignment submission deadline: 30 July 2022

Module 1

Write a reflective essay on the following topic:

As a team leader of guidance and/or discipline service, reflect your ability and leadership style in building a competent team. What are the challenges involved in being a leader at your school setting and how do you cope with such challenges?

Module 2 & 3

Write a reflective essay around 1200-1400 words (Chinese/English) on ONE of the following topics:

- (1) Your experience of handling a student case.
- (2) As a discipline/guidance head, what is the biggest challenge in handling student cases?

Module 4

Reviewing and summarizing your learning from lectures through writing a reflective essay on how to apply groupwork in your school (it may involve the following):

- Reflect on group leading process and activities concerning group work practice, the group dynamics, norms, and cultures of your groups.
- Use of group skills and programmes for promoting students' guidance and discipline in school (in the perspective of school management and leadership).
- Share your personal reflection, ideas, feeling and thoughts learning from the lectures.
- How can these learnings be applied and generalized into school for enriching the Management and Leadership for Heads of Guidance and Discipline Teams?

Module 5

Write a reflective essay on ONE of the following topics:

- (1) 試分析學校曾經處理的一個家長投訴個案。先描述個案的基本情況；然後分享學校的處理過程；最後運用課堂所學，對該個案進行反思。
(可運用的觀念：學生為本、學校系統、了解家長、老師如何預備自己、可運用的處理技巧、預防措施)
- (2) 試以你學校的情況，撰寫一份改善訓輔工作的計劃書，內容包括選擇一項進行改善的範疇，審視現況，然後提出改善方案。
(改善的範疇可包括：個案跟進工作、全年計劃的制定、危機處理、虐兒個案處理、特殊教育的融合教育、處理家長投訴、預防學童自殺.....)
(改善方案可包括：需求評估/數據分析、通報機制、訓輔內的協調、與不同部組的協調、運用外部資源)

References

Module 1

1. Corey, Marianne S. & Corey, G. (2021). *Becoming a Helper (8th ed.)*. Boston, MA: Cengage Learning.
2. Davis, J. R. (2017). From discipline to dynamic pedagogy: A re-conceptualization of classroom management. *Berkeley Review of Education*, 6(2), 129-153.
3. Dollarhide, C. T. (2003). School counselors as program leaders: Applying leadership contexts to school counseling. *Professional School Counseling*, 6(5), 304- 308.
4. Gysbers, N. C. & Henderson, P. (2001). *Leading and Managing Comprehensive School Guidance Programs*. ERIC/CASS Digest. Retrieved from <https://files.eric.ed.gov/fulltext/ED462670.pdf>.
5. Kottler, J., & Shepard, D. (2015). *Introduction to counseling: Voices from the field (8th ed.)*. Stamford, CT.: Cengage Learning.

Module 2

1. Andreou, E. (2001). Bully/victim problems and their association with coping behavior in conflictual peer interaction among school-age Children. *Educational Psychology*, 21, 59-66.
2. Mayer, B. (2000). *The dynamic of conflict resolution: A practitioner's guide*. San Francisco: Jossey-Bass/Wiley.
3. Murphy, J. J. (2006). *Solution-focused counseling in middle and high Schools*. United States of America: Person Education, Inc.
4. O'Connell, B. & Palmer, S. (2003). *Handbook of solution-focused therapy*. London: SAGE Publications Ltd.
5. Power, T. & Bartholomew, K. (1987). Family-school relationship patterns: An Ecological Assessment. *School Psychology Review*, 16 (4).
6. Selekman, M. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. New York: Guilford Press.
7. 母親的抉擇 (2018)。《給社會工作者的簡介手冊－兒童及家庭工作的法律資訊》。第一版 (更新版)。檢自：<https://www.motherschoice.org/app/uploads/2016/10/Chinese-legal-manual-online-version-Revised-May-2018-FINAL.pdf>
8. 吳惠貞 (2009)。《探討涉及未成年性罪行的裁判與公義研究報告》。香港：護苗基金。

9. 高劉寶慈等 (1997) 合著。《個案工作：理論及案例》。香港：集賢社。教育局 (2019)。《預防學生自殺資源套》。香港：香港特別行政區政府。
10. 教育局 (2017)。《認識及幫助有精神病患的學生－教師資源手冊》。香港：香港特別行政區政府。
11. 教育局 (2019)。《預防學生自殺資源套》。香港：香港特別行政區政府。
12. 教育局 (2020)。《學校危機處理——危機善後介入工作及心理支援應用手冊 (適用於學生及教職員傷亡事件)》。香港：香港特別行政區政府。檢自：<https://www.edb.gov.hk/attachment/tc/student-parents/crisis-management/about-crisis-management/crisistc.pdf>
13. 劉玉琮、梁玉珍、王定茹 (2008)。《處理學童缺課及輟學問題——家庭為本實務手冊》。香港：香港中文大學社會工作學系新地心理健康工程。
14. 盧錦華、朱錦嫦 (2010)。《從「傷害」到「康和」康和服務調解實錄》。香港：循道衛理中心。

Module 3

1. Andreou, E. (2001). Bully/victim problems and their association with coping behavior in conflictual peer interaction among school-age Children. *Educational Psychology*, 21, 59-66.
2. Mayer, B. (2000). *The dynamic of conflict resolution: A practitioner's guide*. San Francisco: Jossey-Bass/Wiley.
3. Social Welfare Department (2020). *Protecting children from maltreatment - Procedural guide for multi-disciplinary co-operation* (Revised 2020). Hong Kong: The Government of the Hong Kong Special Administration Region. Retrieved from https://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1447/
4. 黃成榮 (2003)。《學童欺凌研究及對策——以生命教育為取向》。香港：花千樹出版。

Module 4

Major Textbooks:

1. 甘炳光 (2009)。《小組遊戲帶領技巧：從概念到實踐》。香港：香港城市大學出版社。
2. 林孟平 (2001)。《小組輔導與心理治療》。香港：商務印書館。
3. Yalom, I.D. (1998). *The Yalom Reader: Selection from the Work of a Master Therapist and Storyteller*. New York: Basic Books.

References:

1. Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole.
2. Toseland, R.W., & Rivas, R.F. (2017). *Introduction to Group Work Practice* (8th ed.). Boston: Pearson/ Allyn & Bacon.
3. Yalom, I.D. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Perennial.

Module 5

Recommended Readings:

1. 大埔浸信會社會服務處 (2017)。《社會工作服務彙編 (四)——家校訓輔成長路 (小學篇)》。香港：大埔浸信會社會服務處。
2. 吳迅榮 (2019)。《家庭學校及社區協作——理論，模式與實踐：香港的經驗與啟示》。香港：學術專業圖書中心。
3. 胡潔婷、楊虹、駱慧芳 (1999)。《臨危不亂：校園危機處理手冊》。香港家庭福利會出版。

網上資源:

1. 教育局 (2019)。《和諧校園齊創建之「校不容凌」》資源套。教育局。
2. 教育局 (2019)。《預防學生自殺資源套》。教育局。
https://www.edb.gov.hk/attachment/tc/teacher/student-guidance-discipline-services/gd-resources/2019.09.02Suicide%20Prevention%20Guidebook_C.pdf
3. 教育局 (2020)。《學校危機處理——危機善後介入工作及心理支援應用手冊》。教育局。
<https://www.edb.gov.hk/attachment/tc/student-parents/crisis-management/about-crisis-management/crisistc.pdf>
4. 香港學校訓輔人員協會<http://www.hkdca.org/>