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 Primary Schools (2026/27)
小學教師學生訓育及輔導證書課程

PROGRAMME OUTLINE

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Course Aim and Objectives
The Education Bureau has commissioned The Chinese University of Hong Kong to provide this course in the 2026/27 school year. 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/ 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. Comprehensive Student Guidance Service launched by EDB in the 2002/03 school year and other integrative Guidance and Discipline approaches with relevant overseas experiences 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 on the transition from kindergarten to primary schools and primary to secondary schools, including students who have recently arrived in Hong Kong, cross boundary students and non-Chinese speaking students
2. Design, implementation and evaluation of developmental lessons and programmes regarding guidance and discipline such as Personal Growth 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.

Medium of Instruction

Cantonese will be the major medium of instruction, supplemented with English.

Course Schedule and Venue

Class	Class A	Class B
Dates** (Tentative)	**24 September 2026 – 21 June 2027 (34 sessions)** Mainly on Mondays, some on Thursdays/ Fridays.	**23 September 2026 – 23 June 2027 (34 sessions)** Mainly on Wednesdays, except the following: 10 Jun 2027 (Thursday)
Time	6:30 p.m. – 9:30 p.m.	
Venue	The Chinese University of Hong Kong, Shatin, N.T. *(Under special circumstances, the mode of teaching may be changed to on-line teaching)*	

Adverse Weather Conditions

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

Signals issued by	**Sessions suspended**
4:00 p.m.	Evening sessions (6:30 p.m. - 9:30 p.m.)

If the Tropical Cyclone Warning Signal No. 8 or above or the black rainstorm warning signal is issued during a class period, all classes will be suspended immediately. When the black rainstorm warning signal is still in force, participants are advised to take shelter at a safe place until the weather and traffic conditions have improved. If the announcement of "extreme condition" by the Government after super typhoons is issued at 6:00 a.m. or after, all classes will be suspended for the whole day.

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 overall attendance of not less than 80% of the content hours, fulfilled the minimum attendance required in the modules, 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 in item 1 of this paragraph.

Assessment Requirement

Notes:

1. The assignments can be completed in either English or Chinese, with 2,000–2,500 words in length.
2. Participants are required to complete **TWO** written assignments (A and B) from Modules 1 to 4. **Assignment A** is to be selected from **Module 1 or Module 3**; **Assignment B** from **Module 2 or Module 4**.

Assignment A

Module 1 **Assignment submission deadline: [Class A: 4 January 2027; Class B: 6 January 2027]**

Submit a self-evaluation report on the experience gained in Module One, including a personal reflection on your view on man and your own concern and struggle in delivering guidance and discipline to students in local school setting.
提交一份自我評估報告，檢視個人在單元一的學習體會，並反思對「人」的理解及在校為學生提供輔導及訓育時，自己內心的關注。

Module 3 **Assignment submission deadline: [Class A: 4 January 2027; Class B: 6 January 2027]**

Please choose **either one** of the following topics:

1. With reference to the particular needs of some groups of your students experiencing adaptation problems, (e.g., all P.1 students coming from kindergartens, students who have recently arrived in Hong Kong, cross-boundary students, or non-Chinese speaking students, etc.) and the situation in your school, design a bridging programme/a series of activities to enhance students' ability to successfully adapt to the learning environment of your primary school. Integration of knowledge and skills in programme design, implementation and evaluation should be reflected within the programme.
因應你某些面對適應問題的學生組群之獨特需要（例如所有由幼稚園升小一的學童、新來港學童、跨境學童、或非華語學童等）及你任教學校的情況，設計一個銜接課程／一系列活動，以提升學生適應你的學校學習環境的能力。銜接課程必須反映課堂上所學到有關活動設計、執行及評鑑的知識及技巧。

2. With reference to the developmental needs of your students, conduct an analysis on a programme (or a series of activities) that is aimed at developing **ONE** aspect of positive child and adolescent development in your students (e.g., resilience, moral competence, social competence, prosocial norms and involvement, or positive identity … etc). Your analysis should **at least include** (1) your understanding of and comments on the theoretical base and design of the programme; (2) based on your knowledge on programme implementation, discussion on how it can be effectively implemented (including debriefing); and (3) your deliberations on the strengths and limitations of the programme.
因應你現在教導的學生的成長需要，請你就一個旨在協助你的學生發展**某一**正面兒童及青少年成長範疇(例如：抗逆能力、分辨是非能力、社交能力、親社會規範及參與公益活動、或正面身份…等)的課程(或一系列活動)進行分析。你的分析須**最少包括**以下方面：(1) 你對課程的理論基礎及設計的瞭解和評論；(2)基於你就程序推行所掌握的知識，討論如何能有效推行該課程(包括解說)；及(3)你對該課程的優點和缺點之剖析。

Assignment B

Module 2 **Assignment submission deadline: [Class A: 14 June 2027; Class B: 16 June 2027]**

"Bridging the Gaps in My School's Comprehensive Care and Support System: A Reflective Gap Analysis and Action Plan"
「彌補我校全方位關顧支援系統的缺口：一份反思性差距分析與行動計劃」
Based on your **observations and experiences**, identify the significant gaps in your school's Comprehensive Care and Support System across the four domains. Then, propose a concrete **action plan** to address this gap.
請根據你在學校中的**觀察與親身經驗**，識別「全方位關顧支援系統」在四個範疇中**最明顯的差距或不足**，並就所發現的差距，提出一個具體且切實可行的**行動計劃**，以作改善。

Module 4 **Assignment submission deadline: [Class A: 14 June 2027; Class B: 16 June 2027]**

Choose one issue from the list below (a–g) and share your reflection and evaluation on the issue in various areas. In each area, include specific examples from your own experience:

(i) Prevention and Intervention strategies
(ii) Collaboration with different parties
(iii) **Difficulties, Dilemmas, and Choices** teachers faced when dealing with the issued

請從以下清單（a–g）中選擇其中一項議題，分享你對此議題的幾個範疇所作出的反思和體會，並在每個範疇中，加入你自身經驗的具體例子。這幾個範疇包括：

(i) 預防及介入策略
(ii) 與不同人仕的協作
(iii) 老師在處理該議題時所遇到的困難、矛盾和抉擇

Issues to be chosen 可選取的議題:

a. Mental health problems（精神健康問題）
b. Bullying（欺凌）
c. Internet addiction（網絡沉溺）
d. Students with special educational needs（學習上特殊需要的學生）
e. Self-harming and suicide（自傷及自殺）
f. Child maltreatment and domestic violence（虐待兒童及家暴）
g. Adolescent sexuality issue（青少年與性）

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Module 1

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