

# 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 (2025/26)
中學教師學生訓育及輔導證書課程

# PROGRAMME OUTLINE

# **Programme Co-ordinators**

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# **Deputy Programme Co-ordinator**

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# **Teaching Staff**

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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 2025/26 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 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 on 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. Design, implementation and evaluation of experimental learning lessons and programmes regarding guidance and discipline, including but not limited to 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 maltreatment, 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	22 September 2025 – 22 June 2026 (34 sessions)	24 September 2025 – 24 June 2026 (34 sessions)
(Tentative)	Mainly on Mondays, except the following:	Mainly on Wednesdays, except the following:
	10 Oct 2025 (Friday) & 28 May 2026 (Thursday)	3 & 31 Oct 2025 (Fridays)
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

5:00 p.m. Evening sessions (6:30 - 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 7:00 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 <u>TWO</u> written assignments (A and B) from Modules 1 to 4.

  <u>Assignment A</u> is to be selected from <u>Module 1 or Module 2</u>; <u>Assignment B</u> from <u>Module 4 or Module 5</u>.

# Assignment A

#### Module 1

# Assignment submission deadline: [Class A: 5 January 2026; Class B: 7 January 2026]

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 2

# Assignment submission deadline: [Class A: 5 January 2026; Class B: 7 January 2026]

Based on a comprehensive support and care system for students at school, there are at least four domains to be addressed, namely, Policy & Organization, Supportive Services, Personal Growth Education and Responsive Services. Give <u>a reflection and evaluation</u> on how these 4 domains are addressed and the collaboration among different parties at the school you are serving. Practical ways of improvements should also be suggested so as to enhance the support and care provided at school. 為學生提供全面的關顧與支援系統包括在政策與組織、對老師及家長的支援、個人成長教育與及輔導服務方面作出細心的策劃。以現時任教學校的輔導及訓育工作為基礎,就它能否在這四個範疇,以及與相關人仕的合作,為學生提供全面的關顧與支援,作出**反思及檢討**,進而提出有效方法以促進或改善為學生作出的訓輔支援。

# Assignment B

#### Module 4

# Assignment submission deadline: [Class A: 15 June 2026; Class B: 17 June 2026]

Choose one of the following children's or adolescents' learning, emotional or behavioral issues (a-f) that have been discussed in class and share your reflection and evaluation on the issue in various areas including:

- (i) The use of prevention and intervention strategies (skills, approaches and attitude)
- (ii) Collaboration with different parties in rendering relevant services/help
- (iii) Difficulties teachers encountered in helping students work through these psychosocial hurdles, dilemmas in coping and decision-making

請從課堂中曾探討的兒童及青少年的學習、行為及情緒問題中選擇其中一項 (a-f),分享你對此議題的幾個範疇所作出的反思和體會。 這幾個範疇可包括:

- (i) 預防及介入策略的採用 (技巧、方法及態度)
- (ii) 和其他有關人仕(包括老師、家長或其他專業)的合作,及相關服務的提供
- (iii) 協助兒童或青少年跨越這些成長中的問題時老師所遇到的困難、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. Adolescent sexuality issue (青少年與性)
- f. Child maltreatment and domestic violence (虐待兒童及家暴)

# Module 5

# Assignment submission deadline: [Class A: 15 June 2026; Class B: 17 June 2026]

A reflective practice-based study on home-school collaboration / media response in your school context: current challenges and proposed strategies for improvement.

基於現任教學校的現況,從實務經驗探討「家校協作」或「傳媒應對」(選其中一項便可)之反思,包括現時的挑戰並提出具體改善方案。

#### References

#### Module 1

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- 2. Corey, G. (2021). Theory and practice of counseling and psychotherapy (10th ed.). Boston, MA: Cengage Learning
- 3. Corey, G., & Corey, M.S. (2018). I never knew I had a choice: Explorations in personal growth (11th ed.). Boston, MA: Cengage Learning.
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- 5. Levin, J. & Nolan, J. F. (2014). *Principles of classroom management: a professional decision-making model* (7th Ed.). US: Pearson Education Inc.

#### Module 2

- 1. Hidayata R., & Makhmudaha U. (2016). Students' readiness to implement comprehensive guidance and counseling services: A preface for improvement. Prosiding ICTTEFKIP UNS, 1(1), 478-483.
- 2. Jacobs, K. & Struyf, E. (2015) A First Step Toward a Comprehensive Model of Integrated Socio-emotional Guidance: Investigating the Effect of Teachers' Task Perception and a Supportive Network at School. *The Journal of Educational Research*, 108:2, 95-111, DOI: 10.1080/00220671.2013.839542
- 3. Lam, S.K.Y., & Hui, E.K.P. (2010). Factors affecting the involvement of teachers in guidance and counselling as a whole-school approach. *British Journal of Guidance & Counselling*, 38(2), 219-234.
- 4. Gysbers, N. C., & Henderson, P. (2015)。《學校輔導與諮商方案的設計、實施與評鑑》。新北市:心理出版社。
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# Module 3

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- 2. 鄧淑英、麥淑華 (2015)。《成長體驗 Debriefing》(增訂版)。香港:突破出版社。
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- 2. Laser, J. A., & Nicotera, N. (2011). Working with adolescents: a guide for practitioners. New York: Guilford Press
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# Module 5

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