School Guidance and Counselling

Trends and Practices

Edited by
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(In chapter sequence)

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The Fundamentals, Definition, Philosophy, Goals and Current Trends of School Guidance in Hong Kong

Pattie Yuk Yee Luk-Fong

Guidance has been considered a pervasive force within the school curriculum or instructional process that aims at the maximum development of individual potentialities.

(Myrick 1993: 2)

Confucius says: To teach regardless of what kind of person that is.

– *The Analects*, Book 15, *Duke Ling of Wei* (Analects 15: 39)

Abstract

This chapter begins by studying the relationship between East-West cultural traditions and guidance, before coming to a definition of 'guidance' and 'counselling', and moving on to explore the philosophical values, functions, targets and stages of school guidance. The complementary role that discipline and guidance play in school education is emphasized, while the need to integrate discipline, guidance and teaching as one holistic educational process is also pinpointed. The chapter concludes with an overview of the trends of the development of guidance in Hong Kong.

Objectives

This chapter will help you:
*   describe the relationship between East-West cultural traditions and guidance;
*   differentiate between guidance and counselling;
*   understand the philosophical values, functions, targets and stages of guidance;
*   identify the similiarities and differences between discipline and guidance;
*   comprehend the importance of integrating the three related educational processes of discipline, counselling and teaching; and
*   recognize the current trends in the development of school guidance in Hong Kong.

Before You Start: Think and Discuss

1.   How does the East-meets-West context of Hong Kong impact on school guidance?
2.   What are your views on the 'three-in-one' approach to integrate discipline, guidance and teaching? What would be the difficulties in the implementation of such an approach?
3.   In the school where you are studying or where you are a teacher-in-training, are you able to detect any particular trends in the development of guidance? Does the overlap of discipline and counselling create any problem?

Introduction

It has long been in the Chinese tradition to uphold the Confucian school of thought, with the Confucian concept very much ingrained in education. There is an often quoted dictum in *Book 15* of *The Analects*, 'Confucius says, "To teach regardless of what kind of person that is",' which points out that a teacher should teach his students irrespective of their wealth, birthplace, social status, and intelligence level. In these words, Confucius not only points out the importance of education, but also underlines his preaching of the egalitarian principle. His philosophy has been the guiding principle for many generations. The Western concept, on the other hand, proposes that 'guidance has been considered a pervasive force within the school curriculum or instructional process that aims at the maximum development of individual potentialities' (Myrick 1993). It is quite clear that the individual is as important in the educational tradition of the East as it is in the West.

Guidance in Hong Kong

In studying the guidance and counselling services of Hong Kong, the unique context of Hong Kong as a place where East meets West must be taken into consideration. More than 150 years as a British colony (1840–1997) has established deep roots of Western traditions in indigenous Chinese soil in education and guidance. Stevenson and Stigler (1992), Cheng (1990; 1995) and Cheng and Wong (1996) have written extensively on differences between Eastern and Western traditions in terms of education and schooling. Cheng (1990) talks about the constant conflicts and struggles between Western and Chinese cultures in education. Yet he points out that although 'in education, educators seem to accept both traditional and Western ideas without much hesitation, they are now in process of trying to combine the two into a

coherent system' (1990: 171). King (1996: 274) also posits that 'in a way the entire culture of Hong Kong has been shaped by the struggle between conflicting values.'

As guidance essentially comes from the West and it has been grafted onto an essentially Chinese educational system in Hong Kong, it is expected that guidance in Hong Kong will comprise both Western and Chinese traditions.

Aspects of Chinese Traditions Associated with Guidance

The Chinese traditions attach great importance to the five aspects of whole person development for students: moral, intellectual, physical, social and aesthetic, while strong emphasis is put on discipline and moral education. Teachers in the Discipline Teams would inculcate the value of discipline and moral uprightness through the weekly assemblies devoted to moral education. Class teachers would be responsible for looking after the personal growth of students. As such, the form-class structure becomes the major framework for facilitating students' personal growth. This common practice is in line with the traditional role of the teacher as a vehicle for 'pointing the way, imparting knowledge and resolving problems'. The perceived role of Chinese teachers to resolve issues for students is quite similar to the aim of guidance in helping students find solutions to their problems. Yet it must be understood that the Chinese traditions dictate that problem resolution should be teacher-led, which contrasts the Western concept of 'helping others to help others to help themselves.' To firmly grasp the concept of guidance in Hong Kong, we must take Hong Kong's East-meets-West cultural context as the starting point.

Defining Guidance

Guidance is a process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle. One distinction between guidance and counselling is that guidance focuses on helping individuals make important decision, whereas counselling focuses on helping them make changes. Most of the early occurrences of guidance take place at in schools where an adult would help a student make decisions, such as on a course of study or a vocation. The unequal relationship between teachers and students helps the less experienced person find directions in life. Similarly, children have long received 'guidance' from parents, ministers, scout leaders, and coaches. In the process they have gained an understanding of themselves and their world (Shertzer and Stone 1981). This type of guidance will never become passé; regardless of one's age or one's stage of life, a person often needs help in making choices. Yet such guidance is only one part of the overall service provided by professional counselling (Gladding 2000).

According to M. C. Shaw (1973: 7), 'Guidance is … a third force within the educational framework'.

> Guidance will be defined as a program . . . within the school system whose primary task is the application of skills and theory derived from the behavioral sciences. These skills will be primarily toward the accomplishment of goals related to the affective domains. (1973: 10)

Milner (1980) views guidance as 'the presentation of knowledge, information and/or advice to individuals or groups in a structured way so as to provide sufficient material upon which they may base choices or decisions'. Miller, Fruehling, and Lewis (1978: 7) offer a different definition:

> Guidance is the process of helping individuals achieve the self-understanding and the self-direction necessary to make informed choices and to develop the behaviour necessary to move toward self-directed goals in intelligent or self-correcting ways.

They also elaborate on the fundamental principles of guidance:

1. Guidance is for all students.
2. Guidance is for students of all ages.
3. Guidance must be concerned with all areas of growth of the students.
4. Guidance encourages self-discovery and self-development.
5. Guidance must be a co-operative enterprise involving students, parents, teachers, administrators and counsellors.
6. Guidance must be an integral part of any education programme.
7. Guidance must be responsible both to the individual and society. (Miller, Fruehling and Lewis 1980: 8–12)

Myrick (1993: 2) further points out that:

> Guidance has been considered a pervasive force within the school curriculum or instructional process that aims at the maximum development of individual potentialities.

He goes on to discuss that there are the programme, service, activities, lessons, personnel, counsellor and resources for guidance. Stone and Bradley (1994: 24) define guidance as:

> a programme of experiences aimed at assisting individuals in better understanding themselves, others, and the world in which they live so that they might make informed choices, solve problems and become responsible members of the community in which they live.

In summary, guidance comprises the following characteristics:
1.   It involves a planned programme.
2.   It is part of the school curriculum.
3.   It is a force for the affective domain of the curriculum.
4.   Its goal is for the maximum development of individual potentialities for all.
5.   It helps individuals understand oneself and others, make informed choices, resolve problems and become responsible members of society.
6.   It involves behavioural science theory and skills.
7.   It requires concerted effort from students, teachers, parents, support professionals and administrators.

School guidance has these special features:
1.   It promotes the students' whole person development.
2.   Guidance service should have a developmental nature.
3.   Guidance should be preventive. (Hui 1998)

Case Study 1

On school-leaving day, Miss Fung receives a letter from an unknown sender with a thank-you card inside. The card reads, 'Miss Fung, thank you very much for your unfailing support as well as teaching. Even though I am leaving school today, it is still my sincere wish that you remain a happy teacher forever!' The card was signed, but gave no name of the sender. Miss Fung was puzzled and tried to figure out who would have sent this card to her. At last, she was amazed to learn that it was from Chi-kit, whom she had taught for more than four years. He was remembered as being aloof, reticent and mediocre at the beginning. As he seldom talked to the teachers, he did not leave any deep impression on Miss Fung when they first met. Later, when Chi-kit joined the drama club run by Miss Fung, she discovered that although he appeared to be taciturn, Chi-kit was willing to try new things, diligent in his study, and highly creative. Miss Fung was pleased as she learnt from this experience that a person is like a blank sheet, but given the opportunities and suitable stimuli for exerting oneself and developing one's potentials, it is possible to achieve a life of glorious colours.

Broadly speaking, this is a case of guidance at work. Miss Fung was able to help her student realize and eventually fully develop his potential through extra-curricular activities. It illustrates that guidance is an integral part of the total educational process. Having taught Chi-kit for four years, Miss Fung has established a good teacher-pupil relationship with him. His participation in the drama club organized by her led to his transformation from a reticent, withdrawn student to

a prized student who was open to new experience, diligent in study, and highly creative. This is a good example of how extra-curricular activities as part of school life can be an important means to discover students' talents.

Defining Counselling

'Guidance' and 'counselling' are by definition fundamentally different. As yet, there is still no consensus on the definition of counselling. According to the American Counselling Association (2004), professional counselling refers to 'the application of mental health, psychological, or human development principles, through cognitive, affective, behavioural or systematic intervention strategies, that address wellness, personal growth, or career development, as well as pathology'. In 2010, the representatives of the American Counselling Association announced a new definition of counselling as 'a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals'.

This definition is an extension of those expounded by previous scholars. According to Lewis (1970), 'counselling is a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor) who provides information and reactions which stimulate the client to develop behaviours which enable him to deal more effectively with himself and his environment' (cited in Hui 2003: 9). This interpretation is shared by Murgatroyd (1985) who undertook to develop a definition of counselling on behalf of the Division of Psychotherapy of the American Psychological Society, viz., 'to help an individual in the process of growing up to overcome personal difficulties so as to enable him/her to realize his/her potentials to the fullest'(cited from APA website).

Counselling in education may be described as a relationship developed between a counsellor and a person in a temporary state of indecision, confusion or distress. It can help the individual to make his/her own decisions and choices, to resolve his/her issues or cope with his/her distress in a realistic and meaningful way (Milner 1980). Later, A. Jones (cited by Murgatroyd 1985) points out that guidance is an empowering process, the aim of which is to help an individual make sense of his/her life, grow and reach maturity through learning, taking responsibilities and coming to his/her own decisions. Nelson-Jones (1983) also considers that the aim of counselling is to help the client (basically one receiving consultation outside of a clinical environment) help himself/herself. The psychological skills expected of a counsellor include establishing a relationship with the client and helping him/her change his feelings, thoughts and behaviour.

Rogers (1942) also states that effective counselling consists of a structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of this new orientation.

To sum up, counselling may be said to have the following essential elements:

1. Counselling is an empowering process of the client;
2. Counselling can facilitate the individual's attempts to overcome hurdles, resolve confusions and distress, and take innovative measures;
3. Counselling is a process whereby an individual attains his personal growth and cope effectively with his environment; and
4. Counselling is a relationship.

Case Study 2

Wing-man is an S. 2 student. She used to take her little sister, who was in P. 2, to school every morning before she went to school. One day, because Wing-man had to go to school earlier than usual, she asked her grandma to take her little sister to school instead. Unfortunately, the little girl was knocked down by a car and died as a result of the accident. Her sudden death caused great distress to Wing-man and her family to the point of near breakdown. Her grandma blamed herself for the accident and had to be hospitalized for emotional trauma. Feeling over-burdened, Wing-man's mother decided to call her class teacher, Miss Chow, to help comfort Wing-man. Miss Chow arranged a private meeting with Wing-man, who broke into tears as soon as she saw Miss Chow. She blamed herself for not taking her sister personally to school on that fatal day. Miss Chow held Wing-man's hand and explained that she should accept her sister's death as accident. She encouraged Wing-man to be strong for the sake of her parents. Miss Chow then prayed with her that her sister might rest in peace. After that, Wing-man pulled herself together and went to school as usual. As time passed, she learnt to live with the sad fact of her younger sister's death.

This is an example of a counselling case. Whenever a family problem comes up, it is not uncommon for the parents to request teachers' help to counsel the student concerned. It is easy to see that Miss Chow enjoyed a good relationship with Wing-man for as soon as she was alone with Miss Chow, she could no longer hold back her tears. Miss Chow cared for her student and took the initiative to talk to her about her sister's death as she knew quite well that Wing-man was very close to her little sister. Miss Chow's readiness to show concern and willingness to listen not only helped calm down Wing-man in her agitated state, but also removed any damaging misconception that her sister's death might be linked to her failure to take her to school on that day. The case shows that Miss Chow has succeeded in helping Wing-man to accept her sister's death and in bringing herself gradually

back to normal life. But as to whether it is appropriate for Miss Chow to hold Wing-man's hand, to pray with her, to urge her to be strong, and not to add to her parents' worries, some may think that such actions are open to debate.

Philosophy behind Guidance

From a philosophical point of view, guidance focuses on the individual, with understanding as the core. There is also the belief that, as all are born equal, everyone should be able to benefit from the educational opportunity for the fullest development of one's potentials.

Functions of Guidance

The functions of guidance encompass prevention, development and therapy. Prevention refers to the provision of guidance services before the onset of the problems. Development refers to the requirement for guidance to suit the students' developmental needs. Personal growth education (including whole person development) forms an important part of preventive and developmental guidance in Hong Kong, often disseminated through cross-curricular programmes such as civic and moral education, and extra-curricular activities such as sports and cultural activities, and academic subject societies. Therapy refers to the intervention by the guidance personnel when students encounter problems.

Prevention   Therapy
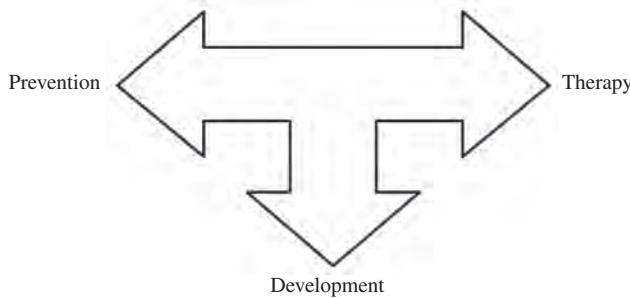
Development

Figure 1.1 The functions of guidance

Goals of School Guidance

School guidance aims at enhancing the quality of students' learning and personal development (Johnson 2000; Campbell and Dahir 1997) and fostering their

growth towards whole person development. Since prevention is an inherent nature of guidance, guidance service should be made available to students before real problems arise. In the article 'Gender, Class, Race', Lee (2001) states that differences in gender, class and race do exist and have significant impacts on students' growth and development, so they must not be overlooked.

Goals, Targets and Phases of Guidance and the Guidance Personnel

General mode of guidance at schools

According to Yau-Lai (1998), school guidance at the early stages of its development lacked coherent organization, leading to nebulous goals. Shaw (1973) later formulated a mode of organization which takes into account the goals, targets, timing and strategy of guidance. In other words, it is to consider 'why', 'who', 'when' and 'how' to guide at the same time. Table 1.1 shows that the early phase of guidance is concerned with general prevention and development, and it points to the need of providing long-term guidance service to all students. In the middle phase of guidance service, students with problems are the major targets. The goal of guidance is to ensure the timely identification and provision of guidance for the students with problems. Lastly, if the situation continues to worsen until it reaches the final phase, the goal of guidance service will shift to one of diagnosing and treating students with severe problems.

Table 1.1 illustrates the goals, targets, phases of guidance service and the suitable guidance personnel. It also points out how important it is for the guidance personnel to work together as a team within the school.

Table 1.1 The goals, targets, phases of guidance and the guidance personnel

Phases of guidance	Goals	Targets	Guidance personnel
Early phase	Developmental and preventive	All students	All teachers (class teachers in particular), career masters/mistresses (only present in secondary schools)
Middle phase	Timely identification and counselling	Students with problems	Student guidance teachers, remedial teachers, school social workers
Final phase	Diagnosing and therapeutic treatment	Students with severe problems	Clinical psychologists

The goals of guidance are to prevent problems from arising, help students grow up healthily, identifying those with problems so as to provide them with the timely assistance, and, if necessary, referring those with severe problems to external psychotherapists for diagnosis and treatment.

Because of its preventive and developmental nature, guidance service should be made available to all students, at an early stage and as a long-term service. Since the entire student body is in need of such prolonged and developmental guidance, it is imperative that all teachers in the school be involved. In general, if a student is found to be in need of professional counselling attention, he/she should be referred to the guidance teacher. Should the student's problem stem from the family, the student should be referred to the school social worker for counselling. The severe cases should be referred to external psychotherapists. With the emphasis on developmental and preventive guidance, the number of students requiring individual counselling will be largely reduced, while the number of severe cases which require referral to psychotherapists will be kept to the minimum.

Similarities and Differences between Guidance and Discipline

Within the school setting, guidance and discipline are equally important as the two are complementary (Kehas 1970; Sherzer and Stone 1980). Lam (1988) points out that discipline and guidance are inter-dependent, gearing towards the same goal. Table 1.2 illustrates the similarities and differences between guidance and discipline:

Table 1.2 Guidance and discipline (Yau-Lai 1998)

Guidance	Discipline	Area of comparison
1. Affirming the individual's worth 2. Exercising responsibly the individual's rights and freedoms 3. Facilitating the individual's overall growth 4. Accepting and respecting the individual's personal uniqueness 5. Personal and confidential	1. Affirming the importance of the community 2. Keeping discipline and order within the community 3. Helping the individuals make necessary adjustments in the community 4. Focusing on orderliness and uniformity 5. Collective and open	The whole group versus the individual
6. Being concerned with the whole person 7. Moving the focus from internal to external 8. Exploratory and emphasizing self-awareness 9. Focusing on the cultivation of self-control	6. Being concerned with outward behaviour 7. Moving the focus from external to internal 8. Suppressive and restrictive 9. Focusing on the establishment of external control	Internal versus External

Table 1.2 *(continued)*

10. Focusing on love, compassion and forgiveness	10. Abiding by the spirit of law and order	Strictness versus leniency
11. Self-discipline being central to education	11. Education with the aid of punishment and reward	Positive versus negative

The group or the individual

In general, the discipline approach is more effective with groups as its emphasis is on keeping discipline standards prescribed for discipline and outer behaviour are easily observable. It is possible to get fast short-term results through such measures as honour, authority and legal rules and regulations. However, we should not ignore the distinct differences among individuals in the student body. Very often, the maladjusted students are punished for their inability to conform, but there is no guarantee that punishment will achieve the intended results. It is time to consider the guidance approach, so as to help them and resolve problems which might be physical, psychological, educational, environmental and family conditions. From the standpoint of the school as an organization, the guidance approach, which can only cater for individual students, should support the discipline approach, even though the latter would not be able to take care of the students' individual needs without the assistance of the former. This is also the reason why the two approaches must go together in order that all students will be offered the necessary help and assistance to grow up into healthy and happy individuals (Yau-Lai 1998).

The internal and the external

From the educational standpoint, discipline is concerned with external order and uniformity. School rules are therefore set up to control students' behaviour and restrict them from any breach or deviations. However, external control like this can only mould students into law-abiding persons, but cannot help them come to grips with their internal struggles and conflicts. On the other hand, the guidance approach would foster a good degree of self-control, thus encouraging students to establish self-control, which in turn govern their outward behaviour. In so doing, they would also develop the correct social skills. In fact, guidance and discipline are equally important in the educational process. It is imperative that we adopt these complementary approaches, so as to ensure both the internal and external well-being of the student (Yau-Lai 1998).

Strictness or leniency

As said, discipline has to do with the whole school. It requires all students to abide by a set of rules and regulations made known to all. Offenders will be punished according to the rules, while good behaviours will be suitably rewarded. The orderly and pleasant environment thus created will be to the interest of the majority of students and conducive to a good learning atmosphere, encouraging students to maximize their strengths on the one hand, and help them improve their weaknesses on the other. Nevertheless, to some students, harsh punishment can only control their external behaviour, but it fails to relieve or release their psychological and emotional stress. Under such circumstances, guidance would be a good 'complementary alternative' to discipline. A compassionate guidance teacher understands individual students' needs and helping them resolve any internal or emotional strife which would then smooth the way for the discipline approach and enhance the effectiveness of education (Yau-Lai 1998).

Positive versus negative

Lam (1988) points out that after being reprimanded and punished for his/her offence by the discipline teacher but the student's negative feelings are overlooked, the student in question may be so overcome with resentment and shame that he would turn rebellious, give up on himself, or take an escapist route. To avoid this from happening, it is better to solicit the help of the guidance teacher, who will assist the student in learning from his mistake and turning it into an experience of growing-up.

   We can therefore see that discipline and guidance should go together in order to achieve the best effects. While the ways to handle the situation are different, their goals are the same. It follows that discipline teachers and guidance personnel in the school should maintain good communication and work together to achieve the ultimate goal of teaching and realize the function of school education.

Guidance and Discipline in Local Schools

In the past, guidance service and discipline work are undertaken by two separate teams of teachers. The guidance committee, also called the guidance team, is responsible for providing counselling service to the needy students as well as designing programmes to promote the whole person development of students. The Education Bureau of Hong Kong (Education Department 2001) states in its guidelines on student guidance 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.

In its guidelines for discipline teachers (EMB 2004), the subject is taken a step further:

Discipline in the context of quality education should mean more than rules and control. We do not want our students to behave only when they are closely monitored and threatened by the punishment imposed. We want to educate them so that our students are able to think critically, to analyze the situations, to solve problems and make appropriate decisions on the action to take. Students learn more from how teachers behave and what teachers believe in than what they teach. When teaching is meaningful and personalized, students develop a high sense of achievement and belonging to the class and the school. Thus when they leave school, they will behave responsibly even in the absence of the watchful eyes of teachers. We want our students to develop self-control and self-discipline. We want them to develop into responsible and well-adjusted adults.

Case Study 3

The mode of integration between discipline and guidance is different from school to school. Compare the mode of integration between School A and School B. Then, recall the school you went to or the one in which you did your teaching training, and see if you can describe the ways in which they organize their discipline and guidance work?

School A

- Most teachers attach great importance to discipline and uphold the concept of 'class management first, teaching second'.
- During the lesson, the teacher plays the role of a commander, and the discipline approach is always preferred in dealing with the behavioural problems of students.
- At the class level, the school emphasizes obedience, subservience and collectiveness.

School B

- The principal advocates whole person education and adopts the whole school approach to discipline and guidance.

Case Study 3 *(continued)*

- Guidance and discipline are regarded as collaborative partners so that the working relationship between the guidance team and the discipline team is a close one.
- In the lesson, the teacher often plays the role of a counsellor, but he/she will always uphold the necessity of keeping order in class.
- The school has been described as an organic entity which is 'forward looking' and 'becoming healthier and healthier'. It contributes positively to the improvement in student behaviour, increasing students' sense of belonging to the school, and enhancing the team spirit in school, and the academic performance of students.

The Integration of Discipline, Guidance and Teaching

In the course of their learning process, children and adolescents will invariably encounter all sorts of difficulties and needs. We should provide them with suitable guidance whenever necessary and help them meet their needs and cope with their difficulties. Fundamentally, guidance may be summed up as a spirit, an attitude, a style, or a medium (Ng Mo-dan 1980). It is the responsibility of all educators to give guidance to students. Besides having the whole body of teaching and administrative staff involved in guidance which goes together with teaching and discipline at school, it is also necessary to match the social resources in the community and develop accordingly, in order to realize the educational precept of 'development precedes prevention, and prevention is better than cure'. Teaching can include programmes of personal development directly or immersed in the academic subjects, but the most important thing is to be led by the spirit of guidance. School teachers, class teachers, guidance teachers, guidance personnel, and administrators must have a clear understanding of the role they play in guidance.

Trends in the Development of Guidance in Hong Kong

Developing from remedial to preventive approach

The guidance and counselling services in Hong Kong have followed the international trend in evolving from case work or remedial approach to developmental and preventive in nature (Baker 1996; Branden 1992; Canfield 1990; Hui 1997; Lam 1984, 1995; Luk-Fong and Lung 1999). Actually, the guidance and counselling services in Hong Kong have also undergone tremendous changes over the years. In

the 1950s, these services took the form of career guidance in secondary schools. In the 1970s and 1980s, guidance was provided in the form of case work, supplemented with group activities (Hui 1991). Finally, in the 1990s, the mode of operation transformed into the 'whole school approach'.

The first government document on school guidance, 'Guidance Work among Secondary School Students: Guidelines for Principals and Teachers' (Education Department 1986), stresses the importance of coordination and collaboration among teachers, form teachers, guidance teachers, heads of the guidance team, social workers, school staff, parents and other professionals in the endeavour. In 1990, the Education Commission advocated the whole school approach to guidance in the Education Commission Report No. 4. In 1993 and 1995, the Education Department released the guidelines on the whole school approach to guidance for secondary schools (Education Department 1993b). Since then, the 'whole school approach' has been recognized as the blueprint for guidance in Hong Kong schools.

Discipline and guidance: From competition to integration

Guidance is a Western concept. Its introduction to Hong Kong schools at first led to strong struggles and conflicts from the traditional discipline approach. In general, secondary schools have a discipline team and a guidance team as part of the establishment. The discipline team is responsible for handling students' behavioural and discipline problems, while the guidance team looks after the students' emotional development and helps them cope with the distress brought on by the family, study and social circle. Due to the nature and orientation of their work, discipline teachers often give students the impression of being harsh, so students tend to keep their distance, while guidance teachers often convey a kind and sympathetic image to the students and enjoy popularity among them. Since discipline teachers tend to arrest the problem by means of punishment and achieve tangible results in a short time, they are often copied by other teachers. However, if the discipline team and guidance team do not work in coordination, they will each go their own way, or worse, work against each other.

In 2002, the implementation of the comprehensive guidance system in all schools in Hong Kong made it a policy to merge the discipline team and the guidance team into one single committee. Then, in 2004, the Education and Manpower Bureau decided to merge the Discipline Section and the Student Guidance Section, which reflects the added importance of integrating discipline and guidance services. At present, varying modes of combining the discipline and guidance services are being implemented at different schools, such as one in which the two teams work closely together, another in which the two teams are supervised by a higher-level committee in overall charge of students' personal development,

and lastly one in which the two teams are completely merged. However, it must be noted that different schools have their own culture, values and beliefs. Their teachers, students and parents have long established a set of assumptions and expectations about what discipline and guidance services should be like. They may not be able to make adjustments and accept the new mode of service, thus reducing the effectiveness of the delivery of service (Mak 2010).

Developments of personal growth education curriculum

Personal growth education is an important component in a comprehensive system of student guidance, which shows how important it is to align discipline, guidance and teaching in practice. The Guidance Section of the Education Department took the initiative in 1993 to pilot the adapted version of the 'Grow with Guidance System' developed by Radd (1993) in four local pilot secondary schools and eight primary schools. According to the evaluation carried out by the Guidance Section of the Education Department, the pilot scheme achieved quite good results, in that the responses of students, teachers, parents and principals were all positive (Education Department 1999).

Teachers and students in Hong Kong both welcome class teacher periods and personal growth curriculum

The findings of Hui (1998) among local secondary schools reveal that students prefer to consult class teachers rather than social workers. There is a clear consensus among teachers and students that they welcome guidance service in the form of personal growth programmes or class teacher periods that are forward looking and designed with long-term objectives in mind. Yet they still have some reservations about guidance as a remedial measure.

Invitational education

A communication model developed by William Watson Purkey in America, invitational education has been widely implemented in Hong Kong since the 1990s. According to Purkey and Novak (1996: 34), 'Teachers who believe in the ability, value, and responsibility of each student are more committed to developing ethical approaches that summon students to take ownership of their learning'. Invitational education is a realization of a pedagogical, educative process that centres on five basic principles, viz.:

1. People are able, valuable, and responsible and should be treated as such.
2. Educating should be a collaborative, cooperative activity.
3. The process is the product in the making.
4. People possess untapped potential in all areas of worthwhile human endeavour.
5. This potential can best be realized by developing the five Ps: One's personal and professional potential are best manifest in the place, policy, process, programme and people that invite such potential.

Autonomous	Celebrating total uniqueness of the individual	I am free to be what I am capable of becoming
Psychological	Encourage involvement	I am responsible
	Allowing to assert	I am independent
	Promoting adequate coping	I am well-adjusted
	Helping to relate positively	I am social
Validation	Giving approval	I am valuable
	Recognizing accomplishments	I am generative and productive
Pedagogical	Providing opportunities for success	I am able
Personal	Respecting differences	I am accepted
	Caring	I am affirmed
Dimension	When we invite through	Students learn to learn

Figure 1.2 Hierarchy of invitational education (Stillion and Siegel 1985)

Raising resilience levels against adversity

Resilience refers to man's inborn ability and potential to rise to the occasion in face of adversity, i.e. the power to adjust, change, attune and recover, when one is faced with a crisis or caught in a predicament (The Boys' and Girls' Clubs Association of Hong Kong 2010). That is to say, when a person is confronted with a crisis or a difficult situation, there may emerge a capacity which will minimize the pain or contain the harm wrought by the adverse situation (Education & Manpower Bureau 2003). Resilience draws on three elements: the sense of competence, sense of belongingness and sense of optimism, or 'CBO' in short. They have the following characteristics:

Table 1.3 The three characteristics of resilience

Sense of competence	Sense of belongingness	Sense of optimism
I can • find the solution to the problem • control my emotions and impulse at critical moments • seek help whenever necessary • communicate positively with others and lay open my inner feelings • set suitable goals for myself and commit to them	I have • people whom I can trust • people who make clear rules for me to follow • people who can be my role models • people who wish that I will learn to be independent and autonomous • people who will help me when I am in need	I am • a likeable person • a person who cares for other people and is always ready to help • a person who knows how to respect myself and others • a person who is willing to take responsibility for my own actions • a person who has faith in finding a way out of every problem

Resilience is a universal capacity which enables the individual, family, or community to prevent, reduce and/or overcome the damage that adversities can bring. Resilient people are able to turn the adverse situation around and make life more endurable (Education and Manpower Bureau 2009). They can continue to push forward in face of adversity and are psychologically prepared to cope with all the difficulties coming their way. To children especially, it is important that they grow up through learning from their mistakes, and build up the capacity for shouldering the pressures of adversities in life. Therefore, in recent years, many guidance programmes set their goal on improving the capacity of the students' resilience, in the hope that they will be able to remain optimistic and positive in the face of adversities.

Since whole-day school became the norm in most primary schools, school time has been extended for primary pupils and there is an apparent trend in schools making use of this opportunity to improve their resilience in the school context. Figure 1.3 is the Resilience Wheel developed by Henderson and Milstein (1996), which can be used as the blueprint for resilience capacity building programmes at school:
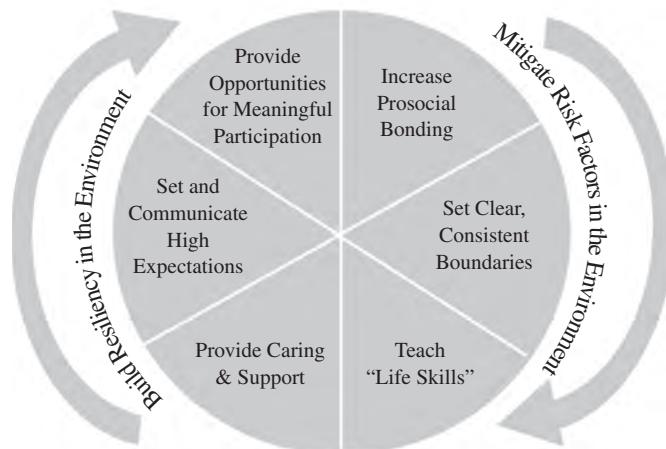
Figure 1.3 Resilience wheel (Henderson and Milstein, 1996)

As we can see, there are diverse ways of building the culture of resilience. A series of intensive group-based and theme-based activities will offer students opportunities for participation and give them the chance to understand and actually experience the real advantages of resilience. When conducting the activities, we must pay due attention to these two points: a caring culture and clear expectations.

Positive psychology

Positive psychology is a relatively new term, which is widely used in many branches of behavioural sciences (including applied psychology). Positive psychology tends to target adults as the subject of study, with the focus on the individual's strength and subjective well-being. As the core of positive psychology is related to optimism, creativity, self-efficacy, and different types of virtues. Childhood and those social units that are closely related to children in the process of growing up—family, peers and school—are bound to attract the interest of positive psychologists. As far as schools are concerned, they concentrate on how children can master the basic academic skills, and how to improve their academic performance through the development of positive intrapersonal and interpersonal skills (Gilman, Huebner and Furlong 2009).

Although the top priority of the school is to help students in academic performance, it also makes available a community in which children and youngsters are facilitated to develop a sense of civic pride and responsibility, as well as experiment with different roles and activities. Just as a community can make adults feel threatened or blessed, the school may also have similar impacts on their young students. There is an urgent need to develop the school as a strength-based community to facilitate students in the process of their learning and growing up. Since extra-curricular activities can also facilitate students in expressing their creativity and developing their sense of empowerment, their importance is indisputable. Nevertheless, since not many extra-curricular activity programmes have been scientifically proven as being effective, further research will be required in this regard.

School-based family counselling

School-based family counselling is an approach used to help children at school achieve success and overcome personal and interpersonal problems. It applies a systems approach to combine school guidance and family counselling to form an integrated whole. The school-based family counsellors use systems thinking as the theoretical basis and offer their service to children within such systems as family,

school, peers and community. The efficacy of this counselling mode is based on the partnership and close collaboration between the school and the community. The school-community collaboration project consists of strategies used to render support to students, schools, school development and community development (Sanders 2001). The strategies include: (1) a high degree of involvement in learning; (2) principal's support for community involvement; (3) friendly atmosphere at school; (4) two-way communication regarding the level and type of community involvement (Epstein et al. 2009). Such collaboration will provide the school with a challenging and nurturing environment for learning, thus raising the standards in students' academic performance and general behaviour (Epstein et al. 2009).

Promoting equality education and supporting students to succeed

Equality education and supporting students to succeed are the current trends in the development of guidance (Paisley and Hayes 2003). They originate from the Transformation School Counselling Initiative (TSCI), which aims at helping students achieve academic success, tackle the problem of poverty, and break up the social and ethnic barriers that exist between young people of the ethnic minorities and others. This initiative can enable the guidance personnel to: (1) be knowledgeable about schools and schooling; (2) be equipped to assist students in meeting their educational and personal goals; (3) remove barriers that impede the academic success of poor and minority students (Paisley and Hayes 2003). To achieve these goals, the guidance personnel will be required to take part in activities comprising the following five components: educational leadership, advocacy, team building and collaboration, counselling and coordination, as well as use of assessment data (Perusse, Goodnough, Donegan and Jones 2004). The implementation of inclusive education in Hong Kong has already taken into account these elements.

Conclusion

This chapter has discussed the fundamental concepts of guidance, its international development trends, and its actual development in Hong Kong. The aim is to facilitate the examination and discussion of school issues from the perspectives of guidance.

Questions for Discussion

1. From the perspectives of guidance, what do school, student and education each refer to?

2. To provide guidance in the 'East meets West' hybrid cultural contexts of Hong Kong, what special considerations should one bear in mind?

Related Websites

1. Hong Kong Psychological Counselling Centre
    http://www.hkpcc.hk/
2. The Boys' and Girls' Clubs Association of Hong Kong
    http://www.bgca.org.hk/bgca06/main/press.asp?lang=C&id=317
3. Hong Kong Association of Careers Masters and Guidance Masters
    http://www.hkacmgm.org/
4. Hong Kong Youth Counselling Association
    http://www.hkyca.org.hk/
5. Hong Kong Institute of Christian Counsellors
    http://www.hkicc.edu.hk/index.php
6. Student Guidance and Discipline Services
    http://www.edb.gov.hk/index.aspx?nodeID=1972&langno=1
7. Counselling and Guidance
    http://www.youth.gov.hk/tc/counselling/index.htm
8. Asian Journal of Counselling
    http://www.fed.cuhk.edu.hk/en/ajc/index.htm
9. 學校行政專題報告——教訓輔三合一制度
    http://web.ed.ntnu.edu.tw/~minfei/schooladministration/91-2share-1.pdf
10. 建立學生輔導新體制實驗方案：教學、訓導、輔導三合一整合實驗方案
    http://www.psees.tyc.edu.tw/~adm04/g10/g1011.htm

Extended Readings

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