

F2	The job list for SGT (extract from EMB document)
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Government of the HKSAR

Education and Manpower Bureau

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Implementation of Comprehensive Student Guidance Service (extract p.14-17)

SGO/SGT/SGP (DUTIES)

2.21

Apart from assisting the school in drawing up a student guidance policy, SGO/SGT/SGP, being an ex-officio member of the School Guidance Team, should also render his/her assistance in implementing student guidance service in the following areas: personal growth education, student guidance, parent support service as well as teacher support service.

Formulation of School Guidance Policy

2.22

(a) Drawing up student guidance policy

- i To set up and oversee the work of a school guidance team; and
- ii To assist the school head in co-ordinating and formulating school-based student guidance policy.

(b) Setting objectives and plans

To help establish a friendly and caring culture as well as team spirit among the teaching staff.

(c) Preparing specific work programmes and cross-curricular collaborative projects for the provision of student guidance service in accordance with the student guidance policy and annual targets of the school, as well as organizing school-based student guidance activities to support students' development.

(d) Evaluating and monitoring student guidance service

- i. To assist the school in setting up a mechanism to evaluate and monitor the implementation and effectiveness of student guidance service as well as the allocation of resources;
- ii. To review the policy, objectives and plans of student guidance service based on the findings of evaluation; and
- iii. To maintain contact and liaise with the EMB via regular submission of plans, review reports and statistical returns.

(e) Establishing a support mechanism

- i. To team up with teachers of different key learning areas to create a friendly and caring school culture by encouraging all teachers in the school to participate in student discipline and guidance programmes, extra-curricular activities and cross-curricular activities;
- ii. To establish formal and informal communication channels with various subjects panels to coordinate student support service; and
- iii. To assist the school in developing, allocating and flexibly deploying student guidance service and available community resources as well as establishing support networks in the community.

PGE and Student Guidance

2.23

(a) Developing positive values and good behaviour among students:

- i. To organize, design and launch PGE for students to cultivate their interpersonal skills as well as their skills in self-understanding, pursuing life-long learning and meeting life challenges.
- ii. To promote comprehensive guidance activities for students to enhance their personal and social development through organizing cross-curricular thematic guidance activities in different key learning areas.
- iii. In view of the diversified area of work of SGO/SGT/SGP, he/she should not be overloaded with PGE. Moreover, the effectiveness and extensive implementation of PGE hinge on the active involvement of all teachers.

(b) Catering for all students' needs at different development stages:

- i. To organize guidance activities for students to help them understand and adapt to the physiological and psychological changes at different stages of development;
- ii. To assist P.1 or newly-admitted students (including the newly arrived students) to adapt to and integrate into the new learning environment as soon as possible by providing group or individual

counselling service; and

iii. To conduct seminars and training courses concerning adaptation to secondary schools for pupils at the upper primary levels, and to jointly organize guidance activities with school guidance teams of other secondary schools or social workers in the community so as to strengthen pupils' confidence and ability in coping with challenges and adaptation problems upon their promotion to secondary schools.

(c) Assisting students in handling learning, emotional or behavioural problems:

i. To provide group or individual counselling service for students (with at least 3% of students receiving individual counselling service) to assist them in overcoming difficulties that emerge during their course of development;

ii. To handle and follow up urgent cases;

iii. To collaborate with parents, peers and community groups in providing support and care service for students with difficulties;

iv. To enhance home-school cooperation by conducting home visits as required so as to assist students to meet challenges in adversity; and

v. To liaise with or refer cases to the outside experts so as to provide additional support services for students such as psychological service and social welfare service.

(d) Implementing the attendance policy to ensure regular attendance of all students:

i. To formulate the attendance policy so that all students and parents understand and comply with the relevant requirements;

ii. To set up a mechanism of "identifying suspected dropouts" and liaise with parents, teachers, the EMB and relevant organizations to provide timely support services to dropouts, frequent truants and students always absent from schools without permission;

iii. To provide individual or group counselling service for dropouts and potential dropouts to help them overcome the learning difficulties and meet with life challenges and

iv. To organize regular preventive activities to enhance students' sense of belonging to the school.

Parent Support Service

2.24

(a) Implementing parent education:

i. To provide professional advice for individual parents to assist them in catering for their children's needs at different development stages; and

ii. To provide parent education through organizing parent-child activities, forming parent groups and conducting seminars/workshops to help parents acquire a better knowledge of student growth and development of their children, the role they can play to assist their children in achieving effective learning as well as parenting skills and methods.

(b) Fostering home-school cooperation

i. To disseminate information on the aims and objectives of providing student guidance service, the expectation for students as well as the progress of guidance programmes through school profile, school newsletters, parents' meeting, open days and the school's homepage; and

ii. To liaise closely with the Parent-Teacher Association and invite parents to put up their views and actively take part in the student guidance activities such as voluntary work and parent-child activities.

Teacher Support Service

2.25

(a) Providing professional support for teachers:

To provide professional advice for teachers on how to meet the needs of students with learning, emotional and behavioural problems, conduct preliminary assessment for students with learning difficulties as well as assist in devising individual counselling programmes and monitor their progress.

(b) Providing professional development for teacher

To organize professional training activities on student guidance such as workshops and seminars, and share experience with teachers on the delivery of guidance service.

(c) Assisting teachers in handling crisis cases such as student suicide or child abuse cases.

Duties not Related to Student Guidance Work

2.26 Since SGOs/SGTs/SGP have to perform the above duties, the school head should avoid assigning duties irrelevant to student guidance such as to substitute teachers on leave, to run Chinese, English, Mathematics tutorial / remedial classes for students etc. Otherwise, their professional skills cannot be optimized and CSGS cannot be effectively implemented.

Student Guidance Section Education and Manpower Bureau May 2003