

## **IMPORTANT VERBATIM FOR ALL CHAPTERS**

## CHAPTER TWO

### Verbatim 2.3.3      Orientation of the PGE in the formal curriculum

#### Crisis of marginalization of RE

- You know under the pressure of education reform and curriculum reform as well as the shrinking crisis, every school is working for the better academic performance of their students. In spite of the identity of Catholic Schools, some schools try to save time from RE for other subjects in their focus. For instance, some schools have the RE lesson biweekly and combine it with MCE, the PGE, Assembly and Activity together where these lessons take turns in the same time slot. Some schools ‘integrate’ RE into the whole curriculum, indeed letting it disappear implicitly. Now in School A, we have adopted a combined mode to put RE in the timetable with shorter lesson times, but with the addition of an RE whole school announcement or assembly to lessen the pressure in the timetable. Don’t you know that the Bishop envisaged this problem seriously: he calls a meeting every year with the school heads and the supervisors, to tell them they must keep the two lessons of RE per week in the timetable, so nobody is allowed to cut them. Then every school does it in their own way. Indeed, integration of RE into the whole curriculum is the ultimate goal of the church. I know in Australia, there is real integration of RE into every subject because all teachers in the schools are Catholic and they have clear targets and direction in religious education, so they make use of every chance to convey the messages of God, even in Mathematics. When such an idea was brought back to Hong Kong, nobody cared because it was almost impossible to carry out in the Hong Kong context. (A-T5)

#### Aim of RE reform in P1 and the assessment issue

- Talking about the background first, we initiated it because we are Catholic, and the P1 children are innocent, so it is easy to influence them at this budding stage. The Bible says, ‘Let the children come to me’. It is easy to give them the concept of the Catholic Church. We are not ambitious to do it. We follow the syllabus offered by the church. We want to change their attitude, so that they feel no resistance to Jesus and God by successfully arousing their interest and affection towards God. We then make use of different active means to teach them like VCDs, stories, colouring, songs, pictures, etc. We hope they can accept God first. We just try our best. Whether the students become Catholics is arranged by God. What we can do is provide an environment for them. Curriculum reform is a way to do this in the classroom. I want to motivate them through the informal curriculum like the Little Jesus Team, visit and so on to let them make the decision if they finally want to follow God. It is a bonus to us if they become Catholics one day. If not, then at least they are good kids, with better moral values and good behaviour, which is in line with the

aims of the PGE. (A-T11)

Comment on the design of the RE textbooks currently used ("*Happy Road*")

- There are some Bible stories or electronic resources provided for reference in the textbooks. Otherwise, students feel the text is dull if we repeat the stories again. However, the so-called games and activities are dull, too. They are mainly the Q&A activities or some 'fill in the blanks' activities, which are not attractive at all. Sometimes, the RE teachers may refer to the Christian teaching materials rather than using the Catholic resources, because the Christian teaching materials are more vivid, attractive and interactive. (A-T5)

New curriculum for Religious Education

- Recently, the Catholic Church has been planning to publish a set of new teaching kits, which look similar to the PGE. As the new teaching kits will be issued in the future, I think it is time to review RE education. The current books are outdated. I find that the new syllabus has been enriched and it covers different areas, but there are no details to refer to at the moment. More moral values are included in the new teaching kits. I think the new books are better. The new curriculum discusses more about the current issues . . . I know Salesians of Don Bosco, a sub-member of the Catholic Church, is preparing another vivid curriculum with a lot of good resources like videos and stories . . . (A-T5)

## CHAPTER FIVE

### Verbatim 5.1.1. EMB's support for new policies and the truth underlined

EMB support: Is it enough?

- We have issues with the policy about the PGE in 2002 with a formal circular to all primary schools. After that, the EMB developed a lot of relevant documents and reference materials that were all put on the server. Simultaneously, a lot of NGOs published their teaching kits, like '*Happy Classroom*', '*Growth Express*' and '*I CAN*'. Before 2002 and the implementation of the PGE, a lot of training was provided to all SGTs. (EDX)
- We supervise the whole process by regularly visiting schools and are responsible for several school-based training sessions invited by schools. I can see the gradual progress of the PGE in different schools in the recent year. Of course, there are a lot of school-based modifications. Regarding the content of the PGE, you can find it in the document. (EDX )

- We hope to work through our worries step by step to solve the problems. Regarding the content of the PGE, we have got some samplers for schools' reference: they are the standard pieces and schools can modify the lesson plan according to their needs. In addition, we launched a series of seminars and workshops about the PGE for all schools to give them an understanding of the PGE, and to enhance their skills and teaching strategy of PGE. (EDX)
- I will believe in the figures—I have no reason not to trust them. I will not expect the involvement of principals every time. (EDX)
- According to EMB's instructions, we need to count the number of lessons we produced. However, it is not related to effectiveness and the outcome. (A-T1)
- Now, each school launches the PGE with the additional aim, to submit the number to EMB, to show that PGE is running. That means we are following the policy. (SG-O)

#### SGTs and social workers

- EMB is not keen enough, without sharing. Time, psychological preparation for schools are inadequate. They are not doing it seriously. They are pushing PGE into the schools too fast. (SW)
- I feel that the EMB is not good. They just issued the framework of the PGE, without support or follow up. It was too rushed: more time should be given to make things right. If they think that it is the core programme to improve the moral values and the behavior of students, they should not put the duty on SGPs or SGTs, but our ability is so limited to implement this kind of thing. It should be started from the top of the school, say the principal, and then penetrate into the curriculum. Hong Kong always copies things from Singapore: the package is attractive but the content may not meet the local needs. All teachers then follow and try hard to do it, but gain nothing in the end. (A-T8)
- It was a waste of time to explore the way to go in the first two years. There was no direction or follow up. Indeed, the Comprehensive SG grant is not enough to implement the PGE. It is nonsense to do it. (SW)

On the other hand, did the EMB not perceive the problem?

- I was worried: what I worried about was letting the 'baby' grow up happily. We were worried about whether it would be accepted by all schools. We suggested at that time at least 12 lessons of the PGE each year; indeed, we were worried about the busy time schedule of schools: was it possible? Also, teacher training was another aspect we were concerned about. (EDX)

### **Verbatim 5.1.2. Elements to prioritize the policies and the paradox of conformity**

- You know, every year the EMB has their policies to issue, so we must change accordingly: it is the natural development . . . . I do not think other policies are any special obstacles for curriculum development. For the new policy, it depends on the preference of schools—they could start in small steps. (A-T5)
- It must be analysed using our wisdom. Our principal should have the wisdom to analyse how to react to new things and deal with them to give us clear indications . . . . What is the wisdom to deal with the new policy? [She laughed.] It depends on our leader and her direction. Ultimately, everything is decided by her and we follow her direction. Sometimes, we could have consensus with what the EMB issues. However, the new policy may counteract our targets. Moreover, we have to follow the willingness of the church and school's target. Personally, I will follow the leaders' decision and follow her direction. (A-T11)
- The problem is we do not understand what it is about. In the last few years, we have been in years of stress, so the external factors are very important and teachers' working efficiency was affected; thus when there is a new policy without fully understanding it, it sure has a lot of difficulties!! . . . . Now teachers are so busy with different jobs that when there is a new thing, they will think whether it is acceptable. This question is usually the obstacle to implement a new policy. (A-T12)

Some teachers hate the superficial conformation to new policies

- Our school emphasizes the package, not the content. All data present must be beautiful. What is done behind the package is your own business: don't disturb others (it is the same for other schools: to cater for the inspection needs, every school tries hard to beautify itself). (A-T8)
- The new policy comes and deletes the outdated things, or just creates! We let others know we have come across this, with no deep research or extra follow up for the programme . . . . In the case of our school, what is done depends on the middle management to select the right thing, to make it suitable. For me, as a frontline teacher, I think students must 'know', must 'know'!! (A-T3)

Teachers' views about the coherence of policy and school-based development

- We are still young; I think we could afford more. To a certain extent, we must accept the policy from EMB for the school; we must readjust the work load and labour division for the new policy. The school must adjust the pressure on teachers and cater to the new policy at the same time. At this moment, to some extent, the school can do it. The work load became more and more heavy, we must accept, we could air it in the meeting and let school make adjustment to the situation as far as it could. (A-T4)

### **Verbatim 5.2.1.1. Can principals help?**

EMB

- So far, we have emphasised the Whole-School Approach starting before 2000, according to the CEO reports, and the education report no. 4. In 2002, we renewed the policy and issued it again with emphasis on the whole-school approach; we told the principals about the ideologies, and we stressed management (administration), curriculum and other old stuff together. (EDX)

School A—Total ignorance and authoritarian

- When the PGE was first announced here, I found that even our principal's degree of recognition and agreement with the PGE was not high . . . . In terms of the PGE, I feel the support is 'OK, just do it. You can do it if you like.' (A-T12)
- Yes, I have told it to the principal. She refused and asked me not to disturb the staff anymore, because they are too busy. The principal just thought it was so easy, that PGE is simply a printing job; that is, you just print and distribute the lesson material. Actually, it is not simple like that, and it is not easy to prepare the material for 23 classes. (A-T8)

### **Verbatim 5.2.1.2. Can deputy principals help?**

School A

- I found that there was a little potato; she (the researcher) is more persistent than me. She did a lot. Hence, I told myself that someone had done a lot, and that if I could help a little, it would be a perfect step. Then it is my role. In general, it is good. I must tell others this is good and get their consensus to do it . . . . in a general view, some colleagues are not keen and see no point in promoting PGE, but I found I am helpless to change it. I feel so frustrated, and ask, could I use my status and method to help? However, must it be done? I won't put it at the first priority. . . . I feel there is no indication for PGE (from the top). If we see it as a normal job, we do it. Should we do it seriously? I don't feel it. (A-T11)
- No, no support from the administrative team at all. Mainly, it is prepared by the D&G group and executed by the class teachers, little involvement of the administrative team, just give the freedom for D&G group, I think it is easy. (A-T10)

SGT

- I had the support and trust from the principal, so I did not need to consult him to start this project. I am just worried about the new headmaster, and what she will do later. (SG-D)
- They give me the time slot for PGE. I am happy they did not cut the lessons of PGE for other purposes in spite of the limitless new programmes, policies and assessments. They

still preserved PGE in the timetable. (SG-G)

**Verbatim 5.2.2.1. Can middle managers help?**

- Next year, one more sincere teacher should proactively help me arrange the lessons during the first semester by changing the traditional yearly syllabus. (SG-D)
- School A is better; they are very willing to listen to your ideas. (SG-C)
- She (CC) is very busy, so I have no expectation to get help from her. I just want to gain her support; that is enough. I will acknowledge her for some of the progress; I do not care about her caring and involvement. (SG-M)

**Verbatim 5.2.2.2. Involvement of discipline masters (DMs) and the collaboration between discipline and guidance**

Support from middle managers (from SGTs)

- Next year, one more sincere teacher should proactively help me arrange the lessons during the first semester by changing the traditional yearly syllabus. (SG-D)
- School A is better; they are very willing to listen to your ideas. (SG-C)

Help integration

- Now that the MCE course is the core of our curriculum, all curricula are adjusted to the MCE curriculum. How could it be? They worked so hard. The linkage is suggested by the CC, but she keeps her eyes on the regular subjects. (SG-C)
- I hope the CC could help the integration in the future. So far, I did not invite them to help. For instance, some topics could be related to RS, so if RS could help, it would be better. Or the sex education related to GS. Or the topic of time management. If those teachers could help me to follow and remind their students, it would be better. (SG-G)

Busy CC offered no time to help further

- In the last two years, she (CC) designed the whole curriculum for one form, incredible! She did it herself, and then she let other teachers work together. She supports me, gives me ideas, but ultimately, she wants me to help her. Like the inclusion education camp recently, leader training, voluntary worker training. She will step down because she feels she is not competent in curriculum management. Next CC will be . . . . (SG-D)

School A

- She (DM) helps me a lot and gives me a lot of ideas. The principal has reminded me that our communication is not adequate. However, she is so busy. I am busy with the case and the programmes. It is my own work. How could I ask for her help? I am unsure about

where the problem lies; is it the problem of support or the communication? Our communication is mainly about cases. I feel embarrassed to ask her to be more involved in PGE. (A-T8)

- About the internal functioning, I think the leader is good. She (DM) truly helps teachers to solve the problem, and lets teachers feel supported. (A-T11)

#### Other schools

- We separate into two groups (DM and SG) and work independently. (SG-G)
- For the DM, we work separately because her workload is so heavy. Two groups will be combined next year, probably; some topics may change according to the discipline needs of school. (SG-F)
- DM could match with them and conduct the moral talks through the central broadcasting system. The outcome is not good, but we had no choice . . . . For School B, the teachers may not accept your suggestions; it depends on their mood. I will try my best to discuss with DM. Ultimately, good discipline policy, good classroom management, fewer student problems. (SG-C)

### **Verbatim 5.3.3. The unstable status of the student guidance teachers with the changing policy**

#### SGTs (inserted)

- I do it on my own, with no support from the principal. My principal applies for everything but he does not follow the plan. It seems that all policies are related to you. I am not counted as a senior teacher, but as a junior teacher with higher pay. ( SG-N)
- Here, everything is related to me in this school. In order to diffuse the guidance and counselling concepts into every corner, every class and the whole curriculum of the school, I try to cooperate with different subjects like Chinese (Little Journalist), Mandarin (Mandarin Disk Jockey), GS (Environmental Ambassadors) . . . . I sit in all meetings of the four subjects. Because I am the head of SST, I follow their progress and help the SEN students. (SG-D)

#### Teachers

- I think it largely depends on the relationship between the school and the SGT/SGP. If the school and teachers do not cooperate with the counsellor, it is difficult for him or her to execute any policy about student guidance. I know that at one school, all teachers let the naughty ones go to the SG room, in order to keep good discipline of the classes: is this good? It just adds a burden to the SGT/SGP. (A-T10)
- It is the problem of the post. You are like the ET; you are not one of the teachers. You



know, it is not the case in our school. It is the same for other schools. The situation in secondary schools is more miserable. All difficult cases are handed to the social workers. The teachers are not at your side. When you want to promote any new programme, they think they are forced by you, not by the school. To improve this, the EMB must be careful when there is any new programme promoted by the SGTs. (A-T10)

- Who can change the situation? I think the principal and also the administrative staff could do something about it. The situation could surely be improved. (A-T10)
- The present situation in School A is better this year. I think another big problem is the SGT always working in her room with scarce contact with the teachers. She cannot know what is happening in the staff room . . . it is a problem . . . I suggest her room should be put near the staff room to let us have close contact with her. (A-T10)

EMB

- Simultaneously, we also request all teachers and the involvement of other groups. We hope every teacher will have a clear understanding of the D&G policy. That is what we try to do at the level of administration and management. (EDX)

SGT

- Teachers and principals feel astonished by this big change; we change their role as programme facilitators to the role of curriculum facilitators. I remember the circular about the Comprehensive Policy, and I act according to it. (A-T1)

### **Verbatim 5.3.6. From counsellor to manager: is it possible?**

Is PGE the SGT's curriculum?

- I found that the SGT, the leader, put a lot of time into making it good, and she designed some training workshops for us to let teachers learn what PGE is. The SGT is very enthusiastic about promoting PGE. (A-T12)
- I am forced to do this big project. It is a curriculum. Teachers and principals feel astonished by this big change; we change their role as programme facilitators to the role of curriculum facilitators. (SG-M)

Do SGTs work alone?

I think it depends on the division of labour. Most likely, the SGT is the only one who is responsible for the PGE. If the counselling personnel (SGP) comes from other NGOs, the support from schools will be greater. It is an interesting phenomenon. Why? Because staffs in

school want to control the curriculum rather than let it be held by the SGP. Oppositely, the SGT, as one of the teaching staff, is usually the person who organizes PGE. It depends on the integrity of the D&G team; if some members can do part of it, it could lessen the burden of the SGTs. Usually, PGE is seen as the main job of SGTs. For some schools, the CC can integrate PGE with other subjects, but not all. (EDX)

- When I prepared the PGE, I felt quite lonely. I didn't know that the teachers felt that I was competent enough to finish everything, and then let them follow it. I was so lonely due to seeing all the subjects done through team work; however, I did the whole curriculum on my own. I was afraid of how perfect the curriculum would be if it were done by just one person. (SG-H)
- Indeed, no one in the school helped me. But it is better now because all materials have been prepared for them. (A-T8)
- In this case, I am independent, but I should . . . be with them to construct this curriculum, or it should be called 'life education', to integrate together. I do not feel I am interfering in their lives, since PGE is currently a quite independent thing. (SG-G)
- PGE is my job. If no one cares, there will be no further development of the programme unless there are changes initiated by EMB. If the changes are recommended by me, no one will care. Practically, I would like to develop the parent education in parallel with PGE. Principals will allow me to do because it does not interfere with the daily jobs of the teachers. (SG-O)
- I worked on my own for PGE. I started at two levels in the first year, and then expanded it to six levels in the following years. I used the whole summer holiday to prepare all lesson plans, the teaching kits, the framework and the syllabus.(SG-N)
- Compared to my previous school, the collaborations are totally different. They have group leaders in every form, and teachers sit together and discuss the lessons they need and produce the worksheets. They did it smoothly. They discussed how to teach. Here, the practice is different. They need me to prepare them and they teach in the class. (A-T8)

#### Enhancement of SGT status

- Oh, yes. The PGEP makes me more salient. They praise my work and sometimes compare it to that done by the CD. As the CD deals with an integrated lesson, which is cross-disciplinary in nature . . . , they appreciated my work and have more understanding of my working style. (SG-G)
- None. The implementation of PGE did not change their view about my post. (SG-I)

#### Persistence (from SGT)

- Why I insisted on doing it was because I think it is really worth doing. At the beginning, I

did want to design a curriculum for all my students, so I hope they can learn a lot through the curriculum. I feel good about my design; it was appreciated by my new boss, but I feel so sad that my ex-boss showed no concern and care about my work. (SG-N)

- I feel tired of the job but I have tried to build up the domain of guidance and counseling bit by bit and have a very good network now. (SG-D)
- I am still confident about improving it. Up to this moment, too many things have interfered and eroded my energy and time for the continual improvement of PGE. I must complete the urgent things first. (SG-H)

#### Professional sharing about the PGE

- For the SGPs, we have numerous sharing sessions about the PGEP and the discussion of teaching skills. We are experienced in group counselling. We have more sharing about the lesson plans. (A-T8)
- Internally, the SGOs share the teaching materials together, especially SGOs who serve in the government schools. (SG-O)
- The platform about the websites has three functions: 1) to collect the figures about D&G activities . . . . 2) to provide information for the colleagues' reference; 3) to share resources and discuss the D&G problems. Mainly, the resources are provided by us. Those from the SGTs are not too much. I am not disappointed about that because they are very busy, and there may be a problem of copyright and the consensus of school authority. So, we made it ourselves then. (EDX)

#### No loss but gain in the process

- I enjoyed the interactions, as we can communicate with the students. All plays and activities are just the means to let me get know to them. Through the direct participation, I can see the needs of the students. I cannot wait in the counselling room. In the games, I know their thinking skills and their feelings. This year, I am so busy dealing with the administration process and the funding programme that I have no time to teach them, so I feel a sense of loss and indifference. I am so sad about that, as we are counsellors, so we should not behave like that. I think the PGEP is a platform to let me build up relationships with students. I find no loss during the preparation periods. I will continuously diffuse my counselling skills in the PGEP, like Narrative Therapy. (SG-D)
- Then, it is easier for me, as one method can accomplish my aim of being in touch with every student in the school. The result is more students will approach me and talk to me at recess time. (SG-O)
- Children rightly are in focus now. Relationships between teachers and students, students

and students have been largely improved. (SG-E)

- For PGE, there is no perfect setting. We try to give students more experience and understanding about their personal lives through PGE, especially for those students affected by their families. (A-T1)

Professional growth and increase in confidence

- The success is to set up a PGEP mechanism in my school. The greatest gain is none . . . . it is our job . . . . we have a lot of jobs to do, so our focus should be the interactions with children . . . . In fact, I have no ideal case. For me, I am forced to do this big project. It is in the curriculum. (SG-M)
- From the perspective of the school, it lost one period for PGE, so there is less time to study vocabulary and dictation, with less drilling time. In contrast, what was gained by the school is the harmony, relationship and understanding between students and teachers. By enhancing mutual understanding, students can learn systematically, with better understanding of themselves, others' needs, and moral values. (SG-H)
- During the designing process, I scanned through a lot of material; meanwhile, my knowledge was enriched and I developed a lot of novel ideas to input into PGE or other counseling activities. The whole process widened my views and gave me insights. (SG-G)
- I am happy to see there are some good concepts for the students. I learned some during the preparation. It consolidated my knowledge in counseling, through studying the material, and now I am confident about helping the students with emotional or problem-solving difficulties. One more pressure for me, one more mission for me to realize . . . . I can be in charge of a programme without objections to me. Smooth operation. (SG-H)
- I am able to design a curriculum. [She laughed.] I am excellent. After completing such a large piece of work, my confidence has been increased. (SG-N)

If I am given one more chance....

- The point is that the PGEP is not fast enough to keep up with society and the follow up work is spirally developed. (SG-D)
- Ideally, I will change my strategy. Practically, I will do more, especially teacher training, with more demonstration lessons for them. (SG-G)
- I will still do it on my own, but during its implementation, I will have more negotiation with the principal and let teachers understand the PGE. I will observe for a period of time, and then try to see how to modify the PGE. (SG-N)

- I will not do it again as I did if one more chance is given. (SG-J)

Reflections of SG-F about SGT's role as a facilitator and the importance of teachers in the process

- Maybe I found the post as a curriculum manager in the process. I need not provide everything for them, as I am the facilitator to provide the resources and materials if requested, and I initiate their involvement. Teachers are the most important people in the whole process. The PGEP is actually part of the student guidance work. I have to balance time to deal with other important issues. So far, the feedback from teachers and students is good. (SG-F)

Experience shared from SGTs about their dual identities

SGTs (directly promoted)

- I was the teacher here and then I changed my post to SGT. During the past seven years, I put great effort into changing the culture and atmosphere of my school; gradually, I saw progress. I am a special case: I am more confident and find it convenient to launch different guidance policies with my colleagues . . . . My partner is a DM and helps me to plan. Because I am not teaching in the classroom, I must be in charge of the whole programme. Just by doing this, to persuade all teaching staff, I am doing the right thing by being the leader of the programme proactively. (SG-M)

SGTs (inserted)

- For other 'inserted' SGTs, they found it very difficult to understand the culture of the school and the school needed time to accept them as part of it. You must put harmony as the first priority. The degree of familiarity makes a difference. For me, my colleagues may compare what I was and what I am now . . . . For the 'inserted' SGTs, no one understands you. Nevertheless, support from principals is very important, so you must try hard to let the school accept you. You must work hard and be creative to show your value; you must contribute more and be proactive all the time. For 'inserted' SGTs, I suggest they should do it themselves to demonstrate their ability. (SG-M)
- I am busy because of the SEN students, in addition to parent education. They know I am busy because I am sitting in the staff room. Every teacher knows and senses how busy I am, and I can communicate with the teachers directly. Except for counselling, I will use other rooms. It is so lonely to work alone in the counselling room. I am not happy about that. I was locked up by others. I came up to the staff room in my third working year as an SGT. I found that there are a lot of advantages to sit in the staff room: I got a lot of news and first-hand information. I care about the privacy when the conversations are confidential. Sometimes, teachers can supply me the extra information. The teachers felt uncomfortable when I left the room as they knew everything about my job. (SG-C)

## CHAPTER SIX

### Verbatim 6.1.1. Involvement of teachers—the current situation

- I had served in several schools and I was happy that all the principals trusted me, but there was jealousy on the part of other staff as well. I wanted to show all staff that I was coming to help the students; I was not fighting for any higher posts with everyone. I was not just helping some special persons. I did enjoy the sense of satisfaction . . . . Some teachers started to be jealous of me then . . . . I started theme-based activities in other forms. Some teachers started to talk and yelled, ‘Too much!’, ‘Do you need to do it this way?’, and ‘You are so greedy!’ (SG-D)
- Our principal was a new one, so he listened to what was presented by the deputy principal. I discussed things with the CC; she replied, ‘Oh, yes, the PGE? It is the business of MCE, right? The Deputy Principal is in charge of MCE, so talk to her!’ [SG-L and the researcher laughed together.] (SG-L)

#### School A

- About the internal functioning, I think the leader is good. She (DM) truly helps teachers to solve the problem, and she lets teachers feel supported. (A-T11)

#### School B

- Since the team members must be the class teachers or the form representatives, we could let them help with PGE and the discipline, one more thing that teachers want to be in charge of. (B-T8)

#### SGT

- Presently, I have the form representatives, DM and me: we work as a team. There is nothing related to CC. Our team works independently. So far, Activity Coordinators and RE Panel Heads are involved in our team for better communication and information flow. (SG-O)
- It is modified every year by a group of enthusiastic teachers who design and organize the curriculum. I am their consultant. I joined them at the very beginning; after that, they did it themselves. I am invited to give them comments and suggestions. In the team, there are four of them: they have strong team spirit and an intimate working relationship with appropriate workload. In School B, the MCE team members are very tired; they have slowed down their pace this year, so I have to remind them of the time schedule. Who are in the team? It does not include the CC, mainly the SGT and several teachers. (SG-C)
- Relationship between you and the curriculum team? Because I worked quite a long time here, I got the chance to run a QEF project with the Deputy Principal, namely *Life Train*.

She was competent in project writing, and then I tried to become involved in the project, because I could be teamed up with the bright teachers in school for the project, and the outcome would be excellent. I tried to cooperate with this team of colleagues and followed the project for another year . . . . Some teachers followed up for the PGE and participated in the design and the management. However, it is not the case at this school; the team spirit here is not strong. Beyond PGE, the development of other subjects is not satisfactory. (SG-D)

- In our team, we had DM, SGT, form representatives and the class teachers; we had monthly meetings where we discussed and reviewed the PGE programme. In the process, we discussed the special issues happening in PGE. Then the monthly meetings changed to bi-monthly meetings. (SG-E)

#### **Verbatim 6.1.1.1. Quality of team members**

- Some schools will set up a small team. That is good. However, I am afraid that if there are too many groups, it makes a mess. If one person is asked to join too many things, finally, he cannot help anyone. In the meeting, he does what he can; then there is no more contribution or time for the development of a special issue, so the minimum is done only. (B-T8)
- The group members are the problem. (B-T1)

Selection of suitable people for the D&G team

- Another point is the personality. If he or she is forced to do something unpleasant, it fails. The top management must be clever to select the right person. It is a problem of personnel management. (B-T8)
- This team is selected by the administrative group, the senior teachers, who are assigned to be the form representatives. They are the team members then. (SG-C)

#### **Verbatim 6.1.1.2. Capability of teachers**

More teacher trainings should be given.

- If teachers are asked to write the lesson plans, training should be given to them before that. I believe our teachers are not familiar with the PGE, so it is not the appropriate time to design the PGE curriculum. (B-T1)

Teachers actually have the ability

- I want to be involved in that; however, I have no time unless our workload is lessened. (A-T3)
- I think they are OK if there is adequate time with the model lesson plans, at least 3

months. But nowadays, we are too busy to do that. (B-T7)

- I am very willing to participate in the preparation of a moral education curriculum if more time could be given for the planning stage. If several teachers work together, it would be alright. (3R)
- I think teachers in School A are capable of designing the curriculum now. However, they are so busy, with no time to join the planning stage, and the effectiveness would be increased by the direct participation of the teachers. (A-T5)

#### The reality and the objecting voices

- I think it is not a problem that we are demanding. There are 16 team members in our team, and they insist that even without a format [modify and rewrite the lesson plan in a standard form for convenience], students can still benefit. We are demanding that it be PGE-based. We want it. Colleagues think we need not do this step because the materials you provide are so rich. It doesn't matter if there is no modification because teachers will take turns using the teaching materials and teach different classes. (A-T9)
- Although the content is the same, different teachers should develop their own presentation, and refine it over time. I don't think it is necessary to have meetings to modify the PGE lesson plans. (A-T9)
- Good teachers may modify, deepen or enrich a little bit of the lesson plan, but they are scarce. If this is not done, I do not expect they can do more about PGE in terms of the preparation and design work. Even in the returned questionnaire, most of the blanks are empty except for the multiple choice questions. (SG-G)

#### More positive experience from SGTs

- I found that it was very effective to revise the curriculum every year by screening different teaching kits and even the resources on the Internet. They are young and energetic, so curriculum changes and changes in respect to the current situations are easy for them to handle. They work very hard to run the course, for about two years. The members change as well. (SG-C)
- Some teachers modify the lesson plans automatically; some teachers even group together, re-design the content and have the lessons in the hall together. Every year, I get some new design lesson plans. It is not promoted by me; it is already the culture of our school. (SG-F)
- As in School B, I facilitate their evaluation system. But they are creative and professional in curriculum design. Now the curriculum is still being developed; it is not stable yet, and



a lot of novel elements will be added that do not depend on the previous samples (because new members are added every year). They like to rewrite the lesson plans if there are too many targets in one lesson. They also buy the external resources for reference. They do it in a hurry in spite of a team working on. (SG-C)

- It depends and varies among teachers. Some are very good and teach it by heart, and they even modify my lesson plans, adding useful data and activities. (SG-D)

#### **Verbatim 6.1.2.4. Impacts of motivations and job satisfaction of teachers**

##### Teachers in School A

- What is the digestion power of our team in School A? Too many things come from the EMB, so why can't they be announced slowly year by year? Surely, we are so worried about such things like outside evaluations and curriculum reform. Thus the paperwork . . . our workload will be increased. (A-T10)
- I agree with the PGE. The feedback of the colleagues is so-so compared with other subjects. Support from the school management is alright, but there is no choice because there are too many things to accomplish by considering the priority of every issue. The ignorance of some teachers is caused by the prevailing education policy. They are busy conducting evaluation (internal and external) and school performance (attributed to the academic performance of the students) (A-T4)

##### Teachers in School B

- Why is it so crazy? It is just the normal reaction to a big job. There is no point in saying 'yes' all the time. As normal human beings, we hope for better salaries and early retirement. It is impossible to receive continuous jobs. (B-T8)
- Reform is necessary; otherwise, there is no improvement. Ultimately, we want to let students grow up and let them learnt the most useful knowledge. Pressure increases year by year: in the past, the pressure was not so great. (B-T5)

Are the D&G team and the teachers devoted to guidance work? Why?

##### School A

- About the internal functioning, I think the leader is good. She (DM) truly helps teachers to solve the problem, and lets teachers feel supported. (A-T11)

##### School B

- Since the team members must be the class teachers or the form representatives, we could let them help with PGE and the discipline, one more thing that teachers want to be in

charge of. (B-T8)

SGT

- I tried to cooperate with this team of colleagues and followed the project for another year . . . . Some teachers followed up for the PGE and participated in the design and the management. However, it is not the case at this school; the team spirit here is not strong. Beyond PGE, the development of other subjects is not satisfactory. (SG-D)
- In our team, we had DM, SGT, form representatives and the class teachers; we had monthly meetings where we discussed and reviewed the PGE programme. In the process, we discussed the special issues happening in PGE. Then the monthly meetings changed to bi-monthly meetings. (SG-E)

#### **Verbatim 6.1.3.1. Teacher training for student guidance and PGE**

Cold support and warm support

School A

- Teacher training is good for teachers' professional growth. Stop and reflect about the personal growth of our students. Increase the training time, but careful adjustment must be needed. Like this year, the B&G association has given us some training related to PGE. It is good, and we learn some in the relaxed atmosphere. Getting help from other parties will be excellent; it surely helps us and the students. (A-T4)
- Why will PGE appear in primary school? We are so weak in teaching skills, and insensitive to the special students. More support and training would be better. (A-T4)
- Now our pressure is too great. This kind of teacher training [about PGE] is good, and lets us be relaxed and express our feelings. I hope the school can arrange more for us. (A-T1)

School B

- More teachers training should be given to us. Our past experience is not enough to face the new challenge now.
- I suggest other teachers should also attend the MCE training. It is only the duty of D&G team. (B-T1)
- I do find that our skills are quite limited. We must refer to the professionals, and invite the experts for training or invite other bright schools to come and share their teaching skills. In the PGE programme now, we can see the drawbacks and merits of each other. Otherwise, there will be no progress at all. Previous training before is not adequate, not even the assistance of the NGO. (B-T6)

- We introduced the teachers to PGE and trained them through meetings and professional training workshops. I invited a guest speaker to train us and introduce the concepts of PGE, and other SGTs shared their experience about PGE, its strengths and weaknesses, and its underlying ideology. This let teachers understand what PGE is and its function in school. (A-T1)
- I am partly satisfied with the present condition of PGE implementation, especially with regard to the aspects of teacher training. Mainly, the teachers think PGE is a kind of extra-curricular activity. With inadequate training, it is difficult for them to handle. This makes me wonder whether they are the most suitable instructors or not. (SG-K)
- I found no progress and no room for the teachers. We had the training for them just once and twice, which, in the long run, was not adequate. (SG-K)
- Seldom was there teacher training for PGE. We teach them the teaching skills through other projects like life education and Harmony Campus, where they had learnt the debriefing and activity facilitation skills. I did not arrange any formal training specifically about PGE for them. (SG-J)
- In the first year, we had training in the theoretical background and the design concept and elements of PGE. In the second year, we had training in the practical experience of teaching PGE. We shared our experiences with them. (SW)

**Verbatim 6.1.3.2. Insight for Team Management**

- If there is reluctance from teachers, I will use our power of the four domains to solve the problem via administrative process and power. (A-T1)
- To persuade the reluctant teachers to be 'confirmative', we could use the 5P strategy, and get help from the principal. I suggest we could use the soft strategy to assist them rather than to force them. (A-T1)

**Verbatim 6.2.2. Time allocation for the PGE**

Right time, a time slot is very important to survive!

- I think at this moment, it is not the problem of the priority setting, it is the problem of time allocation. If during the teaching week of PGE, teachers are busy with other programmes, it may affect PGE and the teaching quality and it is now inside the curriculum. No problems. (A-T9)
- Like RS, we have two lessons per week. Without a lesson allocation, they just think it is not an important issue in school. No one cares about it, including me. Without a fixed timetable and rules, I would not go for it either. (B-T8)

- Ummm . . . once for two weeks now, so I feel that it is manageable. Last year, we practically had a PGE lesson every week. I just wanted to complete one topic with several lessons. One topic per period is too much and cannot be followed. Now the feeling for it is better. (A-T6)

Right moment?

- We want to, however, because this year, we had one lesson every two weeks. Could it be included in other lesson time? Let us teach it flexibly. I don't agree that we should cut it because topics last too long. Each class has its characteristics, and teachers should have the right to decide the number of lessons they need. For some topics, we could cut the time short or extend it. (A-T7)
- The lesson pressure is great here, and with the addition of PGE, time is more limited again. (B-T4)
- I do not feel good this year. I just think it is so rushed each time . . . need time to settle time . . . I just feel I am feeding them some knowledge in 10 to 15 minutes, and that is all. (B-T4)
- PGE entails big class lessons, and it is not possible to cover them all . . . I must complete the syllabus. Every time, there is too much content to cover. I do want to increase the sharing time for students . . . ultimately, I do agree about the inclusion, and how about GS? Borrow their lessons to implement PGE . . . [I told her the truth]. (B-T4)
- I feel comfortable with the arrangement of PGE this year with definite time allocations. (B-T5)
- I felt exhausted after a lesson because it is not easy to teach PGE. I felt too tired to discuss certain topics and give feedback to students continuously. (A-T4)
- I am exhausted because time control is difficult. I feel too fatigued to maintain the class order and to join and monitor their group activity. (A-T6)

Practice in other schools—Some undesirable examples

- In my school, there is no timetable set for teachers to restrict their teaching progress; they just need to complete all 12 lessons within the academic year . . . The teaching time is free to them, so they can do it anytime . . . I think it is alright for them. (SG-M)
- Previously, before the PGE, the lessons were quite loose, with no exact lesson time for the PGE. After I was assigned to work here, I changed the system and brought a teaching kit for our reference. My ex-SGT started it and then I refined it. We have 13 lessons per year, including the evaluation lessons. (SG-F)
- The PGE was conducted in the normal timetable. Our timetable changed over the three

years, from 35 minutes, then 30 minutes, to 45 minutes, to PGE lessons being conducted in double periods that were one hour per lesson previously, but will be 45 minutes longer. (SG-E)

- Meanwhile, some want to change it to biweekly lessons; however, I insisted on once a week. (SG-J)
- At that time, there were no lessons or time periods for the PGE, so I then fought for the Reading Period to implement the PGE. However, because it is not counted in the regular lessons, teachers were free to teach it or not. (SG-N)
- Some schools do not like to offer me extra time for demonstration, so I will make use of other chances like activity days, homework period and class teacher periods to finish my job. If there were definite time for the PGE, it would be wonderful. I tried my best to be flexible, to adapt to different cultures of schools, but it does not matter. It is OK for us. (SG-O)

Student's view about the new time allocation

- Researcher: How many lessons did you have?
- A-3-S: Totally, three only. Some lessons were held in the hall. They were about the life in the China hilly area, one was about team building activities, one is . . . ., another one was . . . . Sorry, we could not remember.
- Researcher: Do you think there are too many moral and civil education lessons?
- A-4-S: It is OK. The school should increase the lessons of PGE. This year, the school mixed extra-curricular activities, M&C and PGE. Once per two weeks is perfect. I hope the new principal could reframe everything, or put the M&C and PGE on Monday. Extra-curricular activities on Friday would be better.

EMB's view about time allocation: Feel regretful about no definite time for the PGE

- If I was given one more time, I would like to fight for a subject and definite time slot for the PGE; it would be clearer for teachers and parents. From the perspective of a D&G person, I would be happy to see a subject of personal growth in schools, although it is not possible now in the busy schedule. But I worry that the status of PGE will mirror that of Art & Design or Physical Education, where some lessons are stolen by the core subjects for revision, tests and so on. Now the situation of the PGE is somehow miserable, with no definite time for it yet. (EDX)
- For instance, if the timetable could include the PGE lessons, teachers could help to organize and design the curriculum of the PGE according to the needs of students, to benefit our students. (EDX)

- The limit of 12 lessons of the PGE is a reference for schools. I know that some schools have one lesson per week: you can see the schools allocate a lot of resources to it. In our supervision, most of the schools could provide us the timetable and once they could determine where the PGE was to be put in, we could accept it. Usually, schools can provide us a very clear timetable of the PGE with topics and learning objectives. About the teaching quality, I think they teach it as usual but using more vivid methods or incorporating games. (EDX)

### **Verbatim 6.3.1. Support from Non-Governmental Organizations (NGOs) and social workers**

#### Teachers

- The social worker who helps me is a lady, so she may have the wrong perception that she has plenty of time. At the end, she rounded up the points in a rush. (B-T2)
- Mr. Wong gave the demonstration in my class: he is good at time management and could attain the target he set on time, which is very good. He has points and does it effectively. I learnt so much from him. (B-T3)
- Every teacher wants to make progress in curriculum reform. It is a good idea to ask for external support. (A-T9)
- If there are social workers to help with collaborative teaching, it would be better. If it is done, I hope it is not only for a single lesson. I hope they can help with a series of lessons and let the teachers feel the stepwise development and systematic PGE, let them know clearly about their role and what to do in the lesson of integration. The role setting and division of labour for teaching the lesson must be clear. Time allocation must be careful because we have only half an hour for a lesson. What forms? What content? Anyway, more professional help is welcomed. (A-T10)
- The support from the social workers is adequate. I learnt some from them. My comment is none. I do appreciate their support. (B-T7)

#### SGTs or SGPs

- So, to lessen the working pressure, I tried to invite the social worker trainees to help me and complete their practicum. I asked them to help me with the PGE demonstration lessons for some classes or be in charge of some group counselling activities. (SG-D)
- For the 'in-house' SGTs, I'd better invite other NGOs to help because teachers normally have suspicions about your ability and feel uncomfortable about being trained by you. (SG-M)
- Thus, I have planned to invite other social workers for collaborative teaching, at least one per teacher. Last time, some social workers and I did the collaborative teaching together. We discussed the lessons and the skills and determined what parts should be reserved or

cut. Or ask the teachers to comment on our teaching. Focus mainly on the teaching skills and the lesson plans. (A-T8)

- Three years ago, we collaborated with an NGO in a pilot scheme about PGE, and then a teaching kit was then published. We are now using the developed teaching kit. In the past three years, we have stuck to it. So far, no changes. We tried it at the beginning, but then in February in the same academic year, we joined the pilot scheme and added in our original ideas. It is a shortcut for us. (SG-E)
- Luckily, previously, when we joined a QED project about anti-bullying, a group of social workers came to school and demonstrated some lessons for all teachers. I think they learnt some skills from the social workers. I think it was the only training for them. (SG-G)
- We tried to buy PGE at the very beginning for P3 and P4 from an NGO. (SG-C)

## CHAPTER SEVEN

### Verbatim 7.2 Necessity of PGE and the expectation for PGE

#### Teachers

- However, because of a lot of external factors, the PGE appears. Actually, informal PGE lessons happen every day. Without this good and informal guidance, we need the PGE. [She means that the PGE appears at the right time now.] (A-T9)
- If I am asked about its necessity, it is like a moral lesson, so we should teach it whenever it is needed, in different modes. (A-T11)
- It is OK if time is allocated for the PGE, but other things could be more important too. This depends on a school's decision for time allocation . . . . the PGE is a process to let children construct their personal growth positively . . . . I am thinking about this . . . . (what others?) [He means that the PGE is not the important thing, but the SGT was lucky to fight for a time slot.] (A-T10)
- I need to explore more methods to make it better. I found that we did not feel the instant necessity to teach it. Every day, we need to encounter numerous things. To prioritize it, it would not be at the top or near the top. What rationale could support us to make it better? I wonder and want to find out. (A-T11)
- The PGE is important, as they learn from the activity and the experience. However, it seems that the PGE is not in line with the current curriculum reform, so someone tried to ignore it. (A-T4)

#### Students

- If it is cancelled, it must be replaced by chatting with us and our class teacher, to let us have communication time to share our difficulties and problems, to prevent and remove the bad habits.
- It depends on the teachers who are more active and open to include the funny games in the lessons. However, most teachers are not willing to do this to make us more relaxed.
- These lessons help us to solve our psychological problems; you know some of our classmates live alone if their parents are too busy, with no time to talk to and care for them, so this lesson could help to resolve their problems and relieve their depression.
- The PGE had another presentation for the physical and psychological knowledge, which is funnier than GS. In GS, time is too limited to arrange other activities: is it possible to play in the GS lessons? In GS we have examinations.
- The PGE has been with us for several years so don't cancel it please.
- We had learnt something other than that in the textbooks, like the problem of suicide.
- The PGE should be cancelled because some content had been learnt before.
- We learnt some new things from the lessons. I was happy too to cooperate with others.
- It helps us in our daily life. Most students like the PGE.

From the lesson study, both teachers and students feel the necessity of the PGE.

#### Students

- If it is cancelled, it is not good: the PGE can cover something out of the syllabus and let us learn more. (3S)
- I think the PGE should be sustained because it teaches the right things to do . . . . I think the PGE is important and it helps us a lot in our growth . . . . It teaches us the right things. There is no need to cancel it. (3T)
- I object to the cancellation of the PGE because it has games, and we can share more among the classmates and can understand them more, but in other lessons and the recess time, time is not limited. In PGE lessons, we have plenty of time to talk with each other; every subject has its function in school, but if it is cancelled, we learn less then. (3T)

#### Teachers

- I think that the PGE is necessary. In our daily teaching, we always deal with the students' problems and give them guidance and counselling. The PGE does the same thing in a more systematic way. (Teacher T)

#### Expectation of the PGE



- Compared to the past, the communication between teachers and students was less. The existing PGEP provides one more platform to enhance their communication, to build up mutual understanding, and to convey positive values to students. This can unify and standardize what is being done by all teachers. If we just let it be handled freely by the teachers without any monitoring of the outcome, it would not be good. (EDX)

What is an ideal PGEP in your eyes?

- I emphasize that this programme is not like other subjects: its aims are to explore the needs of the students, to let them express something deep in their heart, and to explore their potentials. (SG-O)
- The PGEP can let teachers grow and enhance the relationships between teachers and students if they are in the attitude of openness, recognition, acceptance, and supportive.....the PGEP could involve other NGOs - even parents and principals. The sharing could happen at every moment. (SG-M)
- The PGEP is not a new thing. It is actually always done especially by the class teachers. The EMB knows that the PGEP may be used to cater for the drastic change of the world. (A-T2)
- I think teachers should have the skills to teach the PGEP with their students; it should be a more systematic curriculum to really cater for the needs of the students. (SG-G)

Parents basically support PGE

Parents from School A

- I know they have the programme; however, they rarely share the content with us. As parents, we should talk with them about what they learn in school. (A-4-P)
- Researcher: Have you heard about PGE before?

Parent A: I think it is about the social skills. I think it is very necessary to our kids. (A-3-P)

Parent B: I hope she could listen to the teachers, learn to be a good child. Sorry, I am not able to tell; however, we do not understand what civic education is in school. (A-3-P)

Parents from School B

- When I look at the syllabus, I feel that my son, a P5 student, should attend the course of the lower forms, to learn more. (B-6-P)
- Oh, definitely, the content of the PGEP is very important to my kids! Apart from the academic study, moral education is important outside the regular syllabus. I just worried

how much they really learnt in the lessons. (B-6-P)

- I know there is a lesson per week about the PGEP. However, so far, he did not mention it at home specially. So, I do not know the actual conditions. (B-6-P)
- I appreciated the content of this programme. I think the concepts and actions are both important. PGE let them learn a lot and they may not take actions after the lessons, but at least they know it is right or not in their hearts. (B-6-P)
- I feel that PGE is very essential to them. I don't mind teaching them again. I found that they do not know what are morality, courtesy and respect. (B-6-P)
- I am interested to know what PGE actually is, what happens in the lessons. (B-6-P)

Teachers (positive expectation)

School A

- I think the PGEP is good and has active lessons, and our students could gain a sense of contentment and sense of achievement through them by learning the attitudes towards different issues. I think in our school, some students are too weak to gain the sense of achievement academically; however, the PGEP may provide one more chance for the students to gain it through the games. It provides greater support for the students. (A-T12)
- The aim of PGE is surely to give the correct values to student and improve their behavior, with possible improvement . . . . PGE is used to train up students' points of view, values. The concepts and skills could be used throughout their lives.(A-T9)
- I support the introduction of PGEP . . . . Success depends on the persistence, toughness, personality, effort of a person, not his or her academic performance . . . . PGEP may prevent suicide and make children happy. (A-T3)
- I hope to grow up with them through the PGE lessons. I hope they could learn the social skills and how to be relaxed. (A-T6)

School B

- Definitely, it is like seeds embedded in students' hearts, so we are hoping for the date of germination. (B-T9)
- I am interesting to know their thinking. Especially for the topics of bullying, I want to see how they handle the process. (B-T5)

Teachers (negative expectation)

- I was not happy because some students repeated the mistakes again even after the issue

had been taught in the PGEP lessons. As I know, it was not easy to correct them. They knew how to do it, but in real situations, they forgot what they had learnt. Some students were quite self-centred. (B-T2)

- For me towards the PGEP, I am a ‘just make’ teacher, finishing all the work you like and that’s it. Honestly, I just do it as required. I think it is nonsense to teach students certain values time after time. How much he/she accepts depends on his personality, his family, the district he is in, etc. (A-T3)
- In the eyes of some teachers, the purpose of PGE is to make students more obedient and less likely to make mistakes. They like to evaluate PGE in the visual forms. They do not think about the internalization of students like thinking skills, sense of resilience—the important things to address. (SG-O)

### **Verbatim 7.3.1. General feedback about the PGE**

Positive feedback from students (lesson study)

- The whole class is very involved in the lesson and students raised their hands frequently, so we can answer the questions. (3T)
- I scored 9 because the teacher taught us well; the classmates were so involved in the lessons because they wanted to listen to new things. (3S)
- We are rendered the chance to express ourselves. Among them, the PGEP is not especially funny, but has more sharing time. The PGEP is necessary for us and we would object if the PGEP disappeared. (3S)
- I think the PGEP is funny, not boring, but interesting with more to learn. (3S)

Positive feedback from students

- I felt so relaxed in the PGEP . . . . Class teacher lessons being replaced by the PGEP is good, because we need not attend the serious lessons taught by my class teacher. I could get back to the identity of a student in the classroom, as it is more relaxed. (B-6-S)
- I like PGE. It is so funny, and my classmates like it so much. (B-3-S)
- In every PGE lesson, we laughed till the end and felt fatigued. (A-4-S)
- Our classmates liked PGE so much, they laughed loudly in the lessons. (B-4-S)
- PGE is funny, I learnt some knowledge beyond the regular subjects. (B-5-S)
- I think PGE is good and the social workers lessen our pain and worry. (B-6-S)

Teachers’ perceptions (from interviews)

- For me, I must be joyful and confident to teach them. Sometimes, I got the sense of

success and contentment in teaching the PGEP. I must be determined to bring the positive messages to the kids. Also, I must love them; otherwise, it is impossible to teach them well. (A-T1)

- I believe that the PGEP has an influence on the students but not in the near future. It takes time to observe. It is a difficult topic. I think it is related to the relationship between us and the students, how you concern and observe them. Teachers must spend time on it. (A-T7)
- I find that they are very involved in the group discussion, but they may lose the direction at the beginning; with the guidance of teachers, usually they could catch up with the requirement and have good discussions . . . . For instance, they need to discuss what role they are going to play in some situations . . . . I think overall 70% of my students were involved in the lessons, about 20–30% of my students may think that it is a noisy lesson. From my point of view, I am satisfied with their performance because most of them are noisy, but they are expressing their feelings and ideas. It is acceptable. (Teacher S)

#### Positive feedback from teachers of other schools (general)

- In the evaluation questionnaire, two teachers said that the PGEP was the most valuable thing among the student guidance activities. Although the PGEP increased their lesson pressure, I feel they are quite involved in it. It is good. (SG-H)
- The feedback of teachers is OK; children share their feelings. (SG-G)
- Teachers report that the content of PGE is very useful, and is applicable in daily teaching and classroom management, like emotional control, because all students have learnt related concepts through a lot of experiential activities. (SG-F)
- I am surprised teachers' feedback is positive. We had the pre-lesson meetings and evaluation. The good feedback is quite fast. (SG-F)
- After some PGE lessons, I feel that especially some badly behaved students changed a little bit. I do feel PGE has an impact on them. (SW)

#### Negative feedback from teachers of other schools (general)

- Presently, I will try to use the teaching kit '*Growth Express*' for a period, but the problem is the teachers themselves: if they are not well-prepared and not willing to teach the PGEP, it is nonsense and a waste of time. (SG-K)
- They are not proactive enough to suggest any improvement, only one or two of them. (SG-H)
- Now, it is not realized that teachers focus on teaching; they just want to convey their knowledge, and attend less to students' growth. They perceive it is not their main duty.

SGTs and teachers have different ideologies. (SG-H)

### **Verbatim 7.3.2. Teachers' performance in PGE lessons**

#### Positive performance of teachers in PGE

- I would like to thank teachers and their involvement. I am impressed by them. (SG-L)
- Teachers start to know more about cognitive counselling and have the impetus to learn more to help their students. Teachers find the PGE lesson playful and enjoyable. (SG-H)
- Some class teachers are very proactive about teaching their classes to solve problems themselves; about 3/4 of them are good and can be involved in PGE teaching. (SG-D)
- I think they are in progress. Ultimately, the curriculum designers are not exactly the group who teach. Fortunately, the teachers are very willing to suggest modifications to improve the lesson plans further. (SG-C)

#### Negative performance of teachers in PGE

- Unavoidably, some teachers teach traditionally with one-way communication and spoil the vivid lesson plan. I am very willing to help them. (A-T8)
- Some are very willing to explore how to teach PGE, but may think PGE is an obstacle for their normal teaching. They just quickly tell the class the message, with oral presentation only. (SG-I)
- For instance, they are required to fill in the worksheets, so what? I can tell the pedagogy now in school is not up to standard, mainly one-way, lecture types. There is still a long way to go to facilitate the critical thinking of students. (SG-G)
- Some are so-so and loaf in the lessons, or cannot handle the lessons. They need to further study and learn about the teaching skills . . . . Some teachers even waste whole lessons. (SG-D)

#### Teachers' reflections about the positive change of their teaching skills

##### School A (Teachers' self reflection)

- I enjoy teaching the PGEP now because we gain a closer relationship with students. The greatest benefit I think is not only for the students, but for me too. Ahead of this, I did think about the psychological issues of students. I learnt a lesson too when I taught them. I was not happy in my childhood; I think that if I am not assertive and strong or pessimistic, I might commit many bad things. In fact, I reflected a lot during the teaching process. (A-T7)
- I share my experience with students and can this can help my daily discipline work.

Sometimes, we must listen to their points of view. Students could have good points from their experience and good parenting guidance. (A-T9)

- I am really weak in my counselling skills. We can grow up with our students . . . I learn the skills of active listening. About the self-esteem, I started to find that one sentence may affect the children a lot. The lessons gave me these reflections. (A-T7)

#### School B (Teachers' self reflection)

- I . . . I think I blamed some students too much, because at the end of the term, they felt angry with me. It is not related to the PGEP. I just want to point out that some students are not easy to be managed. Overall, there . . . is improvement. (B-T2)
- I did more in the class teacher lesson this year, but I think the activities of the PGEP help me a lot, rendering me greater reflection. I do think one-way teaching is ineffective in MCE, but stories, drama, PowerPoint presentations and games work. (B-T5)
- The PGEP is a lesson of counselling. I feel teachers are somehow in conflict with counselling teachers. As teachers, we are quite rigid: we have our standards in our mind. We like to judge our students. Our students are so worried about their answers being wrong. As counselling teachers, we should listen to our students' problems and then guide them through, instead of telling them or commanding them to do everything. I can find some colleagues are very rigid, with no room for the students. We should learn more counselling skills and not criticize the children first. Besides, their enthusiasm and acceptance of the PGEP is important too. (B-T6)
- I may blame myself for the poor technique. I think if the teachers have a common goal, we could make it. (A-T11)
- PGE is not like the traditional direct teaching; we must let them express themselves. That is love: to accept and listen to them and try to improve their behavior. In teaching children, we need time; it is not the business of one or two days. (B-T9)
- Sometimes, I find that my lessons are quite dull, so the students do, too. If they are happy to attend, I think they can get some message for future growth. As teachers, you deeply know whether they like the lessons or not. (B-T6)
- I found that students fed up with the 'chalk and talk'. Their involvement of students is very important. Yes, I can teach them about moral behavior through the activity, games and group activity, and can teach them social skills . . . Normally, we seldom talk about how to be a good person in a rigid way. I feel they like it if there are stories. (B-T4)

#### **Verbatim 7.3.2. Teachers' performance in PGE lessons**

Students' perception about teachers' performance and teaching style

- However, owing to the individual differences among teachers, the message of some lessons could be brought out by them. Sometimes, they talked too much, so we had little chance to share. It is not enough! After the PGEP, I didn't think we learned a lot as I did not perceive the message of the PGEP lessons. (B-6-S)
- I felt that some teachers could not teach the points. They sometimes sidetracked to other things. Mr. Chow is good as he can teach the points. (A-3-S)
- I like Miss Wong [the researcher] because the PGEP is designed by you; I think you are the most suitable one. Your presentation should be clear. I want the original version! (3T)

#### Positive performance of teachers in the PGEP

- So far, the feedback is good after two years of implementation; for lower forms it is OK, and for the higher forms, it depends on the teachers, and the problem is their teaching skills. All teachers could follow the decision, except some deviant teachers, using moral lessons for other purposes. I don't care then. (SG-D)
- I believe there is change, especially as they will enjoy the self-exposure; students like listening to the stories of teachers and this gradually builds up the relationships . . . . After three years, the greatest change I perceived is the pedagogy change in teachers. They try to adopt a more interactive approach. (SG-E)

#### Negative performance of teachers in the PGEP

- Some teachers do not accept the PGEP, and make use of the lessons for Chinese and English. (SG-J)
- After a period of practice, there is still room for progress: they are still not up to standard. Teachers are not able to play the role of facilitator: the role of 'teachers' is still heavy with their status; the teachers' esteem and students' feedback is more positive and obvious. (SG-E)
- I do not think so because teachers are too busy to swallow one more programme, the PGEP, even the good teachers. They just think teaching the PGEP is their responsibility. I must appreciate their extra effort on it . . . . it is not practical to request all teachers to be the last worker. (SG-M)

#### Pre-lesson preparation

##### School A

- When I read the material once, I concentrate on the teaching method in the class and just go through it once; I think there should be some underlying meaning in it; however, there is no time to go through it twice. Sometimes, I forget some points, and I am worried

whether they are important ones. However, when you enter the classroom, the lesson must go on. (A-T11)

#### School B

- Some teachers are not well-prepared, so I need to help throughout the lessons, as a teacher did not know what was actually happening. The lesson preparation is not adequate, so some problems may be related to the lesson plan. For me, I need to read through the lesson plan, digest it and plan how to do it in the lessons. He did not, so I almost helped him to teach all the lessons, which made me very frustrated. For me, I brought the lesson plan back home and read it thoroughly. I never attended the pre-lesson meeting as they never invited me to attend. (B-T1)

#### From the lesson study

- We did the pre-lesson meetings every time: LM is very creative and serious about leading our discussion. (Teacher T)
- I think time for preparation is very important to conduct the lessons smoothly. The pre-lesson meeting was conducted only when all form members were present in the staff room, which was not easy to do. A meeting of 15 minutes is not adequate. If I have time, I will scan through it; however, most of the time, I do not fully understand the lesson plan, and I make it clear after discussion. If some audio-visual aid is provided, it helps me and also my students to understand the topics more. Especially for students, the visual aids help them to memorize the details of the lessons. (Teacher R)
- We must read through the lesson plan first, digest it and then I will try to add in my personal things like self exposure to share with my class. It creates resonance with them. (Teacher T)
- I need the guidelines (for PGE teaching); maybe I am the first year to teach it. I think it depends on our justifications (for the lesson plans). (Teacher T)
- For this lesson, I think my preparation is not good, as I was confused about the lesson plan. During the lesson, they did not understand the game, but just held the cards without clear goals when doing it. (Teacher S)
- For those not involved in the lessons, the problems may be preparation and the pre-lesson meetings, which affect my performance in the class and make them dull. (Teacher S)

#### Other SGTs had different experiences

- What I did at the beginning was to assign a form representative teacher to support and assist the implementation of the PGE in pre-lesson meetings: their discussions were quite serious and detailed. I am also the form representative of two forms. I join the meetings



with them. For every lesson, we try to make the values clear, with the addition of Biblical proverbs. We think personal growth should be based on religion. (SG-F)

- There are no pre-lesson meetings in our school. I dared not arrange any for the teachers, as they are so busy now. I am afraid of objections. I just arranged several form meetings for review only. If the teacher can scan through the lesson plans, it will be OK. If I try to practice it seriously like other subjects, I am afraid that they could refuse to see them. I do not want that to occur in my schools and increase their and my difficulties. (SG-H)

#### Time management

##### School A

- Most of the colleagues are indifferent at this issue. They just emphasize their teaching schedule, and the time spent on digesting the lesson plans and teaching. (AT-12)
- Communication is two-way—that is what PGE emphasizes. If teachers teach it well, it means they can use PGE to guide their students properly. If a teacher just finishes all the games and the activities, and says ‘I have finished a lesson!’ . . . then it is the problem of heart (passion and commitment) (AT-12)
- I think time control is the main problem: too many activities to be completed in one lesson. Moreover, for a big class of nearly 35 students, it is difficult to take care of all students. Ideally, if the class could be broken into groups, that will be better. For instance, if I would just be responsible for 10 students, it would be great. And the materials provided are really too much to handle. I feel fatigued. (AT-6)

##### School B (from lesson study)

- Time control is the most difficult challenge. I had to modify the lesson plans and use the teaching materials selectively, adjust to class-based. (B-T3)
- Time is so limited; it is alright to arrange PGE during the last lesson, in a relaxed atmosphere. I suggest 50 minutes would be better. I overrun the lesson very often. My class has art lessons before, so they had no time to pack up things and clean up the desks. How about using the activity lesson on Wednesdays? (3S)

##### Self-disclosure (from the lesson study)

- Sometimes, it is difficult to link it up with daily life. It depends on their habit and the communication mode. I find that some are not easy to persuade. For instance, a student may be quite stubborn about admitting he would beat someone who makes him angry; there is no way to calm him down first. Then he may learn little about the topic. (Teacher

R)

- Regarding debriefing skills, they reflect the truth and relate to daily life; it needs the critical thinking of teachers. The difficult point in the PGE is the questioning, in which teachers are not skilled . . . . During debriefing, I found that my students were highly curious about the feedback of teachers, like our solution to some dilemmas; they would like to ask, ‘Teachers, how about you? What would you do in this case?’ When we told them the answers, they listened carefully. (Teacher S)
- About debriefing skills, I think I am weak in the last steps; at the end of the lessons, when time is up, I usually advise them to discuss it with their parents at home. (Teacher T)

#### Co-teaching

##### Senior teacher in School B

- I felt some teachers were quite nervous when I entered the classroom. Some were OK. Limited by time, we seldom discussed the lessons together. (B-T1)

##### Class teacher in School B

- I was nervous before co-teaching, as we must understand the lesson plan, so we tried to fully prepare to make a good lesson. I hoped I could give the best to my students, especially with the preparation time not being enough for us because of the co-teaching. We read the lesson plan first and then we supplemented each other. If there was plenty of time, we could discuss the teaching skills; we could learn more and have full understanding of the lesson plan and could teach it well. (B-T9)
- It was very good; we might just see just one aspect of the issue. Our partners could see other points ad hoc and we learnt about each other. I would like to thank especially Y and T. (B-T3)
- I liked it; the senior teachers were helpful to keep a well-managed class. Most of the time, they helped me to facilitate the discussion. The deputy principal was very proactive to help me in the debriefing sections: she helped me to facilitate the group discussion of students by giving them guidance. The outcome was desirable, with deeper discussion. (B-T7)

#### Demonstration

- I taught the PGE in classrooms. I can know all the students through teaching. It added counselling time to reach each of the students in the school. I had more understanding about the curriculum and got to know the teachers more. If I want to borrow lessons for demonstrations, they are OK with it if the topic and content can meet the needs of their class. (SG-D)
- In the first year, I taught and demonstrated the lessons to the P1 and P2 teachers, then

middle forms and higher forms, year by year. In the fourth year, all the teachers know how to do it. (SG-I)

#### **Verbatim 7.3.4.3. Sharing time of the PGE**

##### **Students**

- My classmates liked PGE because they like to share. From the videotapes played, I found that they were really happy and enjoyed the lesson. (B-3-S)
- I did like the presentation. We could tell the whole class our idea. It is so interesting. (A-3- S)
- I am so happy to have PGE and have the chance to share some joy and pain. I enjoyed it so much. (B-6-S)
- I learnt a lot in PGE. I like the group discussion to share our views. We have more freedom to do what we like, less limitation than other lessons, and more room for expression. I like group discussion and the game of merit finding; that is impossible in other lessons. I feel so happy that other classmates appreciate me. (B-3-S)
- I learnt to ask, to share individually. I am more active than before. (A-4-S)

##### **Teachers**

- For this kind of message, it is difficult to discuss with them in other lessons or just mention something without discussion; only in the PGE time can we share these topics deeply in 40 minutes. (Teacher S)
- I think it makes me have more understanding with my students. You know we must keep with the syllabus pace, the examinations, and there is no time to talk with them. However, in PGE, we can calm down and chat together. They get the chance to voice their problems deep in their hearts. (A-T6)

##### **SGT**

- Now, PGE has occupied an important room; it is an alternative to shorten the distance between the students and teachers, to involve the open and free conversation. I have experienced some impressive situations. For instance, some teachers would make extra appointment with students and pray together with the students. (SG-F)
- I find that the relationship between teachers and students has built up. (SG-H)
- The children rightly are in focus now. Relationships between teachers and students, students and students have been largely improved. (SG-E)

### **Verbatim 7.3.5. To assess the changes of students after the programme (mode of evaluation and the feedbacks)**

#### Evaluation of guidance programme

- We treasure the briefing sessions with the teachers. At the moment, teachers voice the problems during actual practice and we then improve our lesson plan. After that, the evaluation section is very important too. Teachers will point out the blind points. (SW)
- For every lesson, 5 students from each class and the teacher must fill in the evaluation forms. Moreover, I collect all their worksheets for marking, so I know to what extent the teaching quality is good. Some quite honestly tell me they miss it. (SG-G)
- The evaluation mainly includes a teacher and a student version. Teachers or the observers review whether the objectives of the lessons have been attained. For students, there are no examinations, so they are requested to fill in one questionnaire for each semester with closed-ended and open-ended questions. It helps us to find out how effective our programme is and illustrate our improvement plan. We collected it by class teachers and data processed by the teacher assistants. The content is designed according to the curriculum, so it is OK for me. (SG-E)

#### Assessment of the students' performance change

#### APASO (Assessment of the Performance in Affective and Social Outcomes)

- I think overall in Hong Kong, the evaluation policy is still not mature. At the present moment, I can see five tools are used. They are the APASO and Academic Difference measures. The APASO is a vague tool, not specific for the PGE. Our team has developed two sets of questionnaires for both the Academic and Career Domains, which are put on the server. It is informal but we try to provide an example for reference. But I believe the so-called questionnaires are not able to reflect the truth. It must be helped by the observation of teachers and the feedback of parents about the atmosphere of the school ethos. (EDX)
- We found that the external review team asked us about the PGE; they have already put the PGE in the 2<sup>nd</sup> (i.e., Teaching and learning) and 3<sup>rd</sup> domain (i.e., Student support and school ethos), so the PGE is growing to be more important. (EDX)

#### Other remedial measures

- Because the PGE is strongly related to the interpretations of teachers, the relationships and interactions between teachers and students, if students feel support, acceptance and even peer support, that is the most important. What we evaluate at the end of a lesson does not mean what is gained by the students; even if we put a video camera inside the

classroom, so what? What can you get and measure? But I think the atmosphere and the sincere sharing inside is the most precious thing. They are doing it from the heart. (SG-M)

- It is difficult to assess by any methods. Even if there is change in students, you can't prove it has come solely from the PGE. What is a successful lesson? For me, I just teach it, finish it and that is it. You give me materials, I teach it and that is it. How do I know if the students change? It is difficult. (A-T11)
- Regarding assessment, it is impossible too; how could you assess them with a wide range of difference with just one assessment tool? Different students have different backgrounds . . . it is difficult to assess and judge the reaction of students and how much they have learnt in the lesson. (A-T7)

Introduction of family worksheet: Is it helpful?

Parents' view

- I agreed that the worksheets gave them the reference more than significance towards students.(B-6-P)
- I will temporarily neglect the family worksheet if it is not submitted another day. I think it is not my problem. I think the family worksheet should not be submitted every time! You know, I am a working parent; I am so tired when I get back home. We are too busy to check their homework. (B-T4)

SGT

- By reading the worksheets done by the students, I could understand them more and I am astonished by their creativity. For the family worksheet, the feedback tells me the extent of support and care for the students, their parenting skills; all these help me to picture what is really going on in the students' homes. I can have more information and understanding of the families. (SG-G)
- I understand more about my students through their drawings. They have a lot of feelings; they are so true and innocent. (SG-G)
- They collect the students' worksheets. The feedback is OK. They do it like homework, and our teachers mark it. (SG-J)

Teachers

- In this case, they do not intend to change their behavior, but just finish the worksheet as usual like other class activity. (A-T11)
- Good parents of good students return and complete it in a better position. However, other

naughty students might tell me they lost the worksheet, or their parents are not willing to fill in, or they are too busy. As I guessed, their parents do not know what happened actually in PGE. Sometimes, parents' feedback is more than my expectation. I remember some worksheet that required them to attach photos; I was quite impressed. (B-T7)

- I guess in lower forms, it is better. Some can complete it on time, but some just sign the name, and that's all. Some may want to follow, but they do not know what exactly the lesson is. I suggest more follow up activities should be given to follow up with the family worksheet. If they do not submit the worksheet, they can discuss it in the lessons. The content may not be in written form; it could be stories or some Internet resources. (B-T4)
- Most of the parents fill in the worksheet . . . . I do feel that they love their children very much, and they share a lot in the worksheet. (B-T5)
- I remember last time, a mother called us about the worksheet of a student. She found some unacceptable thinking inside, so she was worried. Then she talked with the class teacher and requested more guidance for her daughter. (B-T6)

#### Other assessment method and problem

- I had spent too much time designing the whole series. I got no time to further follow it such as providing the evaluation sheets to each class, for each lesson. No one helped me at all. (SG-N)

#### **Verbatim 7.3.5. To assess the changes of students after the programme (changes of students)**

##### Students

- Lesson One and Two, because I learnt that cheating and helping to cheat are not correct, and I also learnt how to solve the problems if I lose mum or if I forget the vocabulary during dictation. [He then tells me the five steps of problem solving clearly.] (3T)
- Lesson Two, because I know we may help our friends wrongly. This lesson gives me confidence to do the right things, and tell the truth to parents and teachers if there is a problem. (3T)
- I learnt how to solve problems. It is useful for us. Like the Superman of problem solving, we face a lot of problems every day, so we can try to use the steps provided to solve the problems or try to consult teachers and parents. In our memory, there is no such teaching and lessons before to teach us how to solve the problems. (3T)

##### Parents

- My kids like the arrangement this year and I think it is worthwhile to continue. (B-06-P)
- I just worried about how much they perceived actually in the classroom. They are not like

the kids in J1 and J2, who follow what you say to them. (B-6-P)

#### Teachers in School A

- PGE is meaningful. I feel the students are quite involved in the lessons. They express themselves frankly, and they just perform and present what they really are. The most impressive was one student who talked about her family; her parents had big quarrels at home. She told us the fact and the experience and burst into tears. I felt these were her true feelings. (A-T6)

#### Teachers in School B

##### Positive comment

- I found more and more passive students are brave enough to speak up, and there was more sharing and participation. I saw the progress of the class. (B-T3)
- After the lesson, I would use other chances to remind the students of what they had learned: the 5 steps of problem solving. For instance, I reminded them that the first step was to calm down first. I always reminded Tom to calm down like the Problem-solving Superman, and think about the whole process: who is doing the right or wrong thing in every argument and fight, as both parties make mistakes. I hope they can think clearly before their next actions. This could be better. (Teacher R)
- In the role play, they played quite well. They told me the standard answers. Even if a boy cheats, he answered me that he will erase the cheated answer if he thinks it is misbehaviour. (Teacher S)
- The students in my class are quite positive. They know the behaviour is not good. In verbal representation, they told me that misbehaviour is forbidden and as the friend of the cheating boy, they would not help him to conceal the truth. (Teacher S)

##### Negative Comment

#### Teachers

- They are excited and involved so much in the PGE lessons and learn how to respect each other; however, after class, quarrels and conflicts continue, with no change. Part of the male students did not change. (B-T7)
- What I think is difficult is to let them apply what they learn in the 30–40 minutes in their daily lives, because it is about value education; it is not possible to change them suddenly. Yes, they can fully answer you in the lessons about what they would do at home to respect and how to talk to their parents. Is it true in the real situation? Besides, we have different topics every lesson. How much do they remember after every lesson? I suspect

little. In practice, it is difficult. As class teachers, we can apply some in the daily life and remind them the problem solving skills as their grandmothers. If a poster is provided by the lessons, it would be better. (Teacher T)

SGT / SGP

- Students like the PGE lessons. PGE lessons may not be the most favourite lessons, but they know it is part of the Moral and Civic Education lesson. (A-T8)
- I gain in PGE. I feel they like PGE because when I enter the classroom, they are very happy to see me. About the effectiveness, it is difficult to measure and depends on their background. (SG-D)
- The curriculum itself helps the kids a lot. They are happy and enjoy it. (SG-L)

### **Verbatim 7.3.6. Redevelopment of teacher-student relationships**

Students' feedback about teachers' performance

Students

- A good teacher should listen to us, so when we have any mistakes, she explains clearly to us, with clear punishment. I feel she must teach us the substantial things and with a good attitude. If she has a bad attitude, students will do bad things towards her. If she is good, but she cannot teach us anything, it is nonsense. (3T)

Students from the lesson study

- I like Teacher T because she understands us and teaches us a lot of things. She listens to us and gets our feedback. (3T)
- Teacher T because she understands us, but others do not know us. I feel comfortable about that. (3T)

Students from the other focus group

- I like Mr K because he always gives us room to think, it is good . . . He is OK. However, he murmurs too much and wastes a lot of time, finally reducing the activity time. He should not repeat and repeat. (A-5-S)
- Our teachers became more relaxed and serious in PGE. Let us talk freely; in other lessons, they are stern. (A-5-S)
- We want to see her [the teacher's] happy face; don't scold us. (B-4-S)

Parents' worry



- Oh, definitely, it is very important to my kids! Apart from the academic study, moral education is important out of the regular syllabus. I just worried how much they learnt in the lessons. (B-P)
- I just worried about how much they perceived actually in the classroom. They are not like the kids in J1 and J2, who follow what you say to them. I am also worried about teachers caring for their kids everyday; they should not limit their care and guidance to such PGE lessons only. (B-P)
- I appreciate the group activity in the lesson. I expected that there is follow up for the worksheet, no matter whether it is true or not. (B-P)
- For me, I preferred the group activity of PGE. I remember in my secondary schools, I had similar activities organized by the nun. She taught me a lot and it is so impressive. Her guidance was very important. (B-P)
- I think the concepts and actions are both important. PGE lets them learn a lot and they may not take action after the lessons, but at least they know what is right or not in their hearts. I found that the books of RS are good also. Students learn a lot of values, depending on how much they get from the lessons. (B-P)

#### Teachers' positive feedback

- I agree, it let us have more topics to talk about. (B-T2)
- Communication is done every moment. PGE let me have a platform to know all different needs in the class through deeper conversation and discussion. (B-T5)
- I think I have developed good relationships with my students. (B-T3)

#### PGE is not the only way to build up teacher-student relationships

- Yes, I do it continuously. For instance, I use the recess time to chat with students. Especially, I will make use of the outdoor activities to chat with students, like farming outside. It is something like the PGE lesson; I use the tea break to share with them. It helps to build up the trust and relationship between us, and the outcome is better than that in classroom. (A-T10)
- In the old days, we had plenty of time to communicate with students; we dealt with problem students and parents regularly. However, for the general and good students, the attention given to them is more or less the same from the old days to the present time. (B-T6)
- Sometimes after lunch, I chat with the students; however, time is so limited. It is impossible to chat too much. In the normal classes, General Studies is the most possible

time to do something similar to PGE. In the syllabus of GS, some topics like family relationships may bring out some issue, but not in-depth, just a few words. (A-T6)

Teacher's attitude with other teachers' perspectives

Appreciation and expectation

- Love is the most important premium . . . . For the difficult students, I like playing and chatting with them. Especially, the religious activities are quite powerful to affect them and give them love. There was no pressure from religious activities, because they enjoyed them so much. It is the power of God to help them to understand. (A-T3)
- I think teachers must have positive values and good teaching skills. I think they have no problems in teaching PGE. However, more support is better. Let us have more insight. No support is temporarily OK. (A-T1)

Problem of 'heart' (commitment and enthusiasm)

- Success and failure of a curriculum: Two elements. The enthusiasm of teachers and adequate support. Neither of them can be missed. Otherwise, failure results. In the case of PGE, I can see there is adequate support; however, not all teachers are enthusiastic about the programmes. Some are so reluctant, they think it is not their job, and there is no heart in it. Some are not capable of doing it. (A-T10)

Why do they perform badly?

- Teachers put aside PGE (as not important) if they get weak feedback because most of them emphasize the academic result. (A-T11)
- If the curriculum is tight, they murmur. In general, they are OK and get the basic skills to teach PGE. I think PGE benefits students and teachers, too. Even they do not feel benefit, I am sure they have reflection through teaching of PGE lessons. (A-T9)
- I think all teachers should be involved in this programme because it is related to the moral and growth education of our students. All teachers should share the responsibility. (B-T8)
- More activities from the D&G team to support the topic of PGE should be provided. I mean teachers should do more, in their classes with the guidance provided by the D&G team. I would like to see the internalization of the values taught by PGE. (B-T1)

#### **Verbatim 7.4.1. School-based design or textbooks?**

SGT

- I stress the versatility. I like selecting different teaching kits as far as I can. However, those from UAP are quite complex, needing teachers to do a lot of preparation work for

the learning targets. It is not convenient for teachers. As per my experience, teachers like simple lesson plans that let them do it ad hoc. Activities like 'passing rubber bands' are too inconvenient. (SG-N)

- The design style of the '*Growth Express*' is not in line with the counselling approach, but was so in the teaching approach. Yes, it is true that some topics are quite dull and I deleted them. Some teachers added more games and activities, which is a trivial job because we have the framework in hand. (SG-F)
- For lower forms, it is in mixed mode. For higher forms, we basically use that provided by UAP with some school-based lessons. (SG-I)
- About the preparation kits, I am concerned about the copyright. I will not directly copy the teaching material and duplicate it for the teachers . . . . Someone said the teaching kit provided by EMB is too simple, but I do not agree with that. If the teaching kit is too complex, teachers may not be able to handle it. You know the teachers are very busy, and they do not want to spend too much time in preparing your lesson. (A-T1)

Comment on the teaching kits from the SGT/P

- As with the '*ICAN*' or other teaching kits, I have a meeting with the DM first. If there is a PGE programme ready, no further work is needed then. If it is not done or changed every year by the ex-SGT, I will try to modify the available curriculum. I will give them the comments, or restructure the framework, but the final decision is made by the principal. I do it myself by directly copying the ready-made teaching kits and material; it is not created by me. I have no choice; it is my job. Mainly the contents are copied and sometimes the games and activities are modified. (SG-O)
- I think mixed mode is more flexible. '*Growth Express*' is not the best, but it includes all the topics in PGE. For other teaching kits, we need to buy the whole set of them, which is quite expensive. Considering the different needs at each level, I chose to use the mixed mode. If we buy it for the whole school, parents may murmur about the worth. (SG-I)
- After that, a teaching kit called '*Growth Express*' was published. After receiving negative feedback on the curriculum prepared by me (some teachers reflected it is more or less the same as GS), I switched to this teaching kit, as suggested by other SGTs. (SG-N)

How to cater to the needs of students

- Being school-based is the most difficult thing. Being tailor-made to the students is needed. To balance the needs of all types of students is not possible. Lesson plans are written for one form, not an individual class. (SW)

Attractiveness and effectiveness of the lesson plan

- Children like the active and interactive programmes like role playing and simple

experiential learning activities, which are surely attractive. Chalk and talk is unlikely to attract them. In my experience, games and role playing are welcomed and attractive. (SW)

#### Comparison with the IT education

- I can tell you about the development of software: it is possible for teachers to make PowerPoint presentations. However, IT education is not just this: more interactive learning material should be developed. It is impossible to ask teachers to design—it should be done by the professionals. Even IT assistants have to spend plenty of time making one. In recent years, the publishers have provided us the CD-Rom, but this is still not adequate. Money is plentiful, but not enough for schools. I agree with the training strategy for schools have a good design. (A-T5)

#### School-based

- Moreover, there is copyright of the teaching kit, and it is not easy to change it. I thought about buying the textbooks; however, it normalizes and restricts the development of PGE as it does other subjects. It will then operate like other subjects. (A-T1)

#### Textbooks (positive feedback/support for)

- I will be practical. I will base my lessons on the teaching kit, but modify it in accordance to the unique situation of my school. It is a base material. If I try to design activities myself, it wastes a lot of time and the content must be changed year by year. So why not start with a ready-made teaching kit? School is now very busy, and we have no time to spend on just one issue. (SG-F)
- It is not easy to prepare the lesson time after time. Then I found a new teaching kit, the ‘Growth Express’, which gives me a lot of detailed references that are quite time-consuming for me to prepare, so I changed to use this teaching kit. The design and the curriculum are good, and with the curriculum provided by UAP, I feel my pressure is released then. The textbook is very important; compared to EMB, it is too loose and simple for us, worse than those designed by SingKungHua [another Big Christian Church Education Body in HK]. (SG-H)

#### Textbooks (negative feedback)

- Now, teachers are very busy. So . . . some schools employ the teaching kits directly, but if there is no modification, it is a problem. Concerning the time and resource limit, it may be the priority problem. This also allows the birth of different teaching packages. (EDX)

#### Provision of curriculum materials: fast-food, set meal or buffet?

- This year, PGE lessons are up to 7 to 10 lessons for every level. Some lessons are applied from the teaching kit of UAP. This year I gave them a lot of freedom. I gave them the reference materials. First of all, I copy all the topics available, the target and the brief content for them to consider, and then they choose among the topics to find the matched ones. (A-T8)
- In our school, we have just one set of teaching kits; teachers take turns using it. The process is so smooth, with no mess. The worksheets are printed and given to the class teachers in advance. (SG-C)
- If it is all prepared by me, it is not possible. A lot of time was allocated to prepare the material, but it is a waste of time, so we should not waste time in this way; we should focus our energy on planning other important programmes. It should be in the charge of teachers or teacher assistants, so more improvement will be made next year. What we print out is the additional material or the school-based designed material, but if it is ready, there is no need to design and print it again. (SG-H)

Lesson plans must be ready to choose

- In the due course of PGE development, our teachers are asked to select among the teaching materials, but they find it difficult because of the heavy workload. I think at the very beginning, we did not know how to implement the PGE, and how to properly allocate the manpower; asking colleagues to squeeze in time to restructure the materials is a difficult task, too. Now that all teaching material has been settled, it is OK. [The SGP has done a lot too.] Yes, I think she has the same experience as you in her previous school, and this year she also adopted a simple method: teachers are asked just to select the lesson plan to teach, but not to rewrite and rearrange them. And the content is re-structured. When they select the lesson plan, they can use their presentation to teach it. I believe every lesson plan should be OK and useful . . . . From the material provided, I create my own pedagogy to teach the topic. I am thankful for such an arrangement. (A-T9)
- School is so busy; all teachers wait for the lesson plans. (SG-C)

More reflections about the materials

- The material given by the school is so rich. Sometimes, time is too limited to finish it. The material is enough. We must understand the topic and the content first. The material stimulates us to think about the topics and let us present it in our own way. It is better than nothing, or just refers to some textbooks. It is good to let us have more choices. Every student is unique, so we cannot use similar materials to teach them. We could try the best for them. More references let us have more data to teach well. There are no

problems. If it is too little, there will be no good support for the lessons then. (A-T1)

1. Sometimes, the teaching kit is so simple; they are likely to be stimulated by visual stimulus. If there is something real . . . they just listen and that is all. (B-T2)

#### **Verbatim 7.4.3.1. General comments from School A and B**

General comments on the curriculum design of the PGE

Positive Comments

School A

- Teaching kids are good and useful. They are not complicated to use . . . I felt grateful because the materials provided are so rich; it is impossible for us to find such rich materials. From the materials provided, I create my own pedagogy to teach the topic, so I am thankful for such an arrangement. (A-T9)
- I am curious about the new materials continuously produced. I feel you work so hard to prepare the lessons, the materials and the praise card. (A-T3)
- Teachers appreciate teaching kids. (A-T11)
- The material prepared by school is good because we have no time to find such material and design the lessons for our class. It is helpful. Perhaps there is a difference between the design stage and the real practice. (A-T6)
- Funny things or animation of the abstract concepts (like emotions) is suitable for little kids if some traditional stories are used. (B-T9)
- I will see it from the angles of D&G, to let teachers have more understanding about the psychological development of children. (A-T7)
- Probably, we are too worried. In fact, teachers can pick up any teaching material, scan it and choose the suitable parts to teach flexibly. Of course, material after refinement and arrangement should be better. The material could be arranged, so they can pick it up and discuss it with other class teachers. It would be OK. (A-T9)
- I will consider joining the D&G team because I am a class teacher. I hope I can choose the topic I want for my students accordingly. But now, I have lost autonomy; I have to choose the material the same as choosing clothes of a definite size in a shop. Somehow, the content of the activities is not very specific and too general. The problem is that I have not received such training, so I don't know how to do it. Even if we are allowed to do it, there is no adequate training. (A-T7)

School B

- There is too much one-way teaching and 'speech', so now elements like stories,

PowerPoint presentations, tapes and songs have been included in the PGE, which has aroused the interest of the students. (B-T6)

#### SGT

- If the feedback is good and impresses the students, it gives me a sense of achievement. For some lesson plans, they are—but not all. [She laughed.] (SG-G)

#### Negative Comments

##### School A

- Some activities are not easy to teach. (A-T11)
- The lesson plan could be simplified with VCDs and simple stories. I think it would be better. (A-T3)
- Afterwards, a lot of teaching materials were provided to teachers, but I am afraid that teachers are not capable of handling, digesting and presenting the teaching material and achieving the expected learning outcome accurately and skillfully. If they use their old teaching skills, I will be worried. After one year, I found that the teaching materials were ready. (A-T12)

##### School B

- The curriculum should be cut down or changed accordingly and the appropriateness of the questionnaire should be considered. There are too many themes: how about one theme at a time, or one theme over several lessons? I feel that some topics are not adequate with just a video or audio tape; I suggest more real sharing and experience showed by real persons, like ex-prisoners. (B-T2)
- It is OK, so we suggested preserving all lessons but only deleted the negative sentences. (B-T7)
- Some are not easy to understand, while some are quite abstract. The most difficult thing is that we may not fully understand the content of the lesson. What are the objectives of the lessons? What are the targets of the PGE? (B-T1)
- I think some titles have overlapped with RS, like Mother Teresa. I think other topics should be chosen. (B-T6)

##### School B parent

2. I prefer some easy sentence that may help the kids to remember the theme of the PGE. (B-1-P)

Further suggestions about the lesson plan design

Thematic approach of the PGE

School A

- In what way will you implement the PGE? I will choose several foci of each year in different forms to solve the current problems in school. For instance, I may have sex problems as the focus at the high level and behavioural problems at the low level. [Actually, I have done different foci, which he seemed not to know.] I will use a three-year plan or five-year plan to connect the lessons, which should be better. (A-T10)

School B

- In looking at the busy curriculum, someone suggested theme-based teaching. If so, some important elements may be missed. (B-T6)

SGT

- Regarding theme-based teaching, especially topics about sex, I will add it into GS: mainly in P5 and P6. So far, it is OK for the implementation of the PGE. (SG-D)

#### **Verbatim 7.4.4. Is the PGE really a subject?**

Objection side

- It means the content of the PGE should be plentiful, but the problem of personal growth appears continuously; we can't scope them into a so-called curriculum. (A-T10)
- Teachers should not think it is a subject; otherwise, it becomes a regular task to commit on time. We must treat it as a period of time. (A-T7)
- So far, we do not think that PGE is a subject independent from other things in schools. We emphasize that PGE is a part of our comprehensive student guidance programme (CSGP). How can the CSGP be compatible with the whole school system? It is our big concern.
- PGE, I think, is a kind of important experiential learning. We have the same view with MCE—we can teach our students through daily events. (EDX)
- It is a normal thing; teachers should be aware that they have the responsibility to teach the students like this. It is not simply a curriculum; there is endless material . . . . It means the content of PGE should be plenty to choose. Problems of personal growth appear continuously; we can't scope a fixed set of lesson plans and called it the PGE



curriculum. At every developmental stage, there are a lot of changes in personality and behavior. Can we just muddle through the PGE lessons? Not possible! So we have to make use of the limited materials to teach them. (A-T10)

- I think we should not view PGE as a subject. For the skills learning, we should try to include the skills in the normal curriculum. For topics like social skills, just let students and teachers share frankly and sincerely. . . . Teacher should not think it is a subject; otherwise, PGE lesson becomes a regular task to commit on time. We must treat it a period of sharing time. The atmosphere is very important rather than the content, and the attitudes of the teachers are so important. (A-T7)

### **Verbatim 7.5.2. General feedback about integration**

Supporting ideas for integration from teachers

School A

- I hope that PGE could be included into our normal curriculum and lessen the workload of teachers. I try to encourage the GS and RS teachers, together with the teachers of other subjects, to include the PGE as much as they can. Last year, it was too much for the teachers; they could not digest it all. (A-T12)
- Moreover, it is not good for PGE to be a single lesson, but integration into other subjects is a good way to try. Then the outcome will be natural, smooth and easy for teachers to follow. (A-T11)
- It is good to integrate GS and RS with PGE, to lessen time and reduce the manpower. However, PGE should have room to exist; could the subjects co-exist?? I think PGE could be included in RS and GS, or even in the mass lessons of MCE. I think this will be the trend. (A-T4)
- Some topics could be integrated with other subjects, and some are worth teaching and sharing with students, depending on the content. If they have similar topics, integration is possible. (A-T7)

School B

- I think about the inclusion of PGE into GS and RS; the interesting games could be used in Chinese and other subjects, so as to teach the moral values as well . . . . Especially, for higher forms, they need deeper discussion instead of story telling. (B-T9)

Other supporting opinions and suggestions

- More attention should be paid to sex education and media education. If there are related

topics in GS and RS, there is no need to overlap, or try out the follow up section in PGE. (B-T1)

What do you think about the integration; is it possible?

- Speaking of curriculum reform, I would like to emphasize the education of generic skills. Even the mathematics teachers let students learn the concepts of fairness. So, it depends on the school and the organizations. So, overall, if the school stresses the education of generic skills, they can input these elements in every subject. It is the work of the organization. If the annual objective is to integrate the generic skills or important attitudes selectively in every subject, then it could be done. We can also repeat it in PGE, in Chinese, in GS. So every subject can do the same in one year with intentionality. It is up to the schools; if the school has no time for more beyond the subject matter, an independent PGE must be present.

Different forms of integration suggested by the EMB

- Now almost all schools have the PGE . . . . Or some schools made use of their assemblies or project learning to involve the elements of the PGE. (EDX)
- Previously, there was a seminar about Mathematics Education and the PGE and we also received a package trying to integrate mathematics with some items of the PGE. It was a very good try. MCE is so obvious to include the PGE but there is no official integration project involved. Some schools with a religious background design their own curriculum with RS integrated into the PGE. In some schools, they integrate PGE elements into the GS curriculum, by adding in the teaching objectives. We expect a good integration should show all important elements of both subjects. After all, the objectives can effectively be brought out. For instance, for fairness, if we integrate RS and the PGE, we can add the golden proverbs into the PGE. That is, in my view, integration can be the combination of daily experience with the old or traditional concepts, to produce a fresh experience for the students. They can then transform the concepts for practical use. (EDX)

**Verbatim 7.5.5.1. Is the integration possible for PGE and Moral and Civic Education (MCE)?**

School A

- I have discussed this with the MCE panel head, and we hope we can collaborate on certain topics. Topics in MCE mass lessons in the hall could be explored in-depth with students in the classrooms, thus enhancing the linkage between knowing yourself and the social issue. This year, the linkage is quite weak; it seems that everyone is satisfied with something happens in the MCE lessons only (A-T8)

**Verbatim 7.5.5.3. Is the integration possible for PGE and Religious Education (RE)?**

Support for integration with the PGE and RE (School A)?

- It is not easy to teach students. We teach them by all means. Either RE or PGE can work. If they are reluctant to accept the belief, other methods may work . . . . We tried to link up RE and PGE this year. The number of lessons has been increased from 1 to 2. (A-T3)

Support for integration with the PGE and RE (School B)?

Is it possible to integrate RE and the PGE?

- Let us be confident that PGE is the next step of RE; they could work together. Let students work out what RE teaches in PGE. (B-T8)
- I think personally . . . . a Catholic should do all requirements in PGE. Oppositely, the non-Catholics could learn more from the PGE. Of course, a primary school student is not easy to achieve what demanded by Bible. Then PGE can help them to achieve more, and to distinguish right or wrong. They could exist simultaneously . . . and they can be supplementary to each other . . . . About integration, I am not familiar with the structure of PGE, so it is not easy to reply to your question. In RE, we could try to modify it with PGE. (B-T2)
- They cannot be separated. RE lets students know that God is always be with them; they must behave well to please God. Therefore, consideration of God's feelings will restrict our behavior and words everywhere . . . . I think in PGE, an element of RE could be added. Both RE and PGE could exist together. (B-T5)

## CHAPTER EIGHT

### Verbatim 8.5.1. Summary of feasible strategies

Start up

Teaching skills of teachers

- I think it is not a sudden event for a school. Whether the teachers can handle PGE lessons well somehow depends on the atmosphere of guidance and counselling created in the school; it is accumulative. Every school is doing the PGE; if there is a good atmosphere of guidance, and an open classroom culture where students feel they are supported, it is easy to implement the PGE. (SG-M)

Reasonable expectation for teachers

- Maybe, at the very beginning, students' growth is not just in the classroom, but it is at the very moment when we communicate with our children. I think we justify the expectation

about 'growth' for all teachers, so they understand the request of school authority. Then they can commit to it happily with clear goals. (SG-F)

Kick off: Selection of the best entry points

Plan early

- I think we should plan it in the summer holiday carefully, to choose the appropriate topics for matching in different subjects. Otherwise, teachers will do it in a laissez-faire way, which is meaningless. It is a waste of time. Basically, I do agree with integration and depend on how they match together. Planning at the beginning of the semester is very important. (A-T10)

Start small first

- In the first step, I did it from P1 to P3. The feedback was quite good, and they told their colleagues, 'Students are so happy to have the PGE.' So the higher forms followed. Ultimately, their pressure is great due to teaching the core subjects. They like the PGE and with the support of the principal, all staff must do it under the territory's pressure. (SG-H)

Personnel Management

Fairness

- The problem is the workload should not be implicit; it must be shown clearly in their teaching workload. This idea is strongly reflected by some teachers . . . . For my school, if the teaching workload was formally counted, they will do it. (SG-N)
- Their workload is formally included in their job list: they teach all forms. (SG-C)

Form representatives and form meetings

- Recently, I arranged some meetings to review the PGE; teachers told me their opinion like the suggestion of early preparation of teaching materials. The meetings were then run by them. I hope that at the end, they will be able to manage the curriculum themselves. I think if the materials are fully prepared and given to teachers, if there are form representatives to help us to organize, no problems will arise. It is my hope . . . . it is just my hope, but does not exist now. Regarding the preparation and distribution of teaching material, I can design it, make a checklist and prepare it, with help from the teaching assistant. Then they design how many worksheets to print. I let them discuss it themselves. (SG-H)

Consensus among teachers and good team spirit

- I think the problem is the consensus towards the PGE among teachers. If teachers do not agree with the PGE, it is difficult to let them do it. (A-T12)
- Gradually, after a formal mechanism is created, we can consider the process of sharpening. The speed of PGE implementation varies in different schools; it depends on the culture, the team spirit and the administrative practice of the school. I perceive that the PGE would be on the right track for development at least for 4 to 5 years. (SG-M)
- Persistence must be started at the policy aspect, to pin down your position first, to gain the acceptance from the principal, and the consensus of teachers; then it strengthens the work team to launch the whole curriculum. At the beginning, it was a mess three years ago and I just did it by myself. Now, we have completed the picture, so finally, it is a reform of the school. (SG-E)

#### Curriculum Management

- The curriculum is circulated among the senior teachers like the Teaching Affairs Officer, CD and SGT, but circulation takes time. It is the practice of all curricula. I seldom revise their lesson plans; I appreciate their work but remind them of the overlapping parts. I find a lot of new things and IT resources. (SG-C)

#### **Verbatim 8.2.3. Change for the next equilibrium**

##### Teachers

- I think be humanistic! It is difficult to say the target. In turn, I will see the persons involved are more important, whether they gain something by coming cross this curriculum. It is the outcome. (A-T12)
- It depends on the value judgment of teachers. If they think it is worthwhile to teach PGE, then they will continue to input the element in their normal teaching even if it disappears. (A-T12)
- For instance, if we give it six years to develop and change the attitude of students and teachers, then PGE could gradually fade out. However, no progress in their attitude . . . . We must consider thoroughly our development strategies. (A-T9)
- The curriculum could be larger; it needs time to expand. I think we can add more communication at school and home. Real practice is crucial to see the actual performance of students. If problems happen, we can remind them of what they learned. (A-T10)
- I think further modification of the ready material is OK; don't demand too much, and develop the curriculum step by step. Moreover, more flexibility for the teaching time should be considered. (A-T7)
- About curriculum development, involving all teachers is difficult . . . . For other teachers,

we are very packed and busy. (B-T9)

- Now is better. It is not perfect, but more strategic and systematic, but there is room for improvement. (B-T6)

#### SGT/SGP

- One point to improve is the student profile for PGE. Class teachers just correct it and distribute to them. Next year, I will give them a student profile, and let them save all the PGE worksheets year by year. I have not decided how to do yet, or establish the record. (A-T8)
- In the long run, I think PGE could affect the counselling skills of teachers. In the sense of curriculum management, I hope there will be integrations for PGE and other subjects. I will see teacher training must be carried on later. (SG-I)
- If one more time is given, I think I will insist on the involvement of teachers, and what I want to do is to cater to the special needs of some classes or some forms. I could have custom-designed lessons for them, or do it out of the classroom. (SG-F)
- I think we will continue the present curriculum, but we may try to modify the curriculum of the lower forms. Other teaching kits will be considered as more new teaching kits are published with updated and rich content. (SG-E)
- For School A, I suggest the continuous modification; I hope it will be the best curriculum in the territory. I would like to refine the evaluation. They are quite concerned about their quality not being up to standard. (SG-C)
- It depends on the room and time we have. You see, as in a lot of projects like SEN and UAP, if we are forced to implement more policies, we can, but they will not be of good quality. (SG-K)

#### EMB

- Further development: I hope through education reform and the clear division of labour about PGE, PGE can earn a place in the school curriculum. I hope teachers can handle the teaching skills. Integration may be the next steps to go. (EDX)
- Ideally, I hope PGE could start from the principal first. More demonstrations would be better, to let teachers be impressed and understand the PGE. The framework should be more detailed for reference. (EDX)
- Most of the schools have allocated time or even money for PGE. When we visited the schools, most of the schools were practicing the PGE and the students told us they liked PGE. Therefore, I am hopeful about the future development of PGE. (EDX)

## Parents

- I appreciate the whole-day primary school. Initially, I imagined the change could let students be relaxed in the afternoon time; they could be free to complete the homework at school, to join lessons like MCE, PGE and extracurricular activities. As my son mentioned, when the teachers want to complete the syllabus quickly, all other lessons are cut. How come? In the old days, it was possible to complete the syllabus with the morning section. Since the lesson time has been expanded to the afternoon sections, why not put the theme-like projects, PGE and other new program in the afternoon with 2–3 hours? The policy has totally failed; my son could enjoy the afternoon time to complete all his homework, but not now. (B-6-P)
- I wondered if there is communication problem between EMB and teachers. Why what we perceived is not the initial expectation for whole-day schools that is alright in foreign countries. (B-06-P)