

**Year: 2004-2005 (Extract)**

**Teachers' Feedback:** About 88% of the PGE was finished. Sixty-five percent of teachers were confident about teaching the PGE. About 70% of teachers and 75% of students perceived that the PGE could improve student behaviour. The integration of the PGE into GS and RE was not desirable. Teachers appreciated the student profiles (*Annual Report 2004-2005*).

**Students' and Parents' Feedback:** Students' feedback about the PGE was good: up to 83% of students were satisfied with it. About 92% of students stated that they applied what they learned in the PGE into their daily life. Ninety percent of parents said that their kids liked the PGE and MCE lessons (*Annual Report 2004-2005*).

**Year: 2005-2006 (extract)**

**Teachers' feedback:**

- Most of the teachers found that the PGE enhances the teacher-student relationship. The feedback is OK regarding the PGE worksheet, but it did not suggest an improvement in the family relationship. Problem students need further counselling and guidance. Teachers liked the demonstration and collaboration arrangement. The PGE should be included in the monthly meetings of the D&G team (*Annual Report*).
- In P4, in a lesson about money-saving, teachers acted as banker to let the parents (students) draw out money for their children (students). Teachers blamed the lesson plan for the chaos and forgot that they (the banker) had the right to stop giving out money! (It is so interesting!) In a lesson about SQ3R (learning skills), one teacher extended the learning skills into other lessons vividly, but others complained about there being no time to explore the skills in the PGE lessons.

**Students' feedback:**

- Nearly 90% of parents feel that their kids have made progress in social skills, and also in courtesy (77%) and responsibility (73%). Ninety-three percent said that they talked with their kids about the values and moral problems.
- Seventy-seven percent of students liked the PGE, and 80% of them said that they learned a lot of communication and problem-solving skills. Sixty-five percent of them said that they applied what they learned in the PGE to their daily life (*Annual Report*).
- Students felt the positive changes in collaboration, communication, respect, caring for others, and teacher-student relationships. Some students felt that some teachers are not qualified to teach the PGE, lack skills in teaching and discipline control, and are two-faced before and after the PGE. Still, some appreciate the genuine sharing of teachers. Students wanted to share the family worksheets with their parents except some high form students (interview summary of students' focus group).

**Feedback from the Evaluation Meetings about PGE Design (P1) from 2004-2006 (Extract)**

Topics	Teacher's Comment from the Evaluation Forms
真的我 真的你 Real me, Real you!	It is difficult for students to handle the characters of different animals. The kids did not understand what was happening! It was too abstract! Children were not capable correlating the personality and the animals. It should be cancelled or arranged or J3 or upper forms. There was no time to complete the lessons.

**Family worksheets:**

The feedback from parents was very positive and cooperative. Most of the parents returned the worksheet, but some did not. The content was acceptable, but some suggested reducing the content, and that one two-sided A4 size sheet is enough.

**Feedback from the Evaluation Meetings about PGE Design (P2) from 2004-2006 (Extract)**

Topics	Teacher's Comment from the Evaluation Forms
情緒處理之多嘴輝的一天: Emotion Management	I failed to teach them well. A lot of the wording in the lesson is difficult for the children to understand like 疑惑 / 煩惱 ('suspected' and 'boring'), as they do not how to express them. If teachers are trained for it, it is OK. For instance, for CCs [a special student], one more teacher is better.

**Feedback from the Evaluation Meetings about PGE Design (P1) from 2004-2006 (Extract)**

Topics	Teachers' Comments from the Evaluation Forms
被欺負怎麼辦? How to Face Bullying?	Students learned how to solve problems and it is a good time to train their thinking skills. More role playing and group discussion are suggested. The feedback was great and impressive. More time would be better. The content is great.  Some of the students were good at solving the problems. Students were so excited when they saw teachers in the role. I suggest the case could be done in the form of group discussion rather than whole-class discussion.

**Feedback from the Evaluation Meetings about PGE Design (P1) from 2004-2006 (Extract)**

Topics	Teacher's Comment from the Evaluation Forms
Smart Buyer 精靈買家	The original design is good: it requires the students to act as parents and make a decision on the amount of pocket money to give to children. However, the instructions for teachers are not adequate. Limited by time, all was in a mess and we failed to work out the objective of the activity. So, it is better to simplify the lesson plans, do away with the 'BANK' and have more instructions for teachers. Parents liked the family worksheet very much, so we suggest it could be done before the lesson.

**Feedback from the Evaluation Meetings about PGE Design (P1) from 2004-2006 (Extract)**

Topics	Teachers' Comments from the Evaluation Forms
壓力知多少？ Pressure?	Students are so involved, they are serious about that. Feedback from parents is unsatisfactory. The outcome is not good. Time is not enough for sharing and the lesson is ended with a rough conclusion. I do appreciate the arrangement of the PGE as it is so systematic.

**Feedback from the Evaluation Meetings about PGE Design (P6) from 2004-2006 (Extract)**

Topics	Teacher's Comment from the Evaluation Forms
家家有事煩 Problems in Family	The soundtrack is too long so there is inadequate time. The content is too rich. I worked as an actor to recite all the content. It is too much with so many steps for teachers. For safety, we follow the lesson plans. We have made notes on it.

**Conclusions and Findings (Extract)****Different Perceptions from Teachers and the Student-Teacher Relationship**

1. Some teachers such as P1 teachers were keen to teach the PGE; they were capable of managing different material robustly. They appreciated the design and understood the difficulty. Some teachers just followed the policy of the school or taught it selectively. However, some P6 teachers were not as open-minded as expected. I was afraid they might overlook their students' needs, such as their curiosity about love, though the teachers know that some students were dating. The teachers were reluctant to discuss the problems in depth. Even one who had lived in a foreign country for a year was quite conservative. Without open-minded teachers, it is difficult to make the PGE succeed. I remember one day when I was patrolling around the P6 classrooms that I found the most open atmosphere in 6B, which was being conducted by a social worker. In contrast, in 6E, the atmosphere was uneasy. The class teacher was stern and cool about teaching the same topic, so students were forced to give her their 'standard' answers.
2. A lot of teachers enjoyed the sharing of students and felt that they were happy with the PGE lessons. To some teachers, students were naïve, simple, noisy, enjoyed the PGE lessons, and were brave about expressing themselves. Some teachers had self-reflections with innovative ideas. Some of them had become more open-minded and involved in the lessons. This might be because some are the form representatives who had held the pre-lesson meetings of the PGE.
3. In the interview setting, teachers gave different responses: some were telling the truth, some just gave the standard answers to me. Some used the chance to complain. However, in many cases, the naïve and irresponsive behaviour and the committed and innovative sharing created a big contrast in the meetings. As a middle manager and the programme designer, I was happy to hear the positive comments that they gave me in confidence, but I never knew whether it was consolation or adulation. Good teachers know how to create a better environment for PGE lessons. Conservative teachers make the PGE lesson a "lesson", with no special concern about students' actual feelings.