

The following summarizes the feedback in the questionnaires from the SGTs under different sub-titles when they are asked to analyse the PGE implementation with SWOT analysis.

ABOUT SGT

Growth of SGTs/12 (opportunities)

- I learned how to organize a curriculum with the least support and resources. It is a chance to show my ability, especially in lesson plan design. I can also collaborate with other teachers to design a set of PGE lessons and enhance the professional knowledge of the teachers. I had chances to communicate with teachers in the meetings every year. I tried to impress them with my enthusiasm. I have grown up also. I gained experience in large activity design
- I understood the importance of personal growth education for students and the importance of teacher training. I got in touch with more students and cooperated with more teachers, by which I identified the problem students. I can help the students with their difficulties accordingly.

Mainly, the implementation of the PGE gives SGTs power to organize a big project with all teachers and students. Through frequent communication and interactions with teachers and students, we renewed our impressions and perceptions of the actual school life that occurs beyond our casework. It is an inspiring experience to immerse ourselves more totally in the current situation and to understand the teachers' joy and pressure; it can surely help our future guidance and counselling work.

Workload of SGT/7 (crisis)

- The PGE adds a heavy workload to SGTs, and leaves other jobs undone, especially the casework. The workload is too heavy and exceeds the capacity of a teacher, so some SGTs would rather give up their jobs as guidance teachers and be in charge of the PGE alone.
- SGTs are now overloaded with too much work to handle; however, there is still unlimited work assigned to us. Maybe we are not the only busy group, but we are surely one of the busiest posts in school by observation and the number of working hours every day. Among the middle management, our workload and difficulty are close to that of CC and DP.

SGTs' growth and sense of achievement/8 (success)

- I designed the whole curriculum myself to avoid the anger and blame from teachers.
- I can build a relationship with the whole school.
- I can design, discuss, and teach with my colleagues.
- I was awarded for the success in the PGE.
- It let students know about us and enhanced my understanding with them.
- I get in touch with different teaching skills like games and drama.

The growth in SGTs is basically self-satisfaction and sense of achievement, and they are proud of their ability to design a curriculum for the whole school. Some SGTs can work happily with the teachers, while

some worked alone to avoid adding pressure to their colleagues. They were happy to have closer relationships with the students through this programme.

SGTs' feelings/2

Some SGTs even taught on their own without support. Class discipline is not easy to manage, so I needed to buy one more microphone to help. Some SGTs even taught for the whole school alone. Some found it difficult to manage the discipline a.

CURRICULUM DEVELOPMENT

Curriculum development/10 (success)

- The PGE gains the whole school's participation and recognition. Schools are offered a chance to develop the PGE. There is support from the school, principal, and colleagues.
- There is a definite time slot for the PGE. The PGE could be arranged in the timetable. I can meet the demands from the EMB.
- It matches the MCE theme.
- It becomes a preventive counselling activity. It caters to the needs of students.
- Both SGTs and teachers teach the PGE. Some SGTs are happy to let it be taught by class teachers.

The success of curriculum development is mainly supported by schools and whether there is a definite time slot for the PGE. Everything goes smoothly to cater to the needs of students and also to meet the request from the EMB. Both SGTs and teachers teach the PGE.

Curriculum/8 (crisis)

- Ideas of the designer are difficult for teachers to present fully. Sometimes, the needs of children exceed our estimations. Some SGTs are dissatisfied with the 'Imperfect' curriculum and some suspected students cannot gain the most from the programme. They think that the PGE may be superficially conducted, with no in-depth exploration of the problems found because of the high teacher-students ratio.
- In spite of the suggestion of curriculum integration, teachers may not be willing to participate because of too much reform of the process.
- Introduction of the PGE (some schools have two lessons a week) in turn reduced the academic lesson time for students.
- Problems of copyright should be addressed.

These comments show that SGTs are worried that the gaps between the designers and the teachers will affect the outcome of the PGE. As the course designers and organizers, we are often amazed to find out our design may not be compatible with the actual needs of students. Along with the rough framework provided by the EMB, all SGTs explored the best way to go. Moreover, the PGE is indeed the lesson of counselling, with the big teacher-student ratio.

Curriculum development/9 (failure)

- Lack of teacher training, teaching time, time, and space are the problems. Some SGTs could not

organize all the teachers to develop a perfect curriculum and provide them adequate training.

- Some schools have not finished the PGE curriculum yet. Some said the curriculum is weak in organization.
- Some SGTs failed to fight for a definite time slot for the PGE. Some fight for too limited a time, so teachers cannot teach it in depth because they are too rushed to finish within the limited time. Some teachers even ignore it. Training for teachers is not well developed, and results in all teachers not understanding the implications of teaching the PGE.
- The PGE is not organized systematically and is not in pace with other subjects.

Lesson time is another main concern. Teachers just ignored it or taught it shallowly without a definite lesson time. Moreover, teaching training and curriculum modification must be done continuously to sustain the PGE and enhance teachers' cognitions about it.

Hints for curriculum development/4 (opportunities)

It is in line with generic skills in curriculum reform. If the PGE can match other subjects perfectly, it would be a great chance for curriculum integration. Continuous improvement is necessary.

Curriculum management/8 (failure)

- Because the PGE is just the charge of SGTs, who have blind spots, SGTs cannot know what is actually going on in the lessons. Some lack training in curriculum planning.
- I would rather teach alone than have so-called co-teaching, and I felt it difficult to handle the effectiveness of the PGE.
- It is dull to conduct the PGE in the classroom.

If the PGE is not taught by SGTs directly, SGTs find it difficult to monitor the lesson in all classrooms. Some experience showed the ineffectiveness of co-teaching.

Lesson plan design/7 (failure)

- It is difficult to get all teachers to understand the embedded ideas of each PGE lesson. Some lesson plans are hard to be digested by students. Some ideas of the lesson plans are good but difficult to realize, so it needs continuous trial and error to improve it. Sometimes the selected materials may not meet the needs of students.
- My role contradicts that of teachers in this case. I was blamed by teachers for the activity design.
- Content of the PGE somehow overlaps that of GS and Life Education.

Another big issue that SGTs are concerned about is whether the lesson plan design really meets the needs of the students and is user-friendly for the teachers. The lesson plans published by different organizations may not be applicable in the classroom; thus, there is a trial period at the beginning. Besides, communication about lesson plans is important to eliminate misunderstanding of the lesson plans.

In the sense of curriculum management/6 (opportunities)

- There is room to further improve the content of the PGE because the present framework does not totally cover the needs of students.

- The whole school could work through the same theme. The Student Guidance Team should check the lesson plans together. Some schools have co-teaching and peer evaluation, which lets both SGTs and teachers grow. It is a good chance to further develop the pedagogy. Some schools tried to include other curriculum like ‘BaBa and Its Friends’ [a franchised curriculum from the U.S.A].

The inadequacy of the framework provides room for further development. Some SGTs have built a good working relationship with their schools, with some theme for development, introducing co-teaching, and peer evaluation, which is very important for curriculum development to enhance the growth of all, especially the pedagogy.

Integration/1 (failure)

- No integration

This response shows that some SGTs like the idea of integration, but it is not easy to achieve.

- The PGE should begin with collaboration with other subjects like MCE. We are working toward this direction, with more input of the teaching power from other related subjects. However, under the heavy workload of curriculum reform, words are now speaking louder than actions.
- The success of the PGE needs the recognition and confirmation of all teachers and parents. The acceptance of guidance and counselling is different among teachers. It depends on the resources input and the concern of the principal and school. Some SGTs are lucky because there was a similar curriculum with the collaboration between GS and MCE in place before the PGE was added, so teachers generally accept the introduction of the PGE.

The natural addition of the PGE into the curriculum could reduce the impact and pressure on teachers by inserting it into the ready or available curriculum. MCE or GS could be the choices if they have been well developed in the schools. The situation will be optimum if there is a similar curriculum developed beforehand. However, this situation is rare. With the promotion of value education and life education, some enthusiastic teachers tried to develop such curriculum, which is very similar to the PGE.

Nature change of PGE/2 (crisis)

If there is no breakthrough in the future, the PGE will gradually become a general lesson time, which may hinder the further development of guidance through curriculum.

Manpower for PGE/4 (crisis)

A special team for the PGE should be set up to manage it in the long run. If it is solely done by SGTs, it is difficult to monitor the participation of all teaching staff, which is very important. Besides, we must be mindful of the heavy workload for teachers.

This response indicates that a lot of SGTs long for more manpower to be involved in this curriculum, which should not be done solely by one person. Some SGTs are also concerned about the heavy workload for teachers. I think they are concerned that the growing workload will finally eliminate the PGE as a marginal or invisible curriculum.

Resource problem/2 (crisis)

- Development of the PGE is hindered by limited resources.

It is absolutely true that the PGE has no resources for support and further development, so almost all SGTs did it themselves. Some did get funding from schools such as the CEG grants, and some applied to the QEF for help.

Lesson time problem/4 (crisis)

Limited by time, lesson plans are seldom revised or rendered school-based. In some schools, the lesson time of the PGE is too scattered or is reduced to accommodate more academic lessons. The cancellation of the PGE lessons led to ambivalence among teachers and students, and hence reduced its effectiveness and weakened the linkage of the PGE.

Again, the war for time is an important issue that makes it difficult to pin down a 'subject' within the timetable.

FEEDBACK AND ATTITUDE OF TEACHERS**Attitudes of the top/2 (crisis)**

- Principals are not clear about what the PGE is.
- Extracurricular activities teams dislike the arrangement of the PGE.

Misunderstanding also comes from top and middle management.

School (other seniors) attitude/3 (failure)

- Support from principals is scarce and it is not accepted by schools. Lessons for the PGE were sometimes cancelled because of other school activities.

Support from top management is very important; still, there are some SGTs fighting for support from the top. The PGE was somehow treated as unnecessary lessons that could be cut freely to accommodate other school functions.

For teachers/8 (success)

- Teachers are going to be more concerned about the PGE or the elements of student guidance and counselling. The PGE enhances teachers' knowledge about the growth and development of students. I am happy to see that teachers have become more and more involved in the PGE with a lot of feedback to me.
- It lets parents and colleagues understand it is the responsibility of adults to care for the personal growth of students.
- Feedback from teachers is positive. Teachers' acceptance of the PGE has increased. Teachers have adapted to the PGE. Teachers can carry out the lesson plans and achieve the targets of lessons.
- Team spirit of teachers is very important.

SGTs are happy to see teachers' growth, acceptance, involvement, change, and positive feedback about the PGE. They found that team spirit of teachers is very important.

Change in teachers/4 (opportunities)

Teachers are willing to teach because they have handy teaching materials. Especially in the crisis moments like SARS and Tsunami, teachers can learn skills through the special PGE lessons. Students benefited too. Some teachers have gained person insight through the PGE.

It is good to see changes happening in teachers; this finding coincides with my study.

Resistance from teachers/11 (failure)

- Teachers still do not know the importance of the PGE for students; they think it could be cancelled and disagree with its implementation strategy.
- Not every teacher is willing to teach the PGE: some teachers skip the lessons and teach other subjects during the lesson time, and some do not do it from their hearts and are non-cooperative. They feel that it is a burden and a tough job for them. However, when teachers are not concerned about the PGE, the students react indifferently too.

A lot of negative behaviour is modeled by the teachers who did not accept the PGE; they have their points of view and used different methods to ignore it or make it disappear. For instance, they taught other subjects, did PGE lessons routinely and not seriously, or just muddled through to respond to the request of the school and SGTs. Worst still, some used the PGE lessons to share their own views aggressively, with anger and dissatisfaction. These are areas of most concern for SGTs and one of the biggest obstacles in PGE implementation.

Bad teaching attitude/8 (failure)

- Because of the perceptions of some teachers, they just teach it as routine work, with no in-depth discussions with students, ignoring the teaching time of the PGE in their classes. Even worse, some teachers make use of the PGE lessons to share their own views aggressively, with anger and dissatisfaction. The teaching attitude should be improved. It reflects the fact that not all teachers have the same values.
- As SGTs have borne the biggest portion of the job of implementing PGE, teachers just do it to show they are doing it.
- Teachers find it hard to teach the PGE with inadequate support and do not know what is meant by self-evaluation for students.

Teachers' negative attitude/14 (crisis)

- Not all teachers realized that the PGE is needed and teach it without conviction. If teachers do not do it seriously, it is just a waste of time and energy. Teachers have stereotyped their ideas about the PGE, so it is difficult to go further now. Some think that it is the extra work given to them by SGTs.
- In contrast, some teachers have high expectations for the PGE, because they know that daily care and concern for students are equally important.
- Teachers should be open-minded about accepting the different views of students. However, some teachers may make use of the frank exposure to attack them.
- Limited by time, teachers cannot totally handle the teaching skills, so some teach the PGE in the same

way as the general subjects; their debriefing skills are weak. Even worse, some still do not know how to operate the computers to play the VCD.

- Some SGTs worry that students may only stress their rights rather than their responsibilities after this programme.

These comments show that some teachers are quite negative toward the PGE because of their stereotyped thinking and their strong resistance. Under their circumstances, they do not do it seriously and even hurt their students. Training for the teaching skills and debriefing is urgently needed. For those who tried to get involved in the PGE, they have over-expectations of its efficacy at changing the behaviour of students instantly. Regarding the last comment, I do not agree that students should learn more about their responsibilities rather than their rights.

STUDENTS

For students/8 (success)

- Most of the students are so involved in PGE lessons.
- The PGE helps students grow and reflect on their growth. Students can equip themselves well systematically. Voices from children are heard. SGTs and teachers could be the ones who are with them.
- It enhances the cooperation among students.

Students are so involved in the PGE lessons, which help them grow and have self-reflections. Voices from children are heard. SGTs and teachers could be the one to be with them in their lives.

Students/2 (failure)

- Students are weak in self-presentation and critical thinking.
- Changes in students are not obvious.

Through the teaching of the PGE, some deficits were found in our students, which show also the deficit in daily teaching, especially teaching presentation and critical thinking skills. Changing students it takes time and depends on the teachers as well.

Changes in students/4 (opportunities)

- Students can express themselves in a relaxed atmosphere. The interactive approach of the PGE let students have quality reflection time to think considerably. Students have a chance to get in touch with new things. Students could practice what they learn at home.

Here the change in students is based on the observations and expectations of SGTs only, not on the actual voices of the students.

PARENTS

Parents/2 (failure)

- Parents do not know what the PGE is and it is overlooked by those parents, who prioritize academic performance as most important.

SGTs do want to gain more support from the parents. This shows that more promotion or related activity must be done to arouse the concern of parents about the PGE.

Feedback/7 (success)

- The feedback about the PGE is satisfactory, especially for the lower and the intermediate levels.
- There is self-evaluation for students. The result of the evaluation is positive.
- The teacher-student relationship was enhanced.
- The PGE is now in progress.
- Both the teachers and students grow, gain, and feel happy with the PGE.

The feedback about the PGE is satisfactory especially for the lower and the intermediate levels. The result of evaluation is positive. The teacher-students relationship has been enhanced.

Position change in the PGE/5 (opportunities)

- The PGE has become a compulsory subject in school now. The design of the PGE is accepted by teachers. It is linked up with Life Education and MCE. In some schools, the PGE is requested from the frontline teachers.

It is good news for development, and it implies that changes happen in schools gradually.

In favour of guidance development/6 (opportunities)

SGTs think that the PGE balances the bias toward academic performance and builds a harmonious campus; it is a chance to develop a guidance curriculum that gives more room for preventive activities with input of elements of counselling. The whole school is involved in the personal growth education. Guidance and counselling work can be processed effectively and comprehensively.

For the sake of students/5 (opportunities)

There are more in-depth communications among students, teachers and parents, which enhances the relationships and mutual understanding between teachers and students. It helps to solve some problems and lessens the risks by identifying the problem students, so then appropriate counselling can be rendered. Both students and teachers gain novel experiences through the PGE.

‘Some SGTs/Ps/Os did not understand fully the implication of the PGE.’

Moreover, the point that ‘Some SGT/P/O did not understand fully the implication of the PGE’ is a reflective issue: what is meant by ‘understand fully’, and what is the ‘implication’ of the PGE in the view of the EMB, SGTs, or teachers? Is the current development of the PGE correct? Is the PGE a D&G regular activity, a curriculum, or even a new subject in school? Different expectation results in different performances.