



**The Chinese University of Hong Kong**  
**Faculty of Education Hong Kong Institute of Educational Research**  
**香港中文大學 教育學院 香港教育研究所**

---

**Certificate Course on Management and Leadership for Heads of Guidance and Discipline Teams  
of Primary Schools (2024/25)**  
(March to July 2025)

**Application Deadline: 17 February 2025**

---

**Course Coordinators**

Prof. YIN Hongbiao, BEd (HNU), MPhil (SWU), PhD (CUHK)

Chairperson & Professor, Department of Curriculum and Instruction, The Chinese University of Hong Kong

Ms. YEUNG Kin Sie, Denise, MA (CUHK)

Former Curriculum Development Officer and Part-time lecturer, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

**Deputy Course Coordinator**

Ms. CHAN Tze Kwan, Isa, MA (CUHK), MEd (CUHK)

Lecturer, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

---

**Course Aims and Objectives**

Certificate Course on Management and Leadership for Heads of Guidance and Discipline Teams of Primary Schools is a teacher training course commissioned by the Education Bureau (EDB). The course aim and objectives are:

1. To help teachers understand more theories of Guidance and Discipline and to develop their vision and mission to integrate Guidance and Discipline services in the school system;
2. To equip teachers with the necessary leadership and management skills to develop their competency in the delivery of Guidance and Discipline services, especially in times of crisis; and
3. To develop teachers the capacity on case management and group work and to collaborate with multi-disciplinary professionals.

**Course Content**

The Course will comprise the following five modules with a total of 48 contact hours:

**Module 1: Overview of Theories related to Management and Leadership of Guidance and Discipline Teams (12 hours)**

1. Personal development of team leaders of guidance and discipline service
  - i) the characteristics, identity and integrity of team leaders and the vision of change;
  - ii) the ability to reflect and learn from experiences and crises; and
  - iii) the ability to relate and connect.
2. Contemporary theories and latest development on school discipline
  - i) major theoretical approaches to school discipline, intervention strategies for handling discipline problems and techniques for creating a harmonious learning environment; and
  - ii) important concepts, issues, and theories that inform current mainstream psychotherapy and counselling practice, and the application of these theories in a Hong Kong school setting.
3. Management skills practice for team leaders of guidance and discipline service
  - i) staffing and work management;
  - ii) organization strategies to integrate or connect the guidance and discipline service;
  - iii) managing administrative work in school;
  - iv) winning trust and confidence from different stakeholders, including principal and senior teachers, panel heads, subject teachers and parents; and
  - v) coping skills for teachers to manage stress and time.
4. Effective leadership skills practice for team leaders of guidance and discipline service
  - i) global school leadership models such as instructional leadership, transformational leadership, moral leadership, participative leadership; managerial leadership, contingent leadership, team leadership, transformational leadership and servant leadership;
  - ii) helping and motivating low-performing team members and teachers, and building a competent and self-improving team; and
  - iii) examine the importance of school leadership to the development of guidance and discipline services in school.

## **Module 2: Case Intervention and Management of Incidents Related to Schools with Skills Practice (12 hours)**

1. School-based application of risk assessment and crisis management procedures, including how to handle media;
2. Approaches in working with young people (children and adolescents) experiencing different issues in their social, psychological and behavioral development;
3. Principles and strategies in case management and conducting case conferences related to school incidents, i.e. triad society, shop theft, habitual lateness and truancy, teenage sex, domestic violence, student suicide, self-harm and current issues such as drug abuse, cybersex/cyber addiction, compensated dating, gambling, misleading/distorted/harmful apps etc.; and
4. Legal issues related to guidance and discipline, i.e. the legal responsibility of school, the legal duty of schools to report crime and the management of personal data of schools etc.

## **Module 3: Intervention and Management of Incidents Related to Child Protection (6 hours)**

1. Principles and strategies in case management related to Child Maltreatment, including:
  - i) overview and principles of handling Child Maltreatment cases;
  - ii) identification of suspected Child Maltreatment cases;
  - iii) intervention and support of suspected Child Maltreatment cases;
  - iv) legal issues related to Child Maltreatment; and
  - v) overseas experience on mandatory reporting of suspected child abuse cases.
2. Principles and strategies in case management related to School Bullying, including:
  - i) overview and principles of handling School Bullying;
  - ii) preventive measures to School Bullying, such as developing reporting channel and help-seeking mechanism, in-school anti-bullying education and promotion, etc.;
  - iii) intervention and support of School Bullying cases; and
  - iv) legal issues related to School Bullying.

## **Module 4: Introduction to Group Work (6 hours)**

1. Different theories, methods, professional preparation and the leadership of a group leader in the school context of Hong Kong;
2. Process and dynamics of a group, and the necessary skills and different approaches for applying to group Guidance and Counselling in order to meet the development needs of students.

## **Module 5: Collaboration with Multi-disciplinary Professionals in and out of School to Provide Integrated Guidance and Discipline Services (12 hours)**

1. Collaboration of guidance and discipline teachers with other teachers and of their school's sub-systems and other professionals to provide integrated guidance and discipline services;
2. Collaboration and working with difficult parents;
3. Deploying outside resources of guidance and discipline service; and
4. Development and evaluation of school guidance and discipline work based on needs assessment/ data analysis and record keeping.

### **Teaching Format**

A variety of teaching strategies will be employed to enable participating teachers to achieve the course objectives in an effective way. These include lectures, group discussions, simulation exercises, role plays and skill practice.

### **Medium of Instruction**

Cantonese will be the major medium of instruction, supplemented with English.

### **Award of Certificate**

1. Participants are required to attend all sessions. Participants who have attained an attendance of not less than 80%\* and completed and obtained the passing grade in the required course work (1 written assignment) will be awarded a Certificate.
2. No application for module/lecture exemption will be accepted in this Course.
3. CPD hours will only be revealed in Teacher's Personal Profile in e-Services Portal of EDB upon participant's successful completion of the course as stated in item 1 of this paragraph.

\*The minimum no. of required sessions for different modules will be announced in the Online Orientation Session.

### Course Schedule and Venue

|                        |                                                                                                                                                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dates**<br>(Tentative) | 15 March – 12 July 2025<br>(Mainly on Tuesdays and Saturdays)<br><br>Module 1: 15, 22, 29 Mar, 5 Apr 2025<br>Module 2: 8, 29 Apr, 6, 13 May 2025<br>Module 3: 20, 27 May 2025<br>Module 4: 5, 12 Jul 2025<br>Module 5: 7, 14, 21, 28 Jun 2025<br><br>(16 sessions) |
| Time                   | Tuesday: 6:30 p.m. – 9:30 p.m.<br>Saturday: 9:30 a.m. – 12:30 p.m.                                                                                                                                                                                                 |
| Venue                  | The Chinese University of Hong Kong, Shatin, N.T.                                                                                                                                                                                                                  |

\*\* Exact dates will be announced in the Conditional Offers.

### Entry Requirements

1. Applicants should be serving teachers in primary schools; and
2. Applicants should be nominated by the current (2024/25 school year) school heads to attend the Course.

### Remarks:

Priority will be given to applicants in the following order (experience counted as at 31 December, 2024):

- he/she had not attended similar courses/workshops run by the Guidance and Discipline Section of EDB before;
- he/she is the Head of the Guidance and/or Discipline Team in his/her serving school in this school year;
- schools with Guidance and/or Discipline team heads attended the Short Course on Consultation and Mentorship for Heads of Student Guidance and Discipline Teams of Primary and Secondary Schools or the 3-day workshop on the same topic coordinated or organized by the EDB will be given a lower priority;
- his/her school has less than 10% of teachers with Guidance and/or Discipline Training; and
- he/she has more years of experiences as the Guidance and/or Discipline Team Head.

### Application Procedures

All applications should be submitted online and a copy of the completed and signed “School Head’s Recommendations” should be uploaded at the following website:

<https://hkier.cuhk.edu.hk/en/forms/hgd>

### Application Deadline

17 February 2025

### Announcement of Result

1. All applicants will be notified of their application results by email by 28 February 2025. Applicants who do not receive any email notification by 3 March 2025 are encouraged to check the junk mail folders for misplaced emails before making the enquiries.
2. Successful applicants will be issued with a “Conditional Offer” by email on 28 February 2025. To fulfil the Condition of Admission, they must attend an Online Orientation Session either on 4 March 2025 (Tuesday, 6:30 to 7:30 p.m.) or 6 March 2025 (Thursday, 6:30 to 7:30 p.m.) and submit the original “School Head’s Recommendations” by post. Applicants who have fulfilled the Condition of Admission will be issued with an “Admission Offer” and they will be required to perform registration online.
3. For applicants with “Conditional Offer” who are unable to fulfil the Condition of Admission, their offers will become null and void.

### Enquiries

Tel: 3943 6754 / 3943 1054 Fax: 2603 6850 (CUHK - Application Procedures and Results); 2863 4737 (EDB - Entry Requirements)