

**The Hong Kong Polytechnic University
Department of Applied Social Sciences**

**Preparatory Workshop
Service Overview & Understanding the
Characteristics of Clientele (School Social Work)**

1 September 2022

Cheung Shuk Ha, Shandy



Outline

1 Service Setting

- Primary school
- Secondary school

2 Client profile

3 Useful websites and references



1 Service setting



1.1) School Social Work Service Development in Hong Kong

a) Primary School



Whole-school approach

- In accordance with the recommendations of the Education Commission Report No. 4, a **whole-school approach** to guidance has been adopted in primary schools since 1992.



Whole-school approach

- The approach aims at enlisting the **collaboration of all teachers** to create a caring and inviting learning atmosphere so as to maximize students' potentials, develop their self-esteem and foster their healthy growth
- **Before 2002**, each school (with 1680 students) had **1 full time SGO/SGT** assumed by the teachers who had undergone counselling training.



Comprehensive Student Guidance Service

- From 2002/03 school year, Education Department encourages schools to implement the **Comprehensive Student Guidance Service**, making it an integral part of education.
- **Integrating the service with other sub-systems at schools** such as management and organization, teaching and learning, staff development, and parent education.



Comprehensive Student Guidance Service

- Working in collaboration with all the staff members, parents and the community resources
- The **guidance personnel** aims to **help students achieve** an all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to their attributes



Comprehensive Student Guidance Service

so that they are capable of **life-long learning, critical and exploratory thinking, innovating and adapting to change.**



01

Policy and
organization

02

Personal
Growth
Education

03

Supportive
Service

04

Responsive
Service

Comprehensive Student Guidance Service

*Comprehensive
Student Guidance Service*



Comprehensive Student Guidance Service

All schools have to provide comprehensive student guidance service in the following four aspects:

i) Policy and Organization



Comprehensive Student Guidance Service

Establishing a **guidance team** to formulate guidance policy, plan and coordinate the guidance service, set up the internal and external referral system, cultivate a positive and caring school culture and exercise a mechanism for school self-evaluation to monitor an effective implementation.



Comprehensive Student Guidance Service

ii) Personal Growth Education

Promoting school-based Personal Growth Education to **develop students' competencies, skills, positive attitude and values in the areas of personal, social, academic and career development** which are prerequisites in meeting new challenges in a changing society.



Comprehensive Student Guidance Service

iii) Supportive Service

Providing **teachers** with opportunities for **professional development** on guidance, cultivating a shared vision, enhancing a supportive and communicative atmosphere among staff members.



Comprehensive Student Guidance Service

- **Provides consultation and support to teachers** in handling students' difficulties, promotes home-school cooperation, develops **parent education** and establishes close **partnership with the non-government agencies** to facilitate the delivery of the service.



Comprehensive Student Guidance Service

iv) Responsive Service

- Providing **additional supportive service to students with educational needs** either individually or through group work. The school also provides timely **crisis intervention** and stress management in response to critical incidents.



Comprehensive Student Guidance Service

- The school is responsible to enforce the **Universal Basic Education** by providing **supportive service to dropouts** to ensure all students can complete the primary school education.



“one school social worker for each school“ policy

- Starting from the **2018/19** school year, the Government will provide extra resources to public sector primary schools and special schools through a new funding mode to enable them to progressively implement the ‘one school social worker for each school’ policy according to their school-based circumstances.“



“one school social worker for each school” policy

- Under the new funding mode, public sector primary schools may create a **graduate social worker post**, or receive an equivalent amount of subsidy to **employ** a school-based registered graduate social worker **on their own or hire** the service of a school-based registered graduate social worker **from a social work service provider**.



“one school social worker for each school” policy

- Schools will also be provided with a **Consultation Service Grant** for hiring consultation, supervision and other related support services for school social workers.
- The existing **Top-up Student Guidance Service Grant will also be enhanced** so that schools can receive more resources under the enhanced



“one school social worker for each school” policy

funding mode with a view to strengthening school social work and guidance services.

- The EDB will provide a **three-year transitional period** for schools to switch to the new funding mode before the 2021/22 school year.



“one school social worker for each school” policy

- If schools require more time to handle the personnel matters concerning their serving student
- guidance personnel, such as having special needs to retain the student guidance personnel, and are not able to switch to the new funding mode after the three-year transitional period, they can discuss this with the EDB separately.



“one school social worker for each school” policy

- For schools currently choosing to employ a Student Guidance Teacher (SGT), they can continue with the current arrangements including the appointment of SGTs, the regrading of existing non-graduate SGTs, and the transfer of existing of SGTs under the same school sponsoring body.



“one school social worker for each school” policy

- While implementing the new policy, the EDB will **review the mode of collaboration between student guidance and social work services**, and explore with the education sector various feasible proposals so that schools can adopt the best way to continue to provide social work and guidance services for their students.



1.1) School Social Work Service Development in Hong Kong

b) Secondary School





0.25 school social worker for each school



1978

1996



0.5 school social worker for each school

1 school social worker for each school



2000

2019



2 school social worker for each school



- the decision took into consideration recommendations made by the committee on Prevention of Student Suicides, which the government set up in March 2016 to tackle youth suicides.
- the administration would spend **HK\$310 million** to hire an extra **370** school-based school social workers.



- It is believed the move will **enhance teenagers' mental health and stress resilience**, allowing youngsters to handle negative attitudes and learn how to deal with challenges.



Reform on Secondary Education

- The Education Commission (EC) submitted to the Government the "Reform Proposal for the Education System in Hong Kong" in 2000 the Chief Executive endorsed the recommendations made by the EC for reforming the education system in Hong Kong .
- The scope of the reform **covers the curricula, the assessment mechanisms as well as the admission systems for different stages of education.**



Overview on Secondary Education

- Starting from 2009, **twelve years' free and universal education** is provided for all students.
- **Fine-tuning the medium of instruction arrangements**, give flexibility to schools to provide students with more opportunities to use English at junior secondary levels.



Overview on Secondary Education

- Besides mainstream education, Vocational Training Council would provide full-time courses for Secondary 3 leavers.
- Only **one public examination** leading to the Hong Kong Diploma of Secondary Education



Overview on Secondary Education

- Provide a balanced and diverse school education that meets the different needs of our students:
 - i) Helps them build up knowledge, values and skills for further studies and personal growth;



Overview on Secondary Education

- ii) Enhance students' biliterate and trilingual abilities;
- iii) Enhance teaching quality and effectiveness in learning;
- iv) Improve the learning and teaching environment;



Overview on Secondary Education

- v) Help newly arrived children from the Mainland integrate into the local school system as soon as possible;

- vi) Enhance the quality, flexibility and accountability of school administration



Current Provision

- The service is operated by non-governmental organizations (NGOs).
- As at 1 September 2021, 34 NGOs operate stationing school social work service for 463 secondary day schools.



1.2 Service Objectives

1. Helping students to develop potentials, achieving healthy growth, and to receive adequate and proper school education, building harmonious family and interpersonal relationships, and encouraging students to care for our society.
2. Helping students to solve individual, family, interpersonal and academic problems.
3. Enhancing connections between students, parents, schools and communities.



1.3 Scope of Service

School Social Work serves a **preventive, developmental** as well as **remedial** function through provision of the following services:

- Casework service
- Groups and programmes
- Consultation service
- Coordination and mobilization on non-school based community resources.



1.4 Target Groups

- Students
- Parents
- Teachers
- Community



1.5 Service Challenges



i) Working in Secondary Setting

- Need to have multi-disciplinary cooperation
- Need to understand the subculture of the school & integrate into the school life quickly
- Need to comply with school guidelines & operational procedures



ii) Diversity in service needs & complexity of problems

- SEN
- Family problems e.g. single parent families, trans-generational parenting
- Mental health problems e.g. anxiety, depression, Schizophrenia
- Bullying
- Suicide
- Internet/ Drug addiction



1.6 Tips of working in this service setting



i) Appearance

- No hair dying
- Decent dressing
- No ornament



ii) Attributes & attitudes

- Punctual & good attendance
- Independent and able to work alone
- Take initiative to engage clients and alleged parties



- Cooperate with SSW, guidance team , teachers and supporting staff
- Confident to express your viewpoints
- Be humble and willing to listen to the advice of supervisor, SSW, etc
- Responsible & accountable



iii) Professional Knowledge

- Conversant with different theories & approaches in group work & case work
 - ➔ Establish reliable & professional image
 - ➔ Build up trustful working relationship with clients, parents, teachers and staff



2 Client profile



2.1 Problems encountered by students



- Challenges from their studies
- Special Education Needs (SEN)
e.g Autism, Dyslexia and Attention Deficit-Hyperactivity Disorder (ADHD)
- Bullying
- Interpersonal relationship



- Adjustment to changes in family structure
e.g. single parent families trans-generational
parenting
- Inadequate support from family
- Anxiety or emotional issue
- Internet / Drug addiction
- Suicide
- Adaptation of newly arrived children



2.2 Tips of working with students



i) Case

- Cases are mainly referred by the school or self approach
- Conduct case interview before and after school lessons
- 35 to 45 minutes for one session
- Make appointment with clients and notify the related teachers
- Book the interview room



ii) Group & Mass program

- Participants are mainly recruited by placement students or recommended by the school
- Spare more time for preparation
(e.g recruitment, design poster & notice,
book venue)
- Group leading may be interrupted by school holidays, examination and pandemic



ii) Group & Mass program

- Make sure not to crash with other extra activities
- “Safety” and “time management” are the main concerns
- Get the approval of Principal towards the list of participants and notice
- Deliver the notices to the potential members and collect the reply slips
- Report back the progress to the school regularly



2.3 Special preparation for placement under pandemic

- Psychologically prepared for the interruption caused by the pandemic
- Open minded and be flexible to face the uncertainty and change occurred in the placement
- Make good use of recess to carry out your mass programme and conduct interview with students



- Be innovative and think more options for your assignments. e.g. on-line group, video production, user need survey, phone contact & counselling, exhibition & Quiz.....
- Familiar with the implementation of on-line programmes
- Learn more about video production and try to solve technical problems by seeking help from others.



3. Useful websites and references



Useful websites

香港萬國宣道浸信會社會服務 盛恩基督教社會服務中心

<https://www.facebook.com/abweshingyan/>

HKCYS FIT 香港青少年服務處-賽馬會粉嶺綜合青少年服務中心

• <https://www.facebook.com/CYSFIT/>

救世軍油麻地青少年綜合服務

• <https://www.facebook.com/sayaumatei/>



References

- Hong Kong Education Bureau (2016). Guide on Comprehensive Student Guidance Service. <http://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/index.html>
- Hong Kong Education Bureau. Comprehensive Student Guidance Service. Student Guidance Service Information Sheet <http://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/index.html>



- EDB announces arrangement for implementation of "one school social worker for each school" policy in primary schools (27 Apr 2018)

[https://www.edb.gov.hk/en/about-edb/press/
press-releases/pressrelease_201804.html](https://www.edb.gov.hk/en/about-edb/press/press-releases/pressrelease_201804.html)

- Labour and Welfare Bureau, SLW's Blog, Articles- Enhancing secondary school social work services
(24 March 2019)

https://www.lwb.gov.hk/blog/chi/post_24032019.htm



- Education Commission(2000). Reform Proposal for the Education System in Hong Kong

[https://www.e-c.edu.hk/en/publications and related documents/rf1.html](https://www.e-c.edu.hk/en/publications%20and%20related%20documents/rf1.html)

- Hong Kong Education Bureau. Student Guidance and Discipline Services

<https://www.edb.gov.hk/en/student-parents/student-guidance-discipline-services/overview/index.html>

- [「校園、好精神」一站式學生精神健康資訊網站](#)



- 香港教育局 學校社會工作服務 跨專業合作指引 https://www.edb.gov.hk/attachment/sc/teacher/student-guidance-discipline-services/projects-services/sgs/guidance-in-secondary-schools/role4_c.pdf
- Social Welfare Department. School Social Work Service. http://www.swd.gov.hk/en/index/site_pubsvc/page_young/sub_schoolsoci/



Feedback

