GENERAL

1. Teachers are expected to be readily available for duties which are not incompatible with their profession. They are also bound to observe the Code of Aid for Subsidized Schools, the Education Ordinance, and the Code of Professional Practice of the School and the Policies of the School Administration.

2. Teachers should have the genuine and best interest of the students and the School at heart. Good morale among teachers and students depends on the concern and interest of the school administrators, teachers and students for each other.

3. There is no substitute for enthusiasm, initiative, interest and hard work. Size up the particular situation and then act with whatever your ingenuity can devise for the best interest of the School and the students. Be willing to risk mistakes or failures, and assume responsibilities with foresight but without fear.

MEETING AND VOTING

4. Voting by Preference Majority should be adopted at all meetings for making democratic decisions. In case the total number of votes is less than half of the total number of members present, the chairperson of the meeting should make the decision.

5. As the School Management Board and the Principal are responsible for the smooth running of the School, they reserve the right to make the final decision for all school policies.

DRESS

6. Teachers should be neat in appearance and modest in dress.

PUNCTUALITY

7. Teachers should reach the School at least five minutes before morning assembly. They should sign in every school day on the daily attendance record at the School Office. A teacher should not sign for any other teacher(s).

8. While students are assembling in the playground after the long recess or lunchtime, teachers should proceed to respective classrooms. Music or P.E. teachers should go to the playground to lead students to the music room or the changing room.

9. During lesson changeover, teachers should go from one classroom to another with minimum delay.

LEAVE OF ABSENCE

10. When unable to attend a class, a teacher should report to the Principal who will then assign a substitute teacher.

11. Teachers taking leave of absence must inform the Principal as early as possible either in person if in anticipation of such leave, or by telephone personally if physically unable to report for duty.

12. Teachers may apply for paid sick leave as prescribed in the Code of Aid for Subsidized Schools. A doctor's certificate should be submitted to the Principal for approval of sick leave exceeding two days.
13. Teachers are entitled to 2 days of non-cumulative paid leave annually for urgent private affairs (e.g. personal marriage or the funeral of direct relatives). However a written request must be submitted in advance to the Principal for approval.

14. The Principal will grant no-pay private leave on grounds of sound and acceptable reasons. A written request and supporting documents must be submitted to him for E.D. approval. (Please note that both the contributions to the Provident Funds and the day(s) of service will be deducted for such no-pay leave.)

EXTERNAL JOB

15. No teacher should take up a stipendiary post outside without prior approval of the Supervisor or the Principal.

STAFF FACILITIES

16. Staff rooms are only for academic work. Eating, drinking or smoking is prohibited.
17. Staff rooms should be out of bounds for students.
18. Staff Lounge is provided for eating, drinking, talking, relaxation, etc. Please keep it clean and tidy.

FIRST AID

19. No teachers may administer any medicine to a student except the teachers who possess valid first aid certificates. If professional medical care is required, please report to the Principal or Deputy-principals.

PRAYER

20. The prayer is said before the first period and after the last period. Teachers should order students to stand up to say the prayer.
21. All Catholic teachers are invited to lead the morning prayer on a voluntary basis. Other teachers wishing to lead the morning prayer are also welcome.

MORNING ASSEMBLY

22. All teachers should attend the morning assembly in the playground punctually.
   a. All form teachers should stay with their classes in the playground during the morning assembly.
   b. Other teachers should stand around the stage or stay with the assigned classes.
23. Please turn off the lights of the Staff room and stop talking during the assembly.

HALL ASSEMBLY

24. A form teacher/subject teacher should accompany students of his/her class during the hall assembly.

AFTER SCHOOL

25. Teachers should refrain from leaving too hastily after school.

SUSPENSION OF SCHOOL

26. When typhoon signal no. 8 or the black rainstorm signal is hoisted and the Director of Education and Manpower Bureau announces suspension of schools, teachers need not report to School.
27. Though the Director of Education has announced suspension of schools when the red rainstorm signal is hoisted, teachers with special duties or having to meet deadlines still need to report to School. If they encounter difficulties, they should inform the Principal by phone personally.

**HOMEWORK and TESTS**

28. Teachers must be conscientious in correcting homework, class assignments, tests, quizzes and examination papers.

29. Teachers should write on the blackboard details of homework/classwork/test assigned to students and instruct students to copy them in their Handbooks.

30. Details of homework/classwork/test should also be entered into the Class Log book.

31. Teachers should submit students’ assignments to the Panel Chairpersons for inspection on request. Panel chairpersons should submit theirs to the Principal.

32. Teachers should return all marked exercise books to students before the examination.

**EXTRA-CURRICULAR ACTIVITIES**

33. Teachers are responsible for organizing extra-curricular activities (see Appendix K). They should not decline any work assigned to them by the School Administration unless they can offer genuine reasons for their inability to carry out such assignments.

34. Before, during and after any class/group outing, picnic, or field trip, a teacher should see to it that the required steps laid down by the Education Department have been followed (see Appendix H). Please seek advice from the ECA master if necessary.

**CLASS DISCIPLINE**

35. Student Register must be marked and initialled by the teacher of the first period in the morning, or in the afternoon. They should ask the monitor to bring the Student Register to the General Office after marking.

36. Teachers must sign the Class Log Book after each lesson. The teacher of the last period should order the monitor to bring the Class Log Book to the General office after school.

37. A teacher should not allow a student who is late to enter the classroom unless he/she can produce a Tardiness Permit.

38. Teachers should be the last to leave the classroom before the long recess, lunch or assembly.

39. Teachers should instruct students to keep desks and chairs in the classroom tidy. Students must erase blackboards after each lesson.

40. When students are going to special rooms the teacher must accompany them. Students should not be permitted to stay in the special rooms alone, or carry out practical work without the supervision of teachers (See Appendix I).

41. Credit points should be awarded to students for their good behaviour.

42. P.E. teachers should have students dressed in proper P.E. uniform and ready for a lesson in five minutes. After the P.E. lesson, teacher should instruct students to change their P.E. uniform and assemble in the playground before returning to classroom. They should be punctual for the following lesson.

**GIFTS**

43. A teacher should not receive any gifts from students, parents or outside bodies in relation to his/her official duties.
HOLIDAYS and TRAVELLING ABROAD

44. Teachers with special duties or having to meet deadlines still need to report to School during the long vacations. If they encounter difficulties, they should inform the Principal by phone personally.

45. A teacher should submit an official application form to the Supervisor or Principal for his approval six days in advance when travelling abroad for more than two working days (* Sundays and public holidays are excluded).
A Panel Chairperson should lead his/her team of members to work effectively. He/she is expected to carry out the following duties:

**LIAISON**
1. to participate in school administration;
2. to co-ordinate his/her panel members as a team;
3. to contact and co-operate with other departments.

**PANEL MEETING**
4. to call periodic meetings (at least three meetings in one year) and during which, he/she should:
   - Work out the Annual Plan and departmental budget and submit them to the Principal in September;
   - set subject teaching guidelines and instructions to all panel members;
   - assign setters and markers of the subject for internal examinations;
   - work out the textbooks and reference book list in May;
   - recommend reference books to the School Librarian;
   - evaluate and take appropriate measures in regard to students' performance in internal and external examinations;
   - keep his/her panel members informed of the latest news from the School, the Education and Manpower Bureau and other sources of education about all subject matters;
   - responsible for staff appraisal and staff development.
   - evaluate the Annual Plan in June and submit the annual report by the end of August.

**TEACHERS' TRAINING & DEVELOPMENT**
5. to arrange his/her panel members to participate in seminars, professional studies, or training;
6. to organize class visits and demonstration for teachers and technicians of his/her department;
7. to arrange student questionnaires, self-appraisal, superior's appraisal and appraisal interviews each year for making improvements in teaching.
SUPERVISION OF DEPARTMENTAL WORK

8. to check and moderate internal examinations papers.

9. A. to check and moderate a Homework and Test Summary (家課及測驗總表) set by subject teachers at the end of September for distribution to students of all levels.
   B. to evaluate the Homework and Test policy at the end of each academic year.

10. to supervise and inspect assignments given to students by subject teachers. An inspection report should be submitted to the Principal by the end of June.

11. to check and approve master pieces submitted by his/her panel members for off-set printing/photocopying;

12. To up-keep an inventory of the department, such as A.V.A. materials and teaching aids, etc.

13. To manage and keep specific rooms (if any) in proper order;

14. to assist and supervise teachers and students in organizing extra-curricular activities related to his/her subject;

15. to ensure that examination papers are properly packed prior to any internal examinations or mid-term tests.

16. To help panel members select articles for bulletin board display.

CURRICULUM DEVELOPMENT

17. To tailor the curriculum to meet students' need and ability.

POWER OF A PANEL CHAIRPERSON

18. Panel chairpersons are empowered by the Principal to issue Administrative Reminder or Administrative Warning when necessary in carrying out their duties.

   A. Panel chairpersons should exercise this power rationally and with care.

   B. A panel chairperson may issue an administrative reminder to a teacher who has failed to follow departmental directives or meet official deadlines directly without the prior approval / signature of the Principal. A copy of the administrative reminder must be submitted to the Principal for school record.

   C. An administrative warning must be approved and co-signed by the Principal. It is issued only when no improvement has been observed after an administrative reminder has been issued to the teacher concerned.

19. All panel chairpersons are under similar supervision by the Deputy Principals and Principal. They should submit student homework, test papers, annual plan and annual report to the Deputy Principals/Principal for inspection annually.
3 THE ROLE OF AN ECA ADVISOR

Advisors of various School clubs/ service teams are expected to fulfill the following duties:

EXTRA-CURRICULAR ACTIVITIES

1. A Chief Advisor should help students organize their activities by setting up clear objectives and a comprehensive Year Plan for the academic year in September.
2. Sharing of experience with other advisors and student leaders are essential for good co-ordination and co-operation in all activities.
3. A Chief Advisor should give clear instructions to his colleagues once the plans for the whole academic year are ready.
4. Activities could be carried out more effectively and efficiently once students' interest and dynamics were spontaneously developed. Advisors should evaluate the progress of all activities whenever and seek for improvements.
5. Before, during and after any class/group outing, picnic, or field trip, a teacher i/c should ensure that the required steps laid down by the Education and Manpower Bureau have been followed (refer to Appendix G). Please seek advice from the ECA master if necessary.
6. A Chief Advisor should hold an evaluation meeting in June each year and submit a report to the ECA Master by the end of June. Application for subsidy of funds should also be made in June.

STUDENTS ASSOCIATION

7. S.A. Advisor, Assistant S.A. Advisors and the Lodge Masters are appointed by the Principal. They are the intermediaries between the students and the School authority.
8. S.A. Advisor / Assistant S.A. Advisors should attend every meeting of the Congress of St. Bonaventure College Students Association (S.B.S.A.) They are responsible for supervising and assisting the S.A. in carrying out student activities (See Appendix A).
9. Lodge Masters should attend every meeting of their lodges. They are responsible for supervising and assisting their respective lodge in carrying out student functions.
10. All teachers should help and assist, upon request, in activities organized by S.A. and Lodges.
GENERAL

1. A form teacher is in charge of the overall affairs of his/her class. He/she is responsible for the overall behaviour and conduct of his/her class.

2. A form teacher should carry out all instructions laid down by the School Administration.

LIAISON WITH PARENTS

3. A form teacher should work closely with parents/guardians. He/she must keep parents informed (either by telephone calls or interviews in school) of a student's serious offences, poor academic results or any notable symptom of misbehavior as soon as possible.

4. Reports on students’ unruly behaviour and record of demerit points will be issued to parents thrice a year. A form teacher should interview the parent immediately once a student gets a demerit mark.

STUDENTS’ RECORDS

5. A form teacher should review from time to time students' attendance register to ensure that all records of presence, absence, leave of absence, tardiness, early departure and official leave are properly kept.

6. A form teacher should keep tardiness permits, merit and demerit marks Record Form, Students Unruly Behaviour (demerit points) Forms and other documents issued by the Discipline Board in a file. This file should be returned to the Form Disciplinarian at the end of an academic year.

7. A form teacher might consult Form Disciplinarian for records of demerit points and tardiness of his/her class if necessary.

8. A form teacher should write all forms of student’s records whenever necessary.

9. For working of Report Cards, Consolidated Record, Testimonials and other Records, please refer to Appendices B and C.

SICK LEAVE / LEAVES OF ABSENCE

10. For private leave, a written request made in advance by parents should first be submitted to a form-
teacher whom will then consult the respective form disciplinarian for approval of the request.

11. A. Executive assistant would help contact parents of absent students by phone calls at 10:00 a.m. and mark down the reasons of absence. If the parents could not be contacted on time or the students are absent for unknown/irregular reasons, a reminder would be sent to the form teachers. Form teachers should then take the follow up actions immediately.

B. Irregular Leave of Absence. Form teachers should **contact parents as soon as possible** (especially for those absences without informing the School Office). Any suspicious case of truancy should be reported to the Form Disciplinarian immediately.

12. **Sick Leave.** A student's **sick leave notice (signed by parents)** should be submitted to the form teacher once the student comes back to school. For sick leave of 2 days or more, a **medical certificate** is required. Form teachers are advised to keep all medical certificates and counter sign the sick leave notice on student's Handbook. There is no need to inform the Form Disciplinarian of normal sick leaves.

13. **Cumulative Leave of Absence of 20 days or more.** A form teacher and the Form Disciplinarian should meet the parents concerned and warn them that if the student continues to be absent from School for more than a specified number of days, he/she shall **not** be allowed to sit for the final examination and must repeat for one year. For a F.5 or F.7 student, no **graduate certificate** will be issued to him/her. **If there is such a case, the form teacher should inform the Deputy Principal as soon as possible.**

**TARDINESS**

14. A form teacher shall meet the parent and a warning letter will be issued once a student has been late for 5 times.

**CLASS ASSOCIATION**

15. A form teacher should supervise the conduct of the Class Association and make sure that any amount of money collected is properly spent and all incomes and expenditures are properly recorded.

**CLASS DISCIPLINE**

16. A form teacher should report to the Principal serious symptoms or cases of pupils' misbehaviour before it is too late.

17. A form teacher must see to it that the classroom of his/her class is neat and tidy and see to it that no premeditated damage is done to any furniture in the room. A form teacher should appoint class monitors to keep class discipline. He/she should order a Class Health Warden to take routine checks after school. General reviews on class discipline and classroom cleanliness should be made during a Form room period.

18. **Formal Assembly.** A form teacher should allocate himself/herself among his/her class during a formal assembly in the hall or elsewhere.

19. **Morning Assembly.** A form teacher should stay with his/her class in the playground during a morning assembly.

**COUNSELLING**

20. A form teacher is expected to counsel individual students to give whatever assistance he/she can offer so that the student will do well in his/her studies and behave properly at school. He/she may seek
advice from the Counselling Department or School Social Worker if necessary.

21. A form teacher should conduct moral education in his/her form room period. He/she may get advice or resource from the Counselling Department from time to time.

EXTRA-CURRICULAR ACTIVITIES

22. A form teacher should encourage students to participate in extra-curricular activities.

23. Before, during and after any class outing or picnic, a form teacher should see to it that required steps laid down by the Education and Manpower Bureau have been carried out.

CLASS NOTICE-BOARD DECORATION

24. A form teacher should supervise students to do periodic classroom bulletin board decorations.

25. There should be three notice-board decorations each year, which should be ready by the end of September, before Christmas and before Easter. Form teachers may obtain selected articles from Subject teachers of his/her class for display.

EMERGENT CASE

26. In case of casualty during school hours, the subject Teacher / Form Teach / Executive Assistant has to accompany the student to the hospital if the parent concerned cannot be contacted on time.

BI-WEEKLY DIARY for FORM-ROOM

27. A form-teacher should collect the free writing on College life (校園隨筆) diary from students once every two weeks during the form-room period.
   A. This would serve as an informal interaction between the students and the form-teacher.
   B. The form-teacher could set any topics.
   C. The form-teacher need not mark the writing, and he/she can add the remarks.
   D. Interesting feedbacks / Points of concern arisen from the writing could be used as discussion topics during the form-room period.

FORM-TEACHER CO-ORDINATOR & PERIODIC MEETING

28. A form teacher should work closely with subject teachers, Form Disciplinarian, the Guidance-Counselling teachers and the School Social Worker to keep good class discipline. Periodic form-teachers’ meeting will be called upon by the form co-ordinator. Problems in handling class affairs could be raised and resolutions to student’s’ problems could be shared in the meeting(s).

29. Evaluation Meeting for Promotion/ Retention. A Form Co-ordinator should work closely with form-teachers to sort out a list of retention and to allocate promoted students to various classes in the new school term.
5  INTERNAL  EXAMINATION / TEST

FREQUENCY OF EXAMINATION/TEST

1. The important dates for the mid-term tests and examinations are as the following:

<table>
<thead>
<tr>
<th>FORM</th>
<th>DATE</th>
<th>EXAMINATION / TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4 and 6</td>
<td>7th – 17th January, 2008</td>
<td>First term Examination</td>
</tr>
<tr>
<td></td>
<td>2nd April – 7th April, 2008</td>
<td>F.1 &amp; F.2 Mid-term Test</td>
</tr>
<tr>
<td></td>
<td>2nd April – 9th April, 2008</td>
<td>F.3, F.4 &amp; F.6 Mid-term Test</td>
</tr>
<tr>
<td></td>
<td>10th – 23th June, 2008</td>
<td>Final Examination</td>
</tr>
<tr>
<td>5 and 7</td>
<td>21st – 27th November, 2007</td>
<td>Mid-term Test &amp; Oral Test Mock Examination</td>
</tr>
<tr>
<td>7</td>
<td>18th February – 27th March, 2008</td>
<td>F.7 Mock Examination</td>
</tr>
<tr>
<td>5</td>
<td>3rd March – 13th March, 2008</td>
<td>F.5 Mock Examination</td>
</tr>
</tbody>
</table>

2. There are other short tests/ quizzes over the year as determined by individual subject panel. Please refer to their instructions.

SETTING OF EXAMINATION PAPERS

3. Notice of important dates for preparation of examinations will be posted on the notice board in the main staff room about one month before the commencement of the examination. Please check the dates carefully and meet the deadline.
4. A heading of an examination paper should follow the format below:

St. Bonaventure College and High School
聖文德書院

x x x x x x Examination ( 2007-2008 )
二零零七至二零零八年度 x x x x x 考試

SUBJECT x x x x 科

FORM X

中 X 級

考 生 須 知 General Instructions:
1. xxxxxxxxxxxx
2. xxxxxxxxxxxx

甲部 SECTION I : 短問答題 Short Questions ( 10 分 marks )
1. (a) 試述 Describe x x x x x x x x x x x x x

5. Unless specified in the examination notice, setters are required to type the question papers themselves while the General Office will duplicate and pack the examination / test papers.

6. A certain proportion of the examination content must be selected from daily homework. Please confirm the proportion with the panel chairperson. A setter should check thoroughly the final copy for typographical errors before submitting to the Panel Chairperson. Please type the page number clearly and put "THE END / END OF PAPER " after the last question.

7. All examination/test papers are subject to a final approval of Subject Panel Chairperson. Setters must follow the Panel Chairperson's advice in regard to content, format, style and duration of examination papers. Special attention must be paid to avoid typing errors and ambiguity of questions. Instructions to candidates should be clear. Model answers/ Marking Schemes should also be submitted to the panel chairperson.

8. Setters should beware of not to copy the exact wording of past year questions. The Panel Chairperson should give advice to moderate or even cancel out such questions.

9. Multiple choice questions might be set but the proportion of marks should be kept to the minimum ( e.g. not exceeding 20% of the total mark ). [* not applicable to M.C. Papers ]

10. Appropriate time-duration of the Examination/ test Papers. Subject Panel Chairperson should check that examination/test papers set by the setters match with the scheduled time-duration. Too lengthy or short examination papers should be avoided.
PREPARATION FOR EXAMINATION

11. Parents of Junior form students will be informed of the Scope of Examination for various subjects at least two weeks in advance, so that they can supervise their children to study at home.

EXAMINATION INVIGILATION

12. Teachers should follow the Duty of Invigilation posted on the notice board in the main staff room.

13. 15 minutes before the start of examination, classroom invigilators should collect the examination packages from the school office. Hall invigilators should report to Presiding Invigilator. Corridor invigilators should standby at the respective corridor.

14. Candidates should be admitted ten minutes before the start of examination. They should be seated in sequence according to their class numbers. Invigilators should instruct students to put all books, papers and other unauthorised materials inside their bags and place them under their chairs (in classrooms) or under their chairs (in Hall). Stationeries should also be taken out from the pencil box and placed on desks.

15. Answer books/sheets should be distributed first. Invigilators should instruct candidates to write their names, form and class numbers on answer sheet(s). Question papers should then be distributed. Do not allow the students to turn over the question paper.

16. One minute before the examination, instruct candidates to check the question paper and announce the necessary amendment (if any) according to the instructions written on the front cover of the examination package.

17. Invigilators should not start an examination earlier than the prescribed time of commencement and should not dismiss students until the end of examination.

18. Invigilators should write the subject name, the date, the time of commencement and end of the examination on the blackboard for students' reference.

19. Invigilators should not allow latecomers who cannot produce tardiness permits to enter the examination room.

20. Setters should inspect each class 15 minutes after the commencement of the examination to ensure that examination paper is in good order. If setters have invigilation duty at the same time they may ask the corridor invigilator to substitute them for a short while during the inspection.

21. During an examination/test, invigilators must not read books, magazines or correct exercise/examination papers. He/she should walk around the aisles, as lack of constant vigilance may encourage dishonesty and cheating among students.

22. Under no circumstances should a teacher leave a classroom to chat with another teacher in the corridor during invigilation. If a teacher needs help, he/she may inform the corridor invigilator.

23. Invigilators should check the attendance of students. The total number of students present, the number and name(s) of absentee(s) should be put down on the front cover of the examination package.

24. In case of any suspected cheating, the time of incidence and the name of candidate should be marked down. The evidence of cheating should be collected. Allow the suspected candidate to continue. Report the case and bring the candidate to the Form Disciplinarian after the examination.

25. Remind students to write their names on the answer scripts and cancel out all rough works both at fifteen minutes and at five minutes before the end of examination.

26. All answer scripts should be collected and returned to the General Office immediately after each
session.

27. Teachers who are free from invigilation duties should still come back to school unless the Principal has granted permission.

MARKING AND EVALUATION OF EXAMINATION PAPERS

28. All markings should follow the marking schemes provided by setters.

29. Examination marks must not be disclosed to students before the distribution of report cards. However, a subject teacher may distribute marked answer scripts to senior students for evaluation purpose.

30. The followings are allocation of marks printed on a report card:

<table>
<thead>
<tr>
<th>Class Marks</th>
<th>Test Marks</th>
<th>Examination Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 %</td>
<td>35 %</td>
<td>50 %</td>
</tr>
</tbody>
</table>

Subject to review by the Prefects of Studies.

SUPPLEMENTARY EXAMINATION FOR F.6 STUDENTS

31. A. A student who fails in the final examination (an overall average mark below 40) has to sit for a supplementary examination in August. He/she has to take up all papers that he/she has failed. If the student passes, he/she will be promoted to F.7, otherwise he/she has to repeat F.6 or will be advised to transfer to another school.

B. The duration of F. 6 Supplementary Examination will be 2 hours for an A.L. subject and 1½ hour for an A.S. subject.

PROMOTION/RETENTION OF STUDENTS

32. A. Students’ promotion/retention will be determined by their overall yearly mark (the form position). Students who fall in the bottom 5% of the overall yearly average will have to repeat.

B. Form 3 students promoting to F.4 will be streamed according to their examination marks (40% of the first term examination mark plus 60% of the second term examination mark) and students’ choices.
During a public examination season, teachers will be assigned invigilation duties for the HKAL Examination and the HKCE Examination.

The following rules should be observed for teachers invigilating in other schools:

**TYPOON ARRANGEMENTS**

1. In view of the special difficulties, which arise from the postponement of any external examination, any decision to postpone an examination session will be made as late as possible. Invigilators should therefore note that if weather conditions are at all doubtful, they should listen to one of the broadcasting channels right up to the time they leave to attend the examination. In case of a severe typhoon or deteriorating conditions e.g. rainstorms that necessitate a postponement of the examination, announcements will be made over all radio stations and television services.

The following points should however be particularly noted by all invigilators:

A. The announcement of closure of schools due to a tropical cyclone or bad weather does not necessarily imply the postponement of an examination scheduled to be held that day.

B. When possible the announcement of the postponement of an examination will be made in the evening preceding the examination or early in the morning of the examination day and will be repeated frequently from 7.00 a.m. onwards.

2. Once a session is started, it will continue for the full-allotted time unless conditions in the examination room itself become dangerous.

**GENERAL RESPONSIBILITIES**

3. Invigilators should report to the Centre Supervisor in the examination room at least 20 minutes before each examination is due to start and should not leave until the answer scripts are properly packed after the examination. In the event of an invigilator not being able to attend a particular session, he should inform the Principal as soon as possible so that a substitute may be appointed.

4. It is the duty of the invigilators to give every assistance to the Centre Supervisor and to carry out his instructions.

5. Constant vigilance is expected of all invigilators throughout the examination session. In particular, they should guard against any breach of regulations. They should not converse unnecessarily with other invigilators or candidates.

6. If an invigilator pauses beside a candidate, he should not remain long enough to disturb or embarrass the candidate.

7. Invigilators may not take away any examination stationery from the examination centre.

8. Invigilators may be requested to sign on the sessional report as witness to the conduct of the
examination session.

9. Invigilators may submit special reports direct to the Secretary, Hong Kong Examination and Assessment Authority, if they consider that circumstances warrant it.

DUTIES BEFORE AND DURING THE EXAMINATION

10. Invigilation duties and procedures are different for various External examinations. Invigilators should refer to the Instructions set for each examination carefully and consult the Centre Supervisor when necessary.

11. Teachers when assigned invigilation duties in any external examination should perform his/her duties well as he/she represents the School and as such should not be a cause of complaint that gives a tarnish to the School's reputation.
聖文德書院

教師晉升制度報告文本

(校董會修訂日期: 2007年6月21日)

召集人： 林凱航校長

成員： 梁浩泉老師(主席)，
       謝志強老師，潘美芬老師
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3. 教師晉升制度建議…………… 4
4. 教師晉升安排流程表…………7
5. 附錄……………………………8
1. 委員會的工作

1.1 工作範圍

檢討教師晉升制度，包括 CM → AM; AM → SAM; SAM → PAM; GM → SGM; CM/AM/SAM → GM 及入職教師 CM 或 GM 的安排

1.2 工作程序

向教師收集對現行晉升制度的意見，分析數據，建議在舊有制度改善或重新訂立制度，在教師進修日向各教師分享及討論，經修改後向校長提交最後建議，再由校長提交校董會審批。

2.1 進度報告:

1) 2003 年 6 月三位委員會成員接獲工作安排
2) 2003 年 7 月至 11 月共收集了六間友校的晉升制度情況
3) 2003 年 10 月底向各教師發出問卷
4) 2003 年 11 月開會兩次分析數據及由主席撰寫新建議制度
5) 2003 年 11 月 23 日教師進修日
   i) 向各老師報告研究進展及總結問卷
   ii) 向各老師介紹新建議
   iii) 各老師分組討論
   iv) 各組匯報及收集意見
6) 2003 年 11 月 23 日至 2004 年 2 月 15 日繼續收集意見
7) 2004 年 2 月 13 日召開諮詢會接見老師，解釋建議方法及理念
8) 2004 年 2 月 16 日至 2004 年 3 月 15 日撰寫最後建議及將修改建議再作諮詢
9) 2004 年 4 月 2 日公布建議文件主要內容
10) 2004 年 4 月 14 日召開諮詢會接見老師，簡介建議文件
11) 2004 年 4 月 15 日向校長提交最後建議文件，再由校長提交校董會審批。

3 教師晉升制度建議
3.1 晉升的意義:
✧ 認同晉升教師過去在學校的努力和貢獻。
✧ 配合學校的發展和需要，讓晉升教師執行特別職責。
✧ 鼓勵教師的專業發展。
3.2 晉升程序及準則建議：
✧ 校董會會根據學校的發展需要，在適當的時候，公佈空缺，邀請老師申請並公佈對申請人的要求。
✧ 成立遴選委員會。
✧ 遴選委員會成員：校長，一位副校長，學務主任或任教主科科主任及一位民選老師（民選老師在每學年初由全體老師選出，候選老師須為SGM或SAM/PAM職位的中層管理老師，以免可能有直接利益關係）。
✧ 每位申請者的遴選委員會成員不同，其中校長及民選老師則相同，另外兩成員則通常了解申請者表現的直屬上級。
✧ 遴選委員會根據以下各資料討論後向校董會作出推薦。

A. GM → SGM / SAM → PAM / AM → SAM

<table>
<thead>
<tr>
<th>項目</th>
<th>所佔比例</th>
</tr>
</thead>
<tbody>
<tr>
<td>GM → SGM</td>
<td>AM → SAM</td>
</tr>
<tr>
<td>SAM → PAM</td>
<td></td>
</tr>
<tr>
<td>GM</td>
<td>SGM</td>
</tr>
</tbody>
</table>

1. 教統局資助則例所釐定的資格

2. 本校所釐定的附加條件
   - i) 必須在本校服務 5 年或以上
   - ii) 必須在其候任晉升職位工作 2 年或以上

3. 教學成效
   參考
   - i) 為申請而設的考績及觀課等報告
   - ii) 申請者上兩年來的考績及觀課等報告紀錄。
   - iii) 多年來在任教科目的表現及成績
   40% 下調至 30% 50% 下調至 40%

4. 領導能力
   參考
   - i) 所擔任主要職務（晉升項目）的領導表現，呈交的文件，
   - ii) 年來的考勤紀錄，
   - iii) 進修記錄等。
   30% 20%

5. 同事評估
   由遴選委員會邀請 5 位不同職級而與申請人有工作關係的同事給予評估。
   （註：所有評估須直接交回遴選委員會）
   20% 20%

6. 因申請升級而提交的個人建議書及與遴選委員會會談---
   總結及反思其過往的教育經驗及展望未來如何為學校作出貢獻。
   10% 上調至 20% 10% 上調至 20%
B. CM→AM 及 CM→GM

i) 入職老師為GM條件：入職老師在聘請時由於須任教預科，而該老師證明有足夠能力及學歷（註一：證明曾任教預科 2 年或以上）
（註二：為該科主修碩士或為大學主修及已完成該科教育學院文憑）

ii) 其他一切入職老師均為 CM 職級
（註三：校董會可因應個別特殊情況而調整入職者之職級）

<table>
<thead>
<tr>
<th>項目</th>
<th>所佔比例</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM→AM</td>
<td>CM/AM/SAM→GM</td>
</tr>
<tr>
<td>1. 教統局資助則例所釐定的資格</td>
<td>✓</td>
</tr>
</tbody>
</table>
| 2. 本校所釐定的附加條件 | i) 必須在本校服務 5 年或以上 | ii) 必須：
  • 任教預科 2 獨立年（只計算該學年最高年級），共須兩年達標；或
  • 任教中四、五年級兩獨立年加中六或中七級一獨立年（只計算該學年最高年級），共須三年達標；或
  • 任教中四、五年級四獨立年（只計算該學年最高年級），共須四年達標。
  iii) 所持學位或教育文憑與在校內任教的科目相符 |
| 3. 教學成效 | 50% | 60% |
| 參考 i) 為申請而設的考績及觀課等報告 | 下調至 40% | 下調至 50% |
| ii) 申請者上兩年來的考績及觀課等報告紀錄。 | |
| iii) 多年來在任教科目的表現及成績 | |
| 4. 工作熱誠 | 20% | 30% |
| 參考 i) 所擔任職務表現、呈交的文件 | |
| ii) 年來的考勤紀錄 | |
| iii) 進修記錄等。 | |
| 5. 同事評估 | 20% | --- |
| 由遴選委員會邀請 5 位不同職級的同事給予評估。 (註：所有評估須直接交回遴選委員會) | |
| 6. 因申請升級而提交的個人資料及申請委員會 | 10% | 10% |
| 會談摘要及反思其過去的教育經驗及展望未來 | 上調至 20% | 上調至 20% |
| 如何為學校作出貢獻。 | | |
申请人在上述各项中总分平均达 70% 为合格推荐条件。但一切遴选资料仍为保密，校董会未批审前不会向申请人透露情况。

对申请人所拥有的各项及总评分要求程度乃根据其申请之职位而定。例如，对升任 SGM 或 PAM 的要求，当高於对一位 AM 或转职 GM 的要求。

副校长时间整理所有资料，包括观察结果或是否值得推荐的理由，由校长确认后尽快呈交校董会。

校董会委派之校董接见各被推荐者，须考虑学校的均衡发展及遴选委员会所作的建议，並确保有关遴选安排符合既定的准则和程序，从能力合格者中挑选最合适合选，並作出决定呈交校董会。

审批后，由校董会正式发信给有关教师通知申请结果，对申请成功者确定晋升安排的生效日期及薪金细节，並须把批准信的副本交予

- 教育统筹局的津贴帐目组
- 学校所属地区的教育统筹局区域教育服务处
- 税务局局长

校监或校长与申请人见面通知申请结果，并

i) 对申请成功者表示恭贺

ii) 对申请失败者（如合晋升条件但未有位者）作出鼓励，该申请者可於来年继续申请晋升，

iii) 对不被推荐者提出建设性改善意见，该老师可於两年后再作申请。

在收到通知後十四天内，申请人如有不满可以以书面向校董会反映及上诉。校董会应委派一个独立调查委员会，成员至少有一位校董与未参与遴选该申请者的副校长调查及处理有关事宜。

独立调查委员会须於接获投诉後三个月内完成有关调查工作，並向校董会作书面报告。

校董会接获独立调查委员的书面报告後应尽快作出仲裁，並以书面回应投诉者。
4. 教師晉升安排流程表

<table>
<thead>
<tr>
<th>程序</th>
<th>負責人</th>
<th>建議時間</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 選出一民選老師為當年晉升遴選委員會成員</td>
<td>校長</td>
<td>八、九月</td>
</tr>
<tr>
<td>2. 計算教師編制內確實出現空缺</td>
<td>校長</td>
<td>十一月</td>
</tr>
<tr>
<td>3. 公開邀請合資格的人士提出申請、公布職位的職責及說明</td>
<td>校長</td>
<td>十一月</td>
</tr>
<tr>
<td>4. 遞交申請表及述志文章</td>
<td>申請人</td>
<td>十二月</td>
</tr>
<tr>
<td>5. 審查所有申請書，根據遴選準則定出合資格申請人的名單</td>
<td>校長</td>
<td>一月</td>
</tr>
<tr>
<td>6. 成立每一申請人的遴選委員會</td>
<td>校長</td>
<td>一月</td>
</tr>
<tr>
<td>7. 遴選委員會接見申請人，並根據所得一切資料作出評分及計算，確定申請人能力是否達到學校的既定晉升準則</td>
<td>校長</td>
<td>二月</td>
</tr>
<tr>
<td>8. 整理所有資料（包括觀察結果或是否值得推薦的理由）由校長確認後呈交校董會</td>
<td>副校長</td>
<td>三月</td>
</tr>
<tr>
<td>9. 校董會委派之校董接見各被推薦者，(須考慮學校的均衡發展及遴選委員會所作的建議，並確</td>
<td>校監/校董</td>
<td>四月</td>
</tr>
<tr>
<td>10. 校董會作最後審批</td>
<td>校監</td>
<td>四月</td>
</tr>
<tr>
<td>11. 評定獲選晉升的教師的薪金</td>
<td>校長</td>
<td>五月</td>
</tr>
<tr>
<td>12. 與申請成功者見面，並正式發信給有關教師通知申請結果，確定晉升安排的生效日期及薪金細節，並</td>
<td>校監/校長</td>
<td>五月</td>
</tr>
<tr>
<td>13. 向全校教職員公布申請結果</td>
<td>校監</td>
<td>五月</td>
</tr>
<tr>
<td>14. 更新校內的教師編制記錄</td>
<td>校長</td>
<td>七月</td>
</tr>
</tbody>
</table>

11. 校長與申請者見面
   a. 對申請失敗者(如合晉升條件但未有位者)作出鼓勵
   b. 對不被推薦者提出建設性改善意見

12. 申請人如有不滿可以書面向校董會反映及上訴

13. 設立一個獨立調查委員會處理有關事宜。
PROCEDURE FOR NOMINATION OF PROMOTION

1. PAM, SAM, AM and Upgrade from non-graduate to GM* are promotion posts for non-graduate teachers.
2. PGM and SGM are promotion posts for graduate teachers.
3. Teachers who are appointed functional posts do not get an automatic promotion. They must go through the promotion procedure. A GM teacher must have worked at a functional post for at least one year before his/her application for promotion.
4. Procedures for the Application of Nomination for Promotion are:
   A. Minimum Requirements:
      An applicant must have fulfilled the conditions for promotion set by the Director of Education and Manpower Bureau (specified in the Code of Aid for Secondary Schools) and at least five years of service at St. Bonaventure College and High School (including the current academic year).
   B. Get an application form from the Principal in person.
   C. Submit an application form together with a personal proposal which states clearly what extra duty/responsibility he/she will initiate and how students and the School will benefit. The documents must be submitted directly to the Principal in person before the deadline of application.
5. Superiors including the Principal, Deputy Principals, Subject Panel Chairpersons, Prefect of Studies and Discipline Masters will then appraise all applicants. All appraisal results will go to the Principal directly.
6. An Ad Hoc Promotion Committee will be formed after the deadline for application. This Committee will include the Principal, two Deputy Principals and nine senior teachers (must be SGM, SAM or above rank) to be elected by all teachers in the staff meeting. The committee members will vet all documents submitted by the applicants and examine the appraisal forms. The Committee members will also judge whether each applicant deserves a promotion by their daily observations. Each committee member will finally submit a list of his/her recommended candidates to the Principal on an anonymous confidential form.
7. The Principal will chair a committee meeting for collecting the confidential forms and disclosing the result in front of all committee members. Applicants who are recommended by six or more committee members are eligible and will be nominated by the Principal to the School Management Board for promotion.
8. The School Management Board will interview eligible applicants and make a final decision after vetting all nominees’ proposals, appraisal records, Principal’s recommendations and availability of posts.
9. The list of successful candidates will then be announced by the Supervisor. Unsuccessful candidates may make an appeal to the School Management Board. All appeals must be supported by appropriate documents and submitted to the Supervisor before the end of July.
10. This nomination procedure applies for all posts except Principal and Deputy Principals. These are two important posts and the School Management Board will try all means to select and appoint the most suitable person.

附錄二 友校的晉升制度情況
甲校

背景：百年傳統學校，但仍約有少於十個晉升職位。

晉升程序：
校方在適當時候公佈空缺及遴選準則邀請老師申請。

成立兩個遴選委員會： SGM 遴選委員會 / PAM+SAM+AM 遴選委員會

遴選委員會成員： 校長、副校長

三位在本校年資 5 年或以上老師(由全體老師選出)

PGM(副校長)一職由校董會自組遴選委員會負責整個遴選程序。

遴選委員會根據以下各資料討論後向校董會作出推薦。

1. 教統局資助則例所釐定的資格
2. 本校教師及領導層指標
3. 教學成效(參考多年來在任教科目的表現及為考績而設的觀課等報告)
4. 同事評估-- 邀請 10 位不同職級的同事給予評估
5. 申請者年來的考勤紀錄、所擔任職務的表現、進修記錄等。
6. 述志文章---總結及反思其過往的教育經驗及展望將來如何配合學校的發展
7. 會談

校董會委派之校董會諮詢會會見各被推薦者並作出決定呈交中央校董會

校董會通過後由校監去信教統局正式推薦。

校長/副校長與申請者面會通知申請結果。

申請者如有不滿可向校董會諮詢會反映。

教統局批核後校方正式通知申請者及處理有關事宜

乙校

背景：五年學校，只有數位教師已晉升。

程序：

1）升職簡介會----公佈空缺，晉升條件、程序，年資，訓練，是否符合學校的使命方向等，但以教學表現為重。

2）同事自行申請

3）校長、副校長為申請者進行考績 ---觀課及整體表現

校長撰寫綜合報告

4）所有老師投票表示贊成/反對每位申請人晉升（資料給校董會參考）

5）所有資料提交「升職委員會」（全由校董組成，校長不在內）

由該會接見申請人後作最後決定。
丙校。
背景：十年的學校
程序：  
1) 校方公佈空缺，邀請老師申請。
2) 同事可自行申請，同時校長可邀請同事申請。
3) 成立遴選委員會，成員有校監、校長、內有老師參與。
4) 每位老師已有一個「成長發展檔案」，另須寫反思及前瞻文章。
5) 收到申請表及資料後遴選委員會在會內自行討論申請人是否適合晉升。
6) 申請人被邀與委員會見面，但老師成員則不會接見。
7) 遴選委員會作最後決定推薦給校董會通過。

丁校。
背景：十五年學校，約有少於十個晉升職位。
程序：  
1) 校方公佈空缺。
2) 由校政委員會提名（校長、副校長、訓輔、教務、課外活動、資訊科技、行政主任組成）。
3) 老師不能自行申請，但可向校政委員會委員表達意願。
4) 成立推薦委員會：由校政委員會委員及熟識晉升職位工作要求的人士組成。
5) 擇薦委員會根據年資、性格、健康狀況對學校的忠誠等決定是否向校董會推薦。
6) 校董會審批後作最後決定。
7) 設反映／上訴渠道。

戊校。
背景：三十年學校，約有少於十個晉升職位。
晉升程序：
1) 校方在適當時候公佈空缺邀請老師申請。
2) 老師自行申請及須填寫反思及前瞻文章。
3) 成立遴選委員會：由校長、一位副校長、與申請人有關工作的部門主管及一位中立老師組成。中立老師由校長顧問委員會選出，須與申請人無直接關係，並在過程中不會公佈此人姓名，此人亦須宣誓公正及不洩露任何資料。
4) 校長及有關部門主管再觀課。
5) 結果提交校董會。
6) 校董會派專責校董約見申請人。
7) 辦學團體代表約見申言請人通知結果。
已校。
背景：約三十年學校，該校曾被 Qai 高度評價。

晉升程序：
1) 校方在每年十二月邀請有興趣之同工申請。
2) 有興趣申請之同工在限期前遞交申請書。
3) 收集所有申請書後，由校長及校董會見申請人。
4) 校長向校董會推薦升級教師。
5) 校董會作出最終決定，然後由學校推薦升級。
6) 學校通知老師其申請是否成功。

推薦升級之準則
1) 校董會經接見申請人後之評分。
2) 校長之推薦。
3) 有關申請人各項成就及學歷。

評分要求簡述：
1) 領導才能
2) 與同事和校長之相處及合作
3) 工作表現及能力
4) 對學校的忠誠
5) 專業成長
6) 年資
附錄三

聖文德書院

晉升制度檢討委員會
問卷調查結果

（回收問卷共28份）

請回答以下的問題，或在適合地方加上✓

甲. 個人資料:
1. 你的姓別：
   16 男
   12 女

2. 你的學歷：
   5 碩士 + 認可大學學位 + 教育文憑 或以上
   16 認可大學學位 + 教育文憑
   5 認可大學學位
   2 教育學院

3. 你的職位為
   9 SGM/PAM
   9 GM
   4 AM/AM
   6 CM/其他

4. 你已在本校服務了
   8 0-5年
   4 6-10年
   5 11-16年
   11 16年以上

乙. 對本校老師晉升制度的認知程度及意見（第四頁附上本校教師手冊內晉升程序以供參考）

5. 你很了解本校現有的晉升制度
   4 完全同意
   13 同意
   10 不同意
   0 極不同意

6. 你認為本校現有的晉升制度是合理及公平的
   0 完全同意
   15 同意
   6 不同意
   5 極不同意
   1 不清楚

7. 你認為本校現有的晉升制度有改善的必要
   8 完全同意
   14 同意
   3 不同意
   1 極不同意
   1 無意見

8. 請簡略說出你對現行制度的意見
   ● 有點兒戲，但又好像晉升困難
   ● 現行方式組成的晉升委員會並不能對申請人作出客觀及全面的評核，既欠公信力亦不能達到選賢與能的目的
   ● 晉升委員會多不是評核者，變成評核與考績沒有直接作用
   ● 升級委員會應將九位民選教師代表改為五位校方委位的老師
   ● 看來很公平、公正及有足夠的透明度
   ● Ad Hoc committee 未必能客觀審理申請。
有學位之 CM 乃教育制度之犧牲品，非當事人之責任
申請人與晋升委員會間欠缺交流。委員會只能以文件及平時印象，在一次會議中作出決定，亦未能從考績表現中去證明其決定是否恰當。
有數名老師多年來都是 Ad Hoc Committee 的成員，或多或少會影響投票結果
其他……………………。

丙. 收集意見：

9. 你認為本委員會在檢討晉升制度中，重點應放在哪處（可多於一個）

   17  CM 晉升 AM/SAM  18  GM 晉升 SGM
   16  CM 轉職至 GM  15  新入職老師定職 CM 或 GM

10. 教師晉升的意義是在於（請列出其重要性的次序 1-4）
   2 配合本校福傳使命。
   17 認同晉升教師過去在學校的努力和貢獻。
   7 配合學校的發展和需要，讓晉升教師執行特別職責。
   2 鼓勵教師的專業發展。

11. 請以晉升條件的因素先後，列出其優先考慮次序（1 –12）（ ）內為首三選次數

   6(9)  有領導能力
   8(19) 具教學熱誠並取得教學效果
   0(6)  有處理行政能力
   0(4)  與同事關係良好
   0(0)  與學生關係良好
   7(21) 具工作熱誠，能以身作則
   1(8)  勇於承擔
   0(0)  樂於接受新事物及挑戰
   3(8)  對學校忠誠，具使命感
   2(4)  在校服務年資較長
   0(0)  掌握最新的教育發展路向
   0(0)  在校外獲取與教育有關的功積（例：參與課程發展或考評局工作）
   其他（請列明）

12. 晉升老師在第 11 項的表現，校董會應從哪方面作爲主要參考數據（可多於一個）

   16  校長的考績及評核
   24  直屬部門主管的考績及評核
   21  以往數年的考績記錄
   16  老師的評核
   9  自薦及述志書
13. 晋升老師應 (可多於一個並列出認同方法的次序) ( ) 內為首選次數

20(12) 自行申請
16(7) 由校長及校長顧問委員會推薦
13(2) 由校政常務執行委員會推薦
6(1) 由其他老師推薦

14. 校方須要設立一晉升委員會來處理老師的申請

6 完全同意 16 同意 4 不同意 0 極不同意 1 無意見

15. 如你同意設立晉升委員會來處理老師的申請，這委員會應包括 (可多於一個)

7 校董 12 校監 21 校長
14 副校長 18 任教科主任 14 學務主任
8 訓導主任 7 輔導主任 7 課外活動主任
1 宗教事務主任 13 民選老師
0 其他____________________

16. 由 CM 轉職至 GM，應視為晉升

3 完全同意 7 同意 14 不同意 2 極不同意

17. 由 CM 轉職至 GM，應接受相同晉升的程序

3 完全同意 8 同意 13 不同意 2 極不同意

18. 申請人的晉升與否，校董會擁有最終的決定權

4 完全同意 22 同意 1 不同意 0 極不同意

19. 除教統局規定的晉升條件外，本校應加入附帶條件

2 完全同意 17 同意 7 不同意 1 極不同意

20. 如你同意第 19 項，則應加入哪些附加條件

15 須在本校服務 2-10 年或以上
13 必須在其候任晉升職位工作 1-4 年或以上
1 其他_________能獨立處理訓導工作____________________

21. 其他意見:

- 希望能公平、公開地選賢與能；不要因升職不公而做成不平之氣，影響士氣
- 現行的晉升制度透明度過低，晉升的條件不清晰
- 由於 CM 轉 GM 不涉及工作或職位改變，可調整低所需條件，如在本校服務年數 2-3 年，無須特定職位；轉職條件以申請人學科上的專業發展條件及能讓學生獲得更佳學習效果為原則

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附錄四 問卷調查報告

1) 回收問卷有 28 份（約為發出問卷的四成）
2) 交回問卷者男女比例、學歷、職級及在校服務年資平均分佈，並無異常
3) 雖在問卷附有本校的晉升制度程序，但老師對本校現有晉升制度的了解只是一般（63%）
4) 認為本校現有的晉升制度是合理及公平的僅過半數（55%）
5) 大部份認為本校現有的晉升制度有改善的必要（79%）
6) 對現行制度的意見圍繞在現存晉升委員會的安排不恰當
7) 認為檢討晉升制度中，各職級均應檢討，沒有重點取向
8) 教師晉升的意義大部份是在
   现存晉升委員會的安排不恰當
   认同晉升教師過去在學校的努力和貢獻（17/28）
   配合學校的發展和需要，讓晉升教師執行特別職責（7/28）
9) 晉升條件的首三位因素為
   凡具教學熱誠並取得教學效果（8/27）
   具工作熱誠，能以身作則（7/27）
   有領導能力（6/27）
10) 多認為晉升參考數據應主要來自各上級對申請者多年的考績，但也應包括老師的評核；
    自薦及述志書被認為不太重要
11) 認同申請晉升老師可 i) 自行申請或
    ii) 由校長、校長顧問委員會或校政常務執行委員會推薦
12) 大部份認為須要設立一晉升委員會來處理老師的申請（81%）
13) 認為晉升委員會主要成員應包括校長、任教科主任、副校長、學務主任，校監及民選老師
14) 六成人不同意視由 CM 轉職至 GM 爲晉升，及不認同應接受相同晉升的程序
15) 接近百分百認為申請者晉升與否，校董會擁有最終的決定權
16) 除教統局規定的晉升條件外，七成人認為本校應加入晉升附帶條件，主要
    必須在本校服務 2-10 年或以上
    必須在其候任晉升職位工作 1-4 年或以上
17) 其他意見未有特別
8.1 目標
進行教師考績是為了達成下列各項目標，確保學與教的成效。
1. 協助教師
   ➤ 清楚了解自己強弱之處和發展需要；
   ➤ 提高對工作的問責性。
2. 協助學校
   ➤ 訂立具體的專業發展計劃，提高教師的專業素養；
   ➤ 為晉升推薦和處理投訴提供依據。

8.2 實施階梯
校長授權教師的直屬上司評核教師；唯特別情況下，可由校長本人或授權副校長和學務主任評核教師。

<table>
<thead>
<tr>
<th>考核人／上級</th>
<th>被評核者</th>
</tr>
</thead>
<tbody>
<tr>
<td>校長／副校長</td>
<td>各科科主任、訓導主任、輔導主任、升學及就業主任、課外活動主任、圖書館主任</td>
</tr>
<tr>
<td>科主任</td>
<td>各科任教師</td>
</tr>
<tr>
<td>訓導主任</td>
<td>訓導組教師</td>
</tr>
<tr>
<td>輔導主任</td>
<td>輔導組教師</td>
</tr>
<tr>
<td>升學及就業主任</td>
<td>升學及就業組教師</td>
</tr>
<tr>
<td>課外活動主任</td>
<td>課外活動組教師</td>
</tr>
</tbody>
</table>

* 若為科任教師亦應被任教科目的科主任評核。
# 因本校實施訓輔合一制度，課外活動小組也多併入各科目，故以科目為基礎的考績制度也多包含教師在這兩方面的表現；但若上述各組別的主任或教師認為單靠科主任的評核未能完全反映教師的表現，則可要求在這方面作評核，進行考績活動第五至七項（年終自我評核、年終上級評核和年終考績會晤），但若雙方也沒有要求，這方面的評核可不進行。

8.3 考績周期
上級須在每年九月中前每向校長建議各科任教師的考績周期為兩年或是一年，校長須在九月底前通知各教師和其上級，他們的考績周期；唯下列教師的考績周期必須為一年。
❖ 新聘任（未滿試用期）教師
❖ 任期為一年或以上的代課教師
❖ 申請晉升的教師
特別情況下，校長可在考績周期以外，安排合適人員，進行考績活動。
8.4 考績活動

1. 教學問卷調查
此活動只用作協助教師了解學生對自己在教學上的意見，並不應用作教學問責。

為配合每科不同的情況和需要，各科應自行設計教學問卷，問卷須包括教師的教學表現、學生的學習表現、和課程設計三方面，每科亦可因應本科情況，加入其他元素。

考績周期內必須進行一次，每位教師須由科主任在任教各班內，最少選定一班進行「教學問卷調查」，教師亦可要求額外在其他班別內進行；完成問卷後，須呈交問卷予科主任；分析問卷的資料後，科主任須在「年終考績會晤」中與有關教師討論，並摘下要點。

2. 同儕觀課
此活動只用作促進教師交流教學經驗，提高教師的專業素養，並不應用作教學問責。
各科可選用提供的觀課紀錄表，但為配合每科不同的情況和需要，各科亦可自行設計觀課紀錄表。

考績周期內必須進行一次，每位教師須選定最少一班的一節課，讓其他教師觀課（觀課教師不需任教相同科目的）；其他教師可申請觀某位教師的課，科主任亦應協助「同儕觀課」安排，唯所有安排必須獲被觀課教師同意。

觀課後，觀課教師須填妥觀課紀錄表，正本交予有關科主任，副本交予被觀課教師，科主任須在「年終考績會晤」中與有關教師討論，並摘下要點。

3. 上級觀課
此活動不單用作促進教師交流教學經驗，亦用作教學問責。
各科可選用提供的觀課紀錄表，但為配合每科不同的情況和需要，各科亦可自行設計觀課紀錄表。

考績周期內必須進行一次，每位教師須由科主任在任教各級中，指定最少一班進行「上級覈課」，教師亦可要求額外在其他班別內進行。覈課後，科主任盡早與被覈課教師討論，並填妥覈課紀錄表，副本交予被觀課教師。

若科主任和被覈課教師雙方同意，「同儕覈課」和「上級覈課」可同時進行。

學務主任和訓導主任將為新聘任教師，額外安排每年一次的觀課；觀課後，盡早與被覈課教師討論，並填妥覈課紀錄表，副本交予被覈課教師。

4. 課業檢查
此活動不單用作促進教師交流教學經驗，亦用作教學問責。
各科可選用提供的課業檢查紀錄表，但為配合每科不同的情況和需要，各科亦可自行設計課業檢查紀錄表。

考績周期內必須每年進行一次，每位教師須在科主任指定日期內呈交指定班別的學生課業（呈交部分或全部課業，將視乎科主任要求。）；檢查後，科主任須填妥課業檢查紀錄表，副本交予有關教師，和在「年終考績會晤」中與有關教師討論，並摘下要點。

5. 年終自我評核
此活動不單用作促進教師交專業發展，亦用作教學問責。
考績周期內必須每年進行一次，每位教師須在上級指定日期內呈交填妥的年終評核表。
6. 年終上級評核
   此活動不僅用作促進教師交專業發展，亦用作教學問責。
   考績周期內必須每年進行一次，上級必須在每位教師填妥的年終評核表上，作「年終上
   級評核」，和在「年終考績會晤」中與有關教師討論，並摘下要點。

7. 年終考績會晤
   此活動不僅用作促進教師交專業發展，亦用作教學問責。
   考績周期內必須進行一次，上級必須與教師討論在考績周期內各項活動所獲得的資料，
   協助教師的專業發展，和訂定合理的要求。會晤後必須一起填妥年終考績會晤紀錄表。

<table>
<thead>
<tr>
<th>考績活動</th>
<th>目標</th>
<th>頻率</th>
<th>時間</th>
<th>有關文件</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>專業發展</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>問責</td>
<td></td>
<td></td>
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<tr>
<td>教學問卷調查</td>
<td>✓</td>
<td>✓</td>
<td>每考績周期</td>
<td>教學問卷</td>
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<tr>
<td>同儕觀課</td>
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<td>✓</td>
<td>一次</td>
<td>觀課紀錄表</td>
</tr>
<tr>
<td>上級觀課</td>
<td>✓</td>
<td>✓</td>
<td>每年一次</td>
<td></td>
</tr>
<tr>
<td>課業檢查</td>
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<td>✓</td>
<td>每年一次</td>
<td>課業檢查紀錄表</td>
</tr>
<tr>
<td>年終自我評核</td>
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<td>✓</td>
<td>每年一次</td>
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</tr>
<tr>
<td>年終上級評核</td>
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<td></td>
</tr>
<tr>
<td>年終考績會晤</td>
<td>✓</td>
<td>✓</td>
<td>一次</td>
<td>年終考績會晤紀錄表</td>
</tr>
</tbody>
</table>

8.5 考績進程
   上級應與教師協商考績活動進行的日期、時間和涉及的班別。教師應在任何考績活動進行最
   少兩星期前，得到書面通知。教師亦有權利要求進行上級訂定以外的考績活動，讓教師在公
   平、公開和公正的情況下被評核。

8.6 上訴機制
   教師若不認同考績結果，並欲上訴，可在考績周期完結後，兩星期內向校長提出書面申請。
   校長收到申請後，須在五個工作天內向上訴教師發出接受上訴通知書，或向上訴教師解釋不
   接受上訴的原因。校長或其指定教師可重複考績過程。

8.7 文件處理
   所有與考績活動有關的文件須在該活動完成後，五個工作天內妥妥，正本由上級暫存，副本
   交予有關教師。上級應在每年暑假開始前交回所有考績文件予校務處，並存放在教師的個人
   檔案，直至教師離職一年後始銷毀。教師有權查核其個人檔案，唯須預留三個工作天申請。

8.8 資料運用
   所獲資料均須保密，只可用作考績目標。除卻其直屬上級、學務主任、副校長、校長和校監
   有權查核外，其他人一概不可查閱。
FREEDOM OF RELIGION

1. Our school honours freedom of religion and freedom of conscience of each and every student and teacher. Hence, active participation in religious and charitable activities are not compulsory. However, teachers and students are expected to pay due respect with a cooperative attitude when those activities are being carried out and not to say or do anything to impede the promotion of them in the school.

PRAYER

2. Prayer is the first thing we do in the morning assembly every school day to witness our faith in God, ask God to bless our community, support and lead us to fulfill our mission. All teachers, especially Form teachers, are expected to assist students to participate in the morning prayer in a quiet, orderly and respectful manner.

3. Catholic teachers are invited to lead the morning prayer in the morning assembly. Other teachers, regardless of their religious beliefs, are most welcome to lead the morning prayer if they wish to do so. Arrangement can be made with the R. E. Panel Chairperson.

4. Prayer is also said in the classroom at the end of each school day to give thanks and praise to God and pray for the safe return home of students and teachers. Teachers of the last period are expected to stop all classroom activities and keep students standing to say the prayer together in an orderly and respectful manner.

MASS

5. Mass is celebrated three times in the school year: School Opening Mass, Christmas Mass and End-of-Term Thanksgiving Mass. Although Mass is primarily an Eucharistic celebration and a sacrifice for Catholics, non-Catholic teachers and students are most welcome to participate.

6. Should time for Mass and other religious activities clashes with the time for other school activities, teachers are expected to allow Catholic students to take part in such religious activities organized for them. As to non-Catholic students who wish to take part, permission to do so is up to the discretion of the teacher in charge.

BIBLE AND PRAYER SERVICES

7. There will be Bible and prayer service in the School Opening Ceremony and End-of-Term Thanksgiving Ceremony (named as St. Bonaventure Day). Form teachers are expected to accompany their students at these occasions to help keep order and encourage student participation. Other teachers are expected to take turn to attend.

WORK OF CHARITY

8. There will be raffle ticket sale in late September and early October each year in support of the charitable social services of Caritas Hong Kong. In addition, there will be Lenten Collection in the classroom each day throughout the Lenten period before Easter in support of the Catholic Church Lenten Campaign. Teachers are expected to support these charitable activities in a way fit for them. Form teachers are expected to help promote these activities among their students and assist them to participate in these charitable activities with respect and integrity.

CLASS BULLETIN BOARD DECORATION

9. In order to enhance the religious atmosphere in the school, there will be Bulletin Board Design Competition before Christmas and Easter. All classes are expected to participate in these competitions. Teachers’ support and Form teachers’ assistance to their students are expected.
1. **Guidelines For Teaching-Assignment (2007-08)**

I. **Calculation of Teaching Load**

A. With the following exceptions, the ratio of all subjects is counted as 1:1.

<table>
<thead>
<tr>
<th>Subject /Form</th>
<th>Eng</th>
<th>Chi</th>
<th>AL/AS Subjects</th>
<th>Split Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>6 and 7</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>1.2</td>
</tr>
</tbody>
</table>

① Eng and Chi teachers who teach F.1 to F.5 will have 1 extra FREE period per class.
② Including all F.6 and F.7 subjects EXCEPT P.E.

B. Special arrangement:

1. The teaching load of the Deputy Principals is 20 periods per cycle at most.
2. Extra Free periods will be granted to teachers assigned with the following special duties:

<table>
<thead>
<tr>
<th>Special Post/Duty</th>
<th>Extra-free Periods</th>
<th>Total Extra-free Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. A. Master</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Counselling Master</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Career Master</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Discipline Master</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Disciplinarians (6)</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Spiritual Master</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lunch Box Arrangement</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>WEBSAMS Master</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Newspaper ordering</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ECA Master</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IT Coordinator</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

C. The average effective teaching load for all teachers for the forthcoming academic year is 33.78 ± 1 periods per cycle. The figure is subject to yearly variation. See Appendix I Calculation of Teaching Workload (2007-08) for reference.

D. The net balance of individual teachers’ teaching load will be carried forward to the succeeding year for calculating purpose with effect from 1990-91. See Appendix II Teachers’ Assignments: Cumulative Index (2006-07).
II. Assignment of Form Teacher

A. All teachers, with the following exceptions, will take the role of Form Teachers in turn:
(1) Teachers with special duties: Deputy Principals, Discipline Master, Counseling Master, Disciplinarians, WEBSAMS Master and Librarian.
(2) Teachers who have been Form Teachers for quite a number of successive years.

There is no guarantee that teachers who have been Form Teachers for two successive years MUST be exempt from being Form Teachers again the coming year.

(3) The following teachers would be rated first to be the Form Teachers, because they should have taken up this duty last year:
   Musrat Bibi, Wong H. K., Sam K. H., Lo C. K., Lau M. W., Tang H. C.,
   Lau C. W., Chu Carol, Ng W. S., Pang F. M., Chung K. Y., Kwan C. Y.,

B. Teachers who teach Forms 7 split classes may be assigned as Form Teachers. Their teaching load ratio would be counted as half of the Form teacher index.

C. New teachers should not be the F.1 Form Teachers.

III. Split Class

A. For Forms 3 Chinese, every three classes would be arranged as four split classes. For Forms 4 and 5 Chinese and English, every two classes would be arranged as three split classes.

B. Two teachers will be assigned to teach the same class(es).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>F.1 to F.3, F.4B, 4E, 5E, 5F</td>
</tr>
</tbody>
</table>

C. The following are the combinations of split classes in Forms 6 and 7:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>History / Liberal Studies</td>
<td>F.6A</td>
</tr>
<tr>
<td>Chinese History / Geography</td>
<td></td>
</tr>
<tr>
<td>Economics / Computer (AS or AL)</td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics* / Chemistry* / Liberal Studies</td>
<td>F.6B</td>
</tr>
<tr>
<td>Biology* / Pure Mathematics*</td>
<td></td>
</tr>
<tr>
<td>Chemistry / Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>Biology / Pure Mathematics*</td>
<td>F.6C</td>
</tr>
<tr>
<td>Physics / Economics / Computer (AS or AL)</td>
<td></td>
</tr>
<tr>
<td>Chinese History / Economics</td>
<td>F.7A</td>
</tr>
<tr>
<td>Geography / Liberal Studies</td>
<td>F.7B</td>
</tr>
<tr>
<td>Biology* &amp; Chemistry* / Pure Mathematics* and Applied Mathematics*</td>
<td></td>
</tr>
<tr>
<td>Physics / Economics / Computer (AS)</td>
<td>F.7C</td>
</tr>
</tbody>
</table>

* EMI
IV. **Enriched Class**

A. The following classes are the designated enriched classes F.2D, F.3D.

B. It is not advisable to assign a teacher teaching most of the enriched classes.

V. **Teaching/ Learning Continuity**

A. Teacher teaching F.4/F.6 should continue teaching the same class in the successive academic year.

B. The same principle can also be applied to the lower forms wherever possible.
12 GUIDELINES FOR HANDLING DISCIPLINARY PROBLEMS

TARDINESS

12.1 A tardiness permit validated by Disciplinarians or Office Staff can be obtained from the School Office.

12.2 a. A student who is late should produce a tardiness permit to a teacher, otherwise he/she should not be allowed to enter a classroom.

b. If a latecomer cannot produce a tardiness permit, a teacher should send him/her to the School Office to obtain it. After admission of the student, the teacher should sign on the Permit and amend the attendance record on the Students' Register or the Class Log Book accordingly.

12.3 A student should keep the Tardiness Permit (Student's Copy) by himself/herself.

12.4 For each tardiness, a student will be sanctioned by 1 demerit point for every half an hour. The Tardiness Permits (Form teacher's Copies) will be sent to form teachers periodically by the Form Disciplinarian. Form-teachers should keep these Permits in a file and they should put down the number of demerit points on the students' handbooks from time to time.

12.5 In case a student is late due to a meeting with another teacher, he/she should produce a written proof to the teacher in the classroom.

12.6 A warning letter will be issued to parents if a student has been late for 5 times or more.

LEAVE OF ABSENCE

12.7 Early Leave. No student should leave the school premises during school hours without a written permission from the Principal. If a student feels sick during a lesson and wants to leave, a teacher should send the student (accompanied by the monitor) to the School Office. The school office will call upon parents to bring the student home.

12.8 For anticipating absence (e.g. private leave), written request made in advance by parents should be submitted to a form-teacher. The form teacher will then consult the respective form disciplinarian for approval. Otherwise, the absentee will be sanctioned.

12.9 For unforeseen absence, parents must inform the school office by telephone before 9:00 a.m. in the A.M. session and before 2:00 p.m. in the P.M. session.

12.10 Sick Leave. A student's sick leave notice (signed by parents) should be submitted to the form teacher once the student comes back to school. For sick leave of 2 days or more, a medical certificate is required. Form teachers are advised to keep all medical certificates and counter sign the sick leave notice on the Student Handbook. There is no need to inform the Form Disciplinarian of normal sick leaves.

12.11 Cumulative Leave of Absence of 20 days or more. A form teacher and the Form Disciplinarian should meet parents. The student concerned will be warned that if he/she continues to be absent from School for more than a specified number of days, he/she shall not be allowed to sit for the final examination and must repeat for one year. For a F.5 or F.7 student, no graduate certificate will be issued. If there is such a case, the form teacher should inform the Deputy Principal as soon as possible.

12.12 F.6 Students applying to re-sit for the H.K.C.E. Examination during School Days. Form 6 students might only sit for the subject(s) that they had failed in the previous examination. Such request should be approved by the Form Disciplinarian in advance.
SCHOOL UNIFORM
12.13 Form-teachers should check the school uniform of students periodically (especially at the beginning of a month) and give advice regarding any discrepancies. If problems arise, please inform the form disciplinarian.

HAIR
12.14 Form-teachers should make a hair-check during the first 2 days of a month. Form-disciplinarians will then make a counter check.
12.15 The length of hair at the back should not be longer than the lower line of a shirt collar and the sideburns cannot be below the middle ear.
12.16 Male students should not perm their hair. No student should dye their hair.

SANCTIONS
12.17 Teachers are advised not to sanction students of improper behaviour before edifying them. Guidance and warning are more effective in most cases.
12.18 Teachers should decline to expel students from a classroom during lessons. They may transfer students to the Disciplinarians/Deputy Principals if deem necessary.

DEMERIT POINT SYSTEM
12.19 Teachers should not give a demerit mark directly. Every demerit mark (大過) issued to a student is subject to a final approval of the Discipline Master.
12.20 For a Sanction of 1 or 2 Demerit Point(s). A teacher might issue 1 or 2 demerit points on a student's handbook in encounter of minor misbehaviour in classroom. The teacher concerned should later complete an Unruly Behaviour Form and submit it to the Form Disciplinarian for records.
12.21 For a Sanction of 5 Demerit Points or more. In case of serious discipline problems in class, a teacher is advised to consult the respective Form Disciplinarian who will query and discipline the student(s) concerned. If the Form Disciplinarian cannot settle the case, the Discipline Master will make a final decision concerning the sanctions of the misbehaving students.
12.22 Suspension of Student. A student who has received 3 or more demerit marks will be suspended for two days. A student who has been suspended will have a 2 or 3-day suspension again for every additional demerit mark. Every suspension issued to a student is subject to the final approval of the Discipline Master.
12.23 For further details, please refer to the DEMERIT POINT SYSTEM (負點制度) in the Student's Handbook.
PROMOTING POSITIVE DISCIPLINE IN SCHOOL

24. **Cancellation of Demerit Points.** A student’s demerit points cannot be counterbalanced by his/her merit points. Demerit points may only be cancelled through Self-Improving Scheme (目標計劃) and Self Edifying Card (向善咭).

25. The **Self-Improving Scheme** (目標計劃):

A. A student may participate in this Scheme to cancel out demerit points. The student promises to correct his/her behaviour with the help of the teacher who has sanctioned him/her. A Self-Improving Scheme Form is issued to the student on which ways how he/she shall behave within a specified period of time are stated. If the student has followed these ways and does improve his manner/behaviour, the teacher concerned will sign on the Form. When a supervision period is over, the student may apply to the Discipline Board for a cancellation of demerit points if he/she has successfully completed the Scheme.

B. A student may also participate in this Scheme to get ONE credit point. The student shall set a target of positive behaviour in which he/she will try hard to achieve within a specified period of time (e.g. two weeks). Again at the end of the period, if he/she has completed the target successfully, the Form Disciplinarian will issue a credit point to him/her.

26. The **Self-Edifying Card** (向善咭). A student may join in this Scheme in order to cancel out a demerit mark. He/she must show distinctive improvement in behaviour and shall get five teachers’ signatures for a cancellation of one demerit mark.

27. Moreover, two award schemes “儀容整潔、校服整齊”and“勤學守規獎勵計劃”are carried out.

CREDIT POINT SYSTEM (績點制度)

28. Teachers may award credit points to students who show considerable improvement in conduct.

29. A teacher may issue ONE credit point each time to a student by writing on the Student’s Handbook. (Please refer to the examples listed in Appendix I.)

30. **Merit Marks.**

A. Teachers should not give out credit points/ merit marks to students as gifts. Merit mark (記功) is an important honour awarded to those who deserve it.

B. One merit mark should be awarded for every 10 credit points.

C. Besides, one merit mark might be awarded directly at the end of an academic year to a student leader (such as S.A. officers, Lodge officers, Committee members of ECA clubs and service teams, Class monitors, etc.) who has showed good services and leadership.

D. If a form-teacher / ECA advisor wants to issue a merit mark *, he/she should:

   a. obtain a merit mark form from the respective form-disciplinarian;
   b. return the completed form to the Discipline Master.

   N. B. * subject to the final approval of the Discipline Master.

E. **Merit Mark Certificate.** Before the final examination, class monitors should collect Students’ Handbooks and return them to the respective form-disciplinarian. The number of total merit marks achieved by each student would be counted. The Merit Mark Certificates would then be issued to respective students.

31. For further details, please refer to the CREDIT POINT SYSTEM (績點制度) in the Student’s Handbook.

CLASSROOM DISCIPLINE

32. A classroom teacher is advised to:
A. keep the classroom quiet, neat and clean.
B. enter the respective classrooms while students are assembling in the playground.
C. always be the last one to leave a classroom before a long recess, lunch time or after the last period to make sure all electric lights, fans, the microphone amplifier are switched off and that all windows and the door are closed. Air-conditioners should also be switched off after the last period.
D. mark the Student Attendance Register in person according to annotations given during the first period in the morning or in the afternoon.
E. deal with a misbehaved student oneself first, otherwise the student may have a wrong impression that the teacher cannot cope with his mischief.
F. as a positive measure, award credit points to students to encourage general improvements in class.

33. A classroom teacher is advised not to:
   A. let students walk around without permission.
   B. allow students to eat or drink inside a classroom.
   C. allow students to use lockers outside the specified time.
   D. argue with any misbehaving student while in anger.
   E. accept a tardy student without a tardiness permit.
   F. administer corporal punishment.
   G. just transfer a misbehaved student to a form-teacher or a disciplinarian before disciplining or edifying him/her.
   H. overburden students by punishing them to copy too many passages or lines meaninglessly.
## SOME EXAMPLES AND SUGGESTED SOLUTIONS

### IN THE CLASSROOM

#### Example 1: Disturbance and screaming

**Suggestions**:

A. Take appropriate actions on trouble-making students immediately.

B. Demand a misbehaved student and his followers to see you after the lesson. Appropriate action should then be followed.

C. If a situation is out of control, stop the lesson at once and send trouble-making students to a disciplinarian or the deputy principal.

#### Example 2: Embarrassed questions raised with intention

**Suggestions**:

A. Point out that such questions are irrelevant. Then discipline the trouble-maker never to do that again.

B. If a question is inappropriate to the topic being discussed, point out that such question may be discussed during a recess or after school. Discipline the student afterwards if necessary.

#### Example 3: Report loss of property

**Suggestions**:

A. If a lost object is not expensive* (e.g. a ball pen, an exercise book, etc.), the disciplinarian need not make any investigation.

   * Students have been told not to bring valuable property back to school.

B. If a lost object is valuable (e.g. wallet, a text-book, a fountain pen, etc.), a disciplinarian will check students' school bags.

#### Example 4: Students studying other books or doing other homework during a lesson

**Suggestions**:

A. If a teacher has to go on with the lesson, take away the student's exercise book or other text-book. Look into the matter after class and penalize the student accordingly.

B. If a teacher can spare time, give an offender a lesson and warn other students not to do the same thing in class.

C. If a student is a "frequent offender", take his books away and penalize him on the spot. If later on, the student being penalized has shown genuine efforts to improve, the teacher can return the books to him.
Example 5: Not paying attention in class
Suggestions:
A. If a student does not disturb others and he is really below standard, leave him alone until after a lesson. Warn him and guide him to pay more attention in class.
B. If a student considers himself a smart boy, point out his misbehaviour and penalize him.
C. If a student disturbs others, make him stand or sit alone. Remember not to send him out of the classroom.

Example 6: Requesting to go to the toilet during a lesson
Suggestions:
A. A teacher should not allow a student to leave the classroom during a lesson.
B. A teacher should refuse the request of a student at first. After a moment, if the student does show urgent need, the teacher may justify the situation and allow him to go to the toilet. A teacher should only allow one student to go to the toilet each time.
C. A teacher should mark on a Student's Handbook, so that parents could be informed of the student's frequency of going to the toilet during lessons.

OUTSIDE A CLASSROOM BUT WITHIN THE SCHOOL CAMPUS
Example 1: Dispute among students during recess
Suggestions:
A. If the dispute is slight, settle it on the spot.
B. If the dispute is serious, hand over the case to a form disciplinarian.

Example 2: Fighting
Suggestions:
A. Stop a fight immediately and hand the case over to a form disciplinarian.
B. If students involved in the case have dispersed and there are injuries, try to obtain information from lookers-on as well as the ones involved in the fight and hand the case over to a disciplinarian.

Example 3: Out of Uniform, Gambling, Littering and Reading improper materials
Suggestions:
A. For slight offenses, warn an offender verbally.
B. For serious offenses, inform a disciplinarian.
全校參與的學生輔導模式

13.1 班主任
班主任是每天都與學生接觸的人，也是向學生提供適當服務的前線人員。他們在及早防止學生的滋擾行為和鑑別問題學生方面，擔當重要的角色。為了向學生提供最適切的照顧，班主任應：
a. 在所屬班別進行輔導活動及「班主任課」。
b. 負責所屬班別的諮商輔導工作。
c. 協力推行輔導計劃。
d. 鼓勵學生組織班活動，以提高全班同學的士氣和歸屬感。
e. 留意學生的需要，並及早察覺學生出現問題行為的跡象，以期在這些行為惡化前，及早為學生進行輔導。
f. 與家長或監護人會晤，交換學生的資料及了解家人對學生的觀感。
g. 出席個案會議，與學校行政人員和有關的專業人士，例如學校社工和教育心理學家，評估學生的需要和協調有關的服務。
h. 透過長時期的觀察，以及對學生個人進展的認識，協助處理個案。

* 有關建議，請參閱《班主任的主要任務》、《教師在輔導學生時的建議》。

13.2 科任老師
科任老師對任教的班級的學生加以關注，在發現學生遭遇困難時予以協助，並及時知會班主任/輔導主任/輔導老師/輔導主任/學校社工進行輔導。
a. 教師可協助蒐集學生的資料及推行介入輔導計劃，並就觀察所得，對學生的進展提供意見。
b. 校內全體教師均應積極協助學生解決問題，特別是提升學生的學習成效，教師的支援更是不可或缺。
c. 關懷互愛的學校環境，大大有助學生克服困難並能促進他們的全人發展。教師須具有關懷的態度，用心設計教學內容，再配合有效的時間編排，和諧的師生關係，家校的通力合作，豐富的課外活動及舒適的校園，才能營造有利學生成長的環境。
d. 此外，教師之間必須互相合作和溝通，才能有效地識別需要幫助的學生，並及早給予最適切的輔導。
e. 教師如發現學生在個人、情緒、學習、社交或家庭方面出現問題，可在有需要時，轉介給輔導組或學校社工處理。

* 有關建議，請參閱《教師在輔導學生時的建議》。

13.3 輔導老師
a. 協助輔導主任推行輔導活動。
b. 協助班主任進行諮商輔導工作。
c. 接受轉介個案，進行諮商輔導。
d. 在上學年之十月及下學年之二月，聯絡副校長、訓導主任、級訓導老師、班主任、輔導主任及校級聯席會議。
e. 關注有行為問題的學生、成績較差的學生、留班生和新生的表現。每兩個月與所負責級別的班主任詳細商討學生的特別問題，並記錄有關情況，以便跟進。
13.4 輔導主任
a. 擬集、整理有關公民教育、德育、性教育及輔導活動的教材和參考資料。
b. 統籌週會及輔導活動，對「班主任課」提出建議。
c. 協助老師進行諮商輔導工作。
d. 接受轉介個案，進行諮商輔導；並推行輔導活動。
e. 督導社會服務組及「學兄學姐計劃」的活動，性教育課及督導成長「各就位計劃」、「共
創成長路計劃」、區本課後學習支援計劃、校本課後學習支援計劃、社會服務組及「學兄學
姐計劃」的活動，性教育課及「新來港學童支援計劃」之推行。

f. 制訂整年的輔導計劃，清楚地闡明本學年的工作目標，並以促進學生的個人成長為最終
目的。
g. 與學校社工、教育心理學家、學科教師，校內的功能小組及校外機構互相配合，共同為
學生和家長推行預防性及發展性的輔導計劃。
h. 處理涉及學習和行爲問題的學生個案。
i. 把有嚴重學習、情緒、社交及行爲問題的學生轉介有關的事業人員（包括學校社工），
以便接受輔導及治療。
j. 就分配及轉介學生個案，包括轉介校內 / 校外機構，制定指引給全體教師參考。

k. 主持及 / 或出席個案會議，與學校行政人員及有關的專業人員，包括學校社工及教育心
理學家，共同研究個案。

l. 主持及 / 或出席輔導組會議或聯組會議，就學校輔導工作的推行情況交流經驗和意見。
m. 定期評估及每年檢討校內輔導服務，確保能切合學生和教師的當前需要。

13.5 學校社工
a. 接受轉介個案，進行諮商輔導及小組輔導工作。
b. 推行輔導活動。
c. 提供意見，協助學校制定輔導政策及 / 或有助促進學生全人發展的政策。
d. 協助有較嚴重情緒及行爲問題的學生，以免這些問題妨礙他們的學業和個人發展。
e. 處理受家庭問題（如虐兇、父母婚姻破裂、親子關係惡劣及喪失親人等問題）困擾的學
生。
f. 協助學生解決主要由生活環境因素所造成的問題。這些因素包括染上毒癮，參與朋黨或
黑社會活動、離家出走、住宿及財政困難。
g. 出席及 / 或主持個案會議，與學校行政人員及有關的專業人員，例如教育心理學家共同
研究個案。

h. 遇有需要，可把個案轉介校外機構及專業人員，由其協助處理。
i. 協助策劃及推行預防性及發展性的活動。
j. 如有需要，出席家長教師會會議，就加強家校合作提供意見及支援。
k. 協助校方策劃、組織和舉辦教師、家長及學生培訓課程。
13.6 諮商輔導的處理程序(轉下頁)。

諮商輔導的處理和轉介個案的程序圖

備註：
(1) 教師對學生進行個案輔導時，輔導處建議有關教師：
   (i) 將學生的問題性質及其成因分類（請參閱<個案分類索引>），以便輔導過程能更具針對性。
   (ii) 可簡要紀錄輔導學生的過程及學生的進展，有關紀錄表格，可逕向輔導主任索取。該等紀錄只作
   爲教師個人參考之用，與輔導主任/學校社工討論有關學生個案時作為參考資料。
(2) 教師若認爲學生需要接受個案輔導時，應知會其本人。
(3) 辅导工作分配

<table>
<thead>
<tr>
<th>偶案工作及 各级辅导</th>
<th>性教育课程</th>
<th>学长学姐</th>
<th>共创成长路计划</th>
<th>社会服务组</th>
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<tr>
<td>*郭志伟老师</td>
<td>*唐洁珊老师</td>
<td>*郭就恩老师</td>
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<td>*邓晓程姑娘</td>
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<td>趙健英老师</td>
<td>寇敏玲老师</td>
<td>陈美娟老师</td>
<td>彭凤鸣老师</td>
<td>罗丽芳老师</td>
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<td>徐敏玲老师</td>
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<th>成长各就位计划</th>
<th>公民教育组</th>
<th>新来港学童 支援计划</th>
<th>校本课后学习 支援计划</th>
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<td>*彭就恩老师</td>
<td>王漢堅老師</td>
<td>*甄麗芳老师</td>
<td>*郭志伟老师</td>
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<td>關翠凝老師</td>
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(4) 学校社工：鄭曉程女士

驻校时间：星期一、二、三、四全日，上午九时至下午五时。

学校社工室电话：2329 8946         中心电话：2750 2729

办公室：九龙牛头角学德道壹号地下牛头角明爱社区中心，星期五上午九时至下午五时。

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班主任的主要任務

13.7 班主任在照顧學生的精神需要方面，扮演一個重要角色。對於蒐集個別學生的有關資料，及早識別問題所在和提供初步的輔助，他們的貢獻，尤其珍貴。

及早察覺問題

13.8 事先防範與及早介入是輔導工作的主要關鍵。班主任對學生的需要應具敏捷的觸覺，並且應能準確地辨識問題行為的早期徵兆，及能在小問題未惡化前，盡快給予幫助。

13.9 認識你的學生：正如成年人一樣，學生亦是獨特的個體，各有不同的特性。班主任應盡快認識每一名學生，並了解一切可能導致學生在學習上和情緒上出現困難的因素，教師可利用下列方法，以達到這些目標：

a. 為每名學生編制詳盡的檔案，蒐集學生各方面的資料，包括成長過程、健康紀錄、家庭背景、學校經驗、興趣、才能和成績等。
b. 對學生在獨處時或與同伴及教師相處的行爲表現，均應刻意地有系統的觀察；
c. 盡量用些時間去聆聽個別學生的傾訴和與他交談，並且特別留意學生實際所想的和要表達的是甚麼；
d. 會見學生的家長或監護人，從而獲取更多有關學生的資料，與及家人對他的觀感；
e. 盡量製造機會在課室以外或不拘形式的環境下與學生會面；參與學生的課外活動、球類遊戲和興趣小組等，均可使教師對學生的喜惡、才能或弱點，有更深入的了解。

13.10 蒐集足夠資料後，教師便可以

a. 對學生有客觀的認識；
b. 辨認出任何與該生日常表現有偏差而可能需要關注的行爲；
c. 確定需要輔導工作的一般範圍。

13.11 注意顯示學生可能有行爲問題的跡象：學生在日常習慣或行爲上出現變動時，可能暗示他急切需要援助。班主任應善於觀察這些改變，並應提高警覺，留意任何跡象顯示學生的問題需要作進一步調查或審慎處理，例如：

a. 經常缺課或逃學；
b. 學業成績突然下降；
c. 不修邊幅或過份關注個人外表；
d. 反常的揮霍；
e. 喜怒無常，亂發脾氣，有侵略性或畏縮的行爲表現；
f. 健康欠佳，食慾不振，體重下降及失眠；
g. 對別人的批評過份敏感，日益煩躁及悶悶不樂；
h. 不肯負責及忽視責任；
i. 經常情緒低落，幹勁下降或愈來愈不關心別人；
j. 反社會行爲；
k. 有自殺傾向的跡象。
課室內的學生管理

13.12 善於課室管理的教師，便會懂得如何防止及減少學生破壞性的行為。雖然大部份教師均通曉課室管理方法，並會因應情況作出自然的反應，但是如果能把有關的技巧，具體而扼要地重溫一遍，對於改善在課室內學生的管理，會有某一定的幫助。

13.13 訂立守則及常規：適當的守則及常規不單可作爲學生的指引，使他們認識在課室裡應有的言行和舉止，同時亦可幫助他們養成良好的工作習慣。然而，在訂立課室規則時，教師應特別留意下列事項：

a. 所訂守則必須清楚明確，而又為班內所有學生了解。
b. 學生應知道教師會如何執行守則，他會採取甚麼行動和他所能容忍的限度。
c. 無論在任何時刻，面對任何學生，教師在執行守則時，態度均應公平和一致。
d. 教師對於遵守規則的學生，應加以獎勵。在學生遵守或違背規則時，教師應即時適當當地處理。
e. 教師亦應定立懲罰的方法，並讓學生知道。切勿反覆無常，恣意處罰學生。

13.14 建立良好的師生關係：學生在某一課節中所表現的行為，與教師本身對學生的態度有很大的關係。無論是教師當場的表現或以往曾有的言行，均可對學生構成深遠的影響。因此，我們必須重申一下：師生之間應該在互相諒解和尊重的基礎上，建立良好的關係，而下列幾點，尤其值得緊記：

a. 對學生要表示體貌和尊重。
b. 要體諒學生和處事公允。
c. 避免挖苦、輕視學生及與學生對峙。
d. 要有幽默感及能夠和學生分享一些有趣的話題。
e. 即使在課室以外，亦應隨時樂意和學生傾談。

13.15 預測問題：教師如能及早察覺問題的徵兆，辨別將會發生的問題和制定應變的計劃，則可減少學生在課室的滋擾。教師亦可找出導致秩序問題的主要滋事學生，使能採取適當的行動，避免發生衝突或不愉快的事件。然而，我們必須強調：積極的鼓勵往往較消極的處罰更為有效。教師應誘導學生集中注意力於良好而非不良好的行為方面。此外，更不應讓學生感到教師存有偏見或無理性地針對某些學生。

13.16 總括來說，班主任在指導及協助學生的工作上，擔當重要的職位。他們所扮演的牧者角色，並非容易，亦鮮能在孤立的情況下有效地完成使命。一如其他許多的專業工作者，班主任是否能成功地達成任務，有賴於校內能否提供適當的支持，因此，班主任與輔導組其他成員必須緊密聯繫和溝通，才可相輔相成，促進各方面的通力合作。
教師在輔導學生時可採取的態度及技巧

積極的態度
13.17 在輔導學生之前，教師無論對自己、對學生及對本身的能力，均須持有積極的態度。下列的概念，尤為重要。
13.18 每位學生在他學校生活的某一階段中，都會需要額外的幫助。輔導並非是少數學生專有的服務，也不應與懲罰相提並論。教師的主要工作是找出學生在那一方面和在甚麼時候會出現問題，及需要甚麼協助。
13.19 所有學生均可以從輔導中受益，即使是問題最嚴重的學生，亦不例外。愈快提供補救的方法，學生的問題便愈容易解決。教師往往能夠提供適當的媒介，促使學生改善。
13.20 「預防勝於治療」。及早識別需要關注的地方或破壞性行爲的徵兆，有助於減少問題或甚至防止問題的發生。由於教師與學生經常有機會接觸，因此更能找出困難所在和察覺學生的需要。
13.21 各方面的通力合作，是輔導工作成功與否的先決條件。學校教職員應正視校內所發生的問題，並負起解決問題的責任。因此，教師在執行任務時，是不會孤立無援的。校內所有教職員均可以，亦應介入，參與輔助學生的工作。

應具的特質
13.22 了解及接納別人：良好的人際關係是基於互相諒解和互相接納上面，師生之間也是一樣。教師如果希望和學生建立融洽的關係，便須了解學生的需要，他的優點和缺點。此外，他還須對學生有耐性和採取接納的態度。這些均要求教師有敏銳的觀察力，能從聆聽學生的說話中找出隱含的訊息，並且能夠從學生的處境或成長過程的角度，去看學生的不當行爲，而非將該種行為視作對人的人身攻擊。總括來說，教師應採取客觀和容忍的態度，並且無條件地對學生加以援手。
13.23 親切和關懷的態度：教師能否和學生展開有效的對話，這種態度是重要的因素。通過積極的聆聽和真摯的關懷，教師可取得學生的信任，進而能鼓勵學生表達他的感受和困擾。
13.24 同感：同感的意思是設身處地，以他人的立場去體會他的世界、他的經歷和他對自已的感受。這種特質可協助教師重新考慮學生的問題和尋求解決的辦法。此外，由於教師能易地而處，了解學生的所見所聞，因此，師生更能互相信任。
13.25 保守秘密：一些青少年可能較為敏感，經常防範成年人干擾他們的私事，致令人更難探索他們的問題。同樣地，良好的師生關係是解決這問題的主要關鍵。除上述的因素外，教師能否保守秘密亦是贏取學生信任的另一項必須條件，而且更是輔導工作的基本專業道德。因此，會談的工作應私下進行。身為輔導組的成員，教師應具備專業道德，只向適當人士透露所需資料，而對於其他人則應絕對保密。由於學生可能留意到教師與其他專業人士的接觸，所以他必須確實知道教師會對他的私事，緊守秘密。如果需要向外界尋求協助時，教師亦會與學生商討，讓學生明白會向那些人透露那些資料和為了解原因。
協助學生解決本身的問題

13.26 大多數學生的人生經驗有限，不足以應付困難。當遇到較複雜、不易明確界定的問題時，他們往往會感到慌亂和苦惱，甚至會將自己的挫折，歸咎於別人或有關機構的身上。教師可協助學生有條理地去處理自己的問題；具體探索與產生該問題情況有關的自我觀感，切實分析問題的癥結，估計可用的資源，擬定對策並作出決定。這種解決問題的方式，不但可增加學生的自信心，而且亦可使學生有更多分的準備，以應付本身的困難。

13.27 識別及澄清問題所在：首先，教師必須與學生建立融洽和互相信任的關係，然後便應鼓勵學生分辨他所關心的事物，並用較客觀的角度去觀察本身的問題。在探討的過程中，下列各點，尤為重要：

a. 助學生認識和接受問題。學生不應將問題當別人的疏忽，他應正視問題為切身的事情，而不應推委於他人、制度或不知名的機構上。

b. 讓學生具體地說出問題所在。問題愈明確，便愈能將它演繹成為易於實現的目標。

c. 分析問題，使成爲若干可解決的細節。

13.28 決定先後次序：將問題分成不同的細節後，學生便可擬定處理各部份的先後次序。在作出決定前，學生如能列出他所關注的主要範圍、他的長處和可用的資源，便會對問題有了一整體的概念，而收效亦會更大。

13.29 在訂立先後次序時可參考下列建議：

a. 選擇學生能力所及的範圍。學生如想改變他人以解決本身的問題，他處事的方針，便不正確。

b. 對於危急的事情，應予優先考慮。教師必須先協助學生解決燃眉之急，減輕他的焦慮，然後才可照顧其他出現問題的地方。

c. 按照問題的難度，依次排列。鼓勵學生先著手應付較易處理的問題或問題細節。成功的經驗會增強學生的自信與及對其可用資源的信賴，使他更有衝勁，向前邁進。

13.30 訂立可行的目標：在處理每個需要優先考慮的問題時，學生必須實事求是，在本身能力和物力所及的範圍內，擬定目標。這些目標通常是一些學生應有的或可以接受的情況。正如以上的階段一樣，教師處於輔助的地位，協助推學生：

a. 訂立具體的目標；

b. 正視目標，把它看成一些屬於自己的而非他人的事情；及

c. 將每個目標分成若干可行步驟。

13.31 選擇有效的方法以達到目標：同樣地，教師應根據學生的實際需要和能力，協助學生選擇和計劃具體的行動。如果要擬定的辦法可行的話，在訂立計劃時，應要顧及學生的精神、時間、經濟能力和價值觀。

13.32 制定評估的準則：準則的作用在評估計劃是否有效，讓學生看到自己的進展，是十分重要的。這樣，可以激發他更加努力，朝着目標工作或在必要時修正他的計劃。

13.33 履行計劃：整個解決問題過程的核心，在於學生本身的行動，用以達到目標。教師有責任推學生提供精神上的支持和挑戰，以鼓勵學生更積極地完成計劃。

13.34 檢討：在完成計劃後，教師應和學生討論他的成果，以確保學生對自己處理問題的方式，感到滿意。學生必須能確定自已的成就，並體會到只要他願意和肯嘗試，他的問題是可以解決的。
保存個案紀錄：在輔助過程中的每一個階段，教師應留意學生的反應，並應記錄下列各項的重要資料：

a. 問題的鑑定和分析；

b. 行為目標；

c. 輔導計劃；

d. 觀察；

e. 評估。

會談過程中有用的技巧

輔導工作有一大部份是通過會談的形式進行。這種形式可以視作一種非正式的調查，目的在找出事實，讓學生有機會表達自己的感受和討論自己的問題。以下列舉教師在會見學生時要注意的事項而表一則為一備忘錄向教師提供實際的指導。

與學生建立良好關係：本指引重覆強調建立良好關係的重要性。師生間要互相了解、尊重和信任，才能產生默契。這種密切的關係是一個成功會談不可缺少的條件，而教師可以通過下列方法達到：

a. 對學生要有誠意和關懷；

b. 用言語或非言語的方法表示自己樂於聆聽學生的傾訴；

c. 教師的姿態和會見室環境的安排，要使學生感到舒適和不拘束；

d. 用輕鬆和溫和的語調展開會談；

e. 對學生的感覺和訊息要有反應。

引發學生談話：學生感到輕鬆自在和信任教師後，便會願意說出自己的感受和討論自己的問題。但是，學生可能由於思想紊亂或問題尖銳，因而有表達方面的困難。教師可從旁協助學生，專心傾聽他的說話，將注意力集中在基本的問題上和適當地引導他。既然會見學生的目的是討論而不是說教，那麼，教師便應避免喋喋不休地用陳腔濫調來勸諫學生，亦不應妄下斷語。下列技巧有助於會談的進行：

a. 重述學生要表達的訊息，以測驗教師對學生的說話是否真正明白並矯正任何誤解。

b. 用「你想談甚麼？」等普通說話，幫助學生開始談話。

c. 暫停一下，然後期待地望着學生，示意他說話。

d. 用具體的提示去鼓勵學生集中討論、詳細描述或舉例說明刚才所說的話，例如：「告訴我多點關於……」。

e. 詢問一些沒有規限答案的問題，以引發學生吐露感受和將注意力集中於話題上。

f. 用較簡短和不同的字眼重覆談話的內容，藉此幫助學生澄清他難以表達的思想。

留意學生的感受和需要：教師應對學生情緒上的反應和需要，提高警覺。這不但需要經常留心學生所說的話，還要注意學生說話時的語氣、表情和動作。以下是一些有用的建議：

a. 用不同的字眼反映學生主要的感受，幫助他更加清楚認識自己只能含糊地表達的情緒。
b. 陳述和分擔學生的感受。

c. 學生有心理準備後，才可用回應學生說話的方式，給予意見。

d. 針對學生的行為問題作出回應，而不是對學生個人下判斷。

e. 針對學生能力方面可以改變的事情作出回應。

f. 只對一個或兩個的項目，作出回應。避免使學生負荷過重和產生惡感。

g. 留意學生的言談或舉止，如果察覺到其中有何含意時，要求學生重覆一些重要的字眼或短句，藉以引出學生潛在的感覺和意識。

13.40 在會談時，學生不但會吐露自己的感受，亦可能會表示需要某些資料，以便作出選擇和決定，澄清事情的真相、訂立計劃、尋求協助或一併解答上列所有問題。教師必須能敏銳地觀察學生的反應，與及幫助他找出滿足需要的方法。如果學生的需要只可由其他專家來照顧，教師便應盡快安排轉介。

13.41 總結討論：會談完結時，教師要對曾經討論的問題，作一簡單的總結，並歸納會談中出現的意見和想法。這樣，可以讓學生知道自己在解決問題方面的進展。

處理緊急的情況

13.42 遇到緊急的情況時，例如學生的情緒表現極度困擾如表示有自殺的傾向，教師不應過份震驚，要保持鎮靜，並應盡快向校長報告及尋求學校社會工作者的協助。對於有自殺傾向或企圖輕生的個案，校方可按各分區學校發展主任提供的電話號碼，與教統局學生輔導組聯絡，尋求幫助。

13.43 在上述情形下，教師可以：

a. 安撫受驚學生，消除他的疑慮；

b. 幫助學生鬆弛，使他能安靜下來；

c. 對學生表現特別關懷和使他安心；

d. 讓學生有說話和表達的機會；

e. 小心聆聽學生的說話；

f. 接受學生自我描述處境時的感受。

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<th>表一</th>
<th>會談過程中一些應做和不應做的事項</th>
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SBC Teachers' Handbook / Page 13.10
1. 充份準備。
2. 做個好聽眾。
3. 接受學生是一個有用的人。
4. 不要長篇大論的教訓。
5. 鼓勵學生的討論。
6. 不要表示震驚，因為這樣會防礙你輔導學生。
7. 請問一些沒有規限答案的問題。
8. 在未完全明白學生提出一問題的原因時，不要給予直接的答案。
9. 不要高估問題的嚴重性。
10. 不要向學生索取主要是滿足個人好奇心的資料。
11. 對學生的說話要有回應，藉以鼓勵他多談一點。
12. 闡明學生的感受，使他能客觀地考慮問題，同時亦可實際了解他個人的態度。
13. 留心傾聽學生談話時潛在的主題。
14. 注意他的說話及其他的表情和動作。
15. 不要與學生爭辯。你的責任是幫助他多方面去了解問題和追溯原因。
16. 清楚分辨出原因和徵兆。
17. 注意他的說話及其他的表情和動作。
18. 要能敏銳地覺察學生的需要。
19. 避免草草作出結論。
20. 總結會談，作用是覆述討論要點，加深認識。

13.44 轉介個案：教師如發覺學生需要專家的協助時，應依照校內制定的程序，著手轉介個案的工作。此外，他還要注意下列事項：

a. 探查學生是否有充份的心理準備，接受轉介服務，向他解釋導致這項建議的原因。
b. 將建議通知家長或監護人，並取得他們的同意和合作。
c. 對於接辦機構或專業人士所提供的服務，要客觀和中肯地加以解釋，並說明可以做到的事情和限制。切勿暗示會有奇蹟的出現或不切實際的希望。
d. 在問題還沒有變得緊迫前，便要與學校社會工作者或其他有關機構商討轉介個案的可行辦法。
e. 如果沒有得到學生和其家長的同意，切勿向其他機構泄露有關該生或其家庭的機密資料。
f. 繼續輔導學生，直至安排轉介的工作完成，而學生亦獲得其他方面的照顧。

與家長的聯繫

13.45 一般人都認為家長在子女教育的過程中，扮演一個重要的角色，而成功與否，有賴於家庭和學校的共同合作。這一論點在學校輔導工作方面，尤其重要。校方無論採取哪一種處理方法，家長均應參與，而家庭和學校之間亦應能互通訊息，務使兩者多所接觸，並能互相合作，照顧學生的需要。