

**Training Package on  
“Teachers’ Professional Values and Conduct” for schools  
Case Discussion (2)**

Training objectives	<ol style="list-style-type: none"> <li>1. To engage teachers in reflecting on how to handle teacher-student relationships and maintain an appropriate distance from students</li> <li>2. To enable teachers to recognise the importance of playing their part as a role model and setting a good example for students</li> </ol>
Training materials	<ol style="list-style-type: none"> <li>1. Case scenario: Case 2_Annex 1</li> <li>2. Case-related PowerPoint slides/animated video</li> <li>3. Key information of the case: Case 2_Annex 2</li> </ol>
Suggested duration	45 minutes

Duration	Steps/Materials	Focus
Engage participants and set the stage for discussion  (3 minutes)	<ol style="list-style-type: none"> <li>1. Introduction: In schools, teachers usually foster teacher-student relationships and student-peer relationships through class management strategies such as formulating class rules, forming class committees and organising activities. By doing so, they can enhance students’ sense of belonging to the class and build stronger bonds with students.</li> <li>2. Trainers may share a memorable experience of conducting a student activity or invite teachers to share their own experiences. <ul style="list-style-type: none"> <li>• Trainers/teachers can recount an experience of conducting or organising a student/class activity, such as a barbecue, a Christmas party, a picnic day, an adventure activity, a food party, a residential camping trip and a bulletin board design activity. While</li> </ul> </li> </ol>	➤ To bring up the case through self-experience sharing

	<p>sharing, they can briefly talk about the teacher-student interactions, what they have learnt from the activity, their feelings, etc.</p> <p>3. Based on the sharing, trainers should highlight the importance of teachers to students, and guide teachers to think about how they should foster teacher-student relationships and promote students' healthy development through daily interactions. Trainers can then bring up the following case for teachers' in-depth discussion of the related questions.</p>	
<p>Case development and discussion (30 minutes)</p>	<p>1. Case scenario [around 4 minutes] :</p> <ul style="list-style-type: none"> <li>• <i>Mr Cheung, a secondary school class teacher, decides to reward Form 5D students with a class celebration activity due to their significant improvements in exam results. He joins them in a party room, where they enjoy the food and play games.</i> (Please refer to Annex 1 for details of the case)</li> </ul> <p>➤ Trainers may play the animated video for teachers to learn about the case and look into the details.</p> <p>2. Group discussion :</p> <ul style="list-style-type: none"> <li>• The suggested duration of this part, including discussion (“Questions for discussion” at Annex 1) and sharing, is around 26 minutes. Trainers may allocate the time accordingly.</li> <li>• Each group should have 5 to 6</li> </ul>	<p>➤ To guide teachers to analyse Mr Cheung's inappropriate behaviour in conducting the activity and interacting with students as well as the impact of such behaviour.</p> <p>➤ To engage teachers in reflecting on the professional values that educators should uphold and the matters requiring</p>

	<p>participants, with a group leader to facilitate the discussion and collate the key points for subsequent sharing.</p> <p>✧ <b>Question 1</b> : Do you agree that Mr Cheung should arrange this class activity? Why?</p> <p>☞ Trainers may guide teachers to consider the following:</p> <ul style="list-style-type: none"> <li>◆ Mr Cheung’s intention in arranging the activity</li> <li>◆ Nature and details of the activity</li> <li>◆ Matters requiring attention in organising the activity</li> </ul> <p>✧ <b>Question 2</b> : What are your thoughts on the teacher-student interactions and student-peer interactions in this particular case?</p> <p>☞ Trainers may guide teachers to consider the following:</p> <ul style="list-style-type: none"> <li>◆ Behaviour of the teacher and students during the activity</li> <li>◆ Mr Cheung’s relationship with his students</li> <li>◆ Impact of the activity on the students</li> <li>◆ Teachers’ roles and identity in leading student activities</li> </ul> <ul style="list-style-type: none"> <li>• Trainers should lead the case discussion and guide teachers to explore how they can play their part as a role model, manage teacher-student relationships properly and foster correct values in students by analysing Mr Cheung’s behaviour.</li> </ul>	<p>attention regarding teacher-student relationships through discussion and sharing.</p>
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	<ul style="list-style-type: none"> <li>• After the group discussion, trainers can invite teachers to share their group’s thoughts and exchange ideas, summarise teachers’ viewpoints, and then highlight the key points in the discussion questions (please refer to “Key Information of the Case” at Annex 2).</li> </ul>	
<p>School-based review (10 minutes)</p>	<ul style="list-style-type: none"> <li>➤ School-based review extends from case level to school level. School management/trainers may review the relevant guidelines for current school activities/extra-curricular activities in connection with the establishment and promotion of teacher-student relationships, then summarise and elucidate the matters requiring attention in conducting these activities.</li> <li>➤ School management (principals/vice-principals) should also take the opportunity to elucidate how to establish a positive and appropriate teacher-student relationship through activities, briefly talk about how teachers should interact with students, and reiterate the school’s requirements for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To extend the review from case level to school level, and remind teachers of the matters requiring attention in conducting on-campus and off-campus activities.</li> </ul>
<p>Conclusion (2 minutes)</p>	<ul style="list-style-type: none"> <li>➤ After case discussion and school-based review, school management/trainers may give a cohesive summary of teachers’ viewpoints, and then provide supplementary explanations with reference to the summary of key points on the PowerPoint slides and the</li> </ul>	<ul style="list-style-type: none"> <li>➤ To sum up the discussion findings, reinforce the lesson learned from the case, and reiterate the</li> </ul>

	<p>“Guidelines on Teachers’ Professional Conduct”.</p> <p>➤ In summing up, school management/trainers should highlight the importance of teachers being mindful of their words and deeds as well as their endeavours to safeguard teachers’ professionalism and protect students’ well-being. Teachers should stay vigilant and increase their sensitivity to teacher-student interactions to ensure propriety. They should build a positive relationship with students on rapport and mutual trust and act as a chaperon to them through proper teacher-student interactions/activities.</p>	<p>professional conduct and behaviour expected of teachers.</p>
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