



## Key Information of the Case

Questions for discussion	Examples of key points for analysis
<p>1. What are your thoughts on Mr Chan calling his student by the nickname?</p>	<ul style="list-style-type: none"> <li>✧ While Mr Chan believes that calling students by nicknames is innocuous, this is actually undesirable as he <b>disregards students' feelings</b> and may cause serious harm. Mr Chan thinks that by doing so, he can build a close relationship with students and present himself as both a teacher and a friend. However, as a role model, his calling students by nicknames <b>has a leading effect</b>, inadvertently setting a bad example for students to follow suit.</li> <li>✧ Teachers should care for students and guide them to develop positive values. Calling students by nicknames is undesirable even if it is intended as a gesture of goodwill and affection. Also, teachers should reflect on how to manage their relationships with students, ensuring that they do not overlook their identity and professional image for the sake of fostering good relationships or finding common ground with students.</li> <li>✧ In this case, Tony Ho, a student, has been embarrassed and unsettled because Mr Chan and his classmates call him by his nickname in public. Teachers should take this matter seriously and foster a harmonious relationship by <b>showing respect for students' feelings</b> and <b>teaching students to respect others</b>.</li> <li>✧ Students' psychological states vary across different developmental stages. Teachers should help students develop a positive self-image so as to avoid the negative impact that nicknames can have on their development.</li> </ul>

2. Do you allow students to call teachers by their nicknames? Why?	<p>✧ While some teachers do not mind students addressing them by their nicknames, it is important for teachers to uphold their <b>professional image</b> and <b>set a good example</b> by showing <b>respect to others</b> instead of using or allowing the use of nicknames as a form of address in teacher-student interactions.</p>
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School-based review	Examples of key points for analysis						
<p>How to increase teachers' sensitivity to their interactions with students? Review the codes/guidelines in connection with teacher-student relationships.</p>	<p>✧ School management/trainers can review teachers' codes/guidelines and relevant school policies to identify the matters requiring attention regarding teacher-student interactions. This will help the school prepare for the handling, follow-up and preventive work.</p> <p>✧ To provide suitable training for teachers to increase their sensitivity to teacher-student interactions, and create a harmonious, friendly environment on campus.</p> <p>✧ Illustration of school-based review:</p> <table border="1" data-bbox="657 1400 1444 1845"> <thead> <tr> <th data-bbox="657 1400 762 1451"></th> <th data-bbox="762 1400 1129 1451">Teachers' codes/teachers' training</th> <th data-bbox="1129 1400 1444 1451">Additions/revisions</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 1451 762 1845">Review</td> <td data-bbox="762 1451 1129 1845"> <ul style="list-style-type: none"> <li>The existing teachers' codes/guidelines lack details on the matters requiring attention regarding teacher-student interactions.</li> </ul> </td> <td data-bbox="1129 1451 1444 1845"> <ul style="list-style-type: none"> <li>It is proposed to set out in the teachers' codes the school's requirements on teachers' interactions with students, particularly the appropriate forms of address among them.</li> <li>Teachers can take courses on teachers' professional conduct and values when necessary.</li> </ul> </td> </tr> </tbody> </table>		Teachers' codes/teachers' training	Additions/revisions	Review	<ul style="list-style-type: none"> <li>The existing teachers' codes/guidelines lack details on the matters requiring attention regarding teacher-student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>It is proposed to set out in the teachers' codes the school's requirements on teachers' interactions with students, particularly the appropriate forms of address among them.</li> <li>Teachers can take courses on teachers' professional conduct and values when necessary.</li> </ul>
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Other information	Examples of key points for analysis
Documents/resources for teachers' reference	<p>✧ T-standard<sup>+</sup></p>  <ul style="list-style-type: none"> <li>• Caring Cultivators <ul style="list-style-type: none"> <li>◆ Create a harmonious, inviting and supportive environment conducive to students' motivation to learn and rapport-building with peers, teachers, parents and the community.</li> <li>◆ Accommodate students' diverse and special educational needs to enable them to advance their potential, and mutually affirm and respect each other in a pluralistic society.</li> </ul> </li> <li>• Committed Role Models <ul style="list-style-type: none"> <li>3.2 Uphold ethical practices and abide by the Code for the Education Profession of Hong Kong; understand the principles of the Basic Law and respect the rule of law as a core value of Hong Kong.</li> </ul> </li> </ul> <p>✧ Guidelines on Teachers' Professional Conduct Chapter 3 Professional Conduct and Behaviour of Teachers: Codes Explained</p> <ul style="list-style-type: none"> <li>• Uphold professional belief  <ul style="list-style-type: none"> <li>➤ Dos: <p>“Foster students' whole-person and balanced development; nurture in them positive values and attitudes...”</p> </li> </ul> </li> <li>• Be a role model <ul style="list-style-type: none"> <li>➤ Dos: <p>“Be upright in words and deeds, decent in demeanour, punctual and trustworthy;</p> </li> </ul> </li> </ul>

	<p>demonstrate the personal qualities and character expected of teachers to act as a role model for students.”</p> <ul style="list-style-type: none"> <li>• Care for students <ul style="list-style-type: none"> <li>➤ Don'ts: <ul style="list-style-type: none"> <li>“Discriminate against, ridicule or insult students irrespective of any ground or in any form that embarrasses students.”</li> </ul> </li> </ul> </li> <li>✧ The Teacher Competencies Framework <ul style="list-style-type: none"> <li>• Student Development Domain <ul style="list-style-type: none"> <li>➤ Dimension: Rapport with Students</li> </ul> </li> <li>• Core Values: <ul style="list-style-type: none"> <li>➤ Love and care for students</li> <li>➤ Respect for diversity</li> <li>➤ Commitment and dedication to the profession</li> </ul> </li> </ul> </li> <li>✧ Education Bureau Circular No. 18/2008 “Creating Harmonious School”</li> <li>✧ School Administration Guide <ul style="list-style-type: none"> <li>2.3.1 (1b)</li> <li>“the environment should be safe and caring...”</li> </ul> </li> </ul>
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