

你好  
(Hello)



Church kids for Hong Kong.MP4

# Comprehensive Guidance

Meeting the Needs of All Students

Hong Kong Association of Careers Masters and Guidance Masters  
2009

# What Are Young People Facing Today?

- A Rapidly Changing Work World And Labor Force In A Global Economy
- Violence In Homes, Schools, And Communities
- Changes In Family Structures And Patterns
- Increasing Substance Abuse And Sexual Experimentation
- Increasing Globalization That Is Affecting All Aspects Of Life

# What Do Students Need?

## •Students Need Opportunities For:

- Understanding of themselves; their abilities, strengths and weaknesses
- Developing skills in handling emotions
- Building up self-confidence and self-esteem
- Life planning, goal setting, and Career formulation
- Learning Responsibility Taking
- Learning Decision Making
- Developing a Lifelong Learning Attitude

•Students Need a pleasurable, and inviting learning environment in school—They need to feel connected.

(Adapted from the Careers and Guidance Services Section, Hong Kong Education Department, 2001)

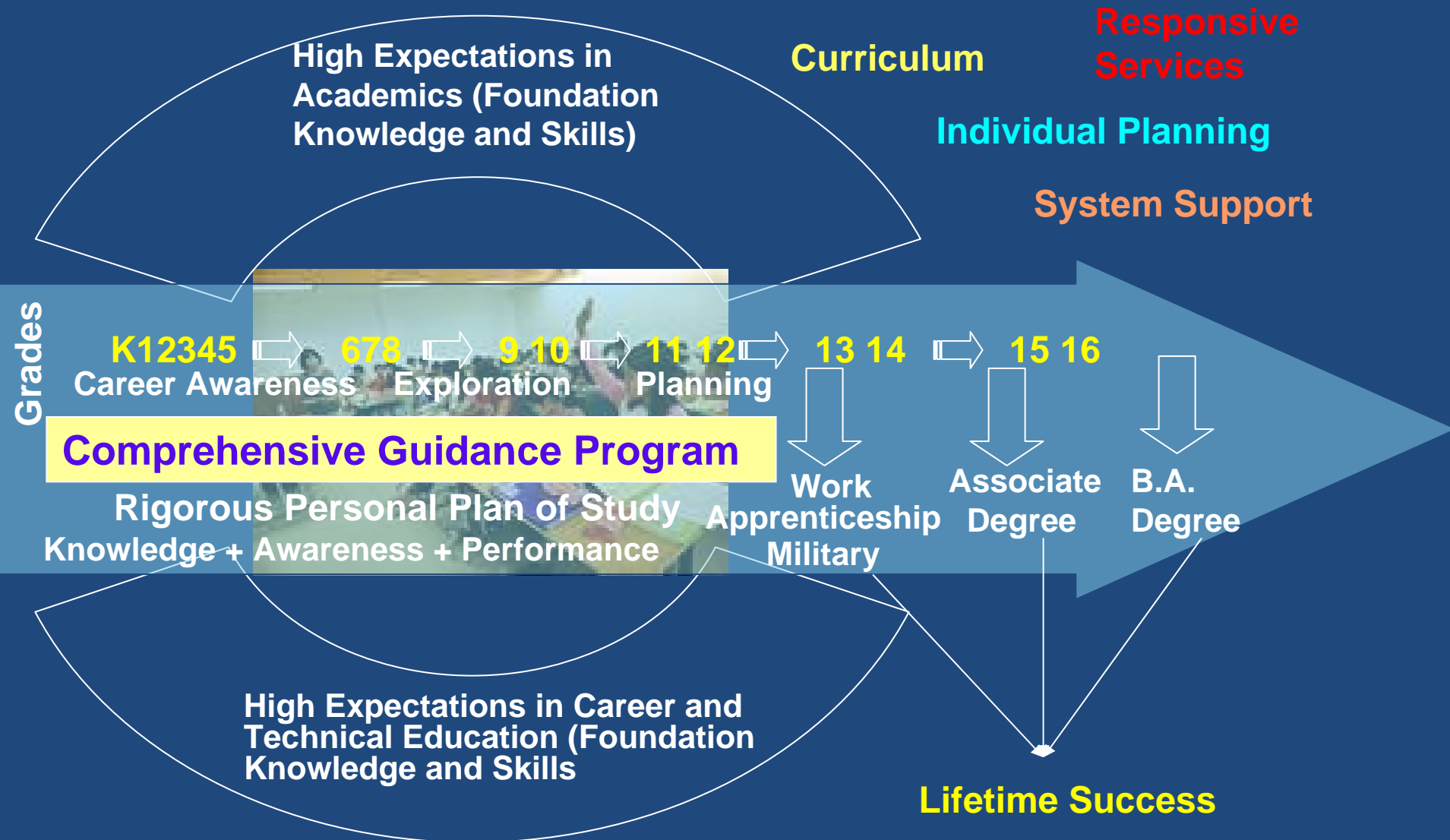
# Why Do Students Need To Be Connected To School?

- Students Are More Likely To Succeed When They Feel Connected To School—Someone In The School Cares About Their Learning As Well As About Them As Individuals

# What is a Comprehensive Guidance and How Does It Help?

## A Quick Review

# Comprehensive Guidance Programs



# Guidance Program Framework: Organizing the work of guidance



# Organizational Framework

## Content Areas

Academic Development  
Career Development  
Personal/Social Development

## Structural Components

Definition and Philosophy  
Guidance Program Facilities  
Guidance Resources  
Staffing Patterns  
Advisory Council  
Budget

## Program Components

Guidance Curriculum  
Individual Planning  
Responsive Services  
System Support

## Resources

Human Resources  
Financial Resource  
Political Resources

# Programs Have Content to Develop Knowledge and Skills

Guidance Content Revolves Around:

Academic, Career, and  
Personal/Social Development

# These Concepts Are Not New

- Education is the keystone of the arch of our government... giving every citizen the information needed for the transaction of business... enabling the calculation of thought to express and preserve ideas... to improve by reading, morals and faculties... and in general, to observe with intelligence and faithfulness all social relations under which we shall be placed."
- - Thomas Jefferson 1700's

- **Career Development:** *giving every citizen the information needed for the transaction of business...*
- **Academic Development** *enabling the calculation of thought to express and preserve ideas... to improve by reading, morals and faculties...*
- **Personal Social Development:** *to observe with intelligence and faithfulness all social relations under which we shall be placed*

*Career, Academic, and Personal Social  
Development are Universal Needs!*

## **Economic Concerns**

Better Prepare Workers For The Workplace

## **Educational Concerns**

Help Students Find Purpose For Their Education As  
Well As Their Employment

## **Social Concerns**

Change School Methods And Organization And  
Exert More Control Over Conditions Of Labor In  
Child-Employing Industries

# Organizational

## Framework for Comprehensive Guidance Program

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# Guidance Program **Content** Grade Level Expectations (See Handout)

Note the relationship between our  
respective content areas

# Organizational

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## Sample Philosophy: Guiding Principles

The school district believes that the guidance program is an important and **integral part of the overall educational process**. Because students develop emotionally, socially, and educationally, the district's guidance program must address the issue of **total growth and development**. Growth and learning are developmental; therefore, guidance **must be developmental** and sequential. The need for guidance begins with preschool entrance and continues throughout life. The K-12 developmental program **is for all students**, yet it recognizes **that some individuals have needs that require special attention**. As a result, the district's comprehensive guidance program **is for all students, responding to their developmental needs as well as to their immediate concerns and problems**.

*As in Hong Kong: It is a Whole School Approach.....*

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# Program Components

The Delivery System for the  
Comprehensive Guidance Program

# The Guidance Curriculum: Classroom/small group activities addressing the Grade Level Expectations (GLE's)

- Academic Development
- Career Development
- Personal/Social Development
  
- Lessons on the [Guidance e-Learning Center](#)
- Conducted in Collaboration with the classroom teacher:
  - Teacher presents and GLE's are integrated into the regular classroom
  - Counselor conducts lesson with teacher present and teacher follows-up on lesson objectives

# Teacher Role in Comprehensive Guidance

## United States

- Integrate course objectives with guidance objectives
- Teach/co-teach guidance lessons
- Collaborate on addressing student needs
- Refer students as needed
- Serve on a guidance team and advisory boards
- Support Individual Planning by integrating academic and career

## Hong Kong

### Whole School Approach

- Support individual students and help them solve their problems
- Create a positive culture of growth and learning
- Conduct guidance activities
- Teamwork and collaboration

# Individual Planning Process- Developing The The Personal Plan of Study

**A student's scope and sequence of coursework** based upon their chosen **career path or career cluster**. It is a map of coursework which includes **graduation requirements, approved coursework for the students educational and career goals, and developmentally appropriate work based learning experiences.**

Personal plans of study are **developed cooperatively** with the student, the student's counselor, teachers, and parents. They are **reviewed at least annually and revised** as needed.

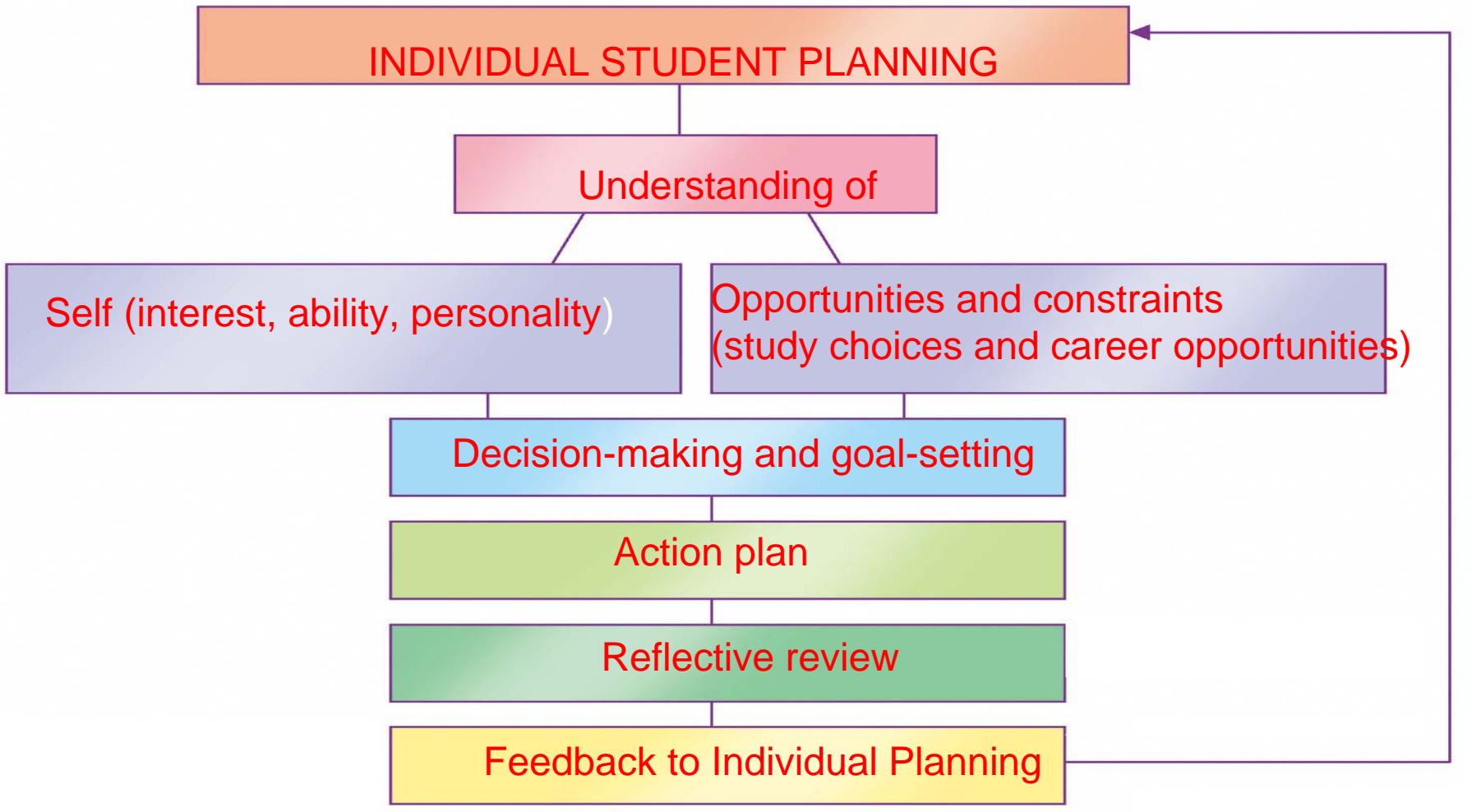
**NOTE THE FOCUS ON PROCESS**

# Key Elements in Developing Personal Plans of Study

- **Graduation Requirements**
- **Staff involvement**
- **Group/Individual Participation**
- **Regular Review and Revision as Necessary**
- **Parental Involvement**
- **Academic, Interests, and Abilities Assessments**
- **Student Participation in School and Community Involvement**
- **Linkage to Post-Secondary Experiences**
- **Handouts: Sample PPS**

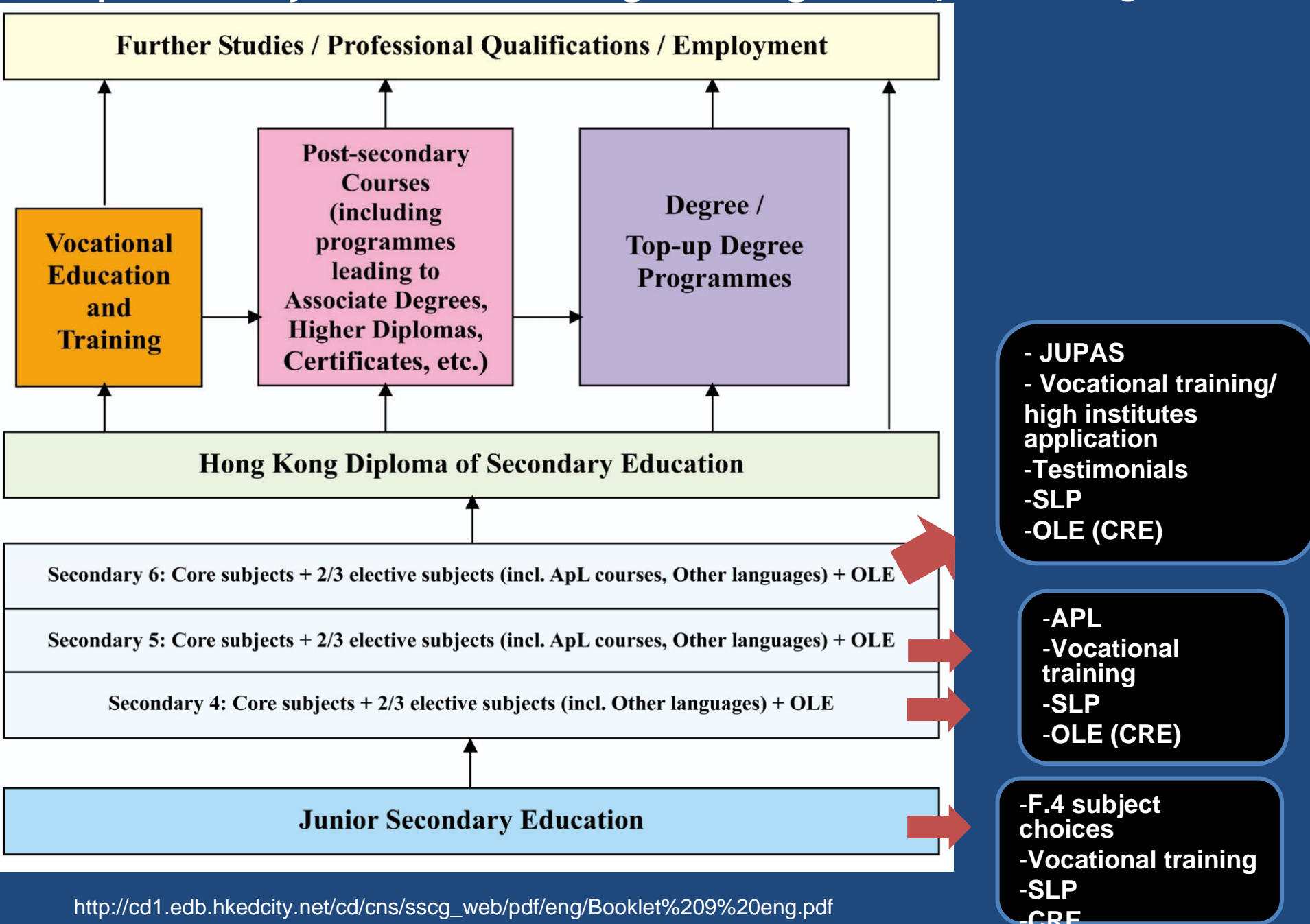
# Stages of Careers development of a person

(Hong Kong Association of Guidance Masters)





# Multiple Pathways towards Life-long Learning = multiple careers guidance



# Missouri Connections: On-Line Resource for Career And Educational Planning



**MissouriConnections.org**  
Connect to Your Future

**NEW!**

Missouri Career Guide  
2009-10

powered by  
**kuder**

- Home
- Career Exploration
- Education and Career Planning System
  - New Users
  - Returning Users
- College Exploration
- Paying for College
- Career Search
- Getting Started
- System Feedback Survey
- News Room
- Events & Training

## Connect to Your Future... Today!

Missouri Connections helps students open the door to career exploration and educational planning. Sponsored by the Department of Elementary and Secondary Education, Missouri students in public and private schools (grades 7-16), their parents, guidance counselors, and educators can use the online system at no charge.

Students

Parents

Educators

Job Seekers

Missouri  
Career Centers

### Students

Begin your exploration with a free registration in the Missouri Connections **Education and Career Planning System**.



Register/log-in for these personalized features:

- **Take free Kuder® assessments\***  
Learn your career interests, work skills and values.
- **Build a portfolio**  
Keep track of assessment scores, favorite colleges, career interests, résumés, and more!
- **Create your personal plan of study**  
Review with your counselor at least once a year.
- **Manage your to-do list**  
Put yourself on track for success!

*\*Contact your school counselor for your school's batch code and initial assistance.*

**Get Started!**

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Missouri Department of  
Elementary and  
Secondary Education  
Division of Career Education



MissouriCareerSource.com  
Department of Economic Development,  
Division of Workforce Development

MISSOURI DEPARTMENT OF ECONOMIC DEVELOPMENT



MISSOURI ECONOMIC RESEARCH & INFORMATION CENTER

# Responsive Services: Removing Barriers to Learning

## Barriers in Hong Kong?

- **Drugs** (Ketamine : According to Sally Wong, Commissioner for Narcotics in Hong Kong, the use of ketamine among area teenagers has risen 57 percent in the last four years (Aug 2009) Drug abuse rate in 2008 among those under 21: 24.2% (Central Registry of Drug Abuse, Narcotics Division)

- **Violence:** 2007: 24% of primary schoolchildren in Hong Kong reported that they had sometimes physically bullied another child.  
*(School Bullying Among Hong Kong Chinese Primary Schoolchildren)*

Dennis S. W. Wong, 2008

# Barriers to Learning

- **Poverty** ( Census and Statistics Department World Development Report )
  - Poverty Rate of Children 0-14: 24.9% ( 2005)
  - Poverty Rate of Youth 15-19: 25.8% (2005)
- **Broken Homes** Hong Kong: the world's third-highest divorce rate, at 41 percent (2006 –*China Daily*)
- **Child Abuse**
  - Types of Abuse January to September 2007 (Social Welfare Department)  

No. of Cases (%)	<i>Physical abuse</i>	373 (55.3%)	<i>Neglect</i>	71 (10.5%)	<i>Sexual abuse</i>	188 (27.9%)	<i>Psychological abuse</i>	14 (2.1%)	<i>Multiple abuse</i>	29 (4.3%)	<i>Total</i>	675 (100%)
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# Barriers to Learning

- **Mental/Physical Disorders**
  - the number of young service users seeking medical treatments in public psychiatric service has increased 30% from 2001 to 2007 (Hong Kong Hospital Authority)
- **Unemployment:** The unemployment rate of aged 15 –24 and age 15 –19 is 9.6% and 18.3% respectively, that is two and three times higher than the total unemployment rate (Hong Kong Council of Social Service)

# Universal Barriers

# Response to Barriers

## U.S.

- Individual Counseling
- Small Group Counseling
- Consultation
- Referral

School Counselor, Outside  
Agencies, School Social  
Workers and School  
Psychologists

## Hong Kong

- School social workers,  
primary student guidance  
officers, school  
psychologists provide  
responsive services

# System Support: Supporting the Program and Supporting the School Mission

- Evaluation and Improvement
- Professional Development
- School/Community Advocacy
- Committees
- Community Outreach
- Fair-Share Responsibilities

# Unique Skills for Designing, Planning, Implementing, Delivering, Evaluating and Enhancing Comprehensive Guidance Programs

- Instructional Skills
- Counseling Skills
- Consultation and Collaboration Skills
- Leadership and Management Skills
- Evaluation Skills
- Advocacy and Presentation Skills

**Gathering the personnel—the team—with the skills that support the delivery of a comprehensive guidance program**



# Getting from Position to Program

A Brief U.S. History

# Early 1900's

- Industrial Revolution-  
moving from an agrarian  
society to an industrial  
society
- Social Protest and Reform  
occurred to try to change  
the negative social  
conditions associated with  
Industrial Revolution-  
especially child labor laws



# Three Concerns

- Economic Concerns
  - Educational Concerns
  - Social Concerns
- **Career Development:** *giving every citizen the information needed for the transaction of business...*
  - **Academic Development** *enabling the calculation of thought to express and preserve ideas... to improve by reading, morals and faculties...*
  - **Personal Social Development:** *to observe with intelligence and faithfulness all social relations under which we shall be placed*

# Life Career Motive

- 1915: Charles Eliot  
President of Harvard  
University  
“Multitudes of children,  
taking no interest in  
school work, or see no  
connection...drop out of  
school far too early.”  
He felt they needed  
“..the motive of a life  
career.”

For the United States, the  
recognized need for  
preparation for life and  
work has been around  
for a long time.  
Beginning in the early  
1900's schools began to  
act.

# Phase one

## 1900's to 1930

- Position –List of Duties Often done by the teacher but “vocational counselors “ begin to make an appearance in schools
  - To gather and keep on file occupational information
  - To arrange for some lessons in occupations in connection with classes in ...English and ...Civics
  - To recommend teachers show the relationship of their work to occupational problems
  - To interview students...who are failing...suggest remedies
  - To urge children to remain in school
  - To recommend conferences with parents

# Early Developments Regarding the Position of Vocational Counselor

G.E. Myers 1923

- Vocational guidance is started to be seen as an integral part of education
- Vocational Guidance is becoming recognized as a specialized educational function requiring special ...qualifications and special training
- An increasing appreciation for a ...unified PROGRAM of vocational guidance...is essential to the most effective work
- **HOWEVER.....**

“Another tendency dangerous to the cause of vocational guidance.....is to load the...counselor with so many duties foreign to office that little real counseling can be done.”

“ In order to prevent this...from crippling....the guidance program it is important that

- \*the counselor be well trained

- \*the principal shall understand what counseling involves

- \*there be sufficient supervision from a central office”

1920's and 1930's

Increased Emphasis on “personal  
counseling”



# 1930s-1970s

- Viewing guidance from a service orientation:  
Pupil Personnel Services
  - The clinical model was still strong
  - Vocational guidance showed renewed strength
  - Federal Legislation passed for schools to provide guidance services for the purpose of identifying and counseling “scientifically talented” students—the college bound student became a priority
  - By the 1960’s the need for a common language and framework for guidance was recognized

# 1980's to Present: The Model is Developed: Planning Designing, Implementing, Evaluating and Enhancing

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Development

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Curriculum

Individual  
Planning

Responsive  
Services

System Support

## Resources

Human  
Resources

Financial  
Resource

Political  
Resources

# 21<sup>st</sup> Century: The Need for Comprehensive Guidance Programs Remains

- Social Problems Still Abound
  - Substance abuse
  - Violence in schools and in the community
  - Mental health issues
  - Changing family patterns
  - Changing labor force
  - Globalization
  - Increased Academic Knowledge and Skills

# The Current Challenge: Closing the Implementation Gap

- The Challenge and Magnitude of Change
- The Weight of Tradition
- The Burden of Non-Guidance/Counseling Duties

# Managing Complex Change

(See Handout)



# A Bright Future for Guidance

The continuing but rapid evolution to fully implemented programs. In U.S.:

A paradigm shift from position to program

# In Hong Kong: Paradigm Shift in the roles of careers teachers

Item	Traditional Roles (Yesterday)	Developmental Roles (Today)
Target group	Provide career service for S3, S5 and S7 students	<ul style="list-style-type: none"> <li>- Provide careers services to all students at all levels</li> <li>- Organise staff development programmes for teachers</li> </ul>
Emphasis	Information Service	Training, development and guidance curriculum
Service scope	Provision of careers guidance programmes	<ul style="list-style-type: none"> <li>- Provision of careers guidance</li> <li>- Collaboration of leadership in designing implementing and evaluating careers</li> </ul>
Nature	Administrative and supportive	Integral part of holistic education
Schedule	Programming	<ul style="list-style-type: none"> <li>- Programme Management</li> <li>- Careers planning and development</li> </ul>
Concept	Common sense institution experience	Theory, research and survey
Profile	Passive and conservative	Positive and outreaching
Result	<ul style="list-style-type: none"> <li>-Single service</li> <li>-Teacher-centred</li> </ul>	<ul style="list-style-type: none"> <li>- Diversified</li> <li>- Students-centred</li> </ul>

# Factors in Missouri Contributing to Success Which Apply to Hong Kong?

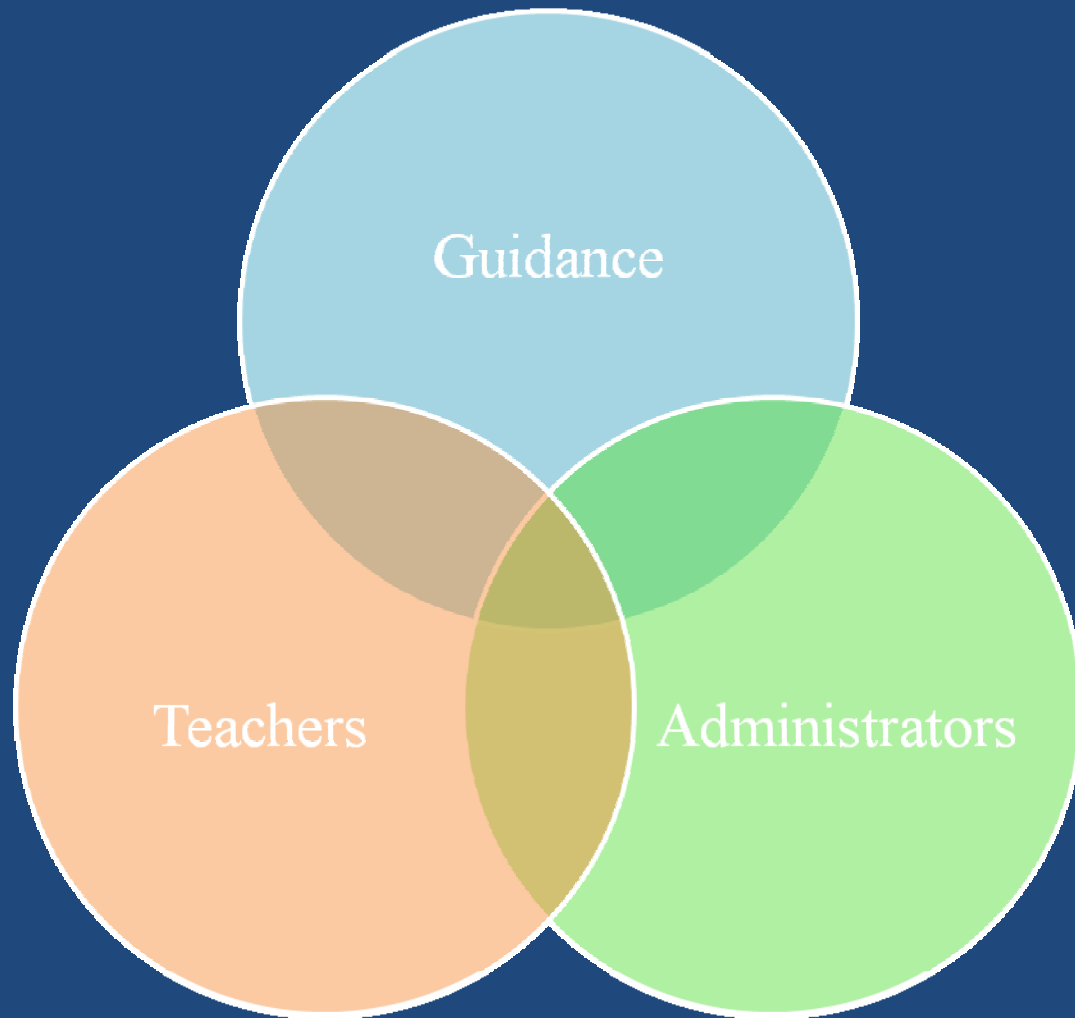
- A common language and framework
- Program language a part of the school improvement process
- Strong Collaboration between our professional organization (Missouri School Counselors Association), Counselor Educators, and the Missouri Department of Education
- A commitment to advocacy—tell the story of the good news
- A commitment to accountability: To “prove” and “improve”
  - Program + Personnel = Results



# One Key to Success: Collaborative Relationships Within the Profession of Guidance And.....



# And...With Other Educational Programs



# Implementing Guidance Requires an Understanding that Student Needs and Issues are Universal

- Do ALL students need help in understanding themselves, relationships with others, gaining knowledge of the worlds of work and education, engaging in career planning and school success?
- Do ALL students need help in planning their future and making successful transitions?
- Do SOME students need special help in removing barriers to learning in having successful relationships, and in resolving problems and issues?

**A Fully Implemented and Successful  
Comprehensive Guidance Program  
Lead by Teachers and Guidance Teams**

- Can address these issues
- Will allocate time for management and evaluation
- Support and coordinate with other programs in the school and the community

# And Help Lead to Life-Time Success For All Students



唔該  
(Thank You)

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