On Features of Implementation of the Whole School Approach to Guidance

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This paper discusses four features which the author believes are essential to effective implementation of the whole school approach to guidance in the Hong Kong school system, which are adoption of a humanistic orientation, cultivation of a collaborative school climate, effective consultation with other related professionals, and congruence among values and policies about guidance process. Specifically, the humanistic orientation advocates a deep faith in students' potential to develop in a positive and constructive manner if a climate of respect and trust is provided. The collaborative school climate leads to shared beliefs and increased cooperation in helping students grow in all directions. The establishment of a consultation network enables schools to provide to students various extra-curriculum activities that seek to enhance their self-worth and self-control. The congruence among these school guidance and management processes helps schools to design guidance activities at multiple levels and with greater coherence. In short, the whole school approach to guidance represents a holistic, organizational approach to delivery of guidance services to students.

推廣校本輔導的幾個要點

本文討論了在香港中小學推廣校本輔導的幾個要點。它包人本主義理論基礎，樹立平等的校園、家長與社區人員的支援、輔導多種管道的協作等特點。本文強調校本輔導的推行是應當教育管理人性化之大趨勢，將對學生的全人發展起重要作用。所以，輔導以成長為中心；而非以問題為中心；輔導面向所有學生，而不是面向個別學生；輔導與教學之間不再存在對立；輔導是全社會的職責。凡此種種都註定了輔導工作將更加整體化、協作化、個人化、多樣化。

Introduction

In recent years, the notion of whole school approach (WSA) has been widely used in education, such as in moral education (Lam, 1992; Lee & Lam, 1991), pastoral care (Hales, 1990; McGuinness, 1989), discipline (Atkinson, 1989; Burden, 1992; Glynn, 1992), English teaching (Adamson, 1992), and others. A whole school policy may be defined as "a plan for action that unifies all the different elements of the school in the move towards a single goal" (Lee & Adamson, 1993, p. 134), advocating that "the whole includes the parts and is greater than the sum of parts" (Wagner & Watkins, 1992). As such, it represents a holistic, co-ordinated approach to organization of student guidance services at primary and secondary schools.

Given the increasing number of behavioral and emotional problems among primary and secondary school students in Hong Kong, the Education Commission of Hong Kong recommends implementation of a whole school approach to guidance "whereby all teachers in a school actively participate in assisting students to resolve their developmental problems (Education Commission Report No.4, 1990, p.29). Thus conceived, it encourages development of various school-based programmes that help students learn to relate to their peers, develop a sense of responsibility, achieve academic success, and enhance their self-worth and self-confidence. Hence, guidance attempts to provide services to all students rather than a few.

Furthermore, the Services Division of Hong Kong Education Department prescribed a set of clearly defined guidelines for the adoption of whole school approach to guidance as well, of which the major ones include (Guidelines on Whole School Approach to Guidance, 1993, p. 2-4):

* involvement of all teachers and school personnel who, under the leadership of the School Head, work together to create a positive school environment and assist all students to be aware of their adjustment and developmental problems;
* cultivation of a reward system and a positive, caring, and
inviting school environment;
* reinforcement of good students' good behaviour through use of preventive and developmental programmes.

Implicitly, the Guidelines advocate the transition from a remedial, correctional or case-work model of guidance aiming at disciplining individual student's disruptive behaviours in class to a developmental, proactive model of guidance aiming at enhancing holistic growth of the student as a person. Such a transition endorses a more positive and integrated approach to understanding and management of students' frustrating and maladaptive behaviours in learning and social interactions.

Since its endorsement, quite a few local educators have written books, journal articles and newspaper commentaries, addressing the theoretical as well as the practical issues in implementing the WSA to guidance in Hong Kong. For instance, Ng (1993) calls for the adoption of the invitational education theory (Parkey & Novak, 1988) in applying the whole school approach. Chow (1993) pleads for better integration of guidance measures with disciplinary measures in resolving students' behavioral problems. Hui (1991) points out that for effective adoption of the WSA to guidance, guidance activities need to be integrated into instructional programmes rather than being carried out sporadically. Lam (1995, in Chinese) emphasizes the importance of enhancing students' positive self-image as the ultimate goal of the WSA to guidance. She pleads for equal treatment of students and provision of various opportunities for success so that may feel positive and confident about themselves regardless of their short-comings or underachievement in other aspects of school life. She also calls for increased collaboration among guidance, discipline and other related committees in developing self-enhancement programmes for students.

In review of this perspectives, this paper attempts to address four features which the author believes are essential to effective implementation of the WSA to guidance in Hong Kong school system.

**Adoption of a humanistic orientation**

According to the Guidelines prescribed by the Services Division of Hong Kong Education Department, "the ultimate goal of provision of guidance service in schools is not merely remedial or correctional but to create a positive, inviting and caring school environment for the development of all students as whole persons" (Guidelines on Whole School Approach to Guidance, 1993, p.2). Such a statement is in accordance with the premise of humanistic psychology, which advocates a deep faith in the tendency of humans "to develop in a positive and constructive manner if a climate of respect and trust is provided" (Corey, 1986, p.101).

So enhancing students' self-esteem by tackling their disruptive behaviours in a positive manner and with a positive attitude is the goal of the WSA to guidance (Education Department, 1993). Alternatively speaking, the goals/programmes of the WSA to guidance ought to be growth-centred rather than problem-centred. The difference between the two orientations lies in level of confidence in students' ability and potential to change for the better. Without such a premise in mind, the WSA to guidance would become meaningless. In light of the thinking:

* encouragement and acceptance are prized to let students feel being valued and successful;
* emphasis is shifted from enhancing school rules and regulations to exploring individual rights and responsibilities;
* use of positive rewards through praise, certificates and other incentives is maximized to help students control their disruptive and self-defeating behaviours instead of punishing them through criticisms, detention, and the like.

Central to these efforts is creation of a caring and encouraging environment for students to fully develop their potentials in whatever aspects they are good at even though they may behave improperly in other aspects. As a matter of fact, this approach has been widely advocated by many educators and psychologists around the world as well (e.g., Anderson, 1982; Brookover et al., 1978; Hamachek, 1987; Lam, 1986, 1989; McGuiness, 1989; Purkey & Novak, 1984; Rogers, 1969; Rosenshine, 1980; Soar & Soar, 1978, Watkins & Wagner, 1992, etc.). Thus conceived, we should attempt to:

* not to regard students' learning frustrating or disruptive behaviours in class and social interactions as "problems" per se, but regard them as difficulties or developmental obstacles in their self-growth;
* focus on the constructive side of students' problem-solving efforts, as greater the degree of accepting and valuing
the client in a non-possessive way, the greater the chance of success for therapy (Rogers, 1961, 1969);

* trust that students, however disruptive behaviours they may demonstrate, all possess good potentials for proper change and self-improvement;

* try our best to reinforce students' attempts to change or modify their undesirable behaviours in school and elsewhere.

As remarked by Hargreaves and Hopkins (1989, p.186): "the feelings of self-worth and value are likely to be enhanced more by processes of praise, encouragement and support, then by punishment, blame and indifference".

To achieve these goals, it is important for us to create opportunities for success, both within and outside school, for students that would promote their sense of self-worth to themselves as well as to their schools (Ng, 1993; Lam, 1995). It is equally important for us to develop various school-based programmes that help students learn to relate to their peers, develop a sense of responsibility and belonging, and achieve academic success.

We should also be aware that the teacher's use of trust, respect, understanding, and optimism are most powerful tools in communicating with students, assuming that they all possess untapped potential in all areas of human behaviour (Hui, 1991; Lam, 1986, 1995; Ng, 1993, Yue, 1994). Once they are genuinely felt by the students, they are likely to respond positively. In other words, no matter what the circumstances are, teachers ought to let students see themselves as able, valuable and self-directing individuals and encourage them to act in accordance with these self-perceptions (Purkey & Novak, 1984).

Finally, we ought to recognize that in most cases, the students' disruptive or self-defeating behaviours in school may represent their burning desires to claim respect, recognition and self-worth in relation to others. Such desires ought to be properly attended. As well described by the Guidelines, students often display disruptive behaviour in class or resort to drugs and gang membership in order to cope with their low self-esteem in various facets of their lives. Therefore, "an encouraging remark or an accepting attitude from people close to the youngsters will make a big difference and may change the entire outlook of the youngsters" (Guidelines on Whole School Approach to Guidance, 1991, p.4).

In short, a humanistic orientation in the WSA to guidance ensures provision of a caring, inviting, and prizing environment for the youngsters to grow with more positive attitudes toward themselves as well as towards their schools. It also attempts to take a developmental or constructive view of the student's frustrating and self-defeating behaviours in learning and discipline so as to tackle their problems at their roots.

**Cultivation of a collaborative school climate**

Having a team of teachers helping all students rather than having a few teachers helping individual students is a marked feature of the WSA to guidance. To ensure its success, cultivation of a collaborative school climate is essential. In fact, enhanced collaboration among teachers is also an essential feature of school effectiveness and is instrumental in bringing about the range of changes needed for modern school management (e.g., Cheng, 1993; Little, 1982; Purkey & Smith, 1983; Scott & Smith, 1987; West, 1990).

In recent years, numerous calls for increased school collaboration as the focus of school restructuring have been voiced by scholars from various disciplines (e.g., Darling-Hammond, 1988; Hord, 1986; Jones & Maloy, 1988; Lieberman & Miller, 1984; Rosenfield, 1988; Schmuck & Runkel, 1985; West & Idol, 1990). A collaborative climate is considered as an interactive relationship as well as a technique or vehicle for educational change (Prywamsky, 1974).

The WSA to guidance represents a team effort to overseeing, planning, coordinating and monitoring the various school-based programmes for guidance (Hui, 1991). Recognizing that "the whole includes the parts and is greater than the sum of parts" (Wagner & Watkins, 1992), the approach seeks to mobilize all staff members of a school community to help students grow from all directions. Its success depends heavily on the effective communication and cooperation among staff members of a school community who participate in such guidance programmes.

In this sense, implementation of the WSA to guidance leads to cultivation of a more collaborative climate for
the entire school community of shared beliefs, practices, and commitments. According to Hui (1991), guidance should be a concern to all committees in a school and senior teachers in charge of these committees should all agree on the aims, focus, and principles of guidance as well. In such a way, guidance activities can be provided to all students with better consistency and co-ordination. Specifically, there ought to be:

+ increased cooperation among guidance teacher/master, discipline master in resolving students' behavioral, interpersonal, or learning problems;
+ increased cooperation among guidance teacher/master, discipline master and social worker for developing more effective and stimulating programmes that seek to enhance students' self-esteem and self-growth;
+ increased integration of guidance values and principles into school management process, particularly in carrying out disciplinary actions to students;
+ increased awareness of using guidance techniques in helping students resolve their learning, emotional or interpersonal problems at school and enhance their feeling of self-worth.

Thus, creation of a collaborative school climate is featured by establishment of a new culture within the school community characterized by a lot of sharing, joint problem-solving, and mutual learning (Roy and O'Brien, 1989). As stated by Ng (1993), a school culture will be established when all people in a school, including teaching staff and non-teaching staff are involved to give support to education in their specified services. Therefore, a school culture of enhanced collaboration among committees of common values, beliefs, commitments of guidance should be a salient feature for the WSA to guidance.

In so doing, the school principals play a central role. Numerous studies have shown the critical role of leadership to effective schooling, staff development, school improvement, and educational reforms (Sergiovanni, 1984; Caldwell & Spinks, 1992; Cheng, 1993; Cheng, 1994; Hallinger & Murphy, 1987). The administrators can establish the management mechanism based on the technology of school development planning, strategic management, and school monitoring (Cheng, 1993; Hargreaves & Hopkins, 1991), from which the problems and conflicts in implementing the WSA to guidance may be readily identified and reduced. In this manner, any effective implementation of the WSA to guidance needs to be blessed with a genuine support and commitment to goals of guidance by school principals. It upgrades the status and significance of guidance work needed in classroom relationships.

In addition, guidance teachers also play a pivotal role not only in generating various school-based programmes for resolution of students' learning or disruptive behaviours, but also in providing to fellow staff members training in interpersonal communication and conflict resolution (West & Idol, 1993). In other words, the school guidance teacher would not only regard himself or herself as the person to initiate various programmes to encourage and cultivate good behaviour among students, but also as the person to offer wisdom in resolving any conflicts that may arise in the interactive process of implementing particular guidance programmes. Thus, they contribute to the collaborative team a particular richness in enhancing or facilitating the group problem-solving process.

Finally, the traditional tension between discipline and guidance committees ought to be melted. Specifically, discipline masters should no longer project a stern, tough image in front of students to force them into abiding school rules and regulations. They should try to look at their work from the viewpoint of a guidance master so as to humanize their attitudes to students (see Figure 1). They should also learn to modify students' maladaptive behaviours by appealing to their needs for self-worth and self-actualization. To achieve these goals, it is highly recommended that all guidance masters take courses in guidance before they start to assume their duties.

In brief, to effectively install the WSA to guidance, a collaborative school climate needs to be cultivated, characterized by enhanced cooperation between guidance, discipline and other relevant committees. The school principal's support to his staff is a pre-requisite to such an effort as "supportive and responsive actions were essential to maintain the morale of the teachers and the momentum of change" (Lam, 1992). After all, a collaborative school ethos is a most valued feature in modern school management.

**Effective Consultation with other related professionals**

Related to effective collaboration among staff mem-
bers within a school community is effective consultation with experts and specialists in other related professions. In other words, effective implementation of the WSA to guidance could absorb help and consultation from people outside the school community as well to maximize its effectiveness. As a matter of fact, establishment of an effective school-community consultation network is another trendy movement in modern student guidance services.

For instance, Evans (1987) points out that student services professionals need to attend to the moral and ethical dimensions of students' learning experiences and seek appropriate consultation when necessary. Delworth (1989) developed the model of Assessment-Intervention of Student Problems (AISP) for working with college students in the U.S., presenting an integrative approach to management of students' emotional and behavioral problems. The model assumes that student services professionals and other related professionals "must work together in an integrated, systematic way to ensure effective and just treatment of students who exhibit dysfunctional behaviour" (Delworth, 1989, p.1). Specifically, it calls for close co-ordination among minimally five parties within a school community:

* campus counselling and mental health services;
* campus security forces;
* the student services administration;
* the institution's legal counsellors;
* the student services judicial or discipline office.

Taken together, the team may function either as a joint decision-making body or as an advisory group to relevant subject and guidance teachers. In the same vein, Idol and Baran (1992) and West and Idol (1990) outlined the active consultation of school counsellor with other professionals in the following six areas:

* consultation between any two or more individual professionals;
* consultation among members of a child study team;
* consultation between parents of students and school professionals;
* consultation with community agencies and persons outside of the school;
* consultation with persons responsible for special programs for the school;
* consultation among school professionals responsible for specified tasks such as behaviour management and discipline programs.

Drawing on these consultation models, the adoption of the WSA to guidance could seek active consultation and collaboration from parents, social workers, educational psychologists, child psychologists, police officers, community workers, legal consultants, journalists and others. After all, the social and emotional well-being of students is a common concern for all members of the society. The teachers would stand lonely and isolated if they try to care for everything of their students. They need help from all sources so that they won't be burnt out of the teaching profession.

Thus, creation of an effective consultation network across a variety of occupations will help schools to provide to students various extra-curriculum activities that seek to enhance their self-worth and life skills, communication skills, study skills, social skills, and others. Mobilization of such forces could lead to greater efficiency in designing various programmes for students as well.

Summing up, enhanced school-community partnership is another essential element for the WSA to guidance. In this sense, the WSA should mean the Whole Society Approach to guidance as well. In a fast-changing society like Hong Kong, cultivation of any positive and healthy sub-cultures among students is blessed by society's support.

**Congruence among values and policies about guidance process**

As the WSA to guidance is a dynamic process to guidance involving students, teachers, and school administrators, non-teaching staff members and other related professionals, it could help students grow at the individual level as well as at the classroom and organizational levels (Watkins & Wagne, 1991). It should also integrate guidance activities with disciplinary actions to enable students to follow social rules, develop self-control, and acquire appropriate self-directed behaviours (Hui, 1991). In other words, the whole school approach represents a system approach to helping students achieve emotional, intellectual and interpersonal maturity in various social and educational contexts.
Cheng (1987, 1991, 1993) argues that a system approach to management involves congruence across different domains and processes. There are such inputs as the aims and content of guidance, human resources, physical resources and into the school system. The conversion of these inputs into outcomes of guidance may be achieved through a school process including principal/administrators' leading and managing, guidance teachers' counselling, students' changing of behaviours, and influences from the contexts of teaching, learning or the whole school organization. The process of management may influence guidance teachers in terms of clarification of goals and outcomes of guidance programmes, and process of guidance may influence students in terms of enhancing their emotional, intellectual and interpersonal growth.

Thus conceived, there should be congruence among different types of outcome for guidance activities. Specifically, there should be congruence across:

* different domains of students' self-development (for example, affective, behavioral, cognitive domains);
* different levels of organization (for example, the individual, class, and whole school levels);
* different aspects of guidance (for example, enhancement of self-control, self-worth, and self-determination);
* different parts of school management process (for example, teaching, guidance, discipline).

In order to maximize the guidance effectiveness, all these types of congruence in process ought to be ensured so that any fragmentation, duplication, and inconsistency in the process of guidance is to be minimized.

For instance, implementation of the WSA to guidance needs to address the following two questions: what do we want students to grow, how do we help them to grow. These two questions are related to different sets of values and beliefs held in the guidance process. The first question addresses goals of guidance, the second question relates to the values and beliefs regarding organization of guidance services.

Seen from a management perspective, the WSA to guidance aims at maximizing the effectiveness of the guidance process. As such, congruence across the values and beliefs of guidance helps to shape the guidance process in a cohesive and effective pattern. The congruence across different domains, aspects and levels of guidance helps to shape the overt characteristics of guidance as well as the content and outcomes of guidance.

In Cheng (1987, 1991), there are examples to illustrate how consistency of values of management, leadership, school climate, classroom climate, and teacher-students relationship determines the level of school effectiveness. These examples support the validity of the theory of congruence in the context of educational management and are illustrative to the effectiveness of guidance as well. For instance, the guidance values of self-development across affective, behavioral, and cognitive domains ought to be consistent with overall goals of guidance to be conveyed at students if the effectiveness of guidance is to be maximized.

**Conclusion**

Summarizing the foregoing discussions, the success of implementation of the WSA to guidance largely depends on adaptation of a humanistic perspective to human development, cultivation of a collaborative school climate, creation of an effective consultation network and use of a system approach to organization of student guidance services. Besides, the congruence in these processes is essential and ought to be the focus of research on the WSA to guidance as well.

West and Idol (1993, p.678) remarked that: "the school counsellor seems to be uniquely positioned to have a significant impact on the development or enhancement of collaborative school environments for educating students. This is primarily because of the nature of the school counsellor's role as a school-based support staff member and the counsellor's training and skills in communication, interpersonal relationship development, problem solving, and conflict resolution". So the challenge for the school counsellor lies not only in bridging communication between students and teachers, but in bridging communication between colleagues as well.

Tracing back the development of guidance services in Hong Kong, it has evolved from a career guidance approach in the 1950s to a case-work approach supplemented with various group programmes in the 1970-80s, and then to the present whole school approach (Crawford & Hui, 1991). Over the years, the guidance services have been substantially expanded, as have the visions and missions for guidance and human development. The present implementation of the WSA to guid-
ance poses a new and even greater challenge to school teachers and principals in Hong Kong—how can we help students grow in a more self-enhancing manner and how can we make ourselves more accessible to students? The challenge is long-lasting and is manifested in every aspect of education and teacher/student relationship.

To conclude this paper, I would also like to quote a statement made by Ng (1993, p.51): “a whole school approach is not an unattainable ideal. It is a vision, ready to be realized, tested, tried, failed and tried again, all dependent on ourselves”. The success of implementation of the WSA to guidance will ultimately depend on how much we are committed to its goals and missions, and how much determined we are about ourselves.

References


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