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ASSOCIATION OF PSYCHOLOGICAL AND EDUCATIONAL
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PASTORAL CARE IN SINGAPORE SCHOOLS:
ITS CONCEPT AND PRACTICE

1988.

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ABSTRACT

Pastoral Care in Singapore Schools:
Its Concept and Practice

This joint conceptual paper describes the introduction of a system of care for students in Singapore schools. Whilst encouraging academic excellence in schools, the government of Singapore has emphasised the need to not only excel academically but to develop each child to his fullest potential in the personal, social and vocational realms. This paper will trace the history of pastoral care in the United Kingdom where it originated and outline the educational policy to implement it in Singapore. A conceptual framework for a threefold approach to pastoral care in Singapore schools will be outlined. In addition, this paper also describes the role of the teacher in the pastoral system, the skills required by teachers to be effective care-givers, and the training planned for and being conducted for teachers to prepare them for their role in the pastoral system. Innovative ways of approaching pastoral care within and outside the school curriculum will be suggested. Examples of pastoral curriculums in some Singapore schools that are currently piloting the pastoral programme will be included in the paper.

INTRODUCTION

In February 1987, Singapore's Minister for Education, Dr Tony Tan and twelve school principals visited acknowledged good schools in the United Kingdom and United States and commended their efforts in ensuring not only their students' academic development but a total development of the individual in the personal, social and vocational aspects of their maturation. In a report which followed called, Towards Excellence in Schools (1987), strong recommendations were made to introduce pastoral care into Singapore schools.

This paper highlights some concepts of pastoral care, how it is being developed and practised in Singapore as well as how teachers are being prepared to assume their role as care-givers.

PASTORAL CARE DEFINED

To the practitioners of Pastoral Care in the United Kingdom and even to some experts, the term "Pastoral Care" raises a controversy as to what it really is. Attempts to define the term, "Pastoral Care" tend to result in explanations of what Pastoral Care does. Still, as Lang (1987) puts it, the rhetoric of what it is does, does not necessarily coincide with what actually goes on within a school's pastoral system.

A more familiar word used in Singapore and, perhaps prevalent throughout Asia, synonymous to the term "Pastoral Care", is "Guidance". Both Pastoral Care and Guidance seek to help students realise their potential and work towards actualizing it. Both are forms of care which can be developmental as well as remedial in nature.

The term, "Pastoral Care" is British in origin, having its etymological roots in Christianity. Originating from the Latin word, "parcere" meaning "to feed", this term tends to conjure a paternalistic model of care not unlike a shepherd herding and providing for his flock who follow him as he leads them. The connotation of Pastoral Care, however, has changed drastically over the years, though the term, "Pastoral", still remains. It must be noted that the term does not have any spiritual connotation unlike "Pastoral Counselling", which does.

Marland (1974) saw Pastoral Care generally as something that encompasses all aspects of an individual's education other than the direct imparting of knowledge. From the perspective of the care-giver, Best, Jarvis and Ribbins (1980) agree that Pastoral Care refers to the non-instructional aspects of the roles of teachers and others in schools, and this is an umbrella term which includes guidance and counselling as specific aspects of pastoral care.

It has been described by Hamblin (1978) as part of a teaching process which focuses not only on the intellectual, but social and emotional development of each child and may involve altering the learning environment to suit the needs of each pupil so that he can develop to his maximum potential.

Pastoral Care, from a wider perspective, is considered an attempt by schools to be involved in the total, continuous development of a child, especially one who is most in need of extra care and effort (David and Cowley, 1980). This touches on the remedial aspect of Pastoral Care.

Lang (1987) defines a more developmental function of Pastoral Care which seeks to create a safe, secure environment in which one feels free to develop one's strengths whilst having courage enough to recognise his particular weaknesses and take action to cope with them.

In general, Pastoral Care may be regarded as an institutionalised system of personalised education aimed at meeting the affective needs of pupils.

Structure and Delivery of Pastoral Care in the United Kingdom

In the United Kingdom, Pastoral Care is formalised and its structure established. Students are divided vertically into houses and horizontally into years. Each house will consist of pupils of different ages within the school and headed by a Housemaster. Each year will comprise of pupils of the same age under the care of a Year tutor. These houses and years are the responsibility of a Deputy Head teacher who answers to the Headmaster. Within each house, every pupil is assigned to a tutor who will be responsible for the development of the child throughout his school years.

Pastoral Care is delivered through daily tutorial sessions to provide opportunities for contact between teacher and pupil on a more informal basis and in a non-academic setting. Group work is the main format of tutorial sessions. Inherent learning takes place with the sharing of ideas and experiences. Comraderie, acceptance of others as well as self-awareness and a sense of self-worth are promoted during group interaction.

Added Features of a Pastoral System in the United Kingdom

(a) Personal Profiling

An essential theme of Pastoral Care is that through open communication in a non-threatening and friendly environment, students may be able to identify well with at least one teacher. This sense of self-worth placed on a child goes a long way in boosting self-esteem and maintaining self-respect. Similarly, it is hoped that teachers get to know each of their students personally, so as to facilitate a close monitoring of student progress and a regular assessment of student needs. Personal student profiles are kept by group tutors based on their academic as well as non-academic progress and needs. The unique feature of this profiling system is that students play an active role in drawing up their profiles. Non-academic items to be monitored or assessed, for example, "Punctuality" or "Initiative" are mutually negotiated between teacher and student, thus bridging the traditional gap between teacher, as "assessor" and student as "assessee". It encourages an adult-adult relationship promoting a sense of responsibility as well as self-awareness in the students.

(b) Educational and Careers Guidance

The report on Excellence in Schools (1987) reports that form tutors in the pastoral system help students in academic as well as career choices. Pupils are guided to take courses and eventually pursue careers which match their ability, talents and interests. A Careers Education Programme focussing on self awareness and assessment, awareness of the opportunities for occupations available as well as skills needed for the transition from school to the world of work form part of the pastoral curriculums of some schools. Other schools integrate careers guidance into their school curriculum. All students are given academic guidance before they decide on options of specialization in the academic curriculum. Almost all schools provide their school-leavers with an opportunity for work shadowing or work experience.

(c) Parental Involvement in School Activities

Home-school liaison is encouraged and maintained in a pastoral system. Parents are involved through regular parent-teacher meetings, collaborative parent-teacher-student activities, sharing of parental expertise as well as participation in parent education courses run by teachers and other professionals. Regular, frequent reports of the child's progress and needs are sent to parents with helpful recommendations. Communication between parents and teachers regarding their child's development is encouraged and maintained.

PASTORAL CARE - THE SINGAPORE CONTEXT

Rationale

The recognised need to introduce Pastoral Care in schools is a response to the fact that education in Singapore is highly academic-oriented. In a technological and industrialized society like ours, it is increasingly evident that academic qualifications merit individuals success in life. At a tender age, Singaporean children egged on by ambitious parents, vie for top academic positions in school, resulting in stress related problems. Statistics from the Child Psychiatric Clinic show that more teenagers are seeking psychiatric help nowadays due to increased academic stress (Straits Times, 17 Mar 87). A survey on adolescent problems (Khor, 1987) confirmed that the most pressing concerns teenagers have are academically-related.

The familial structure in Singapore is currently nuclear where oftentimes both parents work. Absence of parents due to demands of work as well as the rise in marital separation has contributed to decreased parental support during a child's formative years. Thus many children have tended to become alienated from traditional family life and values. Though still relatively infrequent, teachers have noted an increase in the occurrence of gangsterism, extortion, theft and vandalism in schools. This may stem from lack of parental

supervision and support. A change in values and lifestyle comes with rapid economic progress. A newspaper article (Straits Times, 29 Nov 87) reported that teenagers were dating earlier and were more liberal in their attitude towards love and sex. Adolescents are at the stage where they are developing a value system and it would be imperative for society that positive values are internalised.

Economic progress also brings about a fluctuating job market. In order to make informed career choices that would land them a job that would give them satisfaction, students would need to make accurate self-assessments, be aware of job opportunities and be familiar with job-search and job-survival skills. A survey on adolescent career needs showed that, on the contrary, teenagers had no career direction, had unrealistic salary expectations and were poor in job application and interview skills (Khor, 1987). In the same survey, it was also found that students preferred consulting friends about their choice of careers and would approach teachers, who are sources of more reliable and accurate career information, last!

Indeed, a planned programme of care and guidance addressing areas of adjustment to home and family life, coping with school, relating to friends and adults, adolescent sexuality, values, decision making and career exploration would enhance the overall development of the student. In addition to this, it is highly desirable to have some specialist teacher-counsellors within the school to help individual students with adjustment problems.

Aims

A principle of Pastoral Care is that any pastoral programme needs to reflect the uniqueness of the student population it serves, thus each school's programme must essentially be unique to the expressed needs of the student population. Thus, aims of schools may differ. However, it can be generalised that schools will consider some of the following universal aims of pastoral care:

- ° build positive self-concept of students by emphasising positive attitudes
- ° develop self-discipline by inculcating good habits, a sense of social responsibility and respect for others
- ° build an effective classroom environment by creating a "safe environment" where students feel at ease to participate fully in the lessons
- ° encourage academic progress for all learners by detecting difficulties that may be interfering with the learning process, and consequently helping them cope with/correct academic problems
- ° encourage self-awareness by providing opportunities to explore their interests and abilities; express their creativity; explore their feelings, etc
- ° encourage career exploration

- ° encourage effective peer relationships and build good rapport with students and their parents
- ° help students deal more effectively with problems of daily living (for example, relationship with parents, friends and teachers)
- ° assist in the inculcation of basic study skills and healthy attitudes in the pursuit of academic excellence

What's happening now ...

In response to the call for Pastoral Care in schools, the Ministry of Education designated 17 schools, three of which are independent, to take part in a pilot project (Sep 87 to Sep 88) to implement Pastoral Care.

The aim of the pilot phase was to encourage the evolution of individual pastoral programmes to meet the specific needs of each school. These systems would serve as models for more widescale implementation of Pastoral Care in the future.

DELIVERY OF PASTORAL CARE - A PROPOSAL

It is proposed that Pastoral Care be delivered via:

(A) A Pastoral Curriculum

This would be developmental in nature focussing on the learning of personal and social skills needed by students in school and in their future lives. This may be delivered through:

- i) Formal Contact Time in terms of daily/weekly tutorial sessions of a developmental nature, and
- ii) Informal weekly extra-curricular activities,

(B) Pastoral Casework or Student Counselling

The main focus of pastoral care here is on the individual pupil, his/her achievement and development.

(c) The Academic Curriculum

Teacher care should permeate the academic curriculum in order for pastoral care to be effective.

(A) A Pastoral Curriculum

i) Formal Contact Time

Some of the 17 pilot schools have responded to the call for providing pastoral care by drawing up a pastoral curriculum of tutorials of a developmental nature based on their students' expressed needs or those perceived by their teachers.

Formal contact time consists of lessons in personal and social education is delivered through structured tutorial activities which vary from 20 minutes to 1½ hours duration depending on how much time a school is able to allocate to this. The tutorial is run by a teacher who assumes the role of "tutor", "group parent" or "class parent" as some teachers are called in their role as pastoral care-givers. Tutorial time is aimed to give the teacher enough contact time with each student in a non-academic atmosphere with the hope that each student is known personally by at least one teacher and knows at least one teacher well. Group interaction centre around a wide range of topics of adolescent interest, for example, boy-girl relationship dilemmas, listening and communication skills, relating to others, social etiquette, values, decision-making etc. Tutorials are run within curriculum time in some schools and outside curriculum time in others.

So far, these are some models for allocation of tutorial time:

LOCATION	TIME ALLOCATION
Within Curriculum Time	a) 20 minutes each day with whole class first thing in the morning .. a "Community Period". b) A 35 minute tutorial session once a week.
Outside Curriculum Time	a) Tutorial groups of 25 to 30 students meet with their tutor or "group parent" for one hour once per week. All teachers involved. b) Form (class) teachers meet with half the class (20 students) for one and a half hours every alternate week.

An essential element of tutorial sessions is the informal atmosphere created by the teacher. It is imperative that the relationship between teacher and students is developed. Sharing of experiences in group guidance activities is encouraged. Rather than being didactic, the teacher is encouraged to be a group facilitator. Decisions and solutions to problems are teased out from students rather than provided by the teacher. Besides learning, it is hoped that the students have fun, get to know each other, develop their social skills and relax. (An example of a pastoral curriculum of formal contact time in a Singapore school can be found in Appendix 1.)

ii) Informal Contact Time (Extra-curricular activities)

All students in Singapore schools are required to participate in some form of extra-curricular activities.

These have a pastoral element as they provide opportunities for personal growth by:

- ° building up self-esteem and self-acceptance: Activities outside the formal classroom setting allow the student to discover his own interior wealth and the intrinsic worth of other people. Besides the general insecurity of young people, there are peer group pressures to establish small "in-groups" which frequently ostracise other students. There is also the practice among teachers to label students as "slow" or as a "C" student or other such derogatory remarks. Extra-curricular activities allow a "slow" student to express his talents and strengths in his own area of competence.
- ° turning talent toward service: In its attempt to involve students in the building up of the school community, the school could channel the natural talents each student enjoys towards the building up of the school community. All too often students assume that their intelligence and talents are exclusively their own, to use or not to use as they see fit. The examination system often encourages brighter students to compete for the top places where winning comes only at the expense of others' losing. Furthermore our society rewards intelligence and high grades with scholarships, the guarantee to higher education, the promise of the best job, the best salaries and other "perks". No wonder then that bright students tend to look at their talents as their own private property which they can use to their own profit.

Pastoral care in extra-curricular activities can help these students to use the gifts given them for the community or group first and foremost and only in the process of serving the common good may they enjoy the rewards that society offers to gifted people. By emphasising that these gifts belong to the community and insisting that the more gifted students use their talents to lead or to contribute in other ways to the building up of the school community in various extra-curricular activities, we are actually providing opportunities for them to experience the satisfaction and sense of fulfilment that comes from enriching the lives of others.

- ° developing a critical awareness: Extra-curricular programmes allow for a great deal of experiential learning, or learning through doing. It is an excellent way of developing an attitude of responsibility and accountability for their human choices and actions. This attitude further corrects the attitudes of helplessness and apathy, the passive acceptance of "the way things are". Pastoral care at this juncture helps young people to confront their

conformist attitudes and to be positively responsive to the conditions of their lives, to help shape events rather than be shaped by them, to take the initiative to work together with others and invite honest communication and teamwork.

Extra-curricular activities provide such crucial educational experiences. The focus in these activities should not be in the intervention of service itself but rather in the reflection and learning that comes through these experiences. In this way students are prepared with the understanding, the skills and the real-life experiences to engage in adult activities and social change when they leave school.

Extra-curricular activities are to be designed so as to:

- complement the curriculum and the goals and objectives of the school;
- nurture creativity, aesthetic growth and special talents of students through activities in physical, cultural, intellectual, social and religious areas;
- support the student's growing capacity for autonomy, self-discipline and leadership through student organisations and membership and leadership roles;
- enhance their sense of loyalty and belonging to the club or group, the school community and the state or nation by inculcating civic awareness and social concern and developing qualities of love, compassion justice, responsibility and interdependence; and
- educate the student towards emotional maturity by providing avenues for his mind and emotions to be caught up and involved through group encounter.

Pastoral care takes place within extra-curricular activities through:

- The Students' Council: Consisting of elected student representatives, the students' council serves the general welfare of students through organised activities and projects. Student councillors are provided with opportunities to practise skills of decision-making, problem-solving, teamwork and responsible leadership. In major school functions, they also learn to collaborate with staff members.
- Sports and Games: Through extra-curricular sports and games, qualities of sportsmanship, group loyalty and solidarity, personal integrity and social concern are imparted. In competitive sports and structured play, a peak experience in physical

challenge and human endurance is provided. These games and sports also provide healthy physical outlets for the young person's inexhaustible and ever-abundant energies.

- Clubs and Societies: These may be cultural, social, intellectual or community-oriented in nature. They provide moments for informal student-teacher interaction as well as channels for the pursuit of hobby interests and expression of personal talents and skills.
- Discipline and Student Welfare: Involvement of students in the school's disciplinary board and welfare projects provide greater awareness to these students of the concepts of justice and accountability.
- Service Groups: Regular forms of service and the mobilisation of student-power for community needs serve to heighten awareness of the world outside the school environment and provide a source of satisfaction and fulfilment to the growing energies of the young person.
- Excursions and Residentials or Camps: These are peak moments for student interaction and encounter. Organised carefully these all-day or residential activities can be very enriching and educational for the emotional growth of the young.

(B) Pastoral Casework or Student Counselling

Pastoral Care also functions to serve specific individual needs of students through Pastoral Casework or Student Counselling. This one-to-one contact time between a tutor and student does not necessarily have to be of a remedial nature. Pastoral Casework or Student Counselling, here, may take on the more developmental aspect of guiding a student in decision-making and personal and social development on an individual basis. However, if the form tutor, who is the frontline care-giver is unable to render help to a student-in-need, a teacher-counsellor who has undergone some basic training in counselling skills or who has had experience doing voluntary work will take on the role of care-giver. It is a demanding job as most teachers would do this over and above their normal teaching duties. A few schools (either independent or government-aided) do employ full-time or part-time counsellors for the role. Teacher-counsellors may also refer students with adjustment problems for professional counselling at the Ministry of Education Pastoral Care and Career Guidance Unit or other recognised volunteer agencies.

(C) Academic Curriculum

Pastoral care must take place through the academic curriculum itself. Every teacher, in his/her subject area, must pay close attention to the needs of the students and to interact with them both on a formal and informal level. Imperative to the personal and social development of a student is his/her self-concept which may be built or broken by experiences in school. Teachers need to be more aware of their potential to enhance or destroy a student's self-worth. Personal and social education objectives may be fulfilled in the teaching of academic subjects, some subjects, for example, Language studies lending itself more to this end than others. Teachers, however, need to be trained to be creative in meeting personal and social education objectives in their academic classwork, whatever their subject may be.

IN-SERVICE TRAINING FOR THE PASTORAL ASPECT OF THE TEACHER'S ROLE

As a result of the pilot programme for pastoral care in 17 pilot schools, teachers have identified the areas of in-service training they would need in order to be effective in their role as frontline care-givers in the school. Among the skills they hoped to acquire are group work approaches, student-centred teaching methods, basic counselling skills, team leadership skills, needs assessment skills and individual student profiling skills. Lang (1987) in his recommendations to the Minister for Education, Singapore, highlighted the benefits of providing in-service courses on the pastoral aspects of a teacher's role to all teachers in the pilot schools, through school-based as well as short courses run on an ad hoc basis.

The Ministry of Education, Singapore, presently runs short ad hoc courses on group work approaches, Reality Therapy and Behaviour Modification as Pupil Management programmes and courses on the concept and structure of Pastoral Care and how this may be applied in the Singapore context.

The Institute of Education, Singapore, has responded to the need of the 17 pilot secondary schools by conducting school-based in-service courses on Pastoral Care and Career Guidance for teachers from the pilot schools. This basic 30 hour course for all teachers had been run in the school and is designed to impart knowledge on adolescent development and issues arising from this, to train teachers with the skills of needs assessment of adolescent concerns and to lead group guidance activities. It seeks to equip teachers with basic active listening and counselling skills to help individual students with their developmental needs as well as with minor adjustment problems. The teachers are also trained in the concepts and skills of career guidance. Finally, as a team they work together to draw up a structure of systematic care for the school, initiate a plan for a pastoral curriculum and delineate the roles of each teacher as a care-giver.

(The course outline is given in Appendix 2.)

Presently, plans are underway to run a Specialist Diploma Course in Pastoral Care, Counselling and Career Guidance. This is a 240 hour modular course, comprising six modules of course work and two practicum modules of 30 hours each.

The modules are arranged in sequential order at three levels. Level 1 provides training for form tutors and prepares them for the role of frontline pastoral care-givers. Levels 2 and 3 are designed to prepare key teachers in the Pastoral Care set-up for "specialist" roles in Pastoral Care, Counselling and Career Guidance. (The course structure and objectives are given in Appendix 3.)

CONCLUSION

This individual and personalised approach towards pastoral care in schools demands the total involvement of school administration, personnel, curriculum and programmes. We believe that this comprehensive approach will definitely assist in the learning process, serve the goal of achieving academic excellence of an all-rounded kind and respect the gradual development and growth of young people.

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An Example of the Pastoral Curriculum: Formal Contact Time in a Singapore Secondary School.

At Peicai Secondary School, the Lifeskills Programme is now conducted within curriculum time once a week in a 35-minute session and forms the formal pastoral curriculum. An additional daily contact time of 10 minutes to enable tutors to meet their groups informally is also provided within curriculum time.

TITLE: LIFESKILLS PROGRAMME - 1988

Module		Skills Dimensions (Personal, Interpersonal, Social, Vocational)		
Year				
Year 4/5	Module 1	Module 2	Module 3	Module 4
	Study/Exam Skills	Stress Management	Careers Education	
Year 3	Module 1	Module 2	Module 3	Module 4
	Boy-girl relationships	Study Skills	RAFT* for boys/Hair and skin care for girls	Careers Education (2)**
Year 2	Module 1	Module 2	Module 3	Module 4
	Personal Skills	Decision-making Skills	Home Repairs	Careers Education
Year 1	Module 1	Module 2	Module 3	Module 4
	Self-assertiveness	Healthy Lifestyle	Study and Library Skills	Keyboarding (typewriting)

* RAFT - Responsible Adults For Tomorrow

** with Work Experience

30-hour School-based Pastoral Care - Career Guidance In-Service Training Programme:

Training Sessions

	<u>Topic</u>	<u>Activities</u>	<u>No. of Sessions</u>
1	Understanding adolescent development	Lecture, film, video and discussion	1*
2	Issues in adolescent development	Lecture, video and discussion on parent-adolescent conflict and adolescent sexuality	1
3	a) Identification of adolescent needs and problems	Lecture, introduction to problem checklist	1
	b) Self-concept enhancement	Lecture, discussion and try-out of materials	
4	Basic skills in counselling		
	a) The helping relationship	Lecture, discussion and micro-counselling	2
	b) Active listening skills		
	c) Case study approach in counselling	Lecture, discussion of actual case studies, case recording	
5	Career Guidance		
	a) Overview of career guidance	Lecture and discussion	
	b) Activities to help students assess their: - interests - aptitudes - values	lecture, discussion adaptation and try-out of materials	
	c) Career exploration getting information about the world of work	Brainstorming, grouping occupations, collection of career information and useful literature	2
	d) Decision-making skills with reference to educational planning and tentative career choices	Lecture, activity on decision-making, discussion	
6	Setting up a Pastoral Care-cum-Careers Education Programme in the School	Discussion	1
TOTAL:			7

DIPLOMA IN PASTORAL CARE, COUNSELLING AND CAREER GUIDANCE

COURSE STRUCTURE AND OBJECTIVES

<u>Level</u>	<u>Module</u>	<u>Course Title</u>	<u>Objectives</u>
One	1	Introduction to Pastoral Care, Counselling and Career Guidance	<p>This is an introductory course designed to:</p> <ol style="list-style-type: none"> 1. broaden the teachers' understanding of child/adolescent development and sensitise them to the needs of their pupils. 2. Increase the teacher's awareness of the concept of pastoral care and their extended roles within the pastoral system of the school. 3. equip the teachers with the basic knowledge and skills in school guidance and counselling.
	2	Pupil Counselling	<p>This course in counselling is designed to equip classroom teachers with the necessary knowledge and skills to:</p> <ol style="list-style-type: none"> 1. identify and assess pupils with emotional/behavioural problem 2. plan helping strategies and conduct counselling sessions for pupils with problems 3. work with parents and liaise with community agencies to help pupils with specific needs and problems
	3	Implementing Pastoral Care, Counselling and Career Guidance in Schools	<p>This course is designed to provide in-depth training for key teachers in the pastoral system of the school in implementing personal, social and careers education in the school. The course equips them to:</p> <ol style="list-style-type: none"> 1. lead a team in designing a pastoral care system as well as careers education curriculum for implementation in schools 2. coordinate and monitor the pastoral care system in the school 3. mobilize and organize resources to enrich and update the pastoral care and careers education programme in the school
	4	Practicum in Implementing Pastoral Care, Counselling and Career Guidance in Schools	<p>This practicum module is designed to provide key teachers in the school's pastoral care system with the experience of:</p> <ol style="list-style-type: none"> 1. planning and coordinating the pastoral care system in the school. 2. implementing a pastoral care programme and careers education curriculum in the school

<u>Level</u>	<u>Module</u>	<u>Course Title</u>	<u>Objectives</u>
5	Counsellor Effectiveness Training	This course is designed to provide in-depth training for teacher-counsellors in schools. The course enables teachers to:	<ol style="list-style-type: none">1. develop deeper self-understanding with the aim of becoming effective counsellors2. select appropriate counselling methods and problem-solving skills from the various models of counselling on the basis of the pupils' needs or the problem at hand3. assume leadership in planning and implementing a counselling programme for the school
6	Practicum in Counsellor Effectiveness Training	This practicum module will provide key teachers in the pastoral care system of the school with the experience of:	<ol style="list-style-type: none">1. counselling individual pupils with adjustment problems2. group counselling3. planning and organizing a peer helping programme in the school
7	Assessment and Evaluation in Pastoral Care, Counselling and Career Guidance	This course enables teacher-counsellors to:	<ol style="list-style-type: none">1. have a deeper knowledge of the role of assessment in pastoral care, counselling and career guidance as well as the ethics that tests abide by2. select and administer appropriate modes of assessment to diagnose pupil's needs/problems3. interpret and report test results
8	Research and Development Pastoral Care, Counselling and Career Guidance	This course is designed for key teachers in the pastoral care system of the school to:	<ol style="list-style-type: none">1. familiarize them with current research in pastoral care, counselling and career guidance2. introduce to them some concepts and methodologies in conducting school-based research3. evaluate and improve pastoral care, counselling and career guidance in schools