



Embora eu não seja muito hábil no uso das teorias e técnicas em relação à orientação e não entenda muito bem algumas teorias, o que pode até causar mal-entendidos, este curso já me abre uma janela e deixa-me conhecer que há muitas teorias e maneiras úteis para fazer o trabalho da orientação aos alunos. Acredito que devo tentar fazer melhor como integrar a situação real dos alunos, experimentar e pesquisar com coragem e confiança, conhecer as teorias da orientação mais profundamente e aumentar a aptidão para usar as técnicas da orientação, assim o trabalho da orientação aos alunos vai ficar cada vez mais fácil para nós.

Conclusão

Desta vez, o curso de "orientação aos alunos" deixou-me entender

claramente pela orientação e pelo objectivo de realizar o trabalho da orientação. Além disso, compreendo mais profundamente as condições-chaves e a cultura própria do orientador no processo do trabalho da orientação. Com a aprendizagem da integração das teorias com as técnicas em relação à orientação, oferece-me uma oportunidade para recordar e reflectir o sucesso e o fracasso do trabalho passado da orientação aos alunos. Portanto, eu acredito que o conteúdo do curso beneficiou-me muito para eu realizar o trabalho da orientação aos alunos de hoje em diante.

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01 To strengthen teacher's self-cultivation, to promote the standard of student counseling Talk about study experience in the course "Student Counseling"

As a teacher, especially the class teacher, we would inevitably encounter different kinds of student problems in our work, such as learning problems, family problems, peer relationship problems, behavior problems, emotional problems and health problems etc. Some of the problems had been better solved after the teachers thought about them repeatedly while some of the problems made teachers felt restless and uneasy even when they were eating and sleeping. They were emotionally affected. Teachers thought most about how to deal with a great variety of student problems. At most times it was their communication topic. Today I felt that I was greatly benefited for having a chance to learn the course "Student Counseling" systematically. It made me understand the true meaning of good student counseling; the importance to improve my self-cultivation and personal growth experiences for student counseling. I reviewed the reasons for success and inefficiency in my past student counseling works. The learning of counseling theory and counseling skill were like a guiding light for me to develop student counseling effectively and made me more determined to carry out student counseling with confidence. Now I wanted to focus on the following three aspects to talk about our study experiences in this course.

To have initial understanding on the true meaning of student counseling

In the past I always felt that student counseling was not too difficult. I thought that our academic expertise and rich life experiences should be enough to handle the problems of an adolescent. If student's academic performance was poor, we analysed the causes and found out whether his learning foundation, learning method or attitude was poor; if he had behavior problems, we provided him with guidance and advice; if he was in bad mood, we comforted and guided him. In short, when student had problems, it was because he did not know

how to deal with. The teacher, being someone with rich life experiences, assisted student to solve problems. In this way, student's problem was solved and teacher's trouble was gone. It seemed that everything ended reasonably. Now I finally understood that all this was a misunderstanding on student counseling.

What was counseling? Counseling was a process that teacher and student established a relationship in which the student had a sense of security from his teacher. Then the teacher helped students to understand and accept themselves and lastly they were self-appreciated. Students even could overcome obstacles in their growth process and were able to fully exert their personal potential, allowing their life to have overall and rich development and to move towards self-realization.

Continuing on P. 7



To strengthen teacher's self-cultivation, to promote the standard of student counseling

Talk about study experience in the course "Student Counseling"



Based on the requirements and objective of counseling, looking back on our past ideas and practices, we were actually wrong in many aspects. Teacher solved problems for students. Could students solve it themselves when they encountered problem again? Did teachers really understand where the problem was? Would students truly accept teachers' solution satisfactorily? It seemed that all problems were solved. Actually there were still many problems which had not been solved. In the beginning if teachers stood in the same level background as students, students would feel that they were not alone because the teachers understood and supported them. Their teachers helped them to understand their own problems thoroughly and allowed students to understand from self-exploration so as to achieve the goal of self-problem solving. This method was very nice. It solved problems and students deepened their self-understanding with great confidence. In the meantime, it increased their level of problem solving ability.

To enhance teacher's self-cultivation and counseling level was the key to successful student counseling

Appell said, "In the counseling process, the most meaningful resources a counselor could bring into the counseling relationship was himself." Indeed, because counseling was based on the intimate relationship between the counselor and the client, therefore no matter which kind of theory and method counselor used, his thinking, attitude, words and deeds would have impact on his client. Secondly due to the identity and status of counselor, client regarded him as a person of prestige and authority. Therefore the client would naturally take the counselor as model for doing things. The counselor's own life experience, self-image, personality, needs, values, life, faith, view of human nature and concern for other people would naturally be brought into the intimate relationship between himself and client. That was why counselor needed to have self-awareness and personal meaning of life. Based on this, the counselor could penetrate comprehensive rich human life resources in the process of counseling. Also as a counselor, teacher became a learning model for students. A teacher who had a positive life attitude was full of confidence, positive on life, leading a meaningful life and striving towards self-realization could bring a positive and aggressive life attitude to his students. On the contrary, a depressed teacher always delivered negative life philosophy to his students. Therefore, to strengthen teacher's self-cultivation was very important for student counseling.

A teacher needed to strengthen continually his own self-cultivation. Besides, he needed to increase continually his counseling levels as well. Demos and Zuwaylif said, "A successful counselor has the ability to establish intimate relationship with his client easier than others. With this good relationship, the counselor provides opportunities and experiences for nourishing growth." Rogers in his promotional situation theory suggested three elements "consistency of empathy, aggressive attention and faith" which he believed to have close relationship with positive treatment effects. This was truth for empathy in particular; if the counselor possessed empathy and his client was aware of it, it would be very helpful for the development of relationship. Sexton and Whiston also told us, the quality of treatment relationship was the foundation for other treatment activities. Therefore when teacher faced student, his attitude should be positive; he should respect and trust his student; he should possess empathy and be able to feel and understand his student in the same situation and interact with student honestly so as to establish a close relationship.

However, our teachers always put themselves at a level higher than students, believing that they understood everything, knowing more than their students and often acting with commanding attitude towards students. Their common mistakes were to force student to accept their values which they believed were correct before they understood students' feeling. They suggested and requested how and what to do, which students did not accept. Many teachers still insisted the belief that "to be a scholar is to be at the top of society." In the process of counseling they encouraged students to study further in university during counseling. They had contempt for students with poor academic results. They even implied to students a low evaluation of blue-collar class. It was a lack of not only respect but also empathy for these students' values. When students had problems, some of the teachers became instable in emotion and angrily criticized their mistakes, simply not accepting student, not to say counseling.

From this we could see that to have good counseling works, teachers needed to improve and strengthen self-cultivation; to maintain healthy self-image and positive life; to strengthen the learning of counseling theoretical knowledge; to pay attention to self-growth and to learn self-management so that they could understand well and address students' various problems effectively.

Continuing on P. 8





The learning of counseling theory and skill reinforced my confidence in student works

This learning course introduced many aspects in counseling theory, such as psychoanalytic therapy, behavior therapy, rational emotional therapy and human centered therapy, etc. In class, it deepened our understanding on counseling theory and skill through games, and role play etc. I felt likely sweeping aside the clouds and seeing sunlight and I understood more clearly some phenomena that appeared in the process of student counseling. Then I integrated with my student counseling experiences and had more specific understanding on fundamental conditions needed in the process of counseling development such as empathy, respect, sincerity, honesty and simplicity. I clearly recalled that we had carried out two counseling practices between students. Through these practices, I knew definitely how to understand and feel each other from other people's point of view. It was not an easy job to communicate with others with a heart of empathy. We needed strenuous practices in future counseling. Although I had some idea on the four processes of counseling: exploratory stage, insight stage, action stage and follow-up stage, I was still experimenting. Sometimes I forgot to follow up the case because I was too nervous in my job. Thus, students did not have solid foundation during the beginning of their healthy self-growth. This was the problem which I needed to pay special attention to and overcome in my future student counseling. It also showed that only knowing theory was not sufficient. We needed to put theory into practice and persevere in our

future student counseling in order to achieve good result on counseling. I was not well experienced in applying theory and skill in the process of student counseling and might have misunderstanding in some theories. Anyway, this course helped me to open a window and made me understand that there were still many useful theoretical weapons for student counseling. I believed that as long as I integrated continuously in my job the actual situation of student; attempted boldly; explored with courage; deepened continuously my counseling knowledge and enhanced my operating ability in counseling skill, then I could handle my counseling job easily.

Summary

This course "Student Counseling" allowed me to understand clearly what was counseling, and the objective for student counseling development. It also enhanced my knowledge on the key elements needed for counseling and self-cultivation as a counselor. I had a chance to review and reflect on the successes and failures in my past counseling works through integrating theory and learning on counseling skills. Therefore I believed that the learning contents were of great advantage to my future job on student counseling development.

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02 如何预防和面对校园欺凌

编辑先生 / 小姐：

您好！我儿子今年升读初中一，由去年九月开学至今都见他不开心。当我问他为什么时，他就说有同学排挤他，一有机会就欺凌他，说他是“朱古力”，叫同学不要和他玩。有时儿子不理睬他们，就声称要打他，虽然不是真有行动，但已令儿子十分害怕。近期他常借故说自己有病，不想上学。我不知该怎样处理，希望得到您的一些提示，谢谢！

玛利亚 上

