

School Social Work Service

**Setting Coordinator
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5 Sept 2026

Agenda

- (1) School social work service
- (2) School system
- (3) Preparation for the placement
- (4) Important data and key dates

1. School Social Work Service

Objectives of School Social Work Service

- To help students with their personal, family and interpersonal relationship or schooling problems
- To help student develop their potentials, achieve healthy personal growth, attain adequate and proper school education, establish harmonious human relationships and elicit their concern for the community

remedial

**Developmental
& preventive**

Through Multi-systems intervention

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School
settings

Secondary school

Primary school

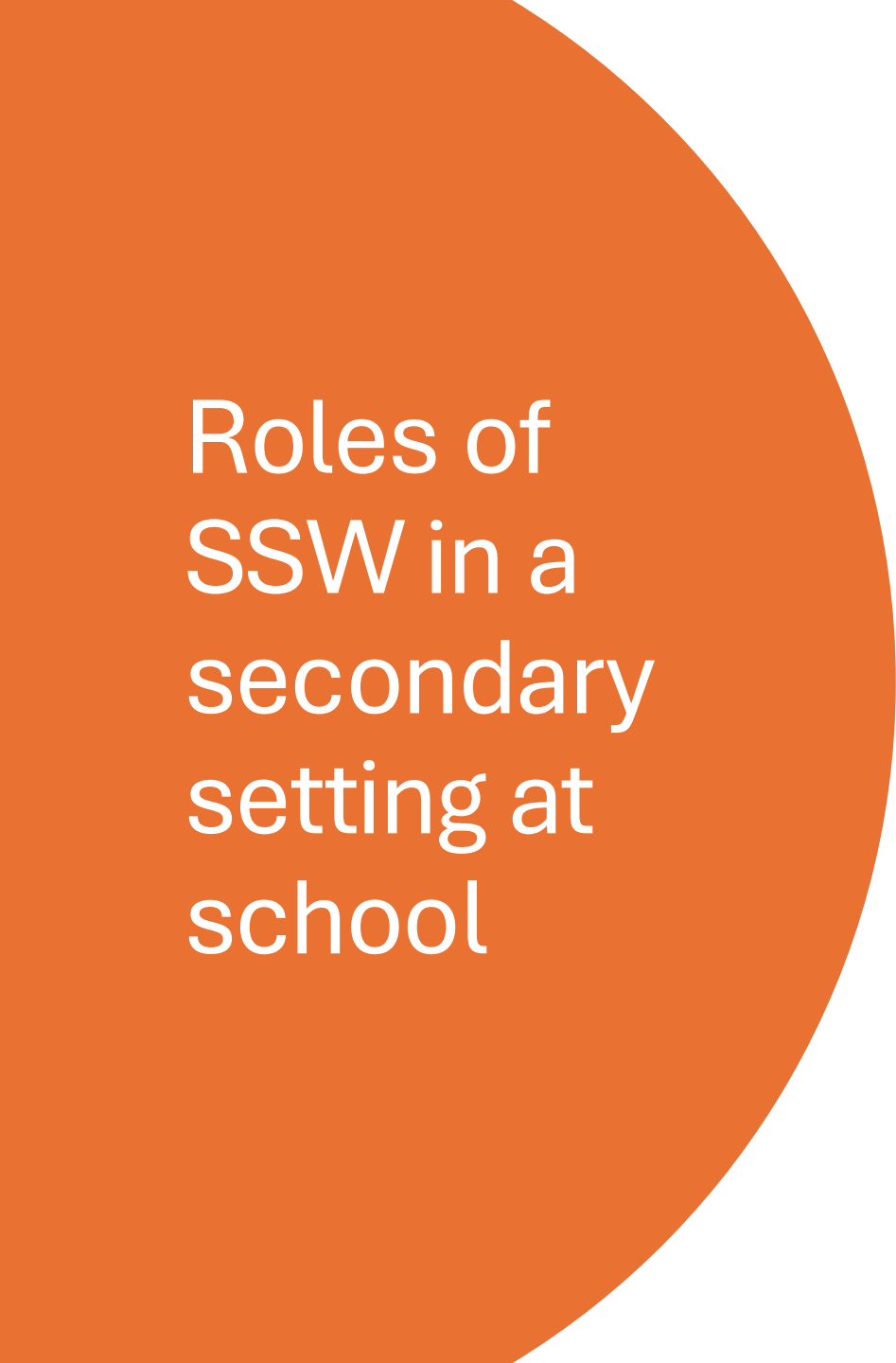


Target

Students

School teachers

Parents

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Roles of SSW in a secondary setting at school

(1) Counselor

(2) Consultant

(3) Resource coordinator

(4) Educator

Key Functions of School Social Work

Remedial Service: Counselling, Crisis Intervention

Developmental Work: Groups, Programmes, Workshops

Consultation: Teachers, Parents

Resource Coordination: Referrals, community resources

Common Student issues in secondary schools

Academic stress

Career planning

Peer relationships

Family relationship

Emotional / mental health concerns

Behavioral problems (e.g. fighting, smoking, discipline issue)

Developmental adjustment

Sex-related issues

Common Student issues in primary schools

Learning problems (Special Educational Needs)

Behavioral problems

Emotional issues

Family relationships

Social and developmental problems

Health and physical problems

Identifying the students' needs



Talk to the students directly



Observe the dynamics and school life of students



Collect information from teachers or SSW



Meet class teachers (especially F.1/P.1)



Read annual report and annual plan to understand school's directions



Browse reports on newspaper



Do internet search



Literature review

Emerging Youth Issues

- Mental health concerns
- Academic pressure
- Bullying
- Social media influences
- Family stress

Common types of groups & programs



- Therapeutic groups
- Developmental groups
- Talk/workshops
- Community services
- Visits/ camping
- Volunteer service
- Exhibitions
- Competition
- Carnival /booths
- Others

2. School System

School as Secondary Setting

Education is the primary mission

Social work is a supporting service

Collaboration is essential

School priorities influence service delivery

How Schools Work

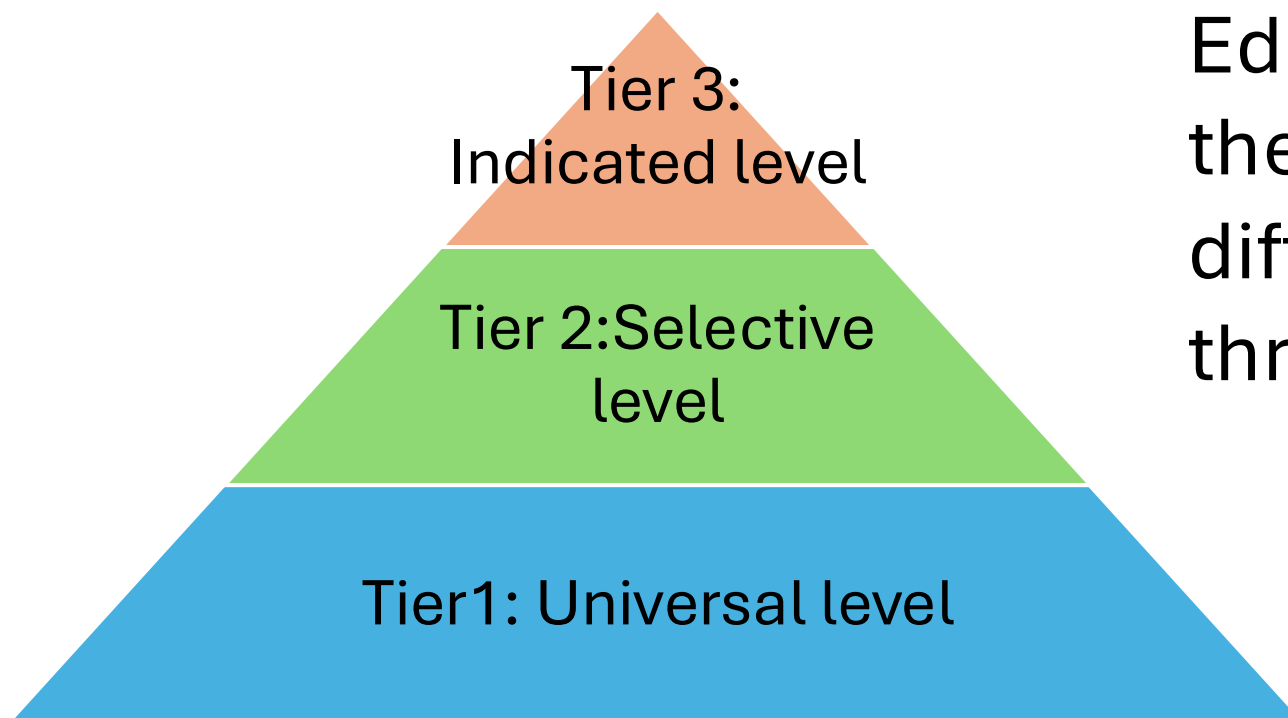
- Guidance team
- Discipline team
- SENCO
- Class teachers
- Career guidance team
- Extra-curricular activity team

- Education psychologist
- Speech therapist
- Parent-teacher association
- Clerical/supportive staff/janitors

Understanding School Culture

- Values : any religious background and values,academic- oriented
- Rules : classroom discipline is important
- Expectations : e.g. clear division of labour, accountability
- Traditions : any special school events e.g. music contest

Three-Tier Support Model



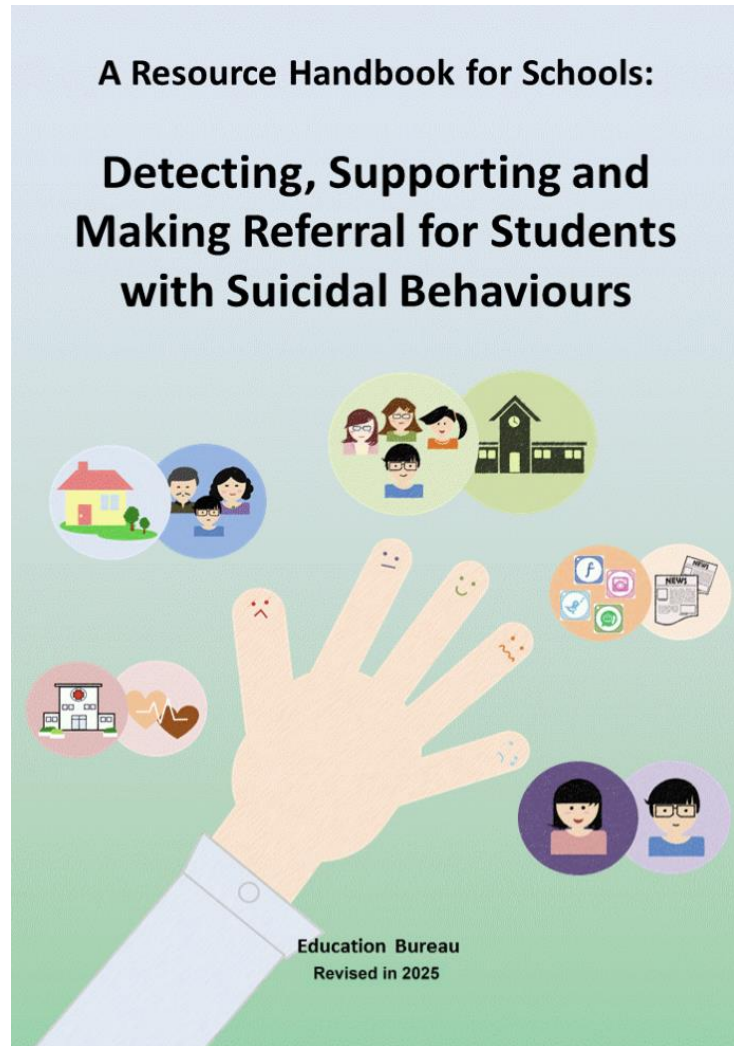
Education Bureau promotes the support to school through different programs by the three-Tier Support Model.

Support at the Indicated Level

Supporting Students with Suicidal Risk

- The **Three-tier School-based Emergency Mechanism**
(for secondary schools)
- Extend it on a trial basis to upper primary school students in the 2025/26 school year.
- The scheme is currently under review.

Resource Handbook detecting and supporting students with suicidal behaviors



Understanding the School, Preparing Yourself

How to start your work at school : Be Visible

Morning assembly
Class teacher periods
Recess and lunch
School activities
Class visits

Visibility builds rapport.

How to start your work at school

- Observe
- Learn
- Ask questions
- Build relationships
- Take initiative
- Be respectful

3. Personal Preparation

Professional Image

- Appearance
- Attitude
- Communication

(1) Appearance

- School-appropriate dress code, smart casual, no jean
- Proper hairstyle, dye hair with darker color, avoid highlight
- No or few accessories
- Tattoo not exposed, if any
- Nail

(2) Attitude

- Approachable
- Pleasant
- Initiative
- Reliable
- Punctual
- Courteous

(3) Communication

- Clear communication
- Age-appropriate language
- Respectful interactions

Psychological preparation

Psychological Preparation

- Rejection
- Uncertainty
- Stress
- Unexpected situations
- Independent work

Building Emotional Resilience

- Supervision
- Reflection
- Peer support
- Self-care
- Continuous learning

Professional knowledge and skills

Knowledge preparation

- Life span development about children, adolescents and parents
- Knowledge and ways to handle the SEN such as ADHD, autistic and other emotional problems
- Understanding about the influence of various systems especially the family influence towards child and adolescent development
- Marco perspective: youth in the school and youth in the community perspective
- Agency perspective : agency's direction and development
- Knowledge in handling crisis such as suicide, child abuse case etc.
- Understanding the cause and intervention of school bullying
- Current changes of education system and the effects on the students and teachers (e.g. the mental health concern and the updated policy)

Essential Practice Skills

- Engagement
- Casework
- Group work
- Programme planning
- Communication
- Resource coordination
- Time management
- Documentation

Time Management : Working Around the School Calendar

- Exams
- School holidays
- Parent days
- Activity weeks
- Special events

Confidentiality

There are exceptions when:

- (1) Client's own life is in potential or real danger
- (2) Serious danger to other people
- (3) Serious threat to the social worker
- (4) Serious threat to the community

Cases/issues in need of immediate reporting to SSW and fieldwork supervisor

- Suspected/diagnosed child abuse, sexual abuse
- Suicidal cases/ intense emotional problem
- Potential / real danger to students' safety
- Suspected/ unwed pregnancy
- Mental health cases requiring immediate intervention
- Involve media concern

Practice Wisdom



Let your work be visible to teachers and often introduce your work during meeting



Be active to share your views on students' development



Be accountable



System work – cross team collaboration



Be active to engage students



Be courageous

LOVE the clients you serve
PASSION

Important Administrative Matters

Important Administrative Matters

- **Sexual Conviction Record Check (SCRC)**
- **National Security requirements**
- **Agency and school requirements**

Supervision arrangement and school stationing

- **Face-to-face on-site supervision**
- **Weekly supervision over 28 weeks of placement**
- **Stationing at school or the agency during school events, school holidays, staff development days, etc.**

Importance on Data Protection

Stringent record-keeping standards and safeguarding confidentiality are not just responses to legal requirements; they are essential to competent and ethical practice in social work.

Guidelines on Data Protection

- Familiarize yourself with and strictly comply with the:
 - Personal Data (Privacy) Ordinance (pcpd.org.hk)
 - A-05 Record Keeping
 - Agency policies on Data Protection

Guidelines on Data Protection

- Anonymize your recordings/reports for discussion with the fieldwork supervisor (e.g., Madam C..). They must not contain any identifying data. Names of persons, places, organizations, etc., should be removed.
- The record files should be stored in designated password-protected electronic storage devices
- All the reports/documents must be password-protected before sending to your fieldwork supervisor
- Do not leave personal data and confidential information (e.g. case files) unattended
- Never take clients' personal data out of office unless there is a genuine operational need and must seek prior approval from the centre in-charge

Guidelines of Data Protection

- Once the purpose of teaching, learning and assessment is served, the placement records/reports should be destroyed or erased. If the students wish to have a copy of a particular piece of their own work for their future reference, they must seek the approval of the agency and complete any procedures as required by the agency.
- The students will sign a Form at the end of the placement declaring that they have handed in all the records containing personal data of service recipients to the agency and the fieldwork supervisor as required; and that they have deleted all such records from their computer disks/relative devices if applicable; and that they have obtained the approval of the parties concerned for any copies which they wish to retain for their own personal reference. The form is attached at the end of Form A-10a/ A-10a_updated.

Guidelines of Data Protection

- Prohibited using personal mobile phones to contact clients for placement (students can apply for a phone card from the Department with the support of the fieldwork supervisor). Use work phone to contact clients if necessary
- Prohibited passing your personal or field mate's or colleagues' mobile contact to service users
- Photos of the service users, agencies and colleagues should only be taken for work purposes and with prior consent, using the agency device instead of a personal mobile phone.
- Ensure safe keeping of the agency placement student staff card

Guidelines on the Use of Social Media

- Prohibited from disclosing any information of the service users, agency, schools, colleagues, field-mate and fieldwork supervisors on any social media
- Prohibited uploading/ posting any photos/ comments/ sharing about placement sites/ schools / colleagues/ field-mate/ fieldwork supervisors/ clients on any social media
- Maintain professional boundaries and should not add service users as friends on your Facebook account/ WeChat/ Whatsapp/ Instagram or any social networking media etc.

AI Use in Fieldwork Placements

IMPORTANT:

- The practices align with ***HKU Guidelines on the Use of AI in Teaching and Learning**, which encourage the responsible, transparent, and ethical use of emerging technologies.
- Students must follow their placement agency's rules about AI, data use, and confidentiality.
- If the agency's rules are stricter than HKU or Department guidelines, follow the agency's rules.

APPROPRIATE AND INAPPROPRIATE USE

You are always responsible for checking that AI content is correct, relevant, and appropriate. Talk to your supervisor about anything AI helped you with.

Examples	Allowed?	Notes
Reviewing general social work concepts or frameworks	✓	General psychological concepts or therapeutic approaches.
Brainstorming group or programme ideas	✓	No identifiable information.
Checking grammar or clarity of anonymised group/programme text	✓	Student authorship and professional judgement must remain central.
Creating promotional materials and presentation materials for groups and programmes	✓	The student should disclose that the image was created using AI tool(s).
Summarising publicly available policy or research	✓	Read and verify the original source.
Writing or editing case notes, recordings, summaries, assessments, diagnoses, risk judgements, or intervention plans	✗	Strictly prohibited for specific clients or confidential records.
Entering service user, participant, or identifiable agency information	✗	Strictly prohibited.
Using AI to generate a complete/major part of a proposal or report without substantive student work	✗	Strictly prohibited.
Asking AI to analyse the dynamics of a specific group or to advise on managing particular members.	✗	Strictly prohibited.

Notes

Retain AI-use records, including prompts and outputs verbatim, for verification if required.

“Writing” includes text produced for proposals, presentations, orientation reports, and other written materials.

Retain original non-AI work and required supporting documents, if supervisors need to review the original work.

TELLING US YOU USED AI

- If AI helped you outline, write, or edit a group or programme document, say so. Add a short note at the start of the document, in a footnote, or on a cover page. For example:
- "AI helped with language editing (tool name, date). The ideas and judgement are my own."
- "AI helped generate ideas for activities (tool name). I adapted them to fit the agency."

Suggested guidelines for the placement tasks:

1st placement:

- Case only: at least 4 cases
- Case + group + program: 2 cases + 1 group + 1 program
- Group + project/program: 2 groups + 1 program OR 1 group + 2 programs/projects (both have at least 2 sessions)
- CD project: 1-2

*To get prior approval from the fieldwork supervisor and agency for case, group and program

*To reserve time for the vetting procedure of parent notices by school personnel to get endorsement before dispatching to students for group and program recruitment

Suggested guidelines for the placement tasks:

2nd placement:

- Case only: at least 5 cases
- Case + group + program: 2-3 cases + 1 group + 1 program
- Group +project/program: 2 groups + 1 program OR 1 group+ 2 programs/projects (both have at least 2-3 sessions)
- Community Development project: 1-2

*To get prior approval from the fieldwork supervisor and agency for case, group and program

*To reserve time for the vetting procedure of parent notices by school personnel to get endorsement before dispatching to students for group and program recruitment

Boundary

- Conscious about the worker-client relationship with students (Not a friend, big brother nor sister etc.)
- Be clear about the limits and boundaries
 - No personal phone contacts, social media e.g. IG, will be exchanged
 - clear about limits in maintaining confidentiality
 - No personal contacts or activities beyond school stationing period
 - No money issue involved
- Understand different practice between teachers and school social workers

Important Dates

Agency Visits :

- (1) 6 Oct 2026 (Tue) 10:00am-12:00noon
Baptist Oi Kwan Social Service Mental Wellness Service for
Children and Youth
- (2) 6 Oct 2026 (Tue) 2:00am-4:30pm
Society Of Boys' Centre Hui Chung Sing Memorial School

Mid-term sharing:

6 January 2027(Wed) 10:00am-12:30pm, CPD-G.02, HKU

Agency Visit Reminders

- No breakfast during the visit; finish before entering the venue
- Punctuality
- Active participation
- Respect

Setting coordinator

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Useful links:

- <https://mentalhealth.edb.gov.hk/tc/index.html>
- <https://sense.edb.gov.hk/tc/types-of-special-educational-needs/mental-illness/resources/pamphlets/index.html>
- https://www.edb.gov.hk/attachment/tc/student-parents/crisis-management/helpline-community-resources/community-resources-and-helpline_c.pdf
- https://www.edb.gov.hk/attachment/tc/student-parents/crisis-management/helpline-community-resources/community-resources-and-helpline_c.pdf
- <https://www.childprotectiontraining.hk>
- <https://www.legco.gov.hk/yr2024/english/ord/2024ord023-e.pdf>
- <https://clap.hk/?lang=zh-hant>
- pcpd.org.hk

Reference:

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Q & A
Thanks!