



STANDARD KEMAHIRAN PEKERJAAN KEBANGSAAN
(NATIONAL OCCUPATIONAL SKILL STANDARD)

ET-012-3:2012

PRESCHOOL TEACHING

PENDIDIKAN PRA SEKOLAH

LEVEL 3



JABATAN PEMBANGUNAN KEMAHIRAN
KEMENTERIAN SUMBER MANUSIA, MALAYSIA

STANDARD PRACTICE
NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS)
FOR
PRESCHOOL TEACHING
LEVEL 3

1. INTRODUCTION

The Standard Practice and Standard Content are part of the NOSS document which shows the structured career path of Preschool Teachers. This NOSS document is developed to meet Level 3 requirements which are currently of priority to the preschool industry. The panel of experts concluded that this job area requires significant range of varied work activities, performed in a variety of contexts, most of which are complex and necessary. Much responsibility and accountability are expected of preschool teachers as they are the primary care and education providers in building future generations. To produce competent preschool teachers in this industry, the needs for knowledge and skills training are essential.

The NOSS comprises of 7 core and 2 elective Competency Unit (CU) titles. This NOSS covers the preschool teacher's job area which is one of the pillars under the subsector of early childhood education in the education and training services sector. (Refer Figure 1.1 Occupational Area Analysis Chart for Job Area Preschool Teaching).

Industry requirements and skills development in the preschool teaching industry in Malaysia has directly contributed to the up-scaling of quality preschool education. This NOSS specifies competencies expected of a competent preschool teacher. The career path of this job area can be expanded to Senior Preschool Teacher/ Preschool Supervisor at level 4 and Preschool Principal at level 5.

Preschool teaching is critical for the development and well-being of preschool children as they are the country's assets. Teaching the preschool children is in line with the National Philosophy of Education in Malaysia.

The demand for the employment of preschool teachers as professionals is promising due to the growth of the industry and nation. The job area for this profession is mostly significant in the preschool education. Presently, there is no official standardisation of skill certification for preschool teachers in the local preschool industry. Besides being used as a basis for training curriculum, this NOSS will also provide opportunity for those experienced preschool teachers to be certified through Accreditation of Prior Achievement (APA).

The NOSS document comprises Job Profiles (JP) of (a) Competency Unit (CU) titles, (b) Competency Profile (CP) and (c) Curriculum of Competency Unit (CoCu). The Competency Profile consists of competency unit titles, descriptors, work activities and performance criteria. The Curriculum of Competency Units (CoCu) comprise work activities, related knowledge, applied skills, attitude/safety/environmental, training hours, delivery mode, assessment criteria, employability skills (core abilities & social skills), tools, equipment and materials (TEM) and references. The information in the

CoCu can be used by training centres to conduct training to help preschool teachers in meeting the industrial requirements. This NOSS can also be used by the industry to determine the job scope, responsibilities, remuneration, job modification and career enhancement of a preschool teacher.

1. OCCUPATIONAL PROFILE CHART

SECTOR	EDUCATION AND TRAINING SERVICES		
SUB SECTOR	ISLAMIC RESEARCHER	INSTRUCTOR	EARLY CHILDHOOD EDUCATION
AREA			PRESCHOOL EDUCATION
LEVEL 6	ET-010-6 PENYELIDIK ISLAM PAKAR (AL-KHABIR)	NOT AVAILABLE	NOT APPLICABLE
LEVEL 5	ET-010-5 PENYELIDIK ISLAM – MU'TABAR KANAN	I-031-5 VOCATIONAL TRAINING MANAGER	PRESCHOOL PRINCIPAL
LEVEL 4	ET-010-4 PENYELIDIK ISLAM	I-031-4 VOCATIONAL TRAINING EXECUTIVE	PRESCHOOL SUPERVISOR
LEVEL 3	NO LEVEL	I-031-3 VOCATIONAL TRAINING OFFICER	PRESCHOOL TEACHER
LEVEL 2	NO LEVEL	NO LEVEL	NOT APPLICABLE
LEVEL 1	NO LEVEL	NO LEVEL	NOT APPLICABLE

Figure 1.1 Occupational Area Analysis Chart for Job Area Preschool Teaching

2. OCCUPATIONAL AREA ANALYSIS CHART

SECTOR	EDUCATION AND TRAINING SERVICES		
SUB SECTOR	ISLAMIC RESEARCHER	INSTRUCTOR	EARLY CHILDHOOD EDUCATION
AREA			PRESCHOOL EDUCATION
LEVEL 6	ET-010-6 PENYELIDIK ISLAM PAKAR (AL-KHABIR)	NO LEVEL	NOT APPLICABLE
LEVEL 5	ET-010-5 PENYELIDIK ISLAM – MU'TABAR KANAN	I-031-5 VOCATIONAL TRAINING MANAGER	PRESCHOOL MANAGEMENT AND ADMINISTRATION
LEVEL 4	ET-010-4 PENYELIDIK ISLAM	I-031-4 VOCATIONAL TRAINING EXECUTIVE	
LEVEL 3	NO LEVEL	I-031-3 VOCATIONAL TRAINING OFFICER	PRESCHOOL TEACHING
LEVEL 2	NO LEVEL	NO LEVEL	NOT APPLICABLE
LEVEL 1	NO LEVEL	NO LEVEL	NOT APPLICABLE

3. DEFINITION OF COMPETENCY LEVEL

The NOSS is developed for various occupational areas. Candidates for certification must be assessed and trained at certain levels to substantiate competencies. Below is a guideline of each NOSS Level as defined by the Department of Skills Development, Ministry of Human Resources, Malaysia.

Malaysia Skills Certificate Level 1:	Competent in performing a range of varied work activities, most of which are routine and predictable
Malaysia Skills Certificate Level 2:	Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and required individual responsibility and autonomy.
Malaysia Skills Certificate Level 3:	Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.
Malaysia Skills Diploma Level 4:	Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present.
Malaysia Skills Advanced Diploma Level 5:	Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources features strongly, as do personal accountabilities for analysis, diagnosis, planning, execution and evaluation.

4. MALAYSIAN SKILL CERTIFICATION

The pre-requisites for the enrolment of this programme are as below:

- i. Physically and mentally fit,
- ii. Able to converse, read and write in Bahasa Malaysia and English, **AND**
- iii. Sijil Peperiksaan Malaysia (SPM) / Sijil Peperiksaan Malaysia Vokasional (SPMV), **OR**
- iv. Sijil Kemahiran Malaysia (SKM 2 – childcare provider) or any other recognised/ equivalent certificates.

Candidates, after being assessed, verified and fulfilled Malaysian Skill Certification requirements shall be awarded with Sijil Kemahiran Malaysia (SKM) for Level 3; as for Level 4 and 5 candidates, shall be awarded Diploma Kemahiran Malaysia (DKM) and Diploma Lanjutan Kemahiran Malaysia (DLKM) respectively.

This NOSS outlines competency units in the Preschool Teaching environment as required by the industry and has been developed and documented following extensive collaboration across key Malaysian organisations. To meet the requirements of this industry, it is imperative that the competency units outlined follow a high standard as well as maintenance of consistency throughout the assessment process. This can only be done by stipulating a precise framework in which the assessment of competency units must be conducted. The training and assessment of Preschool Teacher (Preschool Education) must be deployed in accordance with National Skills and Development Act (Act 652) (NASDA) and in adherence to the needs and requirements of the industry and national policies as follows:

- a) The final assessment of competence must include the combination of documented continuous assessment conducted by the facilitator during training and the results of post-training examination;
- b) The post-training examination must be practical in nature and involve demonstration and application of the competency units at the workplace setting or real-world examples;
- c) The competency units as outlined in this NOSS must be assessed throughout the training programme and during a post-training examination;
- d) The learning environment and facilities need to be in accordance with the requirements of the Preschool Teaching industry;
- e) The development and assessment of the competency units must demonstrate that they have developed transferable skills;
- f) The development and assessment of the competency units must include documentation by candidates both during training and examination; and
- g) All training and assessment materials must be mapped and verified to be in accordance with the NOSS Preschool Teaching Level 3 by a panel of industry subject matter experts appointed by *Jabatan Pembangunan Kemahiran (JPK)*.

5. JOB COMPETENCIES

The Preschool Teacher (Preschool Teaching) Level 3 is competent in performing the following tasks:

- Preschool Children's Health, Safety and Security Assurance
- Preschool Teaching and Learning
- Classroom Management
- Assessing Preschool Children
- Child Guidance
- Organising Preschool Children Out-Of-School Activities
- Building Family and Community Relationship
- Inclusion of Children with Learning Disabilities
- Preschool Nutritional Guidance

6. WORKING CONDITIONS

Generally preschool teachers work under operating hours similar to that of the organisation/preschool centre which may also include outside normal working hours or work during weekends. They work in preschool education industry, locally or overseas, as a team to ensure operations are successfully executed. Since this is an educational service-based industry, they need to have knowledge and effective teaching skills, positive attitude and effective interpersonal communication skills to deal with various related job functions in the preschool settings.

Personnel in this field of work is also required to adhere to health, safety and security and environment procedures because the work place may lead to accidents and injuries.

7. EMPLOYMENT PROSPECTS

Excellent prospects exist for certified preschool teachers in preschool education industry. Preschool teachers possess extensive skills, high moral values and sound work ethics in contributing to the growth and development of preschool children. They provide the required knowledge and skill capabilities to the children, families and the communities.

The Government policy (Economic Transformation Programmeme 2010-2020) promotes more capable preschool teachers to maximise their effectiveness in the preschool settings and contribute to the continuous development of the potential of individuals holistically towards fulfilling the National Education Philosophy.

Other related occupation with respect to employment opportunities are:

- Preschool Supervisor
- Assistant Principal
- Preschool Programme Coordinator

Other related industries with respect to employment opportunities are:

- Preschool Events Management
- Training Institutions
- Public sector related to Early Childhood Care and Education (ECCE)
- Private sector related to Early Childhood Care and Education (ECCE)

8. TRAINING, INDUSTRIAL/PROFESSIONAL RECOGNITION, OTHER QUALIFICATIONS AND ADVANCEMENT

Candidates are trained in training institutions both public and private sectors with the on-job-training (OJT). The basic qualifications for the three levels of Preschool Teacher Level 3, Supervisor (Preschool teaching) - SKM Level 4, Principal (Preschool teaching) – SKM Level 5 is together with a minimum of three (3) years of working experience.

Other courses for skills advancement purposes can be developed in the following fields:

- Toys Manufacturing
- Educational Apparatus and Furniture
- Preschool Education Consultancy
- Media (ECCE related)
- ECCE Books Publishing
- Entrepreneur in ECCE

9. SOURCES OF ADDITIONAL INFORMATION

LOCAL:

- Bahagian Pembangunan Kurikulum
Kementerian Pelajaran Malaysia
Aras 4 - 8, Blok E9, Parcel E
62604 Putrajaya
Wilayah Persekutuan Putrajaya
(www.moe.gov.my)
- Lembaga Peperiksaan
Kementerian Pelajaran Malaysia
50605 Jalan Duta
Kuala Lumpur
(www.moe.gov.my)
- Kementerian Kesihatan Malaysia
Blok E1, E6, E7 & E10
Parcel E, Pusat Pentabiran Kerajaan Persekutuan
62590 Putrajaya
Wilayah Persekutuan Putrajaya
(www.kkm.gov.my)

- ECCE Council
53B-2, Block E
Zeneth Corporate Park
Jalan SS7/26
47301 Kelana Jaya, Selangor
(www.eccecouncil.org)
- National Association of Early Child Care and Education (NAECCEM)
C509 Level 5, Centre Wing, Metropolitan Square
Jln PJU 8/1, Damansara Perdana
47820 Petaling Jaya, Selangor
(naeccem@gmail.com)
- Persatuan Tadika Islam Malaysia
No. 52A, Jalan Seri Sarawak 19,
Taman Seri Andalas,
41400 Klang, Selangor
(www.pertim.org)
- Persatuan Tadika Malaysia
No. 58, Jalan SS 2/72
47300 Petaling Jaya, Selangor D.E
(www.ptm.org.my)
- Persatuan Tadika Swasta Negeri Melaka
No.6A, Taman Perkota
Jalan Batu Hampar
75100 Bukit Baru, Melaka
(www.ptsnm.com)
- Persatuan Tadika Sabah
Lot 5, 2nd Floor, Wisma Damai, Jalan Damai
88300 Kota Kinabalu, Sabah
(www.sabah.org.my/ptskk)
- Malaysia Association of Professional Early Childhood Educators (MAPECE)
No.41, Jalan SS 22/22,
Damansara Jaya,
47400 Petaling Jaya, Selangor
(www.mapece.org)
- Pertubuhan Prasekolah dan Asuhan Kelantan (PERASKO)
Lot 1628-B, Tingkat 1
Bangunan KB Pelang Inn, Kg. Paya Bemban,
Jalan Hospital 15200 Kota Bharu, Kelantan
Tel: 09-7418442

INTERNATIONAL

- National Association for the Education of Young Children (NAEYC)
1313 L Street NW, Suite 500
Washington, DC 20005 USA
(www.naeyc.org)

- Asia-Pacific Regional Network for Early Childhood (ARNEC)
C/O SEED Institute
73, Bras Basah Road
NTUC Trade Union House #07-01
Singapore 189556
(secretariat@arnec.net)
- United Nations International Children’s Emergency Fund (UNICEF) – East Asia & Pacific
P.O.Box 12544,
50782 Kuala Lumpur, Malaysia
(kualalumpur@unicef.org)

10. ACKNOWLEDGEMENT

The Director General of DSD would like to extend his gratitude to the organisations and individuals who have been involved in developing this standard.

11. COMMITTEE MEMBERS FOR COMPETENCY ANALYSIS SESSION

PRESCHOOL TEACHING - LEVEL3 (PHASE 1)

PANEL		
1	Dato' Dr Chiam Heng Keng	Pengerusi Majlis Pengasuhan & Pendidikan Awal Kanak- Kanak Malaysia
2	Pn Masako Kuroda	R & D Director Smart Reader @ Worldwide Sdn Bhd
3	Cik Yong Siew Nget, Esther	General Manager / Head Of Real Kids Kindergartens Group R.E.A.L Education Group Sdn Bhd
4	Dr. Siti Nur Adzleen Bin Adzhar	Head Of R & D CIC International Incorporated
5	Cik Tang Suet Fong, Suzanne	Manager Curriculum Development & Training (Real Kids Kindergarten Group) R.E.A.L Education Group Sdn Bhd
6	Pn Rozaini Binti Idris	Head Of Early Childhood Education Department Segi College
7	Pn Norsheila Abdullah A.M.N.	Managing Director Community Learning Curve (Clc)
1	Pn. Hjh. Khadijah Binti Mohd Noor	Facilitator Bahagian NOSS, JPK
2	En. Mohd Faisal Bin Ahmad	Programme Manager Bahagian NOSS, JPK
3	Pn. Faliza Binti Fudzil	Secretariat Bahagian NOSS, JPK

12. COMMITTEE MEMBERS FOR UNIT OF COMPETENCY PROFILE SESSION

PRESCHOOL TEACHING - LEVEL 3 (PHASE 2)

PANEL		
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2	Pn Masako Kuroda	R & D Director Smart Reader @ Worldwide Sdn Bhd
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5	Cik Tang Suet Fong, Suzanne	Manager Curriculum Development & Training (Real Kids Kindergarten Group) R.E.A.L Education Group Sdn Bhd
6	Pn Rozaini Binti Idris	Head Of Early Childhood Education Department Segi College
7	Pn Norsheila Abdullah A.M.N.	Managing Director Community Learning Curve(Clc)
1	Pn. Hjh. Khadijah Binti Mohd Noor	Facilitator Bahagian NOSS, JPK
2	En. Mohd Faisal Bin Ahmad	Programme Manager Bahagian NOSS, JPK
3	Pn. Faliza Binti Fudzil	Secretariat Bahagian NOSS, JPK

**13. COMMITTEE MEMBERS FOR CURRICULUM OF COMPETENCY UNIT (CoCu)
DEVELOPMENT SESSION**

PRESCHOOL TEACHING – LEVEL 3 (PHASE 3)

PANEL		
1.	Dato' Dr Chiam Heng Keng	Pengerusi Majlis Pengasuhan & Pendidikan Awal Kanak-Kanak Malaysia
2	Pn Masako Kuroda	R & D Director Smart Reader Worldwide Sdn Bhd
3	Cik Yong Siew Nget, Esther	General Manager / Head Of Real Kids Kindergartens Group R.E.A.L Education Group Sdn Bhd
4	Dr Siti Nur Adzleen Bin Adzhar	Head Of R & D CIC International Incorporated
5	Cik Tang Suet Fong, Suzanne	Manager Curriculum Development & Training (Real Kids Kindergarten Group) R.E.A.L Education Group Sdn Bhd
6	Pn Suhaili Othman	Pengerusi Persatuan Tadika Swasta Negeri Melaka
7	Pn Lee Swee Peng, Rachel	Senior Lecturer Institut Cece
8	Pn Monaliza Binti Mokhtar	Director Pusat Latihan Wawasan Nursery Manjaku Sdn Bhd
9	Pn Carolyn M. Choo	Head Of Early Childhood Education Department Segi College
10	Pn Norsheila Abdullah A.M.N	Managing Director Community Learning Curve
11	Pn Raudah Hj Majid	Ketua Penolong Pengarah Sektor Pendidikan Teknikal & Vokasional Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia
12	Pn Zaitoon Zakaria	Pegawai Kurikulum Sektor Pendidikan Awal Kanak-Kanak Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia

13	Pn Faizatusima Idris	Pembantu Pembangunan Masyarakat Bahagian Latihan Kementerian Kemajuan Luar Bandar & Wilayah (KKLM)
14	Pn Mardziah Abdullah	Penolong Pengarah Unit Vokasional Sektor Pembinaan Ujian Teknikal & Vokasional Lembaga Peperiksaan
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2	En. Mohd Faisal Bin Ahmad	Programme Manager Bahagian NOSS, JPK
3	Pn. Faliza Binti Fudzil	Secretariat Bahagian NOSS, JPK

**14. COMMITTEE MEMBERS FOR CURRICULUM OF COMPETENCY UNIT (CoCu)
DEVELOPMENT SESSION**

PRESCHOOL TEACHING – LEVEL 3 (PHASE 4)

PANEL		
1	Dato' Dr Chiam Heng Keng	Pengerusi Majlis Pengasuhan & Pendidikan Awal Kanak-Kanak Malaysia
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3	Cik Yong Siew Nget, Esther	General Manager / Head Of Real Kids Kindergartens Group R.E.A.L Education Group Sdn Bhd
4	Dr Siti Nur Adzleen Bin Adzhar	Head Of R & D CIC International Incorporated
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6	Pn Suhaili Othman	Pengerusi Persatuan Tadika Swasta Negeri Melaka
7	Pn Lee Swee Peng, Rachel	Senior Lecturer Institut Cece
8	Pn Monaliza Binti Mokhtar	Director Pusat Latihan Wawasan Nurseri Manjaku Sdn Bhd
9	Pn Norsheila Abdullah A.M.N	Managing Director Community Learning Curve
10	Pn Raudah Hj Majid	Ketua Penolong Pengarah Sektor Pendidikan Teknikal & Vokasional Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia
11	Pn Zaitoon Zakaria	Pegawai Kurikulum Sektor Pendidikan Awal Kanak-Kanak Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia

12	Mohd Zaidi Bin Hassan @ Othman	Penolong Pengarah (Peripatitik) Cawangan Latihan & Khidmat Bantu Bahagian Pendidikan Khas, Kementerian Pelajaran Malaysia
1	Pn. Hjh. Khadijah Binti Mohd Noor	Facilitator Bahagian NOSS, JPK
2	En. Mohd Faisal Bin Ahmad	Programme Manager Bahagian NOSS, JPK
3	Pn. Faliza Binti Fudzil	Secretariat Bahagian NOSS, JPK

**15. COMMITTEE MEMBERS FOR CURRICULUM OF COMPETENCY UNIT (CoCu)
DEVELOPMENT SESSION (REVIEW AND PROOF READ)**

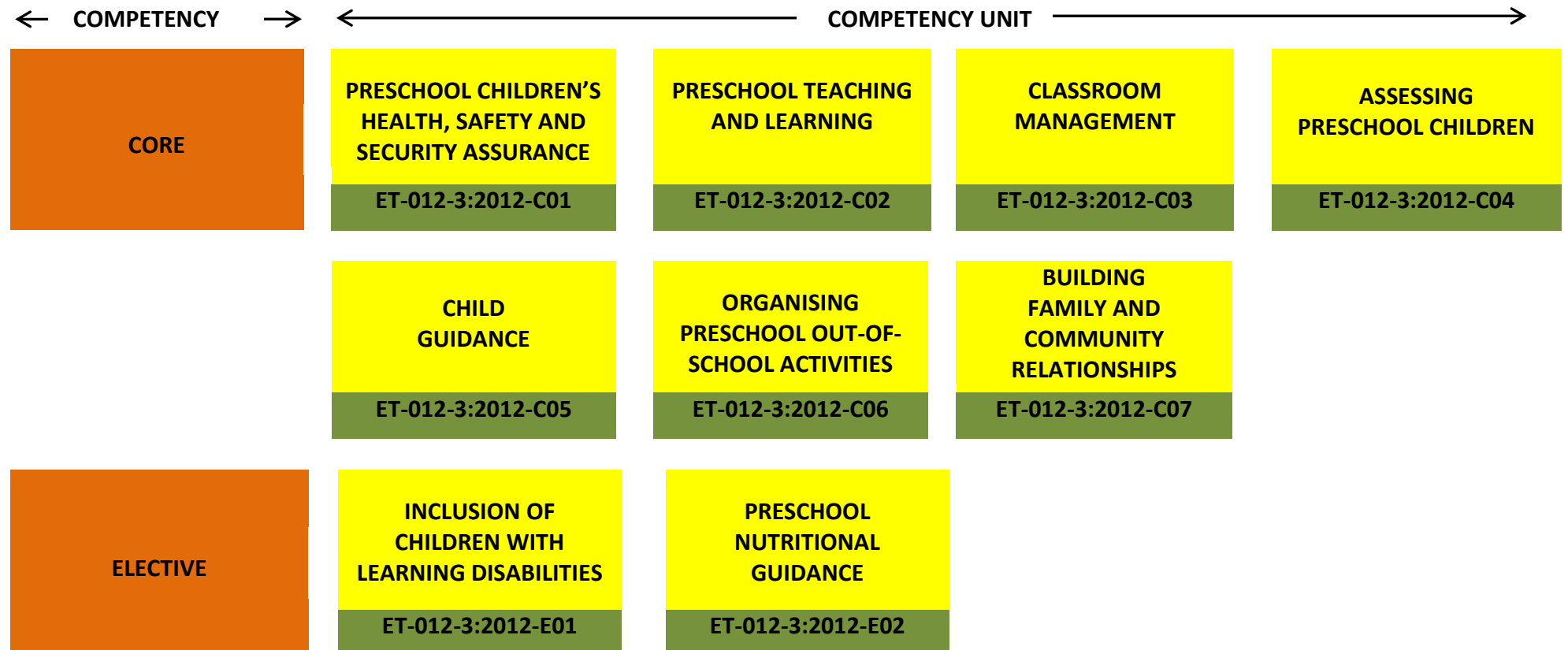
PRESCHOOL TACHING - LEVEL3 (PHASE 5)

PANEL		
1	Shamsinah Che Shariff	Assistant Treasurer Ecce Council
2	Pn Masako Kuroda	R & D Director Smart Reader Worldwide Sdn Bhd
3	Cik Yong Siew Nget, Esther	General Manager / Head Of Real Kids Kindergartens Group R.E.A.L Education Group Sdn Bhd
4	Dr Siti Nur Adzleen Bin Adzhar	Head Of R & D CIC International Incorporated
5	Cik Tang Suet Fong, Suzanne	Manager Curriculum Development & Training (Real Kids Kindergartens Group) R.E.A.L Education Group Sdn Bhd
6	Pn Suhaili Othman	Pengerusi Persatuan Tadika Swasta Negeri Melaka
7	Pn Lee Swee Peng, Rachel	Senior Lecturer Institut Cece
8	Pn Monaliza Binti Mokhtar	Director Pusat Latihan Wawasan Nurseri Manjaku Sdn Bhd
9	Pn Norsheila Abdullah A.M.N	Managing Director Community Learning Curve
10	Pn Suhaili Binti Ikhsan	Managing Director Nasyrah English Islamic Preschool
11	Pn Sarimah Binti Sabli	Pengusaha Tadika Eratunas
12	Pn Musalmah Binti Muhamad	Ahli Jawatan Kuasa Persatuan Taska Negeri Sembilan (Ptn9)

13	Pn Zaitoon Zakaria	Pegawai Kurikulum Sektor Pendidikan Awal Kanak-Kanak Bahagian Pembangunan Kurikulum Kementerian Pelajaran Malaysia
14	Pn Mardziah Binti Abdullah	Penolong Pengarah Unit Vokasional Sektor Pembinaan Ujian Teknikal & Vokasional Lembaga Peperiksaan
1	Pn. Hjh. Khadijah Binti Mohd Noor	Facilitator Bahagian NOSS, JPK
2	En. Jefrizain bin Abdul Rasid	Programme Manager Bahagian NOSS, JPK

COMPETENCY PROFILE CHART (CPC)

SECTOR	EDUCATION AND TRAINING SERVICES		
SUB SECTOR	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)		
JOB AREA	PRESCHOOL TEACHING		
JOB LEVEL	THREE (3)	JOB AREA CODE	ET-012-3:2012



COMPETENCY PROFILE (CPC)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)			
Job Area	PRESCHOOL TEACHING			
Level	THREE (3)			
CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
1. Preschool Children's Health, Safety and Security Assurance	ET-012-3:2012-C01	<p>This Preschool Children's Health, Safety and Security Assurance Competency Unit is to ensure preschool children's health, safety and security indoor and outdoor while the school is in session in accordance with Occupational Safety Health and Environment act OSHA, Regulatory and Statutory Bodies Requirements and Standard Operating Procedure (SOP).</p> <p>The preschool teacher is to check and record children's health and physical conditions in compliance with health, safety and security rules and routines as well as to keep children under supervision at all times.</p>	<p>1. Ensure safety and security indoors and outdoors</p> <p>2. Monitor children's health and safety</p>	<p>1.1 Security measures in and out of the premises taken in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>1.2 Safety and security procedures, rules and regulations are adhered to at all times.</p> <p>2.1 Children's routine health-check (physical and clinical) recorded in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>2.2 Measures for injury and emergency are responded to in accordance with Standard Operating Procedure (SOP).</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Educate children on health, safety and security 4. Evaluate the practices of children's health, safety and security assurance	3.1 Health safety and security practices explained and demonstrated to children 4.1 Children's health, safety and security practices checked, identified and reported in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP)
2. Preschool Teaching and Learning	ET-012-3:2012-C02	<p>This Preschool Teaching and Learning competency unit is to develop children aged 4 - 6 in the developmental domains of physical, social, emotional, intellectual and spiritual through effective formal and informal teaching-learning processes.</p> <p>The Preschool Teacher is responsible for planning and executing preschool education programme to teach young children effectively by adopting appropriate approaches and practices to ensure the holistic development and well-being of children in accordance to the National</p>	1. Analyse Requirements and contents of National Preschool Curriculum Standard (NPCS / KSPK). 2. Plan teaching and learning activities	1.1 Contents Standard and Learning Standard in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP) specified. 2.1 Lesson plan details, (subject matter, learning outcomes, materials, assessment, etc.) listed. 2.2 Teaching and learning methods and activities stated. 2.3 Lesson plans produced according to Developmentally Appropriate Practices (DAP).

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
		Preschool Curriculum Standard (NPCS / KSPK).	3. Carry out lessons planned 4. Evaluate effectiveness of lessons executed	3.1 Principles, methods and techniques of teaching and learning applied. 3.2 Contents of planned lessons delivered. 3.3 Resources and materials utilised. 3.4 Feedback recorded. 4.1 Self reflection on the delivery practiced. 4.2. Feedback responded to. 4.3 Intended learning outcomes and achievement level recorded.
3. Classroom Management	ET-012-3:2012-C03	<p>This Classroom Management Competency Unit is to enable preschool teacher to create conducive learning environment for enhancing children's growth and development.</p> <p>The preschool teacher is to facilitate and support children's physical, cognitive, language, aesthetic, social-emotional, moral and spiritual development by providing a</p>	1. Plan classroom setting for teaching and learning activities 2. Create learning environment to enhance children's growth and development.	1.1 Date, day, time, subjects and venue determined 1.2 Themes, topics, methods and teaching-learning materials identified. 1.3 Teaching-learning materials obtained and prepared. 2.1 Learning environment set up according to lesson plan.

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
		safe, secure and friendly environment that promotes respect for each other as well as for rules and routines.	3. Evaluate effectiveness of classroom environment	3.1 Space, tools, equipment and materials for teaching and learning activities and the learning corners organised according to setting lay out. 3.2 Classroom rules and routines with children established and practiced. 3.3 Learning tools, equipment and materials kept in place.
4. Assessing Preschool Children	ET-012-3:2012-C04	<p>This Assessing Preschool Children Competency Unit is to ensure children's needs and desires are attended to effectively in accordance with their learning abilities and development stages. Assessment of children provides advice and guidance to relevant parties and professionals in providing remedial support and intervention.</p> <p>The preschool teacher is to regularly monitor, observe, analyse, document and report children's</p>	1. Plan assessment activities 2. Prepare assessment materials 3. Execute observation of children	1.1 Purposes and Requirements of assessing preschool children determined. 1.2 Types of assessment selected. 1.3 Children and developmental domains to be assessed identified. 1.4 Assessment plan produced. 2.1 Assessment materials (checklist, rating scale, etc.) obtained as per planned assessment. 3.1 Observation techniques applied. 3.2 Observation data recorded.

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
		development, progress and areas of concern as well as to plan and carry out follow-up activities.	<p>4. Analyse assessment data</p> <p>5. Prepare children's progress report</p> <p>6. Report progress results to responsible personnel / parties involved</p>	<p>4.1 Assessment data compiled.</p> <p>4.3 Assessment analysis findings recorded.</p> <p>4.3 Follow-up activities identified.</p> <p>5.1 Children development progress reported.</p> <p>5.2 Recommendations for improvement proposed.</p> <p>6.1 Progress report conveyed.</p> <p>6.2 Feedback responded to according to progress report Requirements and Standard Operating Procedure (SOP).</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
5 Child Guidance	ET-012-3:2012-C05	<p>The Child Guidance Competency Unit is a unit for preschool teachers to develop children's positive attitude, behaviour and ethical practices and values to help build confidence and guide them to manage difficult situations that foster new learning.</p> <p>The preschool teacher promotes the development of self control in preschool children through positive guidance by setting clear, consistent and fair limits for children's acceptable behaviour and engages them in developing rules and procedures for behaviour of class members.</p>	<ol style="list-style-type: none"> 1. Assess children's behaviour and attitude 2. Execute child guidance 3. Evaluate effectiveness of guidance methods, procedures and techniques. 	<ol style="list-style-type: none"> 1.1 Difficult situations and difficulties encountered by children identified. 1.2 Non judgemental, unbiased attitude practised. 2.1 Guidance approaches selected. 2.2 Guidance methods, procedures and techniques applied. 3.1 Change in behaviour determined. 3.2 Self reflection practised 3.3 Effectiveness of guidance methods, procedures and techniques recorded and reported in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedures (SOP).

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
6 Organising Out-of-School Activities	ET-012-3:2012-C06	<p>This Organising Out-of-School Activities Competency Unit is to promote active learning and enrich children's personal experiences through intellectual, physical, spiritual, social and emotional development, to build their self-esteem and potential through the implementation of out-of-school activities such as concerts, field trips, outings, holiday camps, sports day, nature walk, and other experiential activities.</p> <p>The preschool teacher is to carry out formal and informal experiential learning activities conducted out of the school.</p>	<ol style="list-style-type: none"> 1. Check out-of-school activities and annual events as planned 2. Prepare out-of-school activities and annual events based on school calendar 3. Conduct out-of-school activities and annual events as planned 4. Evaluate implementation of out-of-school activities 	<ol style="list-style-type: none"> 1.1 Date, time, location and nature of activities confirmed. 2.1 Parent's permission and children's participation obtained and confirmed in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP). 2.2 Checklist on relevant materials, health and safety measures (first-aid, name list) produced. 3.1 Children's out-of-school activities documentation obtained and compiled. 3.2 Children's safety and security assured. 3.3 Children activities attended to and monitored. 4.1 Feedback on out-of-school activities analysed. 4.2 Implementation status of out-of-school activities determined. 4.3 Evaluation report produced.

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
7 Building Family and Community Relationships	ET-012-3:2012-C07	<p>The Building Family and Community Relationships Competency Unit is to develop reciprocal relationships among children, families, preschool teachers, the preschool and the local community, to support individuals in realising their capabilities to develop responsible and responsive practices that respond to the needs of preschool children and families in an ever-changing societal context.</p> <p>The preschool teacher establishes relationships with parents based on mutual understanding, trust and co-operation, initiates open communication and reciprocal dialogue with parents, builds collaborative relationships with other professionals such as health and social services to enhance children's growth and development.</p>	<ol style="list-style-type: none"> 1. Create environment that promotes mutual understanding, trust and co-operation with family and community 2. Build relationships with family and community 3. Report parties' involvement and participation in activities, events and projects by the school 	<ol style="list-style-type: none"> 1.1 Information about preschool's setting philosophy, policies, approaches and procedures provided to stakeholders. 1.2 Respects for families as child's primary care giver, differences in values practices, cultural, religious and community tradition conveyed to stakeholders. 2.1 Approachable and comfortable environment established. 2.2 Cooperatively worked with families in defining needs and goals for their children. 2.3 Family enquiries, conversation with families responded to. 2.4 Family and community relationships developed. 3.1 Children records confidentially kept. 3.2 Activities, events and projects involvement and participation report produced in accordance with Standard Operating Procedure (SOP).

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
8 Inclusion of Children with Learning Disabilities	ET-012-3:2012-E01	<p>The Inclusion of Children with Learning Disabilities Competency Unit is to enable preschool teacher to adapt teaching and learning practices towards enhancing the growth and holistic development of children with learning disabilities.</p> <p>The preschool teacher modifies activities, teaching strategies, materials and the learning environment to include children with learning disabilities into the regular classroom.</p>	<ol style="list-style-type: none"> 1. Assess needs and interests of children with learning disabilities for inclusion 2. Plan adaptations for children with learning disabilities 3. Carry out modified activities. 4. Evaluate effectiveness of adaptations 	<ol style="list-style-type: none"> 1.1 Characteristics of children with learning disabilities identified. 1.2 Needs and interests of children with learning disabilities for inclusion determined. 1.3 Adapted activities, resources and environment identified. 2.1 Teaching and learning resources and materials prepared. 2.2 Adapted activities modified. 2.3 Modified learning environment set up. 3.1 Activities adapted to needs and interests of children with learning disabilities implemented. 3.2 Feedback on learning outcomes of children with learning disabilities recorded. 4.1 Feedback on learning outcomes of children with learning disabilities analysed. 4.2 Effectiveness status of adaptations determined. 4.3 Evaluation report with recommendations produced.

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			5. Follow up activities for adaptations	5.1 Adapted activities and modified lessons performed according to recommendations. 5.2 Recommendation for referrals made to immediate superior when necessary.
9 Pre-school Nutritional Guidance	ET-012-3:2012-E02	<p>This Preschool Nutritional Guidance Competency Unit is to guide preschool teachers to cultivate healthy eating habits in children, to support their growth and development, and shape their later eating habits.</p> <p>The preschool teacher educates children on the importance of nutrition and good eating habits, and to guide them to make wise food choices according to nutritional needs, religious beliefs and culture which will help them grow and develop healthy.</p>	<p>1. Educate preschool children and families on nutrition</p> <p>2. Plan healthy menus</p>	<p>1.1 Eating patterns, behaviour and food allergies of preschool children identified</p> <p>1.2 Nutritional food value plan complied to food pyramid and in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>2.1 Preparation of nutritious meals and safety ensured in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Monitor food hygiene and children's eating habits</p>	<p>3.1 Food handlers and food regulation standard complied in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>3.2 Safely serve nutritious meals or snacks in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>3.3 Table etiquette of children assured.</p> <p>3.4 Food preparation and serving areas are safe, cleaned and cleared in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>3.5 Storage of food is safely stored in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p>

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	PRESCHOOL CHILDREN'S HEALTH, SAFETY AND SECURITY ASSURANCE						
Competency Unit Descriptor	<p>This Preschool Children's Health, Safety and Security Assurance Competency Unit is to ensure preschool children's health, safety and security indoor and outdoor while the school is in session in accordance with Occupational Safety Health and Environment Act (OSHEA), Regulatory and Statutory Bodies' Requirements and Standard Operating Procedure (SOP).</p> <p>The preschool teacher checks and records children's health and physical conditions in compliance with health, safety and security rules and routines as well as to keep children under supervision at all times.</p> <p>Pre-requisite: none</p>						
Competency Unit ID	ET-012-3:2012-C01	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Ensure safety and security indoors and outdoors	1.1 Standard safety measures 1.2 Standard emergency procedures <ul style="list-style-type: none"> • fire drill • accidents and injuries 1.3 Hazardous equipment, tools, objects, materials and	1.1 Explain standard safety measures and emergency procedures 1.2 Carry out daily check on safety of equipment, playground and environment (including free from stagnant water)	<u>Attitude:</u> <ul style="list-style-type: none"> • Responsible for children's safety and security (indoors and outdoors). • Meticulous in checking on safety of materials and equipment. 	<u>Knowledge</u> 10 hr <u>Skills:</u> 15 hrs	<u>Knowledge</u> <ul style="list-style-type: none"> • Lecture • Video • Group discussion • Briefing <u>Skills:</u> <ul style="list-style-type: none"> • Demonstration • Practical 	1.1 Indoor and outdoor safety and security assured. 1.2 Pest control carried out. 1.3 Emergency and accident procedures adhered to as required by regulatory,	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	plants 1.4 First aid 1.5 Application of first aid treatment 1.6 Procedure for administration of medicine 1.7 Insurance coverage 1.8 Security procedures <ul style="list-style-type: none"> • Gate securely locked • Children are handed to authorised person only. 	1.3 Comply with emergency procedures 1.4 Conduct fire drill in accordance with SOP 1.5 Carry out Cardio Pulmonary Resuscitation (CPR) 1.6 Enforce procedures for managing accident and injuries 1.7 Store/keep hazardous materials, objects, tools and equipment out of children's reach 1.8 Maintain first aid kit content and expiry date 1.9 Conduct first aid treatment 1.10 Comply administration of medicine in accordance with instructions provided by parents	<ul style="list-style-type: none"> • Cautious in administration of medicine <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Accountable for children's safety and security indoor and outdoor. • Adhere to health, safety and security, environmental rules and regulations. 		session	statutory requirements and SOP. 1.4 Hazardous materials, objects, tools and equipment safely stored and out of children's reach. 1.5 First aid kit content checked and maintained. 1.6 Procedure for first aid treatment complied. 1.7 Administration of medicine to children observed. 1.8 Children insured. 1.9 Gate locked and other security measures taken. 1.10 Children handed to authorised person only according to SOP.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<p>1.11 Explain the benefits of insurance coverage to parents</p> <p>1.12 Carry out security procedures</p>				
2 Monitor children's health and safety	<p>2.1 Routine physical check</p> <p>2.2 Health and immunization records</p> <p>2.3 Children's medical and health history</p> <p>2.4 Children's allergy</p> <p>2.5 Precautionary measures for environmental safety</p>	<p>2.1 Conduct routine physical check.</p> <p>2.2 Identify signs and symptoms of child's health condition.</p> <p>2.3 Take actions with regard to child's health condition according to SOP.</p> <p>2.4 Keep children with allergy away from their allergies.</p> <p>2.5 Check the environment to ensure it is safe for children's activities.</p>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> • Observant and alert of child's health and safety. • Meticulous in monitoring children's health and safety. • Responsive to children's health and safety needs. <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Adhere to health, safety and security, environmental rules and regulations at all times. 	<p><u>Knowledge</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>15 hrs</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Lecture, • Discussion <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Practical session • Case study 	<p>2.1 Children's routine health-check (physical and clinical) carried out and recorded.</p> <p>2.2 Actions taken in response to children's health condition recorded.</p> <p>2.3 List of children with allergy and their allergies prepared and recorded.</p> <p>2.4 Children are kept in safe environment.</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3 Educate children on health, safety and security	3.1 Health, safety and security needs of children 3.2 Integration of children's health, safety and security needs in the conduct of daily lessons 3.3 Components in NPCS (KSPK) related to children's health, safety and security 3.4 Techniques to teach children on issues on health, safety and security 3.5 Precautionary measures for children to handle personal health, safety and security <ul style="list-style-type: none"> • hazardous tools, equipment, and materials • people • personal hygiene 	3.1 Conduct lessons for children to apply health, safety and security needs to their everyday life. 3.2 Demonstrate techniques and role model health, safety and security practices 3.3 Explain precautionary rules and regulations concerning self health, safety and security. 3.4 Ensure children heed precautionary rules and regulations concerning self health, safety and security. 3.5 Explain the importance of personal health, safety and security. 3.6 Demonstrate ways of practising personal health, safety and security.	<u>Attitude:</u> <ul style="list-style-type: none"> • Value health, safety and security • Creative in integrating and planning activities. • Sensitive when communicating with children on personal health, safety and security needs. <u>Safety:</u> <ul style="list-style-type: none"> • Adhere to health, safety and security, environmental rules and regulations. 16	<u>Knowledge</u> 10 hr <u>Skills:</u> 15 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture, • Discussion • Video <u>Skills:</u> <ul style="list-style-type: none"> • Demonstration • Coaching • Role play 	3.1 Integration of health, safety and security in lesson plan and routines observed. 3.2 Health, safety and security needs as per lesson plan delivered. 3.3 Health and safety practices explained and demonstrated to children. 3.4 Children complied with precautionary rules and regulations. 3.5 Personal health, safety and security explained, demonstrated and guided to children. 3.6 Children's identification of threats to personal security guided.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	3.6 Personal security <ul style="list-style-type: none"> • Good or bad touch • Body language 3.7 Suggestive verbal language	3.7 Observe children's practice personal health, safety and security. 3.8 Guide children to practice personal health, safety and security. 3.9 Guide children on ways to identify threats to personal security. 3.10 Coach children to act against identified threats.				3.7 Children's act against identified 3.8 Threats observed
4 Evaluate the practices of children's health, safety and security assurance	4.1 Evaluation methods, techniques, criteria and procedures 4.2 Occupational Safety Health and Environment Act (OSHEA), 4.3 Regulatory and Statutory Body Requirements, such as Education Act 550 (1996). 4.4 Standard Operating Procedure (SOP).	4.1 Identify evaluation criteria and procedures 4.2 Select evaluation format and tools 4.3 Carry out the evaluation 4.4 Analyse the practices of children's health, safety and security.	<u>Attitude:</u> <ul style="list-style-type: none"> • Objective in assessing the practices of children's health, safety and security. • Analytical in assessing the practices of children's health, safety and security. 	<u>Knowledge</u> 10 hr <u>Skills:</u> 15 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Group discussion • Tutorial <u>Skills:</u> <ul style="list-style-type: none"> • Demonstration • Mentoring • Coaching 	4.1 Evaluation criteria and procedures listed. 4.2 Evaluation format and tools determined. 4.3 The evaluation findings such as compliance or non compliance, good practices, and recommendations made for improvement documented.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		4.5 Reflect on the practices of children's health, safety and security.	<ul style="list-style-type: none"> • Responsive to children's needs and changing situations. <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Adhere to health, safety and security, environmental rules and regulations. 			

Employability Skills

Core Abilities	Social Skills
<p>01.11 Apply thinking skills and creativity</p> <p>02.10 Prepare reports and instructions</p> <p>02.11 Convey information and ideas to people</p> <p>03.09 Manage and improve performance of individuals</p> <p>03.10 Provide consultation and counselling</p> <p>03.11 Monitor and evaluate performance of human resources</p> <p>03.15 Liaise to achieve identified outcomes</p> <p>03.16 Identify and assess children's needs</p> <p>04.06 Allocate work</p> <p>05.01 Implement project/work plans</p> <p>05.02 Inspect and monitor work done and/or in progress</p> <p>06.07 Develop and maintain networks</p>	<ol style="list-style-type: none">1. Communication skills2. Interpersonal skills3. Multitasking and prioritising4. Self-discipline5. Teamwork6. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996)	1:1
3. Child Act 2001	1:1
4. Convention on the Rights of the Child (1999), Child Protection Act (1999)	1:1
5. National Preschool Standard Curriculum (NPCS/KSPK)	1:1
6. Occupational Safety Health and Environment Act OSHA	1:1
7. Insurance coverage Forms	1:1
8. First Aid Kit with content	1:5
9. Thermometer	1:5
10. Fire Extinguisher	1:25
11. Fire blanket	1:25
12. List of emergency number	1:1
13. Records book	1:1

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REFERENCES	
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2.	Convention on the Rights of the Child (1999), Child Protection Act (1999)
3.	Marotz, L.R. (2009). <i>Health, Safety, and Nutrition for the Young Child (7th Ed.)</i> , Clifton Park, NY: Delmar Cengage Learning.
4.	<i>Lynn R. Marotz (2009), Health, Safety and Nutrition for The Young Child, 7th edition</i>
5.	Rahim M.Sail, Abdul Rahman Md Aroff, Asnarulkhadi Abu Samah, Azimi Hamzah, Sidek Mohd Noah Zakaria Kasa (2008), <i>Handbook on Social Skills and Social Values in Technical Education and Vocational Training</i> . (2 nd Ed). Putrajaya: Department of Skill Development, Ministry of Human Resources Malaysia.
6.	Robertson, C. (2010). <i>Safety, Nutrition, and Health in Early Education (4th Ed.)</i> . Belmont, CA: Wadsworth Cengage Learning.
7.	Schaefer-Wilson, J. (2008). <i>Consumers' Reports Guide to Childproofing and Safety</i> . NY: Consumers Union of the United States, Inc.
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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	PRESCHOOL TEACHING AND LEARNING						
Competency Unit Descriptor	<p>This Preschool Teaching and Learning Competency Unit is to develop children aged 4 - 6 in the developmental domains of physical, social, emotional, intellectual and spiritual through effective formal and informal teaching-learning processes.</p> <p>The Preschool Teacher is responsible for planning and executing preschool education programme to teach young children effectively by adopting appropriate approaches and practices to ensure the holistic development and well-being of children in accordance to the National Preschool Curriculum Standard (NPCS / KSPK).</p> <p>Pre-Requisite: ET-012-3:2012-C01 Preschool Children's Health, Safety and Security Assurance ET-012-3:2012-C03 Class Management</p>						
Competency Unit ID	ET-012-3:2012-C02	Level	3	Training Duration	200	Credit Hours	20

Work Activities	Related Knowledge	Applied Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
1. Analyse requirements and contents of National Preschool Curriculum Standard (NPCS / KSPK).	1.1 Introduction to NPCS / KSPK. 1.2 The philosophy and aims of NPCS / KSPK. 1.3 Contents and requirements of NPCS / KSPK:	1.1 Interpret NPCS / KSPK: i. Six strands (tunjang): <ul style="list-style-type: none"> • Communication, • Spiritual, • Humanities, • Interpersonal, • Physical and Aesthetics, 	<u>Attitude:</u> i. Meticulous in interpreting NPCS / KSPK ii. Resourceful in determining contents and requirements of	<u>Knowledge</u> 15 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Group Discussion • Q&A 	1.1 Philosophy and aims of NPCS / KSPK specified. 1.2 Six strands of NPCS / KSPK defined.

Work Activities	Related Knowledge	Applied Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	i. Six strands (tunjang): <ul style="list-style-type: none"> • Communication, • Spiritual, • Humanities, • Interpersonal, • Physical and Aesthetics, • Science and Technology. ii. Related skills for respective strands. iii. Content Standards – suggested teaching strategies. iv. Learning Standards – age-appropriate learning activities.	<ul style="list-style-type: none"> • Science and Technology. ii. Related skills for respective strands. iii. Content Standards – suggested teaching strategies. iv. Learning Standards – age-appropriate learning activities. 1.2 Identify relevant contents of NPCS / KSPK.	NPCS / KSPK iii. Decisiveness in identifying the contents and requirements of NPCS/ KSPK.	<u>Skills:</u> 25 hrs	<u>Skills:</u> <ul style="list-style-type: none"> • Workshop • Presentation 	
2. Plan teaching and learning activities	2.1 Child Development. 2.2 Child Psychology. 2.3 Developmentally Appropriate Practices (DAP). 2.4 Teaching and learning approaches and methodologies. 2.5 Content standard and learning Standard of NPCS / KSPK.	2.1 Identify developmentally appropriate learning activities. 2.2 Determine meaningful, purposeful and fun-filled learning activities. 2.3 Prepare a variety of age appropriate teaching and learning materials.	<u>Attitude:</u> <ol style="list-style-type: none"> Meticulous in planning the lessons. Resourceful in preparation of materials and activities. Creative and innovative in planning teaching and 	<u>Knowledge</u> 15 hrs <u>Skills:</u> 45 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Group Discussion • Q&A <u>Skills:</u> <ul style="list-style-type: none"> • Assignment • Workshop • Presentation 	2.1 Lesson plan details, (subject matter, learning outcome, materials, assessment, etc.) documented according to NPCS / KSPK format. 2.2 Age appropriate teaching

Work Activities	Related Knowledge	Applied Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>2.6 Methods of obtaining teaching and learning resources / materials.</p> <p>2.7 Lesson Plan Format.</p>	<p>2.4 Source for teaching and learning materials from various resources.</p> <p>2.5 Create learning environment according to contents.</p>	<p>learning activities and preparing materials.</p> <p><u>Safety:</u></p> <ul style="list-style-type: none"> Adhere to health, safety and security, environmental rules and regulations. 			<p>strategies, equipment and learning activities stated in lesson plan.</p> <p>2.3 Lesson plans produced as per Developmentally Appropriate Practices (DAP)</p>
3. Carry out lessons planned	<p>3.1 Principles of Early childhood Education.</p> <p>3.2 Class Management</p> <p>3.3 Preschool Appropriate Practices (Pedagogy).</p> <p>3.4 Methods and techniques of teaching and learning.</p> <p>3.5 Characteristics and appropriateness of the resources and materials</p> <p>3.6 Utilisation of spaces, appropriate teaching materials and equipment.</p>	<p>3.1 Execute lesson planned with good practices.</p> <p>3.2 Apply class management skills.</p> <p>3.3 Apply methods and techniques.</p> <p>3.4 Create conducive learning environment.</p> <p>3.5 Utilise the learning centres according to contents.</p>	<p><u>Attitude:</u></p> <p>i. Creative in conducting teaching strategies & learning activities.</p> <p>ii. Sensitive to children's needs and developmental domains</p> <p>iii. Enthusiastic in conducting activities.</p>	<p><u>Knowledge</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>40 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Lecture Discussion Q & A <p><u>Skills:</u></p> <ul style="list-style-type: none"> Teaching Practicum Simulations - Role Play 	<p>3.1 Children's participation in teaching and learning process observed.</p> <p>3.2 Teaching and learning activities executed as per lessons planned.</p> <p>3.3 Age appropriate resources and materials utilised.</p> <p>3.4 Feedback on teaching and learning</p>

Work Activities	Related Knowledge	Applied Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety:</u> i. Adhere to health, safety and security, environmental rules and regulations.			recorded.
4. Evaluate effectiveness of lessons executed	4.1 Methods of assessment 4.2 Evaluation procedures 4.3 Modification procedures referring to NPCS / KSPK. 4.4 Application of appropriate measures (for enhancement and further improvement)	4.1 Comply with assessment methods and procedures. 4.2 Record the evaluation of children's progress. 4.3 Review the effectiveness of the lesson executed. 4.4 Follow up on the reviewed lesson plan.	<u>Attitudes:</u> i. Non-bias and non-judgemental in the assessing and evaluating procedures towards the children. ii. Follow up measures are applied persistently. <u>Safety:</u> N/A	<u>Knowledge</u> 15 hrs <u>Skills:</u> 35 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Q&A • Briefing on evaluation procedures <u>Skills:</u> <ul style="list-style-type: none"> • Group discussion. • Presentation 	4.1 Methods of assessment applied. 4.2 Self assessment on the delivery reflected. 4.3 Intended children's learning outcomes reviewed. 4.4 Follow up strategies prepared and executed.

Employability Skills

Core Abilities	Social Skills
02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess children's needs 04.06 Allocate work 05.01 Implement project/work plans 05.02 Inspect and monitor work done and/or in progress 06.07 Develop and maintain networks	1. Communication skills 2. Conceptual skills 3. Learning skills 4. Interpersonal skills 5. Multitasking and prioritising 6. Self-discipline 7. Teamwork 8. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. NPC / KPK and NPCS / KSPK	1:1
2. Standard Operating Procedure (SOP)	1:1
3. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999)	1:1
4. Educational tools and teaching aids	1:5
5. Stationery – Art blocks, paint brushes and paints, pencils, eraser	1:5
6. Record book	1:1
7. Multimedia – radio, TV, computer, DVD	1:1
8. Whiteboard, whiteboard eraser and markers	1:25
9. Resource books and references	1:25
10. Various types of jotter book	1:25

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6. Beaty, J. J. (1996). *Preschool Appropriate Practices* (2nd ed.). Orlando: Harcourt Brace College Publishers. ISBN: 0-15-502633-X.

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	CLASSROOM MANAGEMENT						
Competency Unit Descriptor	<p>This Classroom Management Competency Unit is to enable preschool teacher to create conducive learning environment for enhancing children’s growth and development.</p> <p>The preschool teacher facilitates and supports children’s physical, cognitive, language, aesthetic, social-emotional, moral and spiritual development by providing a safe, secure and friendly environment that promotes respect for one another as well as for rules and routines.</p> <p>Pre-requisites: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance ET-012-3:2012-C02 Preschool Teaching and Learning ET-012-3:2012-C05 Child Guidance</p>						
Competency Unit ID	ET-012-3:2012-C03	Level	3	Training Duration	150	Credit Hours	15

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
1. Plan classroom setting for teaching and learning activities	1.1 Curriculum content of NPCS / KSPK 1.2 Weekly time scheduling 1.3 Weekly lesson plan 1.4 Balanced time scheduling (e.g. active	1.1 Check weekly time scheduling. 1.2 Select teaching and learning activities. 1.3 Determine location and space for teaching and learning activities.	<u>Attitude:</u> <ul style="list-style-type: none"> Responsive to children’s needs, interests and abilities. Resourceful 	<u>Knowledge:</u> 20 hrs <u>Skills:</u> 30 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> Lecture Q&A Group discussion 	1.1 Time scheduling details listed. 1.2 Layout of location for selected teaching and learning

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>and passive activities, core and thematic).</p> <p>1.5 Transition periods</p> <p>1.6 Class layout</p> <p>1.7 Children's needs, interests and abilities</p> <p>1.8 Characteristics of a conducive environment</p>	<p>1.4 Sketch layout for teaching and learning activities.</p> <p>1.5 Identify materials and equipment required for teaching and learning activities.</p>	<p>and creative in planning teaching and learning activities.</p> <p><u>Safety:</u></p> <ul style="list-style-type: none"> Adhere to health, safety and security, environmental rules and regulations. 		<p><u>Skills:</u></p> <ul style="list-style-type: none"> Practical Group assignment 	<p>activities produced.</p> <p>1.3 Materials and equipment required for teaching and learning activities determined.</p>
2. Create learning environment to enhance children's growth and development	<p>2.1 Child development</p> <p>2.2 Curriculum content of NPCS / KSPK</p> <p>2.3 Developmentally appropriate practices (DAP)</p> <p>2.4 Children's needs, interests and abilities</p> <p>2.5 Characteristics of a conducive environment:</p> <ul style="list-style-type: none"> sufficient materials, tools and equipment materials and tools are readily accessible sufficient space to carry out activities 	<p>2.1 Determine stages of children's development, interests and needs.</p> <p>2.2 List requirements for a clean, safe and secure environment.</p> <p>2.3 Check availability and accessibility of materials, tools and equipment.</p> <p>2.4 Set up learning environment.</p> <p>2.5 Explain classroom rules and routines to children.</p>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> Creative and innovative in setting up the learning environment. Resourceful in creating the learning environment. Approachable and friendly, caring, patient, professional and ethical in maintaining classroom 	<p><u>Knowledge:</u></p> <p>20 hrs</p> <p><u>Skills:</u></p> <p>30 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Lecture Discussion <p><u>Skills:</u></p> <ul style="list-style-type: none"> Simulation Group Discussion Assignment 	<p>2.1 Stages of children's development, interests and needs specified.</p> <p>2.2 List of requirements for a clean, safe and secure environment produced.</p> <p>2.3 Materials, tools and equipment required for creating conducive learning</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> clean, safe and secure <p>2.6 Children's health, safety and security</p> <p>2.7 Classroom control:</p> <ul style="list-style-type: none"> Positive reinforcement techniques Ways to regulate self emotion 	<p>2.6 Practise classroom rules and routines procedures for positive behaviour.</p> <p>2.7 Reinforce children's positive behaviour to maintain classroom order.</p> <p>2.8 Apply positive reinforcement techniques to maintain classroom order.</p> <p>2.9 Self regulate preschool teacher's emotions in class.</p>	<p>control,</p> <ul style="list-style-type: none"> Sensitive towards children's emotions and feelings. <p><u>Safety:</u></p> <ul style="list-style-type: none"> Adhere to health, safety and security, environmental rules and regulations. Adhere to requirements of classroom control in accordance with Standard Operating Procedure (SOP). 			<p>environment prepared.</p> <p>2.4 Children's positive responses to activities and learning environment recorded.</p> <p>2.5 Classroom routines adhered to as per rules and routines set.</p> <p>2.6 Rules and routines complied by children.</p> <p>2.7 Children's positive behaviour displayed.</p>
3. Evaluate effectiveness of classroom environment	3.1 Records of children's positive responses to activities and learning environment	3.1 Interpret records of children's positive responses to activities and learning environment.	<p><u>Attitudes:</u></p> <ul style="list-style-type: none"> Objective and honest in evaluating the effectiveness 	20 hrs	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Lecture Group Discussion 	<p>3.1 Concerns and ways for improvement identified.</p> <p>3.2 Recommendations for</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	3.2 Procedures and techniques of evaluation 3.3 Record format	3.2 Identify concerns and ways for improvement. 3.3 Record recommendations for improvement.	of the learning environment created. <u>Safety:</u> Not Applicable.	<u>Skills:</u> 30 hrs	<u>Skills:</u> • Assignment and feedback	improvement of learning environment recorded.

Employability Skills

Core Abilities	Social Skills
<p>02.10 Prepare reports and instructions</p> <p>02.11 Convey information and ideas to people</p> <p>03.09 Manage and improve performance of individuals</p> <p>03.10 Provide consultation and counselling</p> <p>03.15 Liase to achieve identified outcomes</p> <p>03.16 Identify and assess children's needs</p> <p>04.06 Allocate work</p> <p>05.01 Implement project/work plans</p> <p>05.02 Inspect and monitor work done and/or in progress</p> <p>06.07 Develop and maintain networks</p>	<ol style="list-style-type: none">1. Communication skills2. Conceptual skills3. Learning skills4. Interpersonal skills5. Multitasking and prioritising6. Self-discipline7. Teamwork8. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. NPC (KPK) and NPCS (KSPK)	1:1
2. Standard Operating Procedure (SOP)	1:1
3. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999)	1:1
4. Samples of classroom rules and routines	1:1
5. Samples of classroom floor layout	1:1
6. Samples of posters and leaflets on routines	1:1
7. Samples of record format	1:1
8. Samples of weekly time scheduling	1:1
9. List of materials, tools and equipment for creating conducive learning environment	1:25
10. Slides / pictures of conducive learning environment	1:25
11. Audio Visual Aids (AVA)	1:25

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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	ASSESSING PRESCHOOL CHILDREN						
Competency Unit Descriptor	<p>This Assessing Preschool Children Competency Unit is to ensure children’s needs and interests are attended to effectively in accordance with their learning abilities and developmental stages in order to enhance their growth and development. Assessment of preschool children provides information, advice and guidance for the planning of learning and teaching activities as well as to lend support and intervention to relevant parties and professionals.</p> <p>The preschool teacher regularly monitors, observes, analyses, documents and reports children’s development, progress and areas of concern as well as to plan and carry out follow-up activities.</p> <p>Pre-requisite: ET-012-3:2012-C02 Preschool Teaching and Learning ET-012-3:2012-C08 Inclusion of Children with Learning Disabilities</p>						
Competency Unit ID	ET-012-3:2012-C04	Level	3	Training Duration	200	Credit Hours	20
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Plan assessment activities	1.1 Curriculum content of NPCS (KSPK) and outcome standards 1.2 Child development 1.3 Purposes of assessment	1.1 Interpret NPCS (KSPK) contents and learning standards 1.2 Identify children to be assessed 1.3 Identify objectives for assessment	<u>Attitude:</u> <ul style="list-style-type: none"> Thorough in interpreting NPCS (KSPK) Accurate in selecting types of assessment 	<u>Knowledge</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> Lecture Discussion Case study 	1.1 Contents and learning standards stated. 1.2 Objectives and methods of assessment determined.	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	1.4 Theories of assessment related to preschool children 1.5 Ethical issues in assessment 1.6 Types of assessment 1.7 Frequency, time and setting for assessment to take place 1.8 Documentation of assessed information/ data 1.9 Assessment criteria	1.4 Select assessment methods 1.5 Schedule assessment	<u>Safety:</u> <ul style="list-style-type: none"> Adhere to health, safety and security, environmental rules and regulations. 		<u>Skills:</u> <ul style="list-style-type: none"> Practical Assignment Discussion and feedback 	1.3 Child's name, time, setting, duration and developmental domains determined. 1.4 Assessment schedule produced.
2. Prepare assessment materials	2.1 National Preschool Assessment Instrument 2.2 Child development 2.3 Purposes of assessment 2.4 Types of assessment materials: <ul style="list-style-type: none"> Checklist Rating scale 	2.1 Select performance standard from the National Preschool Assessment Instrument (Instrumen Pentaksiran Prasekolah Kebangsaan) 2.2 Set rating scale for assessment	<u>Attitude:</u> <ul style="list-style-type: none"> Resourceful in preparing assessment tools and materials Accountable for selecting reliable and valid materials for assessment 	<u>Knowledge:</u> 15 hrs <u>Skills:</u> 25 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> Lecture Discussion Case study Q&A 	2.1 Performance standard selected as per the purposes of assessment. 2.2 Assessment checklist produced. 2.3 Rating scale produced and pilot tested.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	2.5 Format for observation: <ul style="list-style-type: none"> • Checklist • Anecdote • Running record • Rating scale 	2.3 Format observation records: <ul style="list-style-type: none"> • Checklist • Anecdote • Running record • Rating scale 			<u>Skills:</u> <ul style="list-style-type: none"> • Practical • Assignment, presentation and feedback 	2.4 Observation record format produced.
3 Execute observation of children	3.1 Child development 3.2 National Preschool Assessment Instrument (Instrumen Pentaksiran Prasekolah Kebangsaan) 3.3 Observation procedures and techniques 3.4 Purposes of assessment 3.5 Assessment schedule 3.6 Assessment Methods <ul style="list-style-type: none"> • Checklist • Rating scale • Anecdote • Running record • Observation 	3.1 Observe children 3.2 Document observational process.	<u>Attitude:</u> <ul style="list-style-type: none"> • Objective in observing children, and recording • Observant of children's behaviour • Sensitive to children's responses 	<u>Knowledge:</u> 15 hrs <u>Skills:</u> 25 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • lecture • video • case study, • discussion, • observation <u>Skills:</u> <ul style="list-style-type: none"> • assignment, presentation and feedback simulation 	3.1 Methods for observation selected. 3.2 Children's behaviour observed as per selected methods. 3.3 Children's observed behaviour documented using observation record forms

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4 Analyse assessment data	4.1 Child development 4.2 National Preschool Assessment Instrument (Instrumen Pentaksiran Prasekolah Kebangsaan) 4.3 Analysis techniques and procedures 4.4 Purposes of assessment 4.5 Types of assessment	4.1 Apply analysis techniques and procedures 4.2 Interpret data collected 4.3 Identify changes in the children's behaviour 4.4 Identify status of children development and progress 4.5 Conclude children's behaviour, development and progress	<u>Attitude:</u> <ul style="list-style-type: none"> Objective in interpreting and analysing children's behaviour and progress Accountable for decisions made Ethical and professional to ensure confidentiality of assessment <u>Safety:</u> <ul style="list-style-type: none"> Assessment result should not be used to label children. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture case study discussion <u>Skills:</u> <ul style="list-style-type: none"> Practical assignment, presentation and feedback 	4.1 Collected data interpreted. 4.2 Conclusion about children's behaviour, development and progress recorded.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
5 Prepare children's progress report	5.1 Children's progress report 5.2 Purposes of assessment information: <ul style="list-style-type: none"> reporting to parents self-reflection on improving teaching-learning 5.3 Reporting procedures 5.4 Report writing techniques 5.5 Reporting format	5.1 Determine purposes of assessment information <ul style="list-style-type: none"> reporting to parents self-reflection on improving teaching-learning 5.2 Determine report content 5.3 Write report.	<u>Attitude:</u> <ul style="list-style-type: none"> Meticulous in preparing children's progress Fair, unbiased, and professional in reporting children's progress Ethical and professional to ensure confidentiality of assessment <u>Safety:</u> <ul style="list-style-type: none"> Progress results of each child should not be exposed to others, only to the parents and appointed party. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture case study discussion <u>Skills:</u> <ul style="list-style-type: none"> practical assignment, presentation and feedback 	5.1 Children's progress reports produced as per purpose of assessment. 5.2 Recommendations on self improvement specified and recorded.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
6 Report progress results to responsible personnel / parties involved	<p>6.1 Children's progress report</p> <p>6.2 Relevant parties:</p> <ul style="list-style-type: none"> • parents / guardians • administrator • professionals (doctors, speech therapists, psychologists) <p>6.3 Reporting procedures and techniques</p> <p>6.4 Effective communication and interpersonal skills in reporting children's progress:</p> <ul style="list-style-type: none"> • do not talk down to parents • knowledgeable about children's progress • professional in reporting 	<p>6.1 Discuss children's progress report with parents / guardians.</p> <p>6.2 Suggest ways of improving children's progress to parents / guardians.</p> <p>6.3 Recommend ways of improving teaching and learning to administrators.</p> <p>6.4 Consult with professionals the assessment information.</p>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> • Knowledgeable and confident in communicating with parents. • Courteous in interacting with parents. • Attentive in listening. • Ensure confidentiality of assessment information. <p><u>Safety:</u></p> <p>Not applicable.</p>	<p><u>Knowledge:</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>20 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • lecture • discussion <p><u>Skills:</u></p> <ul style="list-style-type: none"> • simulation • role play 	<p>6.1 Discussion of children's progress with parents / guardians documented.</p> <p>6.2 Planned activities for teaching - learning improvement produced.</p> <p>6.3 Recommendations from professionals documented and followed through.</p>

Employability Skills

Core Abilities	Social Skills
<p>01.11 Apply thinking skills and creativity</p> <p>02.10 Prepare reports and instructions</p> <p>02.11 Convey information and ideas to people</p> <p>03.09 Manage and improve performance of individuals</p> <p>03.10 Provide consultation and counselling</p> <p>03.11 Monitor and evaluate performance of human resources</p> <p>03.15 Liaise to achieve identified outcomes</p> <p>03.16 Identify and assess children's needs</p> <p>04.06 Allocate work</p> <p>05.01 Implement project/work plans</p> <p>05.02 Inspect and monitor work done and/or in progress</p> <p>06.07 Develop and maintain networks</p>	<ol style="list-style-type: none">1. Communication skills2. Interpersonal skills3. Multitasking and prioritising4. Self-discipline5. Teamwork6. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996)	1:1
3. Child Act 2001	1:1
4. Convention on the Rights of the Child (1999), Child Protection Act (1999)	1:1
5. National Preschool Standard Curriculum (NPCS/KSPK)	1:1
6. Occupational Safety Health and Environment Act OSHA	1:1
7. Insurance coverage Forms	1:1
8. First Aid Kit with content	1:5
9. Thermometer	1:5
10. Fire Extinguisher	1:25
11. Fire blanket	1:25
12. List of emergency number	1:1
13. Records book	1:1

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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	CHILD GUIDANCE						
Competency Unit Descriptor	<p>The Child Guidance Competency Unit is a unit for preschool teachers to develop children's positive attitude, behaviour and ethical practices and values to help them build confidence and guide them to manage difficult situations that will foster new learning.</p> <p>The preschool teacher promotes the development of self control in young children through positive guidance by setting clear, consistent and fair limits for children's acceptable behaviour and engages them in developing rules and procedures for behaviour of class members.</p> <p>Pre-requisites: ET-012-3:2012-C02 Preschool Teaching and Learning ET-012-3:2012-C03 Class Management ET-012-3:2012-C04 Assessing Preschool Children</p>						
Competency Unit ID	ET-012-3:2012-C05	Level	3	Training Duration	150	Credit Hours	15
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Assess children's behaviour and attitude	1.1 Child development 1.2 Pro-social behaviour 1.3 Emotional intelligence 1.4 Common behavioural problems in early childhood (eg: play entry, kicking and	1.1 Apply observation techniques. 1.2 Identify child's behaviour / attitude. 1.3 Differentiate between pro-social and anti-social behaviour (eg: <i>squeezing, hugging and back slapping</i>	<u>Attitude:</u> i. Insightful of children's behaviour and attitude ii. Observant of children's behaviour and attitude iii. Non judgemental	<u>Knowledge</u> 20 hrs <u>Skills:</u> 40 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • e-learning/ Video • Case study • Group discussion • Q&A • Tutorial 	1.1 Children's behaviour, or/and attitude determined. 1.2 Differences between pro- and anti- social behaviour defined. 1.3 Causes of behavioural problems listed	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	biting) 1.5 Observation techniques that are ethical, just, valid and developmentally appropriate 1.6 Positive discipline 1.7 Behaviour management strategies (eg: conflict resolution, verbalisation of emotion and using persona dolls) 1.8 Recognition of serious cases that need referral 1.9 Standard Operating Procedures (SOP)	<i>can be pro-social or anti-social)</i> 1.4 Investigate behavioural problems (eg: talk to parents and other staff) 1.5 Prepare corrective actions according to Standard Operating Procedure (SOP).	when observing children's behaviour and attitude iv. Caring and concerned over children's behaviour and attitude <u>Safety:</u> Not Applicable.		<u>Skills:</u> <ul style="list-style-type: none"> • Practical sessions • Scenario based training (SBT) • Role play • Coaching 	and specified. 1.4 Corrective action plan established and documented according to Standard Operating Procedures (SOP).
2. Execute child guidance	2.1 Positive discipline <ul style="list-style-type: none"> • positive reinforcement (praises, encouragement, etc) • lead children to self control • help children change, • foster children's ability to think and reason 	2.1 Guide children to distinguish between acceptable and non acceptable behaviour. 2.2 Guide children to display acceptable behaviour.	<u>Attitude:</u> <ol style="list-style-type: none"> Observant of children's acceptable and non acceptable behaviour Patient in guidance children 	<u>Knowledge</u> 20 hrs <u>Skills:</u>	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Case study • Problem base learning (PBL) <u>Skills:</u>	2.1 Children's acceptable and non-acceptable behaviours identified. 2.2 Behaviour displayed by children

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>2.2 Behaviour management strategies (eg: conflict resolution, verbalisation of emotion and using persona dolls)</p> <p>2.3 Various types of serious cases that need referral (eg: signs and symptoms of abuse, violent behaviour)</p> <p>2.4 Recording procedures (eg: NPCS/ KSPK)</p>	<p>2.3 Apply strategies to manage problematic behaviour.</p> <p>2.5 Follow recording procedures.</p> <p>2.6 Convey concerns and suggestions to responsible personnel/ parties involved.</p>	<p>towards acceptable behaviour</p> <p>iii. Persevering in guidance children towards acceptable behaviour</p> <p>iv. Caring and empathetic in guidance and managing children's behaviour</p> <p>v. Sensitive in communicating with parents</p> <p><u>Safety:</u></p> <ul style="list-style-type: none"> Adhere to health, safety and security, environmental rules and regulations. 	30 hrs	<ul style="list-style-type: none"> Video taping Role play Simulation Scenario based training (SBT) 	<p>observed.</p> <p>2.3 Strategies for behaviour management applied and recorded.</p> <p>2.4 Children's behaviour reported to responsible personnel/ parties involved.</p>
3 Evaluate effectiveness of guidance methods, procedures and techniques	<p>3.1 Evaluation techniques that are fair, valid and developmentally appropriate</p> <p>3.2 Evaluation criteria</p> <p>3.3 Evaluation tools</p>	<p>3.1 Determine evaluation criteria.</p> <p>3.2 Determine changes in children's behaviour after guidance provided.</p> <p>3.3 Follow evaluation</p>	<p><u>Attitude:</u></p> <p>i. Honest and analytical in assessing effectiveness of guidance methods, procedures and techniques.</p>	<p><u>Knowledge</u></p> <p>20 hrs</p> <p><u>Skills:</u></p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Lecture Group discussion Q&A Tutorial 	<p>3.1 Evaluation criteria determined.</p> <p>3.2 Changes in children's behaviour identified.</p> <p>3.3 Evaluation</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	using NPCS/KSPK guidelines.	<p>procedures using NPCS/KSPK guidelines.</p> <p>3.4 Analyse guidance methods and techniques employed.</p> <p>3.5 Reflect on guidance methods and techniques employed.</p>	<p>ii. Self critical of methods, procedures and techniques used to guide children's behaviour</p> <p>iii. Acceptance of personal short comings when guidance children's behaviour</p> <p>iv. Confident in evaluating effectiveness of guidance methods, procedures and techniques.</p> <p><u>Safety:</u> Not applicable.</p>	20 hrs	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Coaching • Mentoring • Simulation • Case Study 	<p>procedures complied.</p> <p>3.4 Data analysed, assessed and reported.</p> <p>3.5 Self-reflection practised.</p>

Employability Skills

Core Abilities	Social Skills
01.11 Apply thinking skills and creativity 02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.11 Monitor and evaluate performance of human resources 05.01 Implement project / work plans	1. Communication skills 2. Interpersonal skills 3. Multitasking and prioritising 4. Self-discipline 5. Teamwork 6. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1 Record book	1:1
2 Video recorder	1:25
3 Standard Operating Procedure (SOP)	1:1
4 Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
5 Samples of classroom rules and routines	1:1
6 Audio Visual Aids (AVA)	1:25
7 Whiteboard, whiteboard eraser and marker pens	1:25
8 Samples of assessment and evaluation tools (forms, checklists, log books, etc.)	1:25

9	Persona dolls	1:25
10	Weekly time scheduling	1:25
11	Annual planner	1:25

References

REFERENCES	
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7.	Durrant, J.E. (2010) Positive Discipline in Every Day Teaching; Guidelines for Educators. Save the Children, Sweden. ISBN 978-616-90503-1-5
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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	ORGANISING OUT-OF-SCHOOL ACTIVITIES						
Competency Unit Descriptor	<p>This Organising Out-of-School Activities Competency Unit is to promote active learning and enrich children’s personal experiences through intellectual, physical, spiritual, social and emotional development, thus building their self-esteem and potential through the implementation of out-of-school activities such as concerts, field trips, outings, holiday camps, sports day, nature walk, and other experiential activities.</p> <p>The preschool teacher carries out formal and informal experiential learning activities conducted out of the school to promote love for learning that leads to preschool children.</p> <p>Pre-requisites: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance ET-012-3:2012-C02 Preschool Teaching and Learning</p>						
Competency Unit ID	ET-012-3:2012-C06	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Check out-of-school activities and annual events as planned	1.1 Importance of out-of-school activities and their objectives. 1.2 Types of out-of-school activities involved. 1.3 Relationships among centres, parents and communities.	1.1 List aims and objectives of out-of-school activities and annual events. 1.2 Identify types and nature of out-of-school activities for the year. 1.3 Determine details and types of out-of-	<u>Attitude:</u> i. Sensitive to diverse culture. ii. Resourceful in sourcing activities with relevant particulars for events.	<u>Knowledge:</u> 10 hr <u>Skills:</u> 15 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • lecture • group discussion • Q&A 	1.1 Aims and objectives of out-of-school activities and annual events documented. 1.2 Types and nature of activities determined. 1.3 Details such as date, time, location	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>1.4 Preschool teaching and learning.</p> <p>1.5 Preschool children health, safety and security assurance.</p>	school activities.	<p>iii. Creative and innovative in organising annual events.</p> <p>iv. Decisiveness in identifying activities.</p> <p><u>Safety:</u></p> <p>i. Adhere to health, safety, security, and environmental rules and regulations.</p>		<p><u>Skills:</u></p> <ul style="list-style-type: none"> project and presentation role play 	and activities confirmed.
2. Prepare out-of-school activities and annual events based on school calendar	<p>1.1 Yearly calendar planning</p> <p>1.2 Networking within neighbourhood and community.</p> <p>1.3 Effective communication</p> <p>1.4 Event management.</p>	<p>2.1 Contact relevant authority and agencies</p> <p>2.2 Write to respective agencies involved.</p> <p>2.3 Confirm the availability and details for events.</p> <p>2.4 Form event organising committee.</p> <p>2.5 List relevant details required for out-of-</p>	<p><u>Attitude:</u></p> <p>i. Approachable and friendly</p> <p>ii. Knowledgeable and meticulous in preparing out-of-school activities.</p> <p>iii. Resourceful in preparation of materials and activities.</p>	<p><u>Knowledge:</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>15 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> lecture group discussion briefing Q&A <p><u>Skills:</u></p> <ul style="list-style-type: none"> project and presentation assignment role play 	<p>2.1 Correspondences and documents to relevant agencies compiled and filed.</p> <p>2.3 Checklist on relevant materials, health and safety measures (first-aid, name list) prepared.</p> <p>2.4 Roles and responsibilities for committee assigned.</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<p>school activities.</p> <p>2.6 Seek parents' and guardians' permission for children's participation.</p> <p>2.7 Follow-up with relevant parties involved including parents about upcoming events.</p> <p>2.8 Verify insurance coverage requirement for respective events.</p>	<p>iv. Accountable and responsible in preparing out-of-school activities.</p> <p><u>Safety:</u></p> <p>i. Adhere to health, safety and security, environmental rules and regulations.</p> <p>ii. Adhere to insurance policies for events.</p>			<p>2.5 Minutes of meetings and circulars to parents compiled.</p> <p>2.6 Parent's permission and children's participation obtained.</p> <p>2.7 Insurance coverage for participants confirmed.</p>
3. Conduct out-of-school activities and annual events as planned	<p>3.1 Organising and managing of out-of-school activities.</p> <p>3.2 Event management</p> <p>3.3 Utilisation of spaces, appropriate materials and equipment.</p> <p>3.4 Health, safety and security assurance.</p>	<p>3.1 Conduct activities / events as planned.</p> <p>3.2 Apply event management skills.</p> <p>3.3 Utilise spaces, materials and equipment according to plan.</p>	<p><u>Attitude:</u></p> <p>i. Approachable and friendly</p> <p>ii. Enthusiastic in conducting activities and events.</p> <p>iii. Responsible and accountable for consequences.</p>	<p><u>Knowledge:</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>15 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • lecture • group discussion <p><u>Skills:</u></p> <ul style="list-style-type: none"> • project 	<p>3.1 Out-of-school activities or events documented.</p> <p>3.2 Children's safety and security supervised.</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iv. Creative and innovative in conducting out-of-school activities. v. Sensitive to children's needs. <u>Safety:</u> i. Adhere to health, safety and security, environmental rules and regulations.			
4. Evaluate implementation of out-of-school activities	4.1 Methods and techniques of event management 4.2 Application of appropriate measures for effectiveness of implementation of event.	4.1 Review effectiveness of activities implemented. 4.2 Recommend action plans for future improvement of event's implementation.	<u>Attitudes:</u> i. Self-reflection and truthful in evaluation process. ii. Non-biased in evaluation.	<u>Knowledge:</u> 10 hr <u>Skills:</u> 15 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Group discussion <u>Skills:</u> <ul style="list-style-type: none"> • Project 	4.1 Participants' recommendation and feedback documented and compiled. 4.2 Report produced.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety:</u></p> <p>i. Adhere to health, safety and security, environmental rules and regulations.</p>			

Employability Skills

Core Abilities	Social Skills
02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess children's needs 04.06 Allocate work 05.01 Implement project/work plans 05.02 Inspect and monitor work done and/or in progress 06.07 Develop and maintain networks	1. Communication skills 2. Conceptual skills 3. Learning skills 4. Interpersonal skills 5. Multitasking and prioritising 6. Self-discipline 7. Teamwork 8. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999)	1:1
2. Standard Operating Procedure (SOP)	1:1
3. Occupational Safety Health and Environment Act OSHA	1:1
4. Multimedia – radio, tv, computer, DVD, LCD, microphones	1:25
5. Folders and files for report and documentation	1:1
6. Checklists and feedback forms	1:25
7. Materials for outdoor activities(e.g. hand sanitizer, mosquito repellent, sun block, caps, bottled water)	1:25
8. First aid box	1:25
9. Samples of correspondence, permission slip/consent forms.	1:25

References

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2. Bahagian Pembangunan Kurikulum, Kementerian Pelajaran Malaysia. (2010) *Kurikulum Standard Prasekolah Kebangsaan, Dokumen Standard Kurikulum Prasekolah*. ISBN: 978-967-5094-64-4
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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	BUILDING FAMILY AND COMMUNITY RELATIONSHIPS						
Competency Unit Descriptor	<p>The Building Family and Community Relationships Competency Unit is to develop reciprocal relationships among children, families, preschool teachers, the preschool and the local community, to support individuals in realising their capabilities to develop responsible and responsive practices that attend to the needs of preschool children and families in an ever-changing societal context.</p> <p>The preschool teacher establishes relationships with parents based on mutual understanding, trust and co-operation, initiates open communication and reciprocal dialogue with parents, and builds collaborative relationships with other professionals such as health and social services to enhance children’s growth and development.</p>						
Competency Unit ID	ET-012-3:2012-C07	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental		Training Hours	Delivery Mode	Assessment Criteria
1. Create environment that promotes mutual understanding, trust and co-operation with family and community	1.1 Information about families and the local community 1.2 Communicating with families and local community 1.3 Characteristics of a community–friendly environment	1.1 Communicate with people from diverse backgrounds. 1.2 Identify characteristics of a community–friendly environment 1.3 Select strategies to achieve community–friendly school	<u>Attitude:</u> <ul style="list-style-type: none"> Friendly, approachable and courteous to parents, family and community Proactive in establishing relationships with families and community 		<u>Knowledge:</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture group discussion e-learning 	1.1 Positive feedback from families and community received. 1.2 Characteristics of a community–friendly environment listed. 1.3 Enrolment, participation in

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	1.4 Strategies of achieving community-friendly school	1.4 Establish community-friendly environment in the school	<ul style="list-style-type: none"> • Sensitive to families from diverse backgrounds • Attentive in listening to family and community members 		<u>Skills:</u> <ul style="list-style-type: none"> • Workshop • Role play • Presentation & feedback 	school activities and invitation for involvement in community activities increased.
2. Build relationships with family and community	2.1 Activities, events and projects for family and community by the school 2.2. Activities, events and projects in the community 2.3 Benefits of family and community involvement for children 2.4 Guidelines for working with family and community 2.5 Communicating with families and local community 2.6 Recording procedures	2.1 Identify activities, events and projects for family and community by the school 2.2 Identify activities, events and projects in the community 2.3 Comply with guidelines for working with families and community 2.4 Enhance relationships with families and community 2.5 Record the implementation of the activities, events and projects for family and	<u>Attitude:</u> <ul style="list-style-type: none"> • Helpful and supportive • Sincere and respectful 	15 hrs 25 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • lecture • group discussion <u>Skills:</u> <ul style="list-style-type: none"> • workshop • presentation & feedback 	2.1 Activities, events and projects for family and community selected. 2.2 Activities, events and projects in the community identified. 2.3 Relationships with family and community enhanced as per guidelines to benefit children, families and community. 2.4 Implementation of the activities, events and projects for family and community

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	2.7 Recording format	community by the school				recorded as per recording format.
3. Report parties' involvement and participation in activities, events and projects by the school	<p>3.1 Purposes of establishing relationships with family and community</p> <p>3.2 Criteria for successful relationships with family and community</p> <p>3.3 Feedback and report on activities, events and projects for family and community</p> <p>3.4 Reporting format</p>	<p>3.1 Determine purposes of establishing relationships with family and community.</p> <p>3.2 Identify criteria for successful relationships with family and community</p> <p>3.3 Obtain feedback on activities, events and projects for family and community</p> <p>3.4 Write report on activities, events and projects for family and community</p>	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> • Meticulous in obtaining feedback • Honest and thorough in reporting 	<p><u>Knowledge:</u></p> <p>10 hr</p> <p><u>Skills:</u></p> <p>20 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • lecture • discussion <p><u>Skills:</u></p> <ul style="list-style-type: none"> • practical 	3.1 Activities, events and projects for family and community reported as per purposes, criteria and feedback.

Employability Skills

Core Abilities	Social Skills
01.10 Apply thinking skills and creativity 02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.01 Manage and improve performance of self and children 03.10 Provide consultation and counselling 03.11 Monitor and evaluate performance of children 03.12 Provide coaching 03.13 Develop and maintain team harmony and resolve conflicts 03.14 Facilitate and coordinate teams and ideas 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess children's needs 04.01 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans 05.02 Inspect and monitor work done and/or in progress	1. Communication skills 2. Conceptual skills 3. Interpersonal skills 4. Multitasking and prioritising 5. Self-discipline 6. Teamwork 7. Integrity 8. Learning skills

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
3. LCD Projector, laptop	1:25
4. Recording format	1:1
5. Reporting format	1:1
6. School calendar	1:1
7. List of community activities, events and projects	1:1
8. Sample of feedback forms / survey	1:1

References

REFERENCES
1. Convention on the Rights of the Child (1999), Child Protection Act (1999)
2. Beaver, M., Booty, M., Brewster, J., Neaum, S., Sheppard, H. & Tallack, J. (2005). <i>Children’s Care, Learning and Development: NVQ 2 Candidate Handbook</i> . UK: Nelson Thornes
3. Beaty, J. J. (2008). <i>Skills for Preschool Teachers.</i> (8 th ed.). New Jersey: Pearson Education Inc. ISBN-13: 978-13-158378-8.
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5. Wortham, S.C. (2006). <i>Early Childhood Curriculum: Developmental Bases for Learning and Teaching</i> . 4 th Ed. New Jersey: Pearson Education Incorporated
6. Gordon, A. M. & Browne, K. W. (2004). <i>Beginnings & Beyond: Foundations in Early Childhood Education</i> (6 th Ed.). Thomson Delmar. NY.

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	INCLUSION OF CHILDREN WITH LEARNING DISABILITIES						
Competency Unit Descriptor	<p>The Inclusion of Children with Learning Disabilities Competency Unit is to enable preschool teacher to adapt teaching and learning practices towards enhancing the growth and holistic development of children with learning disabilities.</p> <p>The preschool teacher modifies activities, teaching strategies, materials and the learning environment to include children with learning disabilities into the regular classroom.</p> <p>Pre-requisites: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance ET-012-3:2012-C02 Preschool Teaching and Learning ET-012-3:2012-C03 Classroom Management</p>						
Competency Unit ID	ET-012-3:2012-E01	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Assess needs and interests of children with learning disabilities for inclusion	1.1 Types of learning disabilities (Malaysian context) <ul style="list-style-type: none"> • Dyslexia (reading) • Dyscalculia (numeracy) • Dyspraxia (motor coordination skills) • Dysgraphia (writing) • Dysphasia (speech & language) 	1.1 Obtain information about the family history / background of children with learning disabilities. 1.2 Consult parents / guardians on the child’s behaviour, needs and interests at home.	<u>Attitude:</u> <ul style="list-style-type: none"> • Objective in assessing children with learning disabilities. • Empathy towards children with learning disabilities. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 10 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Professional talks • Discussion • e-learning • Case study 	1.1 Profile of children with learning disabilities and their family obtained and recorded. 1.2 Children’s behaviour, abilities, needs and interests consulted,	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • ADHD • ADD • Mild Autism <p>1.2 Characteristics of children with learning disabilities.</p> <p>1.3 Needs and interests of children with learning disabilities.</p> <p>1.4 Policies and legislation for special needs (e.g. Akta OKU (1996), Akta Pendidikan Khas (1997), Akta Pendidikan 550 (1996), Convention on the Rights of the Child (1999), Child Protection Act (1999).</p> <p>1.5 Introduction to Early Intervention</p> <p>1.6 Family background of children with learning disabilities.</p>	<p>1.3 Observe children's behaviour, needs and interests in classroom.</p> <p>1.4 Determine adaptations of activities, resources, materials and environment.</p>	<ul style="list-style-type: none"> • Observant and sensitive to individual needs of children with learning disabilities. • Patient with behaviour, abilities, needs and interests of children with learning disabilities. • Ethical and professional to ensure confidentiality of children with learning disabilities. <p><u>Safety:</u> Not applicable.</p>		<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Simulation • Practical • Assignment • Presentation and feedback 	<p>observed and documented.</p> <p>1.3 Children with characteristics of learning disabilities reported to management.</p> <p>1.4 Adapted activities, resources, materials and environment listed and specified.</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Plan adaptations for children with learning disabilities	2.1 Contents and learning standards of NPCS / KSPK. 2.2 The Practice of Inclusive Early Childhood Education 2.3 Individualised Education Programme (IEP) 2.4 Support for children with special needs and their families. 2.5 Child Development 2.6 Developmentally Appropriate Practices 2.7 Teaching and learning approaches and methodologies 2.8 Resources and materials for adapted activities	2.1 Interpret NPCS (KSPK) contents and learning standards 2.2 Schedule a self-reliant time table. 2.3 Identify instructional strategies and a variety of teaching aids based on NPCS / KSPK to include to children with learning disabilities. 2.4 Source supporting teaching and learning materials from various resources. 2.5 Set up a modified learning environment (e.g. physical setting). 2.6 Prepare an orientation for inclusion. 2.7 Prepare evaluation materials for the adaptations.	<u>Attitude:</u> <ul style="list-style-type: none"> Resourceful in planning the adapted activities for children with learning disabilities. Creative in planning the adapted activities. <u>Safety:</u> <ul style="list-style-type: none"> Adhere to health, safety, security and well being of children and the environment. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 10 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture discussion e-learning case study <u>Skills:</u> <ul style="list-style-type: none"> assignment presentation and feedback 	2.1 Self-reliant timetable produced as per adaptation requirements. 2.2 Adapted lesson plan with a variety of instructional styles, and teaching and learning materials produced. 2.3 Learning environment for inclusion set up. 2.4 Orientation for inclusion conducted. 2.5 Teaching and learning materials prepared. 2.6 Evaluation materials for adaptations produced.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Carry out modified activities	3.1 Principles of Early Childhood Education 3.2 Classroom Management 3.3 Developmentally Appropriate Practices 3.4 Methods and techniques of teaching and learning 3.5 Resources and materials for adapted activities 3.6 Utilisation of spaces, teaching materials and equipment for adapted activities	3.1 Conduct lessons according to adapted classroom time scheduling. 3.2 Observe children while they carry out adapted activities.	<u>Attitude:</u> <ul style="list-style-type: none"> • Creative in conducting the adapted activities for children with learning disabilities. • Attentive in observing and identifying needs and interests of children's with learning disabilities. • Patient with behaviour, abilities, needs and interests of children with learning disabilities. <u>Safety:</u> <ul style="list-style-type: none"> • Adhere to health, safety, security and well being of children and the environment. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 10 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Discussion <u>Skills:</u> <ul style="list-style-type: none"> • Simulation • Presentation and feedback 	3.1 Lesson conducted as per planned with adapted activities for children with learning disabilities. 3.2 Children's participation in adapted activities recorded.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate effectiveness of adaptations	4.1 Child Development 4.2 Purposes of assessment 4.3 Methods and techniques of assessment 4.4 Evaluation procedures 4.5 Early intervention 4.6 Individualized Education Programme (IEP) 4.7 Reporting procedures and techniques 4.8 Report writing skills 4.9 Reporting format	4.1 Interpret children's participations. 4.2 Conclude children's progress. 4.3 Write evaluation report.	<u>Attitudes:</u> <ul style="list-style-type: none"> Objective in observing and evaluating children's performance. Ethical and professional to ensure the confidentiality of children with learning disabilities. <u>Safety:</u> Not applicable.	<u>Knowledge:</u> 10 hr <u>Skills:</u> 10 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture discussion video viewing case study <u>Skills:</u> <ul style="list-style-type: none"> simulation presentation and feedback 	4.1 Children's progress interpreted, concluded and documented. 4.2 Evaluation of children's progress with recommendations produced.
5. Follow up activities for adaptations	5.1 Curriculum content of NPCS (KSPK) and learning standards 5.2 Child Development 5.3 Practice of inclusion and intervention	5.1 Interpret evaluation progress report of children's progress. 5.2 Review effectiveness of lesson executed. 5.3 Modify adapted activities.	<u>Attitude:</u> <ul style="list-style-type: none"> Reflective and critical of self effectiveness in adapting and carrying out activities. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 10 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> lecture discussion case study <u>Skills:</u> <ul style="list-style-type: none"> feedback 	5.1 Areas of concern from children's evaluation progress report identified. 5.2 Follow up adapted activities and lessons modified as per

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>5.4 Developmentally Appropriate Practices</p> <p>5.5 Teaching and learning approaches and methodologies</p> <p>5.6 Resources and materials for adapted activities.</p> <p>5.7 Evaluation Report of the child's progress</p> <p>5.8 Standard Operating Procedure (SOP).</p>	<p>5.4 Report to management / administrator for referral to professionals.</p> <p>5.5 Comply with Standard Operating Procedure (SOP).</p>	<ul style="list-style-type: none"> • Creative in adapting activities for children with special needs. <p><i>Safety:</i></p> <ul style="list-style-type: none"> • Adhere to health, safety and security, environmental rules and regulations. 			<p>recommendation of evaluation progress report.</p> <p>5.3 Requirement for referral to professionals reported to management / administrator in accordance with Standard Operating Procedure (SOP).</p>

Employability Skills

Core Abilities	Social Skills
02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess children's needs 04.06 Allocate work 05.01 Implement project/work plans 05.02 Inspect and monitor work done and/or in progress 06.07 Develop and maintain networks	1. Communication skills 2. Conceptual skills 3. Learning skills 4. Interpersonal skills 5. Multitasking and prioritising 6. Self-discipline 7. Teamwork 8. Integrity

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
3. Samples of Individualized education program (IEP)	1:1
4. Akta Pendidikan 1996, Peraturan-peraturan Pendidikan (Pendidikan Khas) 1997, Bahagian II 3 (2)	1:5
5. Persons with Disabilities Act 2008 (Act 685)	1:5
6. Dokumen Standard Kurikulum Standard Prasekolah Pendidikan Khas Kebangsaan (Masalah Pembelajaran)	1:5
7. United Nations (UN) Convention on the Rights of Persons with Disabilities	1:25
8. Samples of educational tools and teaching aids modified for children with special needs	1:1
9. Record book	1:25
10. Multimedia – radio, tv, computer, DVD	1:1
11. Characteristics of special needs – posters, leaflets/ brochures	1:1
12. Directory of professionals	1:1

References

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CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area	PRESCHOOL TEACHING						
Competency Unit Title	PRESCHOOL NUTRITIONAL GUIDANCE						
Competency Unit Descriptor	<p>This Preschool Nutritional Guidance Competency Unit is to guide preschool teachers to cultivate healthy eating habits in children, to support their growth and development, and shape their later eating habits.</p> <p>The preschool teacher educates children on the importance of nutrition and good eating habits, guides them to make wise food choices according to nutritional needs, religious beliefs and culture which will help them grow and develop healthily.</p> <p>Pre-requisite: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance</p>						
Competency Unit ID	ET-012-3:2012-E02	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Educate preschool children and family on nutrition	1.1 Nutrition for preschool children 1.2 Child development 1.3 Family’s religion, culture, socio-economic background and lifestyles 1.4 Food Pyramid 1.5 Eating habits	1.1 Explain importance of nutrition for children’s growth and development 1.2 Explain nutritional requirements for preschool children 1.3 Identify children’s eating patterns, behaviour and food allergies	<u>Attitude:</u> <ul style="list-style-type: none"> Resourceful in getting and giving relevant information on nutrition for preschool children Passionate about nutrition and good eating habits 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> Lecture Professional talks Discussion e-learning Case study 	1.1 Nutritional talks for children and family conducted and recorded. 1.2 Children’s eating patterns, behaviour and food allergies surveyed and identified. 1.3 Guidelines for	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	1.6 Children's food allergies	1.4 Guide children to make good food choices in accordance to religious beliefs, family culture and food pyramid	<ul style="list-style-type: none"> • Sensitive to diversity in religions, cultures and practices concerning food <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Aware of children's food allergies • Keeping children's records and family information confidential. 		<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Simulation • Assignments and feedback 	food choices produced displayed and disseminated.
2. Plan healthy menus	2.1 Food nutrients 2.2 Food pyramid for preschoolers (e.g. My Pyramid for preschoolers) 2.3 Dietary needs of preschool children: <ul style="list-style-type: none"> • Nutrients • Portion • Sizes • Culture and religious beliefs 	2.1 Identify food groups and portion based on the food pyramid for preschoolers. 2.2 Select food choices based on dietary needs and food allergies. 2.3 Prepare nutritious and attractive menu for meals or snacks.	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> • Sensitive to children's needs, culture, religious beliefs and food allergies. • Creative in planning menu for preschoolers. 	<p><u>Knowledge:</u></p> <p>15 hrs</p> <p><u>Skills:</u></p> <p>25 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Lecture • Discussion • Professional talks • Video <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Assignments • Demonstration 	2.1 Samples of menus produced as per dietary needs and food choices. 2.2 Nutritious menu displayed and disseminated to family.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	2.4 Food choices: <ul style="list-style-type: none"> • Variety • Taste • Colour • Texture • Temperature 2.5 Eating patterns and behaviour of children 2.6 Food allergies		<u>Safety:</u> <ul style="list-style-type: none"> • Adhere to health requirements for children. • Take heed of children's food allergies. 			
3. Monitor food hygiene and children's eating habits	3.1 Food handling and food regulation standard: <ul style="list-style-type: none"> • Typhoid vaccination for food handlers • Food safety (e.g. storage, handling.) 3.2 Table setting 3.3 Table etiquette 3.4 Hygienic practices 3.5 Food allergies 3.6 Signs and symptoms of food poisoning	3.1 Adhere to food handling and food regulation standard and hygienic practices. 3.2 Supervise children on table setting and table etiquette during meal or snack time. 3.3 Assure children observe religious practices pertaining to meal time. 3.4 Keep children with food allergy away from their allergies.	<u>Attitude:</u> <ul style="list-style-type: none"> • Observant of children's allergies, behaviour and etiquette at table. • Meticulous in monitoring food hygiene and children's eating habits. • Sensitive to religious practices. 	<u>Knowledge:</u> 10 hr <u>Skills:</u> 20 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • Lecture • Discussion <u>Skills:</u> <ul style="list-style-type: none"> • Demonstration • Role play • Assignment 	3.1 Food handling, food regulation standard and hygienic practices adhered to. 3.2 Children assist in laying out crockery and cutlery as per table setting for meals and snack. 3.3 Table etiquette is practiced by children during meal and snack time.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Adhere to health and nutritional requirements for children. • Take heed of children's food allergies. 			

Employability Skills

Core Abilities	Social Skills
<p>01.10 Apply thinking skills and creativity</p> <p>02.10 Prepare reports and instructions</p> <p>02.11 Convey information and ideas to people</p> <p>03.01 Manage and improve performance of self and children</p> <p>03.10 Provide consultation and counselling</p> <p>03.11 Monitor and evaluate performance of children</p> <p>03.12 Develop and maintain team harmony and resolve conflicts</p> <p>03.13 Facilitate and coordinate teams and ideas</p> <p>03.14 Liaise to achieve identified outcomes</p> <p>03.15 Identify and assess children's needs</p> <p>04.01 Negotiate acceptance and support for objectives and strategies</p> <p>05.01 Implement project/work plans</p> <p>05.02 Inspect and monitor work done and/or in progress</p>	<ol style="list-style-type: none"> 1. Communication skills 2. Conceptual skills 3. Interpersonal skills 4. Multitasking and prioritising 5. Self-discipline 6. Teamwork 7. Integrity 8. Learning skills

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
3. Audio visual aids (AVA)	1:25
4. Flipchart paper (for group work discussion/ presentation)	1:25
5. Food Pyramid Chart	1:1
6. Food Pyramid Chart for preschoolers	1:1
7. Crockery and cutlery for table setting	1:25
8. Samples of menus	1:1
9. Posters and leaflets on hygienic practices	1:1
10. Materials for hygienic practices	1:25
11. List of food allergies	1:1
12. Food Handling Regulations Handbook	1:5

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SUMMARY OF TRAINING DURATION FOR PRESCHOOL TEACHING (LEVEL 3)

NO. ID	COMPETENCY UNIT TITLE	WORK ACTIVITIES	RELATED KNOWLEDGE (A)	RELATED SKILLS (B)	HOURS (A) + (B)	TOTAL (HRS)
ET-012-3:2012-C01	PRESCHOOL CHILDREN'S HEALTH, SAFETY AND SECURITY ASSURANCE	Ensure safety and security indoors and outdoors	10.0	15.0	25.0	100
		Monitor children's health and safety	10.0	15.0	25.0	
		Educate children on health, safety and security	10.0	15.0	25.0	
		Evaluate the practices of children's health, safety and security assurance	10.0	15.0	25.0	
ET-012-3:2012-C02	PRESCHOOL TEACHING AND LEARNING	Analyse requirements and contents of National Preschool Curriculum Standard (NPCS / KSPK).	15.0	25.0	40.0	200
		Plan teaching and learning activities	15.0	45.0	60.0	
		Carry out lessons planned	10.0	40.0	50.0	
		Evaluate effectiveness of lessons executed	15.0	35.0	50.0	
ET-012-3:2012-C03	CLASSROOM MANAGEMENT	Plan classroom setting for teaching and learning activities	20.0	30.0	50.0	150
		Create learning environment to enhance children's growth and development	20.0	30.0	50.0	
		Evaluate effectiveness of classroom environment	20.0	30.0	50.0	
ET-012-3:2012-C04	ASSESSING PRESCHOOL CHILDREN	Plan assessment activities	10.0	20.0	30.0	200
		Prepare assessment materials	15.0	25.0	40.0	
		Execute observation of children	15.0	25.0	40.0	
		Analyse assessment data	10.0	20.0	30.0	
		Prepare children's progress report	10.0	20.0	30.0	
		Report progress results to responsible personnel/ parties involved	10.0	20.0	30.0	
ET-012-3:2012-C05	CHILD GUIDANCE	Assess children's behaviour and attitude	20.0	40.0	60.0	150
		Execute child guidance	20.0	30.0	50.0	
		Evaluate effectiveness of guidance methods, procedures and techniques	20.0	20.0	40.0	
ET-012-3:2012-C06	ORGANISING PRESCHOOL OUT-OF-SCHOOL ACTIVITIES	Check out-of- school activities and annual events as planned	10.0	15.0	25.0	100
		Prepare out- of-school activities and annual events based on school calendar	10.0	15.0	25.0	
		Conduct out- of-school activities and annual events as planned	10.0	15.0	25.0	
		Evaluate implementation of out-of- school activities	10.0	15.0	25.0	
ET-012-3:2012-C07	BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	Create environment that promotes mutual understanding, trust and co- operation with family and community	10.0	20.0	30.0	100
		Build relationships with family and community	15.0	25.0	40.0	
		Report parties' involvement and participation in activities, events and projects by the school	10.0	20.0	30.0	
TOTAL HOURS (Core Competencies)			360	640	1000	1000
ET-012-3:2012-E01	INCLUSION OF CHILDREN WITH LEARNING DISABILITIES	Assess needs and interests of children with learning disabilities for inclusion	10.0	10.0	20.0	100
		Plan adaptations for children with learning disabilities	10.0	10.0	20.0	
		Carry out modified activities	10.0	10.0	20.0	
		Evaluate effectiveness of adaptations	10.0	10.0	20.0	
		Follow up activities for adaptations	10.0	10.0	20.0	
ET-012-3:2012-E02	PRESCHOOL NUTRITIONAL GUIDANCE	Educate preschool children and family on nutrition	10.0	20.0	30.0	100
		Plan healthy menus	15.0	25.0	40.0	
		Monitor food hygiene and children's eating habits	10.0	20.0	30.0	
TOTAL HOURS (+ Elective Competency)			445	755	200	1200

NOSS PRESCHOOL TEACHING – CREDIT HOUR AND CONTACT HOUR

<p>PRESCHOOL CHILDREN'S HEALTH, SAFETY AND SECURITY ASSURANCE PS-03-01 (10)</p>	<p>PRESCHOOL TEACHING AND LEARNING PS-03-02 (20)</p>	<p>CLASS MANAGEMENT PS-03-03 (15)</p>	<p>ASSESSING PRESCHOOL CHILDREN PS-03-04 (20)</p>
<p>CHILD GUIDANCE PS-03-05 (15)</p>	<p>ORGANIZING PRESCHOOL OUTDOOR ACTIVITIES PS-03-06 (10)</p>	<p>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS PS-03-07 (10)</p>	
<p>INCLUSION OF CHILDREN WITH LEARNING DISABILITIES PS-03-08 (10)</p>	<p>PRESCHOOL NUTRITIONAL GUIDANCE PS-03-09 (10)</p>	<p>120 credit hour @ 10 contact hrs= 1200 contact hour</p>	