

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> 2 hrs <u>Skills:</u> 4 hrs	<u>Knowledge:</u> • 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	

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	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> <ul style="list-style-type: none"> i. Observant of children's acceptable and non acceptable behaviour ii. Patient in guidance children 	2 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

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	<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. 	3 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>2 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>

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	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>	2 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	
1.	Convention on the Rights of the Child (1999), Child Protection Act (1999)
2.	Core Ability Profile, Jabatan Pembangunan Kemahiran
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4.	Kementerian Pelajaran Malaysia: Kandungan Kurikulum Pelaksanaan Program Latihan Guru Prasekolah Swasta dan Jabatan Perpaduan Negara dan Integrasi Nasional (JPNIN), (2010)
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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
8.	Essa, E.L. (2006) Introduction to Early Childhood Education. Thomson Delmar Learning. New York. ISBN -13 978-1-4180-0079-0
9.	Casper, V. & Theilheimer, R. (2010) Early Childhood Education: Learning together. McGraw-Hill, Bank Street. ISBN: 978007-337-0