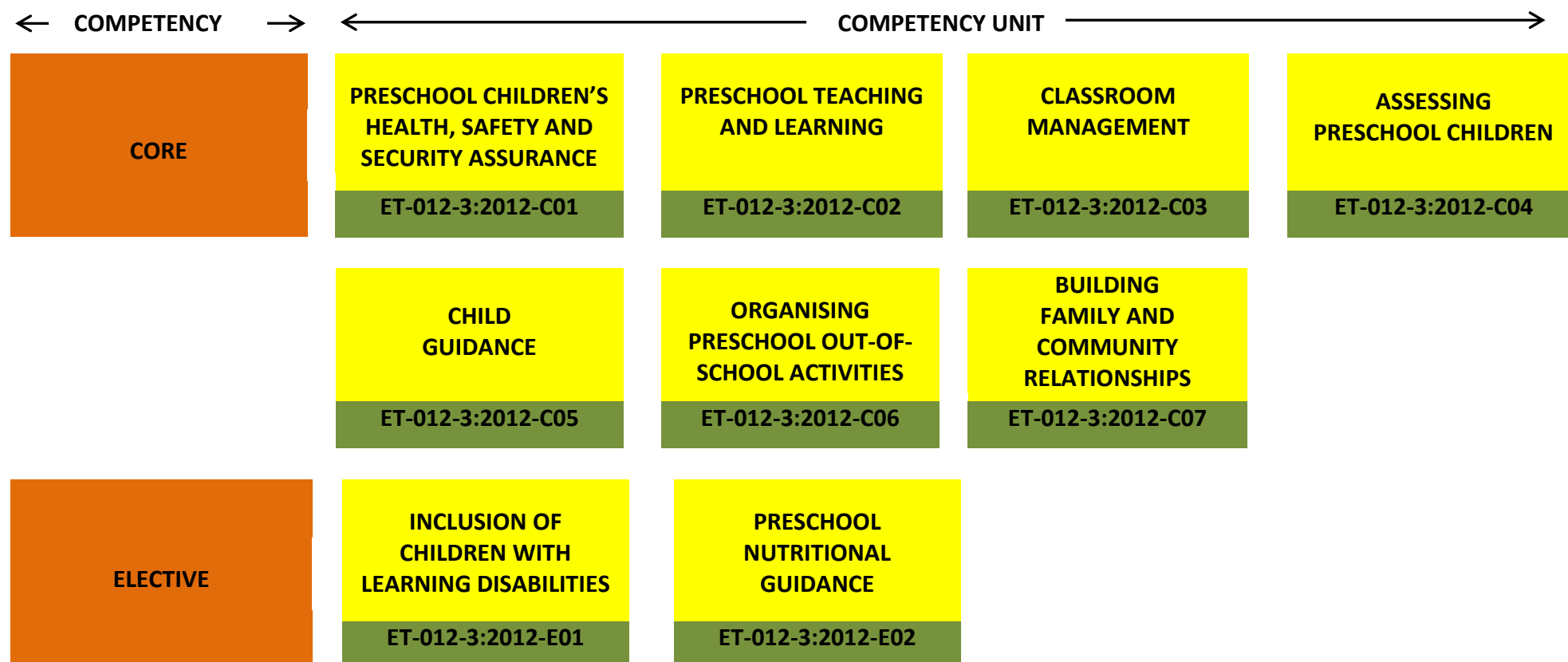


COMPETENCY PROFILE CHART (CPC)

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 OSHEA, 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>

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			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).	<p>3. Carry out lessons planned</p> <p>4. Evaluate effectiveness of lessons executed</p>	<p>3.1 Principles, methods and techniques of teaching and learning applied.</p> <p>3.2 Contents of planned lessons delivered.</p> <p>3.3 Resources and materials utilised.</p> <p>3.4 Feedback recorded.</p> <p>4.1 Self reflection on the delivery practiced.</p> <p>4.2. Feedback responded to.</p> <p>4.3 Intended learning outcomes and achievement level recorded.</p>
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>	<p>1. Plan classroom setting for teaching and learning activities</p> <p>2. Create learning environment to enhance children's growth and development.</p>	<p>1.1 Date, day, time, subjects and venue determined</p> <p>1.2 Themes, topics, methods and teaching-learning materials identified.</p> <p>1.3 Teaching-learning materials obtained and prepared.</p> <p>2.1 Learning environment set up according to lesson plan.</p>

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	<p>3.1 Space, tools, equipment and materials for teaching and learning activities and the learning corners organised according to setting lay out.</p> <p>3.2 Classroom rules and routines with children established and practiced.</p> <p>3.3 Learning tools, equipment and materials kept in place.</p>
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>	<p>1. Plan assessment activities</p> <p>2. Prepare assessment materials</p> <p>3. Execute observation of children</p>	<p>1.1 Purposes and Requirements of assessing preschool children determined.</p> <p>1.2 Types of assessment selected.</p> <p>1.3 Children and developmental domains to be assessed identified.</p> <p>1.4 Assessment plan produced.</p> <p>2.1 Assessment materials (checklist, rating scale, etc.) obtained as per planned assessment.</p> <p>3.1 Observation techniques applied.</p> <p>3.2 Observation data recorded.</p>

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>

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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>	<p>1. Assess children's behaviour and attitude</p> <p>2. Execute child guidance</p> <p>3. Evaluate effectiveness of guidance methods, procedures and techniques.</p>	<p>1.1 Difficult situations and difficulties encountered by children identified.</p> <p>1.2 Non judgemental, unbiased attitude practised.</p> <p>2.1 Guidance approaches selected.</p> <p>2.2 Guidance methods, procedures and techniques applied.</p> <p>3.1 Change in behaviour determined.</p> <p>3.2 Self reflection practised</p> <p>3.3 Effectiveness of guidance methods, procedures and techniques recorded and reported in accordance with Regulatory / Statutory Bodies' Requirements and Standard Operating Procedures (SOP).</p>

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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.

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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>	<p>1. Create environment that promotes mutual understanding, trust and co-operation with family and community</p> <p>2. Build relationships with family and community</p> <p>3. Report parties' involvement and participation in activities, events and projects by the school</p>	<p>1.1 Information about preschool's setting philosophy, policies, approaches and procedures provided to stakeholders.</p> <p>1.2 Respects for families as child's primary care giver, differences in values practices, cultural, religious and community tradition conveyed to stakeholders.</p> <p>2.1 Approachable and comfortable environment established.</p> <p>2.2 Cooperatively worked with families in defining needs and goals for their children.</p> <p>2.3 Family enquiries, conversation with families responded to.</p> <p>2.4 Family and community relationships developed.</p> <p>3.1 Children records confidentially kept.</p> <p>3.2 Activities, events and projects involvement and participation report produced in accordance with Standard Operating Procedure (SOP).</p>

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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	<p>5.1 Adapted activities and modified lessons performed according to recommendations.</p> <p>5.2 Recommendation for referrals made to immediate superior when necessary.</p>
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>

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			3. Monitor food hygiene and children's eating habits	<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>