

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> 2 hrs <u>Skills:</u> 3 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

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	and passive activities, core and thematic). 1.5 Transition periods 1.6 Class layout 1.7 Children's needs, interests and abilities 1.8 Characteristics of a conducive environment	1.4 Sketch layout for teaching and learning activities. 1.5 Identify materials and equipment required for teaching and learning activities.	and creative in planning teaching and learning activities. <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 Group assignment 	activities produced. 1.3 Materials and equipment required for teaching and learning activities determined.
2. Create learning environment to enhance children's growth and development	2.1 Child development 2.2 Curriculum content of NPCS / KSPK 2.3 Developmentally appropriate practices (DAP) 2.4 Children's needs, interests and abilities 2.5 Characteristics of a conducive environment: <ul style="list-style-type: none"> sufficient materials, tools and equipment materials and tools are readily accessible sufficient space to carry out activities 	2.1 Determine stages of children's development, interests and needs. 2.2 List requirements for a clean, safe and secure environment. 2.3 Check availability and accessibility of materials, tools and equipment. 2.4 Set up learning environment. 2.5 Explain classroom rules and routines to children.	<u>Attitude:</u> <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 	<u>Knowledge:</u> 2 hrs <u>Skills:</u> 3 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> Lecture Discussion <u>Skills:</u> <ul style="list-style-type: none"> Simulation Group Discussion Assignment 	2.1 Stages of children's development, interests and needs specified. 2.2 List of requirements for a clean, safe and secure environment produced. 2.3 Materials, tools and equipment required for creating conducive learning

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	<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 	2 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> 3 hrs	<u>Skills:</u> • Assignment and feedback	improvement of learning environment recorded.

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 Liase 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. 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

References

REFERENCES
<ol style="list-style-type: none">1. Bahagian Pembangunan Kurikulum, Kementerian Pelajaran Malaysia. Akta Pendidikan Prasekolah (1996): <i>Kurikulum Prasekolah Kebangsaan (2003)</i>.2. Bahagian Pembangunan Kurikulum, Kementerian Pelajaran Malaysia. (2010) Kurikulum Standard Prasekolah Kebangsaan, Dokumen Standard Kurikulum Prasekolah. ISBN: 978-967-5094-64-4.3. Ministry of Human Resources. (August 2008). <i>Handbook on social skills and social values in Technical Education and vocational training</i>. (2nd Ed.) ISBN: 978-967-5026-20-1.4. Beaty, J. J. (2008). Skills for Preschool Teachers (8th ed.). New Jersey: Pearson Education Inc. ISBN-13: 978-13-158378-8.5. Beaty, J. J. (1996). <i>Preschool Appropriate Practices</i> (2nd ed.). Orlando: Harcourt Brace College Publishers. ISBN: 0-15-502633-X.6. Dukes, C. and Smith, M. (2009). Building better behaviour in the Early Years. UK: SAGE Publications Ltd. ISBN: 978-1-84787-520-4.7. Diffily, D. and Sassman C. (2004.) Teaching effective classroom routines. USA: Scholastic Inc. ISBN: 0-439-51380-4.8. Bullard, J. (2010). Creating environments for learning, birth to age eight. New Jersey: Pearson Education, Inc. ISBN-13:978-0-13-158579-9.