

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	1.1 Interpret NPCS (KSPK) contents and learning standards		<u>Attitude:</u> <ul style="list-style-type: none">Thorough in interpreting NPCS (KSPK)Accurate in selecting types of assessment		<u>Knowledge</u> 1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none">LectureDiscussionCase study	1.1 Contents and learning standards stated.
	1.2 Child development	1.2 Identify children to be assessed				<u>Skills:</u> 2.0 hrs		1.2 Objectives and methods of assessment determined.
	1.3 Purposes of assessment	1.3 Identify objectives for assessment						

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> 1.5 hrs <u>Skills:</u> 2.5 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> 1.5 hrs <u>Skills:</u> 2.5 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> 1.0 hr <u>Skills:</u> 2.0 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> 1.0 hr <u>Skills:</u> 2.0 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	6.1 Children's progress report 6.2 Relevant parties: <ul style="list-style-type: none"> • parents / guardians • administrator • professionals (doctors, speech therapists, psychologists) 6.3 Reporting procedures and techniques 6.4 Effective communication and interpersonal skills in reporting children's progress: <ul style="list-style-type: none"> • do not talk down to parents • knowledgeable about children's progress • professional in reporting 	6.1 Discuss children's progress report with parents / guardians. 6.2 Suggest ways of improving children's progress to parents / guardians. 6.3 Recommend ways of improving teaching and learning to administrators. 6.4 Consult with professionals the assessment information.	<u>Attitude:</u> <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. <u>Safety:</u> Not applicable.	<u>Knowledge:</u> 1.0 hr <u>Skills:</u> 2.0 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> • lecture • discussion <u>Skills:</u> <ul style="list-style-type: none"> • simulation • role play 	6.1 Discussion of children's progress with parents / guardians documented. 6.2 Planned activities for teaching - learning improvement produced. 6.3 Recommendations from professionals documented and followed through.

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 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. 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

References

REFERENCES

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2. Convention on the Rights of the Child (1999), Child Protection Act (1999)
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5. Rahim M.Sail, Abdul Rahman Md Aroff, Asnarulkhadi Abu Samah, Azimi Hamzah, Sidek Mohd Noah Zakaria Kasa (2008), *Handbook on Social Skills and Social Values in Technical Education and Vocational Training*. (2nd Ed). Putrajaya: Department of Skill Development, Ministry of Human Resources Malaysia.
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7. Schaefer-Wilson, J. (2008). *Consumers' Reports Guide to Childproofing and Safety*. NY: Consumers Union of the United States, Inc.
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