

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 communityProactive in establishing relationships with families and community		<u>Knowledge:</u> 1.0 hr <u>Skills:</u> 2.0 hrs	<u>Knowledge:</u> <ul style="list-style-type: none">lecturegroup discussione-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 	<u>Knowledge:</u> 1.5 hrs <u>Skills:</u> 2.5 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

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	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>1.0 hr</p> <p><u>Skills:</u></p> <p>2.0 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.
4. Morrison, G.S. (2009). <i>Early Childhood Education Today</i> . 11 th Ed. New Jersey: Pearson Education Incorporated
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.