



Euroopa Liit  
Euroopa Sotsiaalfond



Eesti tuleviku heaks



SIHTASUTUS  
Kutsekoda

ESF programme „Development of the profession system“

# PROFESSIONAL STANDARD

## Master teacher EstQF level 8

**Professional standard is a document** which describes professional activities and provides the set of skills, knowledge and attitudes or competency requirements needed for successful conduction of professional activities.

### Scope of professional standard

- 1) Drafting of curricula and training programmes meeting the requirements of labour market.
- 2) Evaluation of competency of the people, incl self-evaluation and conformity evaluation upon awarding a profession.
- 3) Description and introduction of professions.
- 4) Career planning and creation of a basis for lifelong learning.
- 5) Determination of training needs and planning of training.
- 6) Drafting of job descriptions and recruitment of employees.
- 7) Comparison of professions and qualifications.

<b>Professional title</b>	<b>Level of the Estonian Qualification Framework (EstQF)</b>
Master teacher, level 8	8

## Part A

### DESCRIPTION OF WORK

#### A.1 Description of work

Duty of a teacher is to support the development of learners, proceeding from their level, abilities and needs and taking account of the objectives set in national curricula, and to develop own professional skills.

Master teacher plans learning activities independently and with other teachers, teaches and develops a learning environment supporting development of a learner. He/she reflects his/her activities with the purpose of professional development, counsels colleagues, learners and parents. Master teacher manages the development, creative and research activities in and outside the organisation and submits related proposals. He/she instructs teachers at the development of learning materials, planning and analysis of learning activities, involvement of parents, colleagues and support specialists, conduction of research and self-development. Master teacher cooperates with universities in the development of teacher training and instructs students in their acquirement of the competencies of a teacher.

In addition to the profession of master teacher, level 8, the professional area of a teacher includes also the following professions:

- The profession of teacher, level 6, acquired upon passing of basic training of a nursery school teacher (applied higher education or Bachelor's study) or certification of the competency of a person as compliant with professional standard by the authority awarding the profession; Teacher of level 6 is working in a pre-school child care institution;
- The profession of teacher, level 7, acquired upon passing of basic training of a teacher (Master's study) or certification of the competency of a person as compliant with professional standard by the authority awarding the profession;
- Senior teacher, level 7, who in addition to the conduction of learning activities supports the development of other teachers and the organisation and develops methodology of the field in his/her own organisation.

#### A.2 Parts of work

The profession of master teacher, level 8 includes the following parts of work and duties:

##### PARTS OF WORK

##### A.2.1. Planning of learning and teaching activities

- 2.1.1. Determination of development and learning needs of a learner.
- 2.1.2. Drafting of work plans of a teacher.
- 2.1.3. Involvement of parties.
- 2.1.4. Selection of learning materials.

##### A.2.2. Development of learning environment

- 2.2.1. Development of physical learning environment.
- 2.2.2. Development of intellectual learning environment.
- 2.2.3. Development of organisational culture.

##### A.2.3. Supporting of learning and development

- 2.3.1. Teaching.

<p>2.3.2. Management of learning process and class/group.</p> <p>2.3.3. Supporting the development of a learner.</p> <p>2.3.4. Feedback and evaluation supporting learning and development.</p> <p>2.3.5. Involvement of parties.</p> <p>A.2.4. Reflection and professional self-development</p> <p>2.4.1. Analysis of own work of the teacher and self-development.</p> <p>2.4.2. Research of teaching and learning and distribution of pedagogical knowledge.</p> <p>2.4.3. Ensuring own physical, intellectual and emotional well-being.</p> <p>A.2.5. Counselling and mentorship</p> <p>2.5.1. Counselling of a learner.</p> <p>2.5.2. Counselling of a parent.</p> <p>2.5.3. Mentorship of colleagues.</p> <p>A.2.6. Development, creative and research activities</p> <p>2.6.1. Development of the policy of the field of education and planning of development.</p> <p>2.6.2. Drafting or adaptation of learning materials targeted to learners.</p> <p>2.6.3. Research and development activities in the field of teacher training.</p> <p>A.2.7. Management</p> <p>2.7.1. Formation of a team and decision-making</p> <p>2.7.2. Management of project and development activities.</p> <p>2.7.3. Management of subject, professional and/or speciality associations.</p> <p><b>OPTIONAL PARTS OF WORK</b></p> <p>A.2.8. Instruction and training of teachers</p> <p>2.8.1. Training of active teachers.</p> <p>2.8.2. Conduction of basic teacher training.</p> <p>2.8.3. Instruction or coordination of teacher training practice.</p> <p>2.8.4. Counselling of teaching staff of teacher training.</p> <p>2.8.5. Supervision or review of educational research.</p> <p>A.2.9 Development of methodology and learning materials</p> <p>2.9.1. Development of methods and models.</p> <p>2.9.2. Creation and development of learning materials.</p> <p>2.9.3. Conduction of research.</p>
<p><b>A.3 Working environment and peculiarity of work</b></p> <p>Working time and rest of a teacher is regulated in the Employment Contracts Act. Working conditions may be additionally regulated in work-related organisational measures or other normative documents valid for the organisation.</p> <p>Work of a teacher is diverse and challenging, requires good communication skill and resistance to stress. The skill to preserve mental and physical health, including voice, is important.</p>
<p><b>A.4 Tools</b></p> <p>Main tools of a teacher are learning materials, school and office equipment, blackboard, ICT tools and programmes and special tools and materials depending on the taught field.</p>
<p><b>A.5 Personal qualities needed for work: abilities and characteristics</b></p> <p>Important qualities for a teacher are self-management, cooperativeness, initiative, responsibility, self-confidence, creativity, tolerance, empathy, integrity and positive attitude.</p>
<p><b>A.6 Professional preparation</b></p> <p>Educational preparation of a teacher is regulated in the Regulation of the Government of the Republic „Framework requirements for teachers training“.</p>
<p><b>A.7 Most common official titles</b></p>



Euroopa Liit  
Euroopa Sotsiaalfond



Eesti tuleviku heaks



SIHTASUTUS  
Kutsekoda

ESF programme „Development of the profession system“

Teacher, pedagogue.

## Part B

### COMPETENCY REQUIREMENTS

#### B.1. Structure of the profession

The profession of master teacher, level 8 includes ten competencies. Verification of competencies B.2.1 - B.2.7 and B.2.10 (recurrent competency) is required upon application for this profession. Furthermore it is possible to verify at least one (1) of the optional competencies B.2.8 and B.2.9.

#### B.2 Competencies

##### OBLIGATORY COMPETENCIES

B.2.1 Planning of learning and teaching activities	EstQF level 8
<p><u>Activity parameters:</u></p> <p>1) determines the subject-related level, level of learning skills and learning motivation of a group and a learner, and takes it into account upon setting subject-related, general pedagogical and educational objectives, basing on the curriculum; instructs colleagues in determination of development and learning needs of the learners, counsels relevant activities in an educational institution or more broadly, taking account of research basis and best practice; recognises special educational needs and contacts a support specialist for changing the conditions of learning environment, if necessary; prepares development interviews and instructs colleagues during their preparation;</p> <p>2) drafts work plan of a teacher, taking account of the curriculum and plans interdisciplinary integration in cooperation with colleagues; drafts lesson plan(s) on the basis of the work plan; selects suitable learning and teaching methods and evaluation model, basing on the objectives, and plans the time of activities; drafts individual curriculum, behaviour support plan and/or development plan in cooperation with other specialists, if necessary; has overview of the process of support to a learner with special needs; uses (research) literature upon planning of work of a teacher; instructs colleagues in the planning of work of a teacher, integration of subjects and makes proposals to the management;</p> <p>3) involves learners, parents, colleagues and support specialists in the planning of learning activities; informs the parties of learning objectives, content, organisation of learning, evaluation models and hobby options, using efficiently various information channels (e.g. meeting, e-communication, individual interview); instructs colleagues during involvement of parties; creates options for (research) cooperation outside the organisation, finding contacts with various parties (companies, organisations etc) for diversification of learning process;</p> <p>4) selects and adapts suitable learning materials and ICT tools matching the learning objectives and level of the group, taking also account of the learners with special educational needs and basing on research and best practice; knows updates of learning materials and ICT tools; drafts new learning materials, basing on contemporary pedagogical knowledge and best practice; instructs colleagues during selection of learning materials and ICT tools, creates possibilities for sharing best practice, involving various parties and/or sharing personal experience.</p>	
<p><u>Knowledge:</u></p> <p>1) physical, psychical, emotional, moral and social development of a child;</p> <p>2) age-related peculiarities (incl development of speech, cognition, thinking, creativity and social skills).</p>	
<p><u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.</p>	

<b>B.2.2 Development of learning environment</b>	<b>EstQF level 8</b>
<p><u>Activity parameters:</u></p> <p>1) creates physical learning environment, ensuring its safety and designing it, proceeding from the needs of learners, learning objectives and health protection requirements; participates in a team and manages its work in the development of learning environment of the organisation, involving cooperation partners, if necessary; knows, whom to contact in case of problems; acts in suitable way in a situation requiring first aid;</p> <p>2) creates mentally and emotionally safe, cooperative and mutually understanding learning environment supporting development and creativity, proceeding from the needs of learners and learning objectives and following human rights, the Estonian constitution, children's rights and rules of procedure of the organisation; solves discipline problems, involving parents, colleagues or support specialists as necessary; instructs colleagues in solving discipline problems; uses communication methods suitable for the situation; counsels colleagues, manages work of a team in the development of intellectual learning environment of the organisation and makes proposals to the management for the development of learning environment; is a good listener;</p> <p>3) manages the development and application of principles and rules of operation of the organisation, follows the agreed rules; exchanges experiences with colleagues and other organisations; prepares rules for a class/group in cooperation with the learners and implements them consistently in daily work, introduces them to the parents; instructs colleagues in the development of rules for a class/group.</p>	
<p><u>Knowledge:</u></p> <p>1) physical, psychical, emotional, moral and social development of a child;</p> <p>2) age-related peculiarities (incl development of speech, cognition, thinking, creativity and social skills);</p> <p>3) impact of the environment on a group;</p> <p>4) knowledge of first aid.</p>	
<p><u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.</p>	

<b>B.2.3 Supporting of learning and development</b>	<b>EstQF level 8</b>
<p><u>Activity parameters:</u></p> <p>1) teaches, proceeding from the personality of the learner, set objectives and interdisciplinary integration; implements various methods and routine operations in teaching (e.g. determination of preliminary knowledge, information of expected learning results and activities, learning activities for the achievement of objectives, summary of achieved results, feedback); analyses teaching and adapts activities flexibly, proceeding from the needs of the learners; implements individual curriculum, behaviour support plan and/or development plan in cooperation with other specialists, if necessary; instructs and trains colleagues in teaching and analysing of the learning process; makes proposals for development of learning activities of the organisation, intensification of cooperation and training;</p> <p>2) supervises development of a group, taking account of development phases of the group; notices possibility of a conflict and reacts to the situation; recognises a conflict, finds efficient solutions and involves learners, parents, colleagues and support specialists in the solution of the conflict, if necessary; instructs and supports colleagues during management of learning and group processes;</p> <p>3) collects data about development and motivation of the learners with qualitative and quantitative methods, provides feedback; notices differences and special needs of the learners (e.g. learning styles, capabilities, learning problems, cultural peculiarities) and involves parents, colleagues and</p>	

support specialists in the support of the development of the learner, if necessary; develops learning and social skills of the learners, using reasonably various group-based and individual study forms; motivates to learn, offering topical, feasible tasks and creating an experience of success for every learner; instructs colleagues in supporting the development of the learners, management of a class/group and subject didactics; makes proposals in the organisation for supporting development of the learners through teacher training and cooperation; as a leader of a class/group, informs, supports and directs colleagues in the development of a learner, taking account of the needs of colleagues and learners;

4) implements systematically various feedback and evaluation methods related to the learning process and learning results supporting learning, proceeding from the personality of the learner and the documents regulating evaluation; supports development of a self-managing learner, directing a learner towards setting of learning objectives and self-analysis; drafts evaluation models/criteria and evaluates learners on their basis; informs learners and parents of the evaluation models; instructs colleagues in feedback and evaluation supporting the learners and in drafting of evaluation models/criteria; makes proposals for feedback and evaluation supporting learning on organisational level;

5) involves learners, parents, colleagues and support specialists in learning activities, feedback and evaluation, using efficiently various methods; instructs colleagues during involvement of parties; involves external partners in diversification of learning process; plans and conducts meetings with parents, instructs colleagues in their planning and conduction.

Knowledge:

- 1) physical, psychical, emotional, moral and social development of a child;
- 2) age-related peculiarities (incl development of speech, cognition, thinking, creativity and social skills);
- 3) development psychology.

Evaluation methods: self-analysis, portfolio, interview, survey.

**B.2.4 Reflection and professional self-development**

**EstQF level 8**

Activity parameters:

1) reflects own teaching and professional competency, collects feedback of learning activities and results of the learners; plans changes in teaching and education process, determines own training need and drafts self-development plan, taking also account of the development needs of the school and national educational priorities; understands his/her role as a teacher and analyses basic values of the work of a teacher, shares them with colleagues, learners and parents for the development of common values; instructs colleagues in reflection of own work and determination of self-development needs;

2) analyses learning process and determines the problems, specifies objective(s) of educational research (incl activity research), plans and conducts research, using suitable methods and taking account of the research ethics of the field; analyses and construes the results of own research as well as those of other researchers and implements them in improvement of teaching and self-development; generalises, synthesizing the results of own research as well as those of other researchers; instructs colleagues in planning and conduction of research and analysis and interpretation of results; spreads pedagogical knowledge (scientific opinions) to learners, parents and colleagues in a suitable way; instructs colleagues in research and reviews researches; initiates and manages researches;

3) monitors, evaluates and appreciates own physical, intellectual and emotional health, aims to keep them in balance, optimising own time and energy consumption; in case of problems, seeks help from colleagues, mentor, management of the organisation, support specialist etc; notices problems of

colleagues, helps to recognise them and find solutions, in cooperation with support specialists and/or management of the organisation, if necessary; participates in the development of motivation systems of the school and development of safe working environment; notices and appreciates advances of a colleague.
<u>Knowledge:</u> 1) basics of research; 2) basics of reflection.
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.

<b>B.2.5 Counselling and mentorship</b>	<b>EstQF level 8</b>
<u>Activity parameters:</u> 1) counsels a learner in case of a specific need or problem in his/her (subject) field, also preventively; supports a learner in development of learning skills and acquirement of subject-related knowledge; conducts consultations and interviews supporting the development; cooperates with support specialists; notices and takes account of the peculiarities of learners in counselling process; makes proposals for improvement of efficiency of internal counselling system; 2) conducts interviews targeted to the support of development of a learner, involves support specialists, if necessary; counsels parents in the issues related to learning activities, involves support specialists, if necessary; instructs colleagues in counselling the parents; analyses training needs of parents, submits relevant proposals to the management for organisation of support groups of parents, trainings etc and organises and conducts them; 3) supervises teaching activities of a colleague; monitors and analyses activities of a colleague and provides feedback, notices and appreciates advances; counsels colleagues in setting development objectives and development of teaching skills, proceeding from self-analysis of a teacher; makes proposals to the management for organisation of trainings and development of support and counselling system, organises and conducts trainings; as a mentor, supports adaptation and development of young teacher or new colleague, instructs pedagogical practice of students, proceeding from the peculiarity of the trainees; initiates and supports cooperation of teachers and exchange of experiences.	
<u>Knowledge:</u> 1) principles and methods of counselling and mentorship.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	

<b>B.2.6 Development, creative and research activities</b>	<b>EstQF level 8</b>
<u>Activity parameters:</u> 1) participates in drafting of documents directing the development of the organisation, plans and manages the process on organisational level; participates in the work of associations and expert groups of the field; provides input and feedback for drafts, proposals, development plans etc; makes proposals for innovative changes in the organisation and speciality and subject associations; involves and inspires colleagues to contribute to educational policy on organisational as well as national level, forming groups and cooperation networks, if necessary; 2) notices shortages in learning materials and makes proposals to the associations or heads of (subject) field on regional or national level for adaptation and drafting of learning materials; adapts and drafts learning materials, taking account of the needs of learners and contemporary opinions and technological possibilities for drafting of learning materials; instructs drafting and adaptation of learning materials in the organisation; recommends and distributes learning materials;	



3) participates in R&D working groups in the field of teacher training, provides expert opinions; makes proposals for initiation of development activities and researches in the field of teacher training on national level or in universities, proceeding from researches and development needs of the field; conducts and supervises researches (e.g. activity, development researches) in the organisation; participates and speaks in seminars, conferences etc of the field of education.

Knowledge:

- 1) protection of intellectual property;
- 2) basics of business.

Evaluation methods: self-analysis, portfolio, interview, survey.

**B.2.7 Management**

**EstQF level 8**

Activity parameters:

- 1) has initiative; operates independently, assuming responsibility for decisions, activities and results; forms a team, taking account of the competencies needed for results; motivates team members and creates development possibilities through relevant and fair delegation of tasks; adapts to the team and creates team spirit;
- 2) initiates projects or development activities, proceeding from the development needs of the field of education; forms a project or development team and manages its work in the organisation and on national or international level, taking account of the objectives of the project or development, supports internal and external cooperation of the team;
- 3) manages subject, professional and/or speciality association in the organisation, region or on national level, proceeding from the development patterns of the field of education and taking account of basic values of the work of a teacher; involves members in activities of the association (incl development of opinions and making decisions) and delegates tasks, taking account of the competency of members and expected result; assumes responsibility for opinions of the association.

Knowledge

- 1) principles of management and organisational behaviour.

Evaluation methods: self-analysis, portfolio, interview, survey.

**OPTIONAL COMPETENCIES**

**B.2.8 Instruction and training of teachers**

**EstQF level 8**

Activity parameters:

- 1) initiates, plans, prepares and conducts internal and external trainings, basing on research and best practice; drafts training plans and programmes for teachers;
- 2) participates in the planning of curricula and syllabi of teacher training in cooperation with teaching staff of a university; conducts lectures, seminars and/or practices in basic teacher training, basing on research and best practice;
- 3) manages and/or supervises pedagogical practice on organisational level, proceeding from the curriculum (incl syllabi) and practice guidelines of a university; counsels students and colleagues in conduction and supervision of practice, if necessary; participates in the development of practice programmes;
- 4) counsels teaching staff in conduction and supervision of practice, coordinates cooperation of practice supervisors and teachers in the organisation; supports cooperation between organisations, ensuring common community of learning and teaching; supports and provides necessary feedback and counselling to the teaching staff of a university in their professional development, in order to

improve efficiency of the cohesion of theory and practice in teacher training;  
 5) supervises or reviews course papers or graduation theses of students, participates in defending commissions; participates in the researches of the field of education.

Knowledge

1) principles of management and organisational behaviour.

Evaluation methods: self-analysis, portfolio, interview, survey.

**B.2.9 Development of methodology and study materials**

**EstQF level 8**

Activity parameters:

1) develops methodologies and models for determination of development and learning needs of a learner and analysis and development of learning process, taking account of educational trends and basing on contemporary pedagogical knowledge and best practice;  
 2) drafts new reviewed study materials, basing on the development of research, contemporary pedagogical knowledge and technological possibilities; participates in the development of study materials on national level, incl in cooperation with universities;  
 3) conducts and/or supervises researches for testing and development of study materials and methodologies; analyses research results and makes relevant proposals for the development of study materials and methodologies; provides feedback and reviews study materials and methodologies drafted by others.

Evaluation methods: self-analysis, portfolio, interview, survey.

**RECURRENT COMPETENCY**

**B.2.9 Recurrent competency of the profession of master teacher, level 8**

**EstQF level 8**

Activity parameters:

1) commands the taught subjects and subject fields, knows field-related updates, taking account of field- and subject-related knowledge, research basis and best practice and requirements proceeding from curriculum;  
 2) uses correct teaching language verbally and in writing and expresses him/herself clearly; uses in his/her work teaching language on level C1 and one foreign language on level B2;  
 3) notices, acknowledges, inspires a learner, parent and colleague, acknowledges also minor advances;  
 4) shows up respect and care in communication; sets priority to people, works efficiently with single persons and in a team; accepts differences of people and takes them into account in cooperation, appreciates cooperation as a provider of added value;  
 5) creates a positive communication environment and behaves according to good communication practice; communicates successfully with people from various levels and target groups, creates communication networks needed for cooperation; develops communication skills of learners; analyses and develops own communication skills, provides constructive criticism and is open to it;  
 6) proceeds from professional ethics of a teacher in his/her work; supports broader recognition and valuation of professional ethics and the profession of a teacher in the society through own activities; develops and follows values and standards of the society in various environments; develops values of learners with own example;  
 7) acts as a conscious and responsible citizen, supporting democratic development of the society;  
 8) knows his/her strong and weak sides and takes them into account in his/her operations; works according to own abilities;  
 9) uses mathematic language and methods in his/her work duties (e.g. analysis and interpretation of

ESF programme „Development of the profession system“

data, making conclusions, generalisation);

10) is oriented to the achievement of results and personal work objectives; searches possibilities for self-development and advancing in career; offers and realises new ideas, taking account of field- and subject-related knowledge, research basis and best practice; notices problems and related possibilities; reacts flexibly to changes and assumes reasonable risks;

11) uses suitable ICT tools and possibilities, developing learning environment and conducting learning activities; uses environments and learning methods suitable for e-learning; uses contemporary ICT-based means of communication; evaluates and develops own education technological competencies pursuant to the education technological competencies of teachers specified by the organisation International Society for Technology in Education (ISTE) (<https://www.eope.ee/images/50001035/ISTE%20NETS.T.pdf>).

Knowledge:

1) legislation related to the field of education;

2) operating principles of a society (Estonian, European and global cultural space, principles of public order, incl operation of local governments and sustainable development etc);

3) institutional order of the field of education, incl umbrella organisations of the field of education;

4) basics of communication, incl public performing and communication with media;

5) etiquette.

Evaluation method(s):

Recurrent competency is evaluated integrated with other competencies provided in the professional standard.

## Part C

### GENERAL INFORMATION AND APPENDICES

<b>C.1 Information of drafting and certification of the professional standard, the authority awarding the profession and reference to the location of the professional standard in classifications</b>	
1. ID of the professional standard in the register of professions	To be filled in by an employee of the register of professions
2. Drafting team of the professional standard	Margus Pedaste, <i>University of Tartu</i> Katrín Meinart, <i>Estonian Teachers Association</i> Evi Veesaar, <i>Estonian Education Personnel Union</i> Kaja Plado, <i>Estonian Association for Special Education</i> Urve Rannaääre, <i>Estonian School Heads Association</i> Maris Laanela, <i>Estonian Association of Nursery School Pedagogues</i> Katrín Poom-Valickis, <i>Tallinn University</i> Vilja Saluveer, <i>Ministry of Education and Research</i> Margit Timakov, <i>Estonian Teachers Association</i> Toomas Kruusimägi, <i>Estonian School Heads Association</i>
3. Certifying authority of the professional standard	Professional Council for Education
4. Number of resolution of the professional council	12
5. Date of resolution of the professional council	27.11.2013
6. Professional standard is valid until (date)	26.11.2018
7. Version number of the professional standard (1-n)	
8. Reference to the Classification of Professions (ISCO 08)	23 Pedagogy specialists
9. Reference to the European Qualification Framework (EQF)	8
<b>C.2 Name of profession in foreign language</b>	
In English: Master teacher	