



Euroopa Liit  
Euroopa Sotsiaalfond



Eesti tuleviku heaks



SIHTASUTUS  
Kutsekoda

ESF programme „Development of the profession system“

# PROFESSIONAL STANDARD

## Teacher EstQF level 6

**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. Evaluation of competency of the people, incl self-evaluation and conformity evaluation upon awarding a profession; professional title will be entered on the professional certificate.
2. Drafting, evaluation and development of curricula and training programmes meeting the requirements of labour market.
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>
Teacher, level 6	6

## 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.

Teacher, level 6 plans learning activities independently and with other teachers, teaches and develops a learning and growth environment supporting development of a learner. During teaching he/she applies game and other methods supporting active learning and creativity. He/she reflects his/her activities with the purpose of professional development. If necessary, he/she uses counselling and mentors in his/her work and counsels him/herself learners and parents. Teacher, level 6 participates in the development activities of an educational institution as a team member, cooperates with colleagues, support specialists, parents and learners.

Teacher of level 6 is working in a pre-school child care institution.

In addition to the profession of teacher, level 6, the professional area of a teacher includes also the following professions:

- 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;
- Master teacher, level 8, who in addition to the conduction of learning activities participates in development and creative activities in and outside the organisation and operates in tight cooperation with a university.

#### **A.2 Parts of work**

The profession of teacher, level 6 includes the following parts of work and duties:

##### 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.
- 2.3.2. Management of learning process and group.
- 2.3.3. Supporting the development of a learner.

<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.</p> <p>2.4.3. Ensuring own physical, intellectual and emotional well-being.</p> <p>A.2.5. Counselling</p> <p>2.5.1. Counselling of a learner.</p> <p>2.5.2. Counselling of a parent.</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 and playing equipment.</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>
<p>Teacher, pedagogue.</p>

## Part B

### COMPETENCY REQUIREMENTS

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

The profession of teacher, level 6 includes competencies B.2.1-B.2.5 and B.2.6 (recurrent competency). Verification of all competencies is required upon application for this profession.

#### B.2 Competencies

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

EstQF level 6

###### Activity parameters:

- 1) determines the development level of a learner, proceeding from general and field-related skills, and takes it into account upon setting learning objectives, basing on the curriculum; notices and describes special needs of a learner and makes proposals for contacting a support specialist; prepares development interviews, proceeding from the requirements of organisational and national normative documents;
- 2) drafts work plan of a teacher, taking account of the curriculum and interdisciplinary integration; selects suitable learning and teaching methods and feedback methods, basing on the objectives; drafts individual development plan in cooperation with other specialists, if necessary; has overview of the methods and principles of support to a learner with special needs; uses thematic (research) literature upon planning of work of a teacher;
- 3) involves learners, parents, colleagues and support specialists in the planning of objectives, content, organisation of learning activities and related feedback; informs the parties, using efficiently various information channels (e.g. meeting, e-communication, individual interview);
- 4) selects suitable learning materials and tools, proceeding from learning objectives and level of development of the learner.

###### Knowledge:

- 1) bases for physical, psychical, cognitive, emotional and social development of a child;
- 2) development peculiarities.

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

##### B.2.2 Development of learning environment

EstQF level 6

###### Activity parameters:

- 1) uses physical learning environment, ensuring its safety and designing it, proceeding from the needs of learners, learning objectives and health protection requirements; knows, whom to contact in case of problems; acts in suitable way in a situation requiring first aid;
- 2) creates mentally and emotionally safe, cooperative and mutually understanding learning environment supporting welfare, 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; is a good listener and uses communication methods suitable for the situation; solves problems and supports children at noticing and solution of the problems; involves parents, colleagues or support specialists;
- 3) follows the values and rules established in the organisation; develops the rules of group in cooperation with the learners, implements them consistently in daily work and introduces them to the parents; participates in the development of learning environment of the organisation,

cooperating with other members of the organisation.	
<u>Knowledge:</u>	
1) bases for physical, psychical, cognitive, emotional and social development of a child; 2) development peculiarities; 3) impact of the environment on a learner and group of learners.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	
<b>B.2.3 Supporting of learning and development</b>	<b>EstQF level 6</b>
<u>Activity parameters:</u>	
1) implements games and other methods supporting active learning and creativity and flexible time schedule, proceeding from the personality of the learner and set objectives; explains learning activities to the learners and analyses them together; implements individual development plan of a learner in cooperation with other specialists, if necessary; 2) notices development phases of a group and acts correspondingly; recognises a conflict, reacts to the situation and involves learners, parents, colleagues and support specialists in the solution of the conflict; 3) collects data about development and motivation of the learners with qualitative and quantitative methods; analyses development of the learners; notices differences and special needs of the learners (e.g. learning styles, capabilities, cultural peculiarities) and involves parents, colleagues and support specialists in the support of the development of the learner; develops learning and social skills of the learners, using group-based and individual study forms; motivates to learn, offering topical, feasible tasks and development challenges and creating an experience of success for every learner; as a leader of a group, initiates and conducts cooperation with colleagues for the development of a learner; provides recommendations to the parents for supporting learning activities of the learner at home; 4) implements systematically various feedback and evaluation methods supporting learning, related to the learning process and development of a learner, proceeding from the personality of the learner and the curriculum; supports development of a self-managing learner, directing a learner towards setting of learning objectives and self-analysis; informs learners and parents of the principles and organisation of evaluation; 5) involves learners, parents, colleagues, support specialists and community members in learning activities, feedback and evaluation, using various methods; plans and conducts meetings with parents, facilitates mutual learning of parents.	
<u>Knowledge:</u>	
1) bases for physical, psychical, cognitive, emotional and social development of a child; 2) development peculiarities ; 3) basics of development psychology.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	
<b>B.2.4 Reflection and professional self-development</b>	<b>EstQF level 6</b>
<u>Activity parameters:</u>	
1) understands and analyses his/her role as a teacher and basic values of the work of a teacher; reflects own professional competency, collects feedback of learning activities and results of the learners and determines development needs on their basis; plans activities for achievement of own development objectives, basing on analysis; changes his/her approach and operation as a teacher in result of reflection; applies knowledge and skills gained during self-improvement; 2) analyses learning process and determines the problems; plans and conducts activities for solution of problems; analyses and construes the results, using suitable research methods; 3) monitors, evaluates and appreciates own physical, intellectual and emotional health and well-being, aims to keep them in balance, optimising own time and energy consumption;	

4) in case of problems, seeks help from colleagues, mentor, management of the organisation, support specialist etc; notices and appreciates advances of a colleague.	
<u>Knowledge:</u>	
1) basic research; 2) basic reflection.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	
<b>B.2.5 Counselling</b>	<b>EstQF level 6</b>
<u>Activity parameters:</u>	
1) supports a learner in development and acquirement of general and special skills; 2) conducts interviews targeted to the support of development of a learner with a parent; counsels parents in development-related issues and creation of an environment supporting development.	
<u>Knowledge:</u>	
1) principles and methods of counselling.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	

## RECURRENT COMPETENCY

<b>B.2.6 Recurrent competency of the profession of teacher, level 6</b>	<b>EstQF level 6</b>
<u>Activity parameters:</u>	
1) commands the content of learning, knows speciality-related updates, taking account of speciality-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;	
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 feedback;	
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) analyses own professional development, being open to feedback and taking account of it in planning of self-development;	
9) uses mathematic language and methods in his/her work duties (e.g. analysis and interpretation of 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;	
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	



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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) requirements of legal acts related to the work of a teacher;
- 2) operating principles of a society (Estonian, European and global cultural space, principles of public order 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) behaviour practices and good manners.

Evaluation methods:

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	<p>Kaire Kollom, <i>TLU Pedagogical College</i></p> <p>Toomas Kruusimägi, <i>Estonian School Heads Association</i></p> <p>Maris Laanela, <i>Estonian Association of Nursery School Pedagogues</i></p> <p>Katrin Meinart, <i>Estonian Teachers Association</i></p> <p>Airi Niilo, <i>University of Tartu</i></p> <p>Margus Pedaste, <i>University of Tartu</i></p> <p>Tiina Peterson, <i>Ministry of Education and Research</i></p> <p>Kaja Plado, <i>Estonian Association for Special Education</i></p> <p>Katrin Poom-Valickis, <i>Tallinn University</i></p> <p>Urve Rannaääre, <i>Estonian School Heads Association</i></p> <p>Margit Timakov, <i>Estonian Teachers Association</i></p> <p>Evi Veesaar, <i>Estonian Education Personnel Union</i></p> <p>Pille Villems, <i>University of Tartu</i></p> <p>Pärje Ülavere, <i>Estonian Association of Basic Education Managers</i></p>
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)	6
<b>C.2 Name of profession in foreign language</b>	
In English: Teacher	