



Euroopa Liit  
Euroopa Sotsiaalfond



Eesti tuleviku heaks



SIHTASUTUS  
Kutsekoda

ESF programme „Development of the profession system“

# PROFESSIONAL STANDARD

## Teacher EstQF level 7

**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 7	7

## 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 7 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. If necessary, he/she uses counselling and mentors in his/her work and counsels him/herself learners and parents. Teacher, level 7 participates in the development and creative activities of an educational institution as a team member, cooperates with colleagues, support specialists, parents and learners.

In addition to the profession of teacher, level 7, 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
- 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 7 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 class/group.
  - 2.3.3. Supporting the development of a learner.
  - 2.3.4. Feedback and evaluation supporting learning and development.
  - 2.3.5. Involvement of parties.

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<p>A.2.4. Reflection and professional self-development</p> <ul style="list-style-type: none"><li>2.4.1. Analysis of own work of the teacher and self-development.</li><li>2.4.2. Research of teaching and learning and distribution of pedagogical knowledge.</li><li>2.4.3. Ensuring own physical, intellectual and emotional well-being.</li></ul> <p>A.2.5. Counselling</p> <ul style="list-style-type: none"><li>2.5.1. Counselling of a learner.</li><li>2.5.2. Counselling of a parent.</li></ul> <p>A.2.6. Development, creative and research activities</p> <ul style="list-style-type: none"><li>2.6.1. Development of the policy of the field of education and planning of development.</li><li>2.6.2. Drafting or adaptation of learning materials targeted to learners.</li></ul>
<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>
<p>Teacher, pedagogue.</p>

## Part B

### COMPETENCY REQUIREMENTS

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

The profession of teacher, level 7 includes competencies B.2.1-B.2.6 and B.2.7 (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 7**

Activity parameters:

- 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; recognises special educational needs and contacts a support specialist for changing the conditions of learning environment, if necessary; prepares development interview;
- 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 thematic (research) literature upon planning of work of a teacher;
- 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);
- 4) selects suitable learning materials and ICT tools, proceeding from learning objectives and level of the group, taking also account of the learners with special educational needs; adapts learning materials upon instruction; knows updates of learning materials and ICT tools.

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).

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

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

**EstQF level 7**

Activity parameters:

- 1) uses the existing physical learning environment, ensuring its safety and designing it, proceeding from the needs of learners, learning objectives and health protection requirements; participates in teamwork for the development of learning environment of the organisation; 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 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; uses communication methods suitable for the situation; is a good listener;

3) participates in the development of principles and rules of operation of the organisation, follows the agreed rules; prepares rules for a class/group in cooperation with the learners and implements them consistently in daily work, introduces them to the parents.	
<u>Knowledge :</u>	
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) impact of the environment on a group;	
4) knowledge of first aid.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	
<b>B.2.3 Supporting of learning and development</b>	<b>EstQF level 7</b>
<u>Activity parameters:</u>	
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;	
2) supervises development of a group, taking account of development phases of the group; recognises a conflict, finds efficient solutions and involves learners, parents, colleagues and support specialists in the solution of the conflict, if necessary;	
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 support specialists in the support of the development of the learner, if necessary; develops learning and social skills of the learners, using group-based and individual study forms; motivates to learn, offering topical, feasible tasks and creating an experience of success for every learner; as a leader of a class/group, initiates and conducts cooperation with colleagues for the development of a learner;	
4) implements systematically various feedback and evaluation methods 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;	
5) involves learners, parents, colleagues and support specialists in learning activities, feedback and evaluation, using various methods; plans and conducts meetings with parents.	
<u>Knowledge:</u>	
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.	
<u>Evaluation methods:</u> self-analysis, portfolio, interview, survey.	

<b>B.2.4 Reflection and professional self-development</b>	<b>EstQF level 7</b>
<u>Activity parameters:</u>	
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;

2) analyses learning process and determines the problems, specifies objective(s) of educational research (incl activity research), plans and conducts an instructed 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;

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 and appreciates advances of a colleague.

Knowledge:

- 1) basics of research;
- 2) basics of reflection.

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

**B.2.5 Counselling and mentorship**

**EstQF level 7**

Activity parameters:

- 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;
- 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.

Knowledge:

- 1) principles and methods of counselling.

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

**B.2.6 Development, creative and research activities**

**EstQF level 7**

Activity parameters:

- 1) participates in drafting of documents directing the development of the organisation; participates in the work of associations and expert groups of the field; provides input and feedback for drafts, proposals, development plans etc;
- 2) notices shortages in learning materials and makes proposals to the heads of (subject) field of the organisation for adaptation and drafting of learning materials; adapts learning materials under instruction, taking account of the needs of learners.

Knowledge:

- 1) protection of intellectual property.

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

**RECURRENT COMPETENCIES**

**B.2.7 Recurrent competency of the profession of teacher, level 7**

**EstQF level 7**

Activity parameters:

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- 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 at least on communication level;
- 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 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.e-ope.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 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 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	21-15052013-2.1/4k
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)	5
8. Reference to the Classification of Professions (ISCO 08)	23 Pedagogy specialists
9. Reference to the European Qualification Framework (EQF)	7
<b>C.2 Name of profession in foreign language</b>	
In English: Teacher	