

**PROFESSIONAL STANDARD**

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**SCHOOL CAREER CO-ORDINATOR III**

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**PROFESSIONAL COUNCIL OF BUSINESS SERVICING AND OTHER  
BUSINESS ACTIVITIES**

## FOREWORD

There are five levels in the Estonian professional qualification system for determining requirements for professional qualifications. The first level is the lowest and the fifth level is the highest (see Annex A – Terms in the professional qualification system). It is not presumed that professional qualification levels are determined from level I to level V for all professions. Each specific professional qualification level, including requirements for education, is determined by the professional council.

The present professional standard includes requirements for professional qualification of a school career co-ordinator III agreed upon between appropriate institutions.

The professional standard was compiled by the work group formed by the Professional council of business servicing and other business activities in the following membership:

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A public opinion poll regarding the draft of the professional standard was carried out from 31 October to 10 November 2005. In compiling the final wording of the professional standard, the work group took into account the proposals and notes from the public opinion poll.

The present professional standard has been compiled as primary work.

The present qualification standard of school career co-ordinator III has been approved by decision No 24 of the Professional council of business servicing and other business activities on 2 December 2005.

Professional qualifications determined in the present professional standard have been entered in the register of professions.

## **1 AREA OF APPLICATION**

The area of application of the professional standard is the following:

- 1) Determining requirements for professional qualifications of employees
- 2) Drawing up curricula and training syllabi
- 3) Drawing up requirements for examinations, interpreting and assessing professional qualifications
- 4) Providing basis for comparing documents certifying international professional qualifications

## **2 STATISTICAL CODES RELATED TO THE PROFESSIONAL STANDARD**

According to the Estonian Classification of Economic Activities<sup>1</sup> career counselling belongs to the area of other business activities, code 74.5.

According to the Classification of Professions<sup>2</sup> career counsellors belong to the main group of Top Specialists, code 2412.

## **3 NAME OF THE PROFESSION AND LEVEL OF PROFESSIONAL QUALIFICATION**

In Estonian:	Kooli karjäärikoordinaator III
In English:	School Career Co-ordinator III
In German:	Koordinator in der Schule III
In Russian:	Координатор по планированию карьеры в школе III

## **4 DESCRIPTION OF THE PROFESSION**

School career co-ordinator is a specialist whose main activity is planning and co-ordinating career training in school and integrating it into the study process and with extra-curricular activities in connection with other career services (mediating career information and career counselling). A school career co-ordinator may work in general education schools, vocational educational institutions and high schools.

The purpose of the work of a school career co-ordinator is to help in forming students' skills and knowledge that would enable:

- 1) one to acknowledge one's interest, abilities, skills and make specific career plans
- 2) acquire knowledge of the employment world, professions and learning possibilities
- 3) form attitudes and skills for coping in students to support entry into the modern employment world, making of career decisions, promoting of lifelong learning and self-determination.

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<sup>1</sup> Estonian version of the Statistical classification of economics activities in the European Community (NACE)

<sup>2</sup> Estonian version of the International Standard Classification of Occupations (ISCO-88)

A school career co-ordinator instructs students in making learning choices and selecting courses and subjects.

A school career co-ordinator co-operates with teachers and other specialists and guides students depending on their needs.

### **Nature of the work**

The work of a school career co-ordinator is of a creative nature and is very diverse, it requires empathy, tolerance, communication skills, co-operativeness, analytical thinking, generalisation skills, good adaptability, capability to be aware of constant changes occurring in society/the labour market, open mind, knowledge of cognitive processes and different lifestyles and work areas.

Most common work tasks of a **school career co-ordinator III** are:

- Compiling and implementing school's action plans on career planning
- Co-ordinating career training carried out in a school
- Planning career training as a part of the school's curriculum
- Compiling career training curricula and conducting career training, if necessary
- Instructing and counselling teachers in connecting career training with lessons
- Organising and carrying out career planning events (e.g. career days, information days for parents, etc.)
- Managing events and projects supporting career planning
- Gathering and mediating career information (e.g. information stands, career library)
- Primary instructing of students in making career and learning choices
- Participating in career services' development activities (e.g. national surveys)
- Creating and advancing co-operation networks

Presuppositions for applying for the professional qualification of a **school career co-ordinator III** are higher education, further training in the field of career services and two years of work experience in school.

## **5 REQUIREMENTS FOR PROFESSIONAL SKILLS (see Annex B)**

### **5.1 General skills and knowledge**

- 5.1.1 Basics of economics, administration and entrepreneurship – basic level
- 5.1.2 Legal acts regulating education and employment relationships – basic level
- 5.1.3 Safety of working environment and occupational health – basic level
- 5.1.4 Communication skills – advanced level
- 5.1.5 Stress management
- 5.1.6 Basics of management and organisational behaviour – basic level
- 5.1.7 Language skills (see Annex C)
  - 1) Estonian – C2
  - 2) Estonian – B1 (in case of career co-ordinators in schools with a language other than Estonian)
  - 3) One foreign language – B1
- 5.1.8 Computer skills: AO1 – AO7 (see Annex D)

### 5.1.9 Administration – basic level

## **5.2 Main skills and knowledge**

### **Common main skills and knowledge for all professions of the area of career services (career counsellor, career information specialist, school career co-ordinator)**

- 5.2.1 Career planning, theories and paradigms
  - 1) Career term and different approaches thereof
  - 2) Process and stages of career planning
  - 3) Special terminology
- 5.2.2 Career services
  - 1) History of career services, trends in Estonia and elsewhere
  - 2) Overview of the content and forms of career studies
  - 3) Principles of career information and mediation thereof
  - 4) Principles of career counselling
  - 5) Connection of career services to other information and counselling services
- 5.2.3 Educational system, labour market and connections thereof
  - 1) Structure and content of education in Estonia
  - 2) Current situation of the labour market, prognoses and trends
  - 3) Possibilities of learning and working in the context of lifelong learning and free movement
  - 4) Knowledge of specialities, occupations and professions
- 5.2.4 Professional ethics<sup>3</sup>
- 5.2.5 Co-operation with specialists of other fields
  - 1) Team and network building
  - 2) Working in a team and a co-operation network
  - 3) Guiding cases beyond the specialist's competence
- 5.2.6 Basics of research
- 5.2.7 Information retrieval skills and use of career information sources

### **Main skills and knowledge necessary for a school career co-ordinator**

- 5.2.8 Pedagogy and psychology
  - 1) Principles and tendencies of pedagogy and pedagogical philosophy  
Learning theories, strategies and styles
  - 2) Principles of didactics
  - 3) Personality, development, pedagogical and communication psychology
  - 4) Activating and developing principles and methods of forming a learning environment
  - 5) Directing pupils' interests and attitudes
  - 6) Different methods of assessing, providing feedback and analysing
  - 7) Patterns and characteristics of pupils' development
  - 8) Characteristics of non-cultural learning environment
- 5.2.9 Basics of sociology
  - 1) Main problems of sociology

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<sup>3</sup> Code of ethics of IAEVG Code of Ethics (International Association for Educational and Vocational Guidance).

Approved by the General Assembly of IAEVG, in Stockholm, Sweden, 08.08.1995

Direct link to ethical standard <http://www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=2>

Documents in Estonian are available at the Information Centre website

<http://www.innove.ee/ee/?p=2&op=page&pID=29>

- 2) Effect of social and cultural factors on the development of society and an individual

5.2.10 Basics of social work and social politics

5.2.11 Co-ordinating career training.

- 1) National curriculum and implementation possibilities, including the requirements of the previous or next school level or level of education
- 2) Knowledge of the content of career training and integration with other subjects
- 3) Connections of career training with surrounding environment and extra-curricular activities

**5.3 Additional skills and knowledge**

- 1) Theories of counselling
- 2) Basic knowledge of principles of systematising career information
- 4) Writing projects

**5.4 Personal characteristics and abilities**

- 1) Positive attitude towards life
- 2) Analytical and conceptual thinking
- 3) Creativity and openness
- 4) Verbal skills
- 5) Adaptability
- 6) Emotional stability
- 7) Attentiveness
- 8) Ability and readiness for co-operation
- 9) Decisiveness and responsibility
- 10) Tolerance and empathy
- 11) Independence and self-organising skills
- 12) Personal maturity (adequate self-assessment, balance, set system of values)

**6 TERM OF VALIDITY**

The Professional Standard shall be valid for 4 years. The professional standard can be amended, if necessary, before its expiry.

## **LEVELS OF PROFESSIONAL QUALIFICATIONS**

Level I- employee performs work tasks under similar circumstances; has acquired professional skills and knowledge through professional training mostly; may need some supervision in the course of the work; is responsible for performing his/her work tasks;

Level II - employee performs work tasks under dissimilar circumstances; has obtained, in addition to skills and knowledge obtained through professional training mostly, proficiency and experience; works independently; is responsible for performing his/her work tasks;

Level III - employee performs work tasks under dissimilar and variable circumstances; has obtained, in addition to skills and knowledge obtained through professional training mostly as well as proficiency and experience, mastery in and readiness for communicating professional skills and knowledge; organises allocation of resources as well as the work of other employees, and is responsible for the work;

Level IV - employee performs, under changeable circumstances, work tasks, which require analysis and decision-making; has obtained professional knowledge and skills; organises allocation of resources as well as the work of other employees, and is responsible for the work;

Level V - employee performs, under changeable circumstances, work tasks, which require knowledge extension, problem solving, application of scientific theories and definitions, analysis, systematisation, further development and teaching of knowledge obtained; has obtained wide professional knowledge and skills; organises allocation of resources as well as the work of other employees, and is responsible for the work.

## **PROFESSIONAL REQUIREMENTS**

General skills and knowledge - requirements for general skills and knowledge in the fields of activity.

Main skills and knowledge - requirements for skills and knowledge necessary for the profession.

Special skills and knowledge - requirements for skills and knowledge related to specialisation.

Additional skills and knowledge - recommended skills and knowledge, which support and extend professional skills or are related to additional qualification.

Personal characteristics and abilities - requirements for personal and individual characteristics and physical abilities necessary for the profession.

## **LEVELS OF PROFESSIONAL REQUIREMENTS**

Basic level – knowledge of concepts, facts and principles; mastering of basic work methods.

Intermediate level – interpretation and comparison of concepts and facts, creation of connections; mastering of diverse work methods.

Advanced level – analyzing on the basis of connected facts, prognosis, conclusions, generalization, assessment; mastering of diverse and complicated work method

# DESCRIPTION OF LANGUAGE SKILLS

# Annex C

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	L I S T E N I N G	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	R E A D I N G	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Interaction S P E E K I N G	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Production S P E E K I N G	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	W R I T I N G	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

## European Level. Self-assessment grid

## **COMPUTER SKILLS**

The computer driving licence – AO (ECDL/ICDL – The European Computer Driving Licence/The International Computer Driving Licence) verifies the practical skills of its holder upon using consumer software (AO license holding is not obligatory upon applying for a professional qualification)

The 7 modules are:

AO1 – Basic Concepts of Information Technology;

AO2 – Using the Computer and Managing Files;

AO3 – Word Processing;

AO4 – Spreadsheets;

AO5 – Database;

AO6 – Presentation;

AO7 – Information and Communication

### **AO1 BASIC CONCEPTS OF INFORMATION TECHNOLOGY**

1. Main definitions
2. Hardware
3. Memory
4. Software
5. Computer networks
6. Computers in daily life
7. Information technology and society
8. Security, legal protection and legislation
9. Information technology and Estonia

### **AO2 USING THE COMPUTER AND MANAGING FILES**

1. Basic skills
2. Desktop
3. File administration
4. Basic file editing
5. Print administration

### **AO3 WORD PROCESSING**

1. Getting started
2. Main operations
3. Formatting
4. Document revision
5. Printing
6. Other skills

### **AO4 SPREADSHEETS**

1. Basic skills
2. Main operations
3. Formulas and functions
4. Formatting
5. Diagrams and objects
6. Printing

## **AO5 DATABASE**

1. Getting started
2. Creating a database
3. Formatting
4. Data search
5. Reports

## **AO6 PRESENTATION**

1. Basic skills
2. Main operations
3. Formatting
4. Graphics and diagrams
5. Printing and publishing
6. Slide show effects
7. Viewing a slide show

## **AO7 INFORMATION AND COMMUNICATION**

1. Basic web skills
2. Web navigation
3. Web search
4. Bookmarks
5. Basic e-mail skills
6. Correspondence
7. Letter addressing
8. Mailbox administration
9. Lists and newsgroups

## CONCEPTS OF THE FIELD

**A well-functioning system of career services is one of the most important factors, which enables lifelong training to become a reality to all. It enables the employment of society's human resources on the labour market in the best possible manner, by connecting the skills and interests of people with the possibilities to work and learn. Career services have a very important role in implementing active labour market politics and enhancing social wellbeing.**

*Organisation for Economic Cooperation and Development (OECD) 2001*

**CAREER** means a person's lifelong development, roles in life related to the person's work and other intertwined roles. In a narrower meaning, career is a sequence of professions or jobs.

**CAREER PLANNING** is a lifelong process of changes, learning and deciding, managing a large number of events and roles in life that form a person's career and support achieving his/her goals. **Choice of profession** is an important part of that process.

In planning their career, people can use the following **career services**:

- Career training
- Career counselling
- Mediation of career information

The purpose of **CAREER TRAINING** is to help students develop their self-awareness, acquire knowledge of the employment world, professions and learning possibilities and form their attitudes and capabilities of coping, which support entering the modern employment world, making career decisions and self-determination.

**PROFESSIONAL ORIENTATION** is a part of career training that focuses on themes of professions, including the nature of work, working environment, requirements for skills, etc. In case of general education school, examples of professional orientation are both **professional classes** (acquiring basic skills for a specific profession) and **pre-vocational training** (in co-operation with vocational educational institutions, learning about various specialities in the institutions).

**CAREER COUNSELLING** is an activity that supports a person in making conscious decisions about the development of the person's career and implementing the decisions. The topics covered during this process are mainly related to professions, training and employment choices.

**CAREER INFORMATION** is structured data about education, labour market, professions and their mutual connections.

**CAREER SERVICES** are provided in educational institutions (in all levels of education), employment offices and work places, and in state and private sectors, and as public activities. Activities can take place individually and in groups, directly or at a distance (including in the form of phone or Internet services). Services include mediation of career information (orally, on paper, electronically and in other formats), interviews, tests and self-assessment resources, career training programmes (to help an individual develop his/her skills in career management and increase self-awareness and his/her own possibilities), programmes that introduce choices or are related to job search and transitions.