

RUSSIAN FEDERATION

Early Childhood Education and Care

ECEC Workforce Profile

Country report author

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Contents

- 1. ECEC governance in the Russian Federation.....4
- 2. Who belongs to the early years workforce?.....5
 - 2.1 Regular contact staff in ECEC provision.....5
 - 2.2 Centre leader12
 - 2.3 Centre-based posts of responsibility12
 - 2.4 Co-ordinating and supervisory staff12
 - 2.5 Specialist support staff13
- 3. Structural composition of ECEC workforce: qualifications, gender, ethnicity.....13
- 4. Initial professional education (IPE)15
 - 4.1 Initial qualifying routes (higher education and vocational)15
 - 4.2 Competences, curricula and pedagogic-didactic approaches in IPE programmes.....20
 - 4.3 Alternative entry and qualification routes, system permeability22
- 5. Guided workplace experience (practicum) in the initial professional education of core professionals22
- 6. Continuing professional development (CPD) of ECEC staff25
- 7. Working conditions and current workforce issues30
 - 7.1 Remuneration30
 - 7.2 Full-time and part-time employment in ECEC provision31
 - 7.3 Support measures in the workplace for newly qualified and newly appointed staff32
 - 7.4 Non-contact time32
 - 7.5 Current staffing issues32
- 8. Recent policy reforms and initiatives relating to staffing and professionalisation issues32
- 9. Recent country-specific research focusing on ECEC staff.....33
- 10. Workforce challenges – country expert assessment35
- References.....36



Glossary

EQF – *European Qualifications Framework*

Outcomes based (knowledge, skills, competences), eight-level reference tool to enable qualification comparisons between countries.

<https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>

ECTS – *European Credit Transfer and Accumulation System*

A system for enhancing student mobility through the Europe-wide recognition of credit transfers and credit accumulation in higher education

https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

ISCED – *International Standard Classification of Education*

An instrument for comparing levels and fields of education across countries, developed by UNESCO in the 1970s and revised in 1997 and 2011.

<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

About the author

Tatiana Volkova, psychologist, project manager at WFS Bildungs gUG in Berlin, Germany. She has many years of experience in the Russian research and education system in varying project management, methodological, pedagogical and scientific research positions. Her research interests include topics such as inclusion, psychophysiology, psychology of the child-parent relationship, social-pedagogical support of children with special needs, bi(multi)lingual education, developing teacher competences, quality issues in education.

1. ECEC governance in the Russian Federation

The contemporary system of education in the Russian Federation consists of curricula and state educational standards and administrative regulations for different levels. It also comprises management organisations, both non-departmental and subordinate institutions. Early childhood education and care – mostly called pre-school education in this report – is the first stage in the formal education system of the Russian Federation. The state policy of the Russian Federation in the field of pre-school education is therefore an integral part of the national education system.

According to the federal law "On Education in the Russian Federation" (Parliament of the Russian Federation 2012), pre-school education can begin when children reach the age of 2 months. Primary school education begins when children reach the age of 6 years and 6 months. At the request of the parents or legal representatives, children can be admitted to primary school at an earlier or later age. For example, they may start later in the case of health reasons, but no later than 8 years of age.

In 2013, on the basis of the Federal Education Act, a Federal State Educational Standard for Pre-school Education (FGOS, Ministry of Education and Science 2013a) was approved.

The main mechanisms for the implementation of state measures are defined in the Federal Education Act (Part 2 of Article 89), which states that the management of the education system, among other things, includes:

- Building a network of federal executive authorities, executive authorities of the Russian Federation and local self-government bodies
- Implementing strategic planning for the development of the education system
- Adopting and implementing federal and regional reform programmes aimed at developing the education system.

All educational programmes at pre-school, primary general, basic general and secondary general education levels build on each other. By order of the Ministry of Education of the Russian Federation No. 1028 dated November 25, 2022, the federal educational programme for pre-school education was approved. The Federal Educational Programme for Pre-school Education is a standard that was developed in order to create a unified federal educational framework for the upbringing and development of pre-schoolers and to provide children and parents with equal and high-quality conditions for pre-school education throughout Russia. The programme came into force on January 1, 2023 and will be followed by all kindergartens as from September 1, 2023 (Ministry of Education of the Russian Federation 2022).

Individual pre-school settings independently develop and adapt their educational programmes in reference to the Federal State Educational Standard (FGOS) and in accordance with the requirements of the Federal Educational Programme for Pre-school Education. Different programmes can be developed for different groups of children with different lengths of attendance as well as adaptive programmes for children with special needs. The specific content depends on the age and individual characteristics of children and can be implemented in various types of activities (communication, play, cognitive research activities).

Attending a pre-school setting is not compulsory.

Although the legal framework is in a state of flux, ECEC is currently a unified system beginning at the age of 2 months. ECEC for children aged 0–3 years is now officially part of the system and



its regulations and comes under the responsibility of the Ministry of Education. Since 2018, the Ministry of Education and Science is split into the Ministry of Education and the Ministry of Science and Higher Education. Article 67 of the Federal Law "On Education in the Russian Federation" declares that enrolment in an ECEC institution can begin when children reach the age of two months (Parliament of the Russian Federation 2012).

Controlling organs are now separated into different state agencies:

- Responsible for the quality of education (legal regulations, control and supervision of educational activities, recognition of foreign qualifications) is the Federal Service for Supervision in Education and Science (*Rozobrnadzor*), a sub-division of the Government of the Russian Federation.
- The Federal Service for Supervision of Consumer Rights Protection and Human Welfare (*Rospotrebnadzor*) inspects kindergartens regarding nutrition, hygienic standards, rooms and equipment. It also checks the documentation (e.g. medical certificates of staff) of an ECEC institution.

In the education system of the city of Moscow (Moscow has the status of a city of federal significance), there are some significant differences from the general all-Russian education system and from 2022, the city is developing its own educational standard.

As part of the implementation of the Decree of the Government of Moscow No. 86 dated March 22, 2011 (Government of Moscow 2011), an organisational reform was held which created so called "educational complexes". These units comprise (several) schools (sometimes including vocational education and training schools) and pre-school institutions located in the same neighbourhood. In some cases, an educational complex may consist of up to 10,000 children. The term "school" refers to all the buildings included in the educational complex. Currently (2023), all (municipal) kindergartens are part of an educational complex. The main goal of such a structural model is to create, in a single educational space, a system of continuous development, education and upbringing of children from 2 months or 1½ years (depending on the form of early childhood education chosen by the family) to 18 years of age. Pre-school children continue to attend a kindergarten building in this "school" complex (Belousova and Volkova 2023).

The director of such an educational complex is the director of the lead school in the complex, and a senior methodologist is appointed to manage the pre-school groups (kindergartens). Mostly these are former kindergarten directors who changed job positions after the establishment of such a complex (Volkova et al. 2021).

2. Who belongs to the early years workforce?

2.1 Regular contact staff in ECEC provision

Education sector

The ECEC workforce in educational institutions (kindergartens) comprises the following categories of staff: Educators (= Kindergarten Teachers), Senior Educators (= Senior Kindergarten Teachers), Music Teachers, Physical Education Instructors, Speech Therapists, Special Needs Teachers, Educational Psychologists and other pedagogical workers.

The **Kindergarten Teacher/Pre-primary Teacher** (*pedagog doshkol'nogo obrazovaniy/vospitateľ*) – often called 'Pre-school Teacher' in official translations – is directly responsible for the everyday activities and health of the children. They plan and hold classes and organise games,



walks and leisure time activities according to the children's age. They establish conditions in the group for a successful implementation of the curricular framework. Together with the Music Teacher and Sports Teacher, they prepare festive days, entertainment and sports activities. In addition, they work with parents on issues of bringing up children and motivate them for active cooperation with the kindergarten. They also coordinate the preventive vaccinations which children receive in the pre-school institution with parents.

In 2013, an Order was issued by the Ministry of Labour and Social Protection of the Russian Federation (No. 544n dated October 18, 2013, revised 2021) "On approval of the Professional Standard 'Teacher'", which applies to pedagogical work in all educational institutions, including kindergartens and includes a section on the "Pre-school Teacher" (Ministry of Labour and Social Protection of the Russian Federation 2013). In accordance with the current legislation since January 1, 2017 the Professional Standard has to be applied by employers in the following areas: development of personnel policy and personnel management, organisation of training and certification of employees, the conclusion of employment contracts, the development of job descriptions and the establishment of wage systems (Ministry of Labour and Social Protection of the Russian Federation 2014). In everyday practice, when hiring Pre-school Teachers, employers are more often guided by the unified qualification handbook of positions of managers, specialists and employees, section "Qualification characteristics of positions of education staff" (Ministry of Health and Social Development of the Russian Federation 2010 (revision 2011). Currently, the Professional Standard "Teacher" (and the requirements that Pre-school Teachers must meet) tends to be applied only when certifying educators.

Junior Kindergarten Teacher / Kindergarten Teacher Assistant (*mladshiy vospitatel' / pomoshchnik vospitatelya*)

Junior Kindergarten Teachers support Kindergarten Teachers in their work (including participation in conducting classes organised by the Kindergarten Teacher), whereas the Kindergarten Teacher Assistants do not participate in educational activities. The latter often only have a school leaving certificate. Otherwise, their duties are similar:

- Wet cleaning of the group, locker rooms, sleeping areas and other premises twice a day
- Ventilating the group and sleeping area in accordance with the established schedule, observing the quarantine disinfection regime
- Helping the caregiver change children's clothes for sleeping time, physical education and holiday activities
- Under the guidance of an educator, encouraging cultural and hygiene skills and habits in children, cleaning the play area, tidying beds
- Preparing material for classes with children together with educators, cleaning up after them, helping to take children to clubs, classes and other activities
- Controlling the cleanliness of children's bed linen, towels and replacing them according to schedule
- Monitoring the safety of the property of the group and the kindergarten
- Making requests in a timely manner if malfunctions of furniture or plumbing equipment are detected
- Checking that no food or household chemicals are in places accessible to children
- Conducting group and sleeping room window cleaning twice a year
- Sanitising carpets according to schedule
- Helping in the kitchen if no kitchen worker is available
- Performing the duties of caregivers occasionally in their absence
- Staying with the children during quiet hours if the educator is, for example, at a meeting

- Helping to look after the outside area of the kindergarten (e.g. gardening)
- Cleaning outside play areas during the summer
- Assisting in the preparation of matinees (calendar-themed holidays) and various events
- Monitoring their own appearance and that of the children.

Music Teachers (*pedagog po musike*) organise and conduct music classes, literary and musical matinees or evenings; identify musically gifted children and work with them individually and in a group; participate in morning gymnastics, physical education and entertainment; provide musical accompaniment to organised games for children in the second half of the day; conduct musical and didactic, theatrical and rhythmic games.

Sports Teachers conduct physical education classes, during which they are fully responsible for the safety of pupils; supervise the physical activity of children during the day; control the hygienic conditions for the classes together with the nurse; organise information sessions with parents on issues of physical education. Like other teachers, the Physical Education Teacher is guided by approved programmes that take into account the age level of the children and the individual capabilities of each child.

Swimming Instructors (if the kindergarten has a swimming pool) conduct classes in the pool in accordance with the programme. Very young children are taught not to fear water, and from middle pre-school age they begin learning different styles of swimming (crawl, breaststroke, "dolphin"). The instructor is responsible for the safety of the children in the water. Together with the nurse, he/she controls the hygienic condition of the pool. The instructor helps children with undressing and taking a shower and accustoms them to strict adherence to hygiene requirements.

Childcare sector

Public nursery centres (*yaslye*) are integrated into kindergartens and in these particular settings the children are educated and cared for by **Kindergarten/Pre-primary Teachers** (*doshkolnyj pedagog/vospitatel*) and **Junior Kindergarten Teachers** or **Kindergarten Teachers' Assistants**. This means that these children have access to the same qualified staff as older children. However, in privately-run childcare settings, the staffing situation is different as most of these settings do not have to adhere to government regulations. On the one hand, some of these elite settings attract highly educated staff through higher salaries. On the other hand, some of the very small private settings employ staff who have little more than an Assistant qualification.

Childcare worker/Nanny: By the Order of the Russian Ministry of Labour dated December 05, 2018 No. 769n (Ministry of Labour and Social Protection of the Russian Federation 2018), the Professional Standard 'Nanny (Child Care Worker)' was approved. These workers belong to the category "Supervising and caring for children in organisations and at home" (i.e. caring for infants up to the age of 1; caring for young children from 1–2 years; looking after children of pre-school age from 3–6 years; babysitting and caring for children of pre-school age with disabilities). However, this position does not apply to kindergarten staff.

Nurses (non-teaching staff) must have a secondary education specialising in "Nursing" or "General Medicine" with an additional certificate "Nursing in Paediatrics". The Head Nurse may need additional certificates, determined by the leader of the pre-school setting. They can work in nursery centres or in kindergartens.



Table 1 shows the whole range of staff employed in ECEC settings in both the education and childcare sectors and also categorises the core professionals (i.e. staff with group or centre responsibility) according to one of five ECEC profiles adapted from the original SEEPRO study (see Box 1 at end of this section).

Table 1

Russian Federation: ECEC staff in centre-based settings

Job title	Main ECEC workplace settings and age range	Main roles and positions	Main age-range focus of initial professional education	Minimum qualification requirement ECTS credits ¹ EQF level ISCED level
Pre-primary education sector				
Kindergarten Teacher / Pre-Primary Teacher <i>Doshkolny pedagog/Vospitatel</i> Profile: Pre-primary Education Professional	<i>Detskij sad Kindergarten</i> public and private 2/3–5/6 years ² <i>Gruppy kratkovremennogo pribyvanija</i> Sessional services 1½–4 years	Core pedagogue with group responsibility	2–7 years	3-year post-secondary vocational qualification in the field of pedagogy and early childhood education ECTS credits: n/a ³ EQF level: n/a ISCED 2011: 4 Optional, not required: University degree ECTS credits: n/a in Russia EQF level: n/a ISCED 2011: 6
Junior Kindergarten Teacher / Kindergarten Teacher Assistant <i>Mladshiy vospitatel'/pomoshchnik vospitatelya</i>	<i>Detskij sad Kindergarten</i> public and private 2/3–5/6 years	Non-specialist co-worker	2–7 years	3-year post-secondary vocational qualification or only a school leaving certificate and professional training in the field of education and pedagogy (for Kindergarten Teacher Assistant)

¹ Some parts of the Russian higher education system are not aligned with the Bologna system (e.g. ECTS credits). Also, references to the European Qualifications Framework (EQF) or the International Standard Classification for Education (ISCED) are not commonly used. The ISCED levels stated in this report are estimated classifications.

² **Editors' note:** International data sources use varying ways of presenting the age range of children enrolled in ECEC settings. We have chosen the following age-inclusive format for the SEEPRO-3 reports for countries with a school starting age at 6: **0–2** years for children **up to** 3 years of age and **3–5** years for 3, 4 and 5 year-olds. In the Russian Federation the corresponding formats are **0–2** years and **3–5/6** years since children usually start school when they are 6 years of age. But it is also possible to start earlier or later.

³ n/a = not applicable



Job title	Main ECEC work- place settings and age range	Main roles and positions	Main age- range focus of initial professional education	Minimum qualification requirement ECTS credits ¹ EQF level ISCED level
				ECTS credits: n/a EQF level: n/a ISCED 2011: 4 / 3
Speech Therapist <i>Logoped</i> Psychologist <i>Psikholog</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Regular con- tact staff with specialist qualification who work alongside the Kindergarten Teacher	Age-range de- pends on spe- cialisation	3 years post-secondary vocational qualification in the field of pedagogy <i>or</i> 4-year university de- gree plus 2 years of work experience in ed- ucational settings ECTS credits: n/a EQF level: n/a ISCED 2011: 4 or 6
Pedagogical Supervisor <i>Metodist</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Supervision of teaching/ learning pro- cesses and quality assur- ance	2/3–6/7 years	Qualified Kindergar- ten/Pre-primary Teacher with at least 2 years of work experi- ence in kindergarten settings <i>or</i> 4-year university de- gree plus 2 years of work experience in ed- ucational settings ECTS credits: n/a EQF level: n/a ISCED 2011: 4 or 6
Special Needs Teacher <i>Defektolog</i> Special Needs Assistant <i>Tjutor</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Specialist support staff	Age-range de- pends on spe- cialisation	University degree plus 2 years of work experi- ence in educational settings ECTS credits: n/a EQF level: n/a ISCED 2011: 6
Sport/Music/Art Teachers <i>Vospitatel fiskul- tury/musiki/tvor- chestva</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Specialist support staff	ca. 2–7 years	3-year post-secondary vocational educa- tion/training in the field of pedagogy <i>or</i>

Job title	Main ECEC workplace settings and age range	Main roles and positions	Main age-range focus of initial professional education	Minimum qualification requirement ECTS credits ¹ EQF level ISCED level
				University degree (<i>diploma or diploma plus magistratura</i>) ECTS credits: n/a EQF level: n/a ISCED 2011: 4 or 6
Social Pedagogue <i>Socialny pedagog</i> <i>Profile:</i> Social and Childhood Pedagogy Professional	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Work with children/families in special social conditions (vulnerable groups or families with more than 3 children); position not obligatory	n/a	3 years post-secondary vocational qualification or university education (<i>diploma or diploma plus magistratura</i>) in the field of pedagogy or social pedagogy ECTS credits: n/a EQF level: n/a ISCED 2011: 4 or 6
Coordinating Teacher <i>Pedagog organisator</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Special post for organising events and coordinating with social services and community; position not obligatory	n/a	3 years at post-secondary vocational college <i>Award:</i> Diploma or University education (<i>diploma or diploma plus magistratura</i>) in the field of Pedagogy ECTS credits: n/a EQF level: n/a ISCED 2011: 4 or 6
Kindergarten Head/ Deputy Kindergarten Head <i>Direktor detskogo sada/Zamestitel rukovoditelya</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years	Centre Leaders with managerial tasks, not working directly with children		4-year university degree (“Government and municipal management”) plus 5 years of work experience ECTS credits: n/a EQF level: n/a ISCED 2011: 6 or 7
Childcare sector				
Educator <i>Vospitatel</i>	<i>Yasli</i> Nursery 0–2 years	Core practitioner with group responsibility	0–2 years	3-year post-secondary vocational qualification in the field of pedagogy

Job title	Main ECEC workplace settings and age range	Main roles and positions	Main age-range focus of initial professional education	Minimum qualification requirement ECTS credits ¹ EQF level ISCED level
<i>Profile:</i> Early Childhood Pedagogy Professional (with nursery specialism)	<i>Gruppy kratkovremennogo pribyvanija</i> Sessional services 1½–4 years			and early childhood education ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Optional, not required: University degree (<i>diploma or diploma plus magistratura</i>) ECTS credits: n/a EQF level: n/a ISCED 2011: 6
Junior Kindergarten Teacher / Kindergarten Teacher Assistant <i>mladshiy vospitatel'/pomoshchnik vospitatelya</i>	<i>Detskij sad</i> Nursery group in kindergarten public and private 0–2 years	Non-specialist co-worker; junior position	n/a	3-year post-secondary vocational qualification or only a school leaving certificate and professional training in the field of education and pedagogy (for Kindergarten Teacher Assistant) ECTS credits: n/a EQF level: n/a ISCED 2011: 4 / 3
Nurse <i>medsestra</i>	<i>Detskij sad</i> Kindergarten public and private 2/3–5/6 years <i>Yasli</i> Nursery 0–2 years	Non-teaching staff	n/a	3-4 years post-secondary education in "Nursing" or "General Medicine" with an additional certificate "Paediatric Nursing" ECTS credits: n/a EQF level: n/a ISCED 2011: 4

Box 1

SEEPRO profile categories for ECEC core professionals (adapted from Oberhuemer, Schreyer, and Neuman 2010)

- **Early Childhood Pedagogy Professional** (specialist focus, 0–6/7 years)
- **Pre-primary Education Professional** (exclusive pre-primary focus 3/4–6 years)
- **Pre-primary and Primary Education Professional** (focus on pre-primary *and* primary education 3/4–10/11 years)
- **Social and Childhood Pedagogy Professional** (mainly broad focus, including ECEC, usually 0–12 years, but sometimes including adults)

- **Social Care/Health Care Professional** (sometimes early childhood focus, sometimes broad focus, including adults)

2.2 Centre leader

The administration of the pre-school institution includes the Kindergarten Head, the Senior Educator (Kindergarten Teacher) and the Deputy Head.

According to the Federal Act on Education, Centre Heads/Principals perform managerial tasks and are responsible for pedagogical, financial and legal issues. They are not involved in the daily educational programme. An important duty includes managing the work with parents, who can, for example, seek advice from the Principal and propose own initiatives for working with children in terms of safety precautions or for organising additional educational services and activities.

The recently established “educational complexes” in the Moscow area (see *Chapter 1*) are managed by one director – the director of the School. Heads become administrators/heads of pre-school units, senior methodologists, etc. according to the specific structure of the organisation. As with all staff positions, they have to have the appropriate certification/attestation to prove their knowledge and skills.

2.3 Centre-based posts of responsibility

Senior Kindergarten Teachers are responsible for supervising the implementation of educational programmes and educational/pedagogical processes in the kindergarten. Together with the Kindergarten Head, Senior Kindergarten Teachers are responsible for managing the kindergarten team, including:

- Participating in the selection of personnel, in the development and implementation of development programmes and pedagogical plans
- Providing groups with teaching aids, games, toys
- Organising cooperation with other early childhood institutions, schools, children's institutions, museums, etc.

Senior Kindergarten Teachers conduct professional development activities for the teaching staff: open classes for pedagogical workers, seminars, individual and group consultations. In addition, they participate in work with parents.

Deputy Head for Educational Work: In some cases, this position can be found in the staff list of a kindergarten instead of a Senior Kindergarten Teacher. However, there is a difference: a Senior Teacher deals exclusively with issues relating to the educational process whereas the focus of the work of a Deputy Head is on administrative and management issues.

The **Deputy Head of the administrative and economic department (supervisor)** manages the maintenance of the kindergarten. They monitor the condition of the premises, are engaged in the purchase of furniture, utensils, equipment and toys. They also supervise work on the improvement and landscaping of the territory and monitor the implementation of fire prevention measures and safety conditions for children and adults. Before taking up such a position, the relevant attestation is needed.

2.4 Co-ordinating and supervisory staff

Representatives of various state authorities (labour inspection, fire supervision, prosecutor's office and police, education committees) are authorised by the regulator to implement methods

of monitoring the quality of work in kindergartens. The federal government agency *Rospotrebnadzor* is responsible for assessing pre-school educational organisations for compliance with established standards.

2.5 Specialist support staff

Educational Psychologists have the task of supporting the intellectual, somatic and social well-being of children in pre-school institutions. This work includes:

- Helping children, parents and teaching staff to solve specific problems
- Conducting psychological diagnostics, determining the degree of disorders (mental, physical, emotional) in the development of pupils, identifying violations of social behaviour development
- Providing the relevant psychological and pedagogical support
- Participating in the planning of developmental and remedial educational activities
- Promoting the development of creatively gifted students
- Shaping the psychological culture of teachers, as well as children and their parents.

Speech Therapists are responsible for:

- Ameliorating disorders in the development of children's speech
- Examining pupils to determine the characteristics of disorders
- Conducting group and individual remedial sessions.

In some kindergartens, this position is held by a teacher with qualifications in another specialist field (sport, ecology, fine arts, theatre and drama, rhythmic, teaching a foreign language, etc.). They are part of the regular staff of a kindergarten and may receive a bonus for extra work.

3. Structural composition of ECEC workforce: qualifications, gender, ethnicity

In 2022, 75.3% of pre-school education teaching staff in Russia were Kindergarten Teachers. They are the core professionals in terms of the educational work with children in pre-school educational institutions. The remaining 24.7% of qualified staff are specialist support professionals such as Speech Therapists, Sports Teachers, Coordinating Teachers, etc.

Table 2a indicates that in 2022, just over half of regular Kindergarten Teachers and the greater majority of Senior Kindergarten Teachers had a university degree. In terms of the specialist support staff, the greater majority had a higher education qualification. *Table 2b* shows the absolute numbers of ECEC staff.

Table 2a

Russian Federation: Structural composition of the workforce in the pre-primary education sector

Staff categories	Proportion of workforce, 2022, in %	
Kindergarten staff with university degree	Kindergarten Teachers	51.4
	Senior Kindergarten Teachers	89.5
Specialist support staff with university degree	Special Needs Teachers	98.1
	Speech Therapists	97.9
	Educational Psychologists	96.6
	Foreign Language Teachers	92.8
	Social Pedagogues	75.7

	Other pedagogical staff	78.1
	Teachers with other special field	72.2
	Coordinating Teachers	71.3
	Physical Instructors	64.2
	Music Teachers	53.2
Kindergarten staff with specialist vocational qualification (post-secondary)	Kindergarten Teachers:	48.1
	Senior Kindergarten Teachers:	10.5
Specialist support staff with post-secondary vocational qualification	Music Teachers	46.2
	Physical Instructors	35.2
	Coordinating Teachers	28.2
	Teachers with other special field	27.1
	Social Pedagogues	23.2
	Other pedagogical staff	20.9
	Foreign Language Teachers	5.2
	Psychologists	3.3
	Speech Therapists	2.0
	Special Needs Teachers	1.8
Staff with non-specialist qualification	No data available	
Staff with no formal initial professional qualification	No data available	
Male staff	No data available	
Staff with a background of migration	No data available	

Source: Rosstat 2022b

Table 2b

Russian Federation: Numbers of ECEC staff, 2022

Staff categories	Number of pedagogical staff
All pedagogical staff	665,900
Kindergarten Teachers	501,100
Senior Kindergarten Teachers	24,400
Music Teachers	41,100
Physical Education Instructors	23,400
Educational Speech Therapists	37,600
Special Needs Teachers	7,100
Educational Psychologists	19,200
Social Pedagogues	1,300
Coordinating Teachers	400
Foreign Language Teachers	500
Teachers with other specialisation	5,200
Other pedagogical staff	4,700

Source: Rosstat 2022b

4. Initial professional education (IPE)

4.1 Initial qualifying routes (higher education and vocational)

Education sector

In accordance with Part 1 of Art. 46 of the Federal Law of December 29, 2012 No. 273-FZ “On Education in the Russian Federation” (Parliament of the Russian Federation 2012), persons with a secondary vocational or higher education and meeting the qualification requirements specified in the qualification reference books (Ministry of Health and Social Development of the Russian Federation 2010) and (or) professional standards (Ministry of Labour and Social Protection 2013) have the right to engage in pedagogical activities.

Qualification requirements for the positions of "Educator" (Kindergarten Teacher) and "Junior Kindergarten Teacher (Kindergarten Teacher Assistant)

In 2010, a Unified Qualification Directory for the positions of managers (Kindergarten Heads), specialists (Kindergarten Teachers and specialist support staff) and employees (non-pedagogical workers) was approved through an Order of the Ministry of Health and Social Development of Russia dated August 26, 2010 No. 761n. The section in the Directory on "Qualification requirements for the positions of Educators" states the following requirements for Educators, Senior Educators and Kindergarten Teacher Assistants:

Educators (Kindergarten Teachers) – a higher vocational education or secondary vocational education in the field of Education and Pedagogy and no requirements for previous work experience (Ministry of Labour and Social Protection of the Russian Federation 2016)

Senior Educators (Senior Kindergarten Teachers) – higher professional education in the field of study "Education and Pedagogy" and relevant work experience for at least five years

Junior Kindergarten Teachers / Kindergarten Teacher Assistants – completed secondary general education and vocational training in the field of education and pedagogy without specific requirements for work experience. The Kindergarten Teacher Assistants/Junior Kindergarten Teachers belong to the category of ‘educational support personnel’.

Currently, the activities of Kindergarten Teachers are regulated by two main documents: The Professional Standard ‘Teacher’ (section Professional Standard ‘Pre-school Teacher’) and the Federal State Educational Standard for Pre-school Education (FGOS DO).

The **Professional Standard ‘Teacher’**, which was approved in 2013 (Ministry of Labour and Social Protection of the Russian Federation 2013), is used by employers to organise and manage all aspects of employment (see *Chapter 2.1* for details). It regulates the work of kindergarten teaching staff and the requirements for professional knowledge and skills, including a description of performance competences needed to carry out job duties. It also includes requirements regarding compliance and mandatory duties.

Requirements for job applications as Kindergarten Teacher according to the Professional Standard ‘Teacher’

Option 1: Higher or secondary vocational professional education in "Education and Pedagogical Sciences" (profile pedagogical education).

Option 2: Relevant general higher or secondary vocational education plus additional professional education with a specific profile.



Specific prerequisites for taking up employment are the absence of a criminal record and diseases (with the permission of the medical commission).

The following gives a brief description of the initial professional education of Kindergarten Teachers, Kindergarten Heads and specialist support staff in the kindergarten sector.

Table 3

Russian Federation: Kindergarten/Pre-primary Teacher

Job title in Russian: <i>Pedagog doshkol'nogo obrazovani /Vospitatel</i> Profile: Pre-primary Education Professional
<p>Entry requirements: 9 years of compulsory schooling with school leaving certificate (<i>attestat ob osnovnom obshem obrasovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education and training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in Pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrasovanii</i>) (= university entrance qualification)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 4</p> <p>Main ECEC workplaces: <i>Detskij sad</i> (kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo prib-yvanija</i> (sessional services), 0–6 years</p> <p>or (not mandatory)</p> <p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4-year university study programme in Education, Pedagogy, Psychology, Speech Therapy, either full-time presence (<i>ochno</i>) or online (<i>zaочно</i>)</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: see above</p>

Table 4

Russian Federation: Kindergarten Head/Deputy Kindergarten Head

Job title in Russian: <i>Direktor destkogo sada/Zamestitel rukovoditelya</i> Profile: Pre-primary Education Professional
<p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4-year university study route in Government and Municipal Management plus 5 years work experience in a management position or 5 years work experience as a Kindergarten Teacher</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: <i>detskij sad</i> (kindergarten), 0–6/7 years</p>

Table 5

Russian Federation: Educational Psychologist/Speech Therapist

Job title in Russian: <i>Specialist Psycholog/ Specialist Logoped</i>
<p>Entry requirements: (for both positions) University entrance qualification</p> <p>Professional studies: 4-year university study route, specialty Psychology / Defectology</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: <i>Detskij sad</i> (Kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo prib-yvanija</i> (sessional services), 1–6/7 years or (for Educational Psychologist only)</p> <p>Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education and training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specializing in pedagogy and psychology.</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 4</p> <p>Main ECEC workplaces: see above</p>

Table 6

Russian Federation: Pedagogical Supervisor /Senior Educator

Job title in Russian: <i>Metodist/Starshiy vospitatel'</i> Profile: Pre-primary Education Professional
<p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4-year university study route in specialising in Education and Pedagogy (plus 2 years of work experience in educational settings before taking up the post)</p> <p>Award: University degree (Bachelor equivalent)</p> <p>ECTS credits: n/a</p> <p>EQF level: n/a</p> <p>ISCED 2011: 6</p> <p>Main ECEC workplaces: <i>Detskij sad</i> (kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo prib-yvanija</i> (sessional services), 1½–5 years</p>

Table 7

Russian Federation: Kindergarten Teacher Assistant/ Junior Kindergarten Teacher

Job title in Russian: <i>Pomoshchnik vospitatelya / mladshiy vospitatel'</i>
<p>Entry requirements: (for both positions) 11 years of full (complete) schooling with school leaving certificate (<i>attestat o srednem (polnom) obshem obrazovanii</i>)</p> <p>Professional studies: professional training in the field of education and pedagogy without presenting requirements for work experience.</p> <p>Award: Certificate of professional training in education and pedagogy</p>

Job title in Russian: Pomoshchnik vospitatelya / mladshiy vospitatel'
<p>ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Main ECEC workplaces: <i>Detskij sad</i> (kindergarten), 2/3–6/7 years; <i>gruppy kratkovremennogo pribyvanija</i> (sessional services), 0–7 years</p> <p><i>or</i> (only for Junior Kindergarten Teacher)</p> <p>Entry requirements: 9 years of compulsory schooling with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at a post-secondary vocational education and training college (<i>sredneje professionalnoje obrazovanie uchilishche</i>) specialising in Pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance requirement)</p> <p>ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Main ECEC workplaces: see above</p>

Childcare sector

Although the childcare sector for under 3 year-olds is not as regulated as the pre-primary sector and a three-year post-secondary vocational education is sufficient for working in settings for under-threes, staff mainly have the same qualifications as their colleagues working with older children in order to be more flexible in terms of job opportunities.

Table 8

Russian Federation: Educator/Childcare Worker

<p>Job title in Russian: Doshkolny pedagog/Vospitatel Profile: Early Childhood Pedagogy Professional</p>
<p>Entry requirements: 9 years compulsory schooling with school leaving certificate (<i>attestat ob osnovnom obshem obrazovanii</i>)</p> <p>Professional studies: 3 years at post-secondary vocational education and training college (<i>sredneje professionalnoje obrazovanie chilishche</i>) specialising in Pedagogy</p> <p>Award: Vocational diploma (<i>diplom o srednem professionalnom obrazovanii</i>) (= university entrance requirement)</p> <p>ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Main ECEC workplaces: <i>yaslye</i> (nursery), 1½-2 years; <i>gruppy kratkovremennogo pribyvanija</i> (sessional services), 1½–5 years</p> <p><i>or</i> (not obligatory)</p> <p>Entry requirements: University entrance qualification</p> <p>Professional studies: 4-year university study route in education, pedagogy, psychology, speech therapy either in full-time study courses (<i>ochno</i>) or as a distance education course (<i>zaочно</i>)</p> <p>Award: University degree (Bachelor equivalent)</p>

Job title in Russian: <i>Doshkolny pedagog/Vospitatel</i> Profile: Early Childhood Pedagogy Professional
ECTS credits: n/a EQF level: n/a ISCED 2011: 6 Main ECEC workplaces: see above

Table 9

Russian Federation: (Deputy) Centre Leader

Job title in Russian: <i>Direktor detskogo sada/Zamestitel rukovoditelya</i>
Entry requirements: University entrance qualification Professional studies: 4-year university study route in Government and Municipal Management plus 5 years work experience in a management position or 5 years work experience as a Kindergarten Teacher Award: University degree (Bachelor equivalent) ECTS credits: n/a EQF level: n/a ISCED 2011: 6 Main ECEC workplaces: Primarily <i>Detskij sad</i> (kindergarten), 0–6/7 years; also childcare settings

Table 10

Russian Federation: Nursery Educator Assistant /Junior Kindergarten Teacher

Job title in Russian: <i>Pomoshchnik vospitatelya / mladshiy vospitatel'</i>
Entry requirements: (for both positions) 11 years of full (complete) schooling with school leaving certificate (<i>attestat o srednem (polnom) obshem obrazovanii</i>) Professional studies: Professional training in the field of education and pedagogy without proof of work experience. Award: Certificate of professional training in education and pedagogy ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Main ECEC workplaces: Kindergarten 0–6/7 years; <i>gruppy kratkovremennogo pribyvaniya</i> (sessional services), 1½–6/7 years or (only for Junior Kindergarten Teacher) Entry requirements: 9 years compulsory school with school leaving certificate (<i>attestat ob osnovnom obshem obrasovanii</i>) Professional studies: 3 years at a vocational education/training college (<i>sredneje professionalnoje obrazovanie uchilishche</i>) specialising in Pedagogy Award: Diploma (<i>diplom o srednem professionalnom obrasovanii</i>) (= university entrance qualification) ECTS credits: n/a EQF level: n/a ISCED 2011: 4 Main ECEC workplaces: see above

4.2 Competences, curricula and pedagogic-didactic approaches in IPE programmes

The Professional Standard (Ministry of Labour and Social Protection of the Russian Federation 2013) contains a description of the professional activities and competences of Kindergarten Teachers as well as the knowledge and skills necessary to perform job duties. These are summarised below.

Professional duties of Kindergarten Teachers⁴

According to the Professional Standard 'Teacher', Kindergarten Teachers have the following professional duties:

- Regulating children's behaviour to ensure a safe educational environment
- Implementing modern, interactive forms and methods of educational work
- Setting educational goals that contribute to the development of children, regardless of their abilities and character
- Designing and implementing educational programmes
- Providing educational opportunities for various types of activities for children (educational, play, work, sports, artistic, etc.)
- Designing situations and events that develop emotions and values (the culture of experiences and value orientations)
- Creating and maintaining the atmosphere and traditions of life in an educational organisation
- Developing children's cognitive abilities, independence, initiative, creativity; an attitude of citizenship, ability to work and live in the conditions of the modern world; a healthy lifestyle culture
- Developing tolerance and behaviour skills in a changing multicultural environment.

To perform these duties they need **competences** such as:

- Providing educational activities for children, taking into account cultural differences, gender, age and individual characteristics
- Communicating with children, respecting their dignity, understanding and accepting them
- Managing a group in order to involve children in the process of education and upbringing, motivating their educational and cognitive activities
- Analysing requirements in the group, maintaining a professional, friendly atmosphere in the children's group
- Protecting the dignity and interests of pre-schoolers, helping children who find themselves in a conflict situation and / or adverse conditions
- Finding the value aspect of educational knowledge and information, ensuring its understanding by children
- Organising excursions, etc.
- Collaborating with other educators and specialists in order to solve educational problems
- Utilising constructive educational efforts of parents (legal representatives)

⁴ Author's summary based on the Professional Standard 'Teacher', section "Pre-school teacher" (Edition 2021).

- Supporting families in solving issues of bringing up children.

Tasks of Kindergarten Teachers when implementing early education programmes

- Participating in the development of the main general educational programme of the setting in accordance with the Federal State Educational Standard (FSES) of pre-school education
- Participating in the creation of a safe and psychologically comfortable educational environment; sustaining the emotional wellbeing of the child
- Planning and implementation of educational work in a group in accordance with the FSES of pre-school education
- Organising and carrying out pedagogical monitoring of children’s development based on the educational programme
- Participating in the planning and adaptation of educational tasks (together with a psychologist and other specialists) based on the results of monitoring, taking into account the developmental characteristics of each child in the group
- Implementing the pedagogical recommendations of specialists (psychologist, speech therapist, special needs teacher, etc.) in working with children who experience difficulties in mastering the programme
- Supporting psychological readiness for schooling
- Organising activities for young children: topics, cognitive tasks, games and role-playing, establishing rules, creating diverse opportunities for the development of children’s free play, including the provision of time and space for playing
- Organising constructive interaction among children in various activities; creating conditions for children to freely choose activities, participate in joint activities, share materials.

As a prerequisite for this, Kindergarten Teachers need the following **competences**:

- Organising appropriate activities for young children
- Supporting children’s physical, cognitive and personal development in accordance with the educational programme
- Utilising the methods and means of analysing psychological and pedagogical monitoring assessing the developmental results of educational programmes in children and the appropriate support necessary for the next levels of education;
- Performing all types of developmental activities for pre-schoolers (playing, productive, cognitive, discovery-oriented)
- Building partnerships with parents, utilising methods and means for their psychological and pedagogical education
- Using information and communication technologies necessary and appropriate for the planning, implementation and evaluation of educational work.

In accordance with the Professional Standard ‘Teacher’ (2013 version), Kindergarten Teachers must have the following knowledge and take it into account in their professional activities:

- Fundamentals of legislation on the rights of the child, laws in the field of education and the Federal State Educational Standard for Pre-school Education
- History, theory, patterns and principles of education systems, the role and place of education in the life of the individual and society

- Fundamentals of the methodology of educational work, the basic principles of the activity approach, types and techniques of modern pedagogical technologies
- Specifics of pre-school education and the fine points of organising work with young children
- Main psychological approaches: cultural-historical, activity and individual; fundamentals of pre-school pedagogy, including classical systems of pre-school education
- General patterns of child development in the early years
- Features of the formation and development of children's activities in the early years
- Fundamentals of the theory of physical, cognitive and personal development of children in the early years
- State of the art trends in the development of pre-school education.

4.3 Alternative entry and qualification routes, system permeability

Persons with a non-pedagogical diploma who wish to work as a Kindergarten Teacher in a kindergarten have to take professional retraining courses lasting between 1½ and 10 months, depending on the programme and intensity of training. The minimum number of hours is 250.

Professional retraining courses include the following curricular areas: pedagogical basics; theory and methods of education; Federal Standard for Education; didactics and methods of education research and science; pre-school pedagogy; psychology of the early years; methods of teaching in kindergarten.

Persons with a pedagogical diploma without a specialisation in pre-school pedagogy can also be employed in a kindergarten. In reality, they often require specialised training which can take place both online and offline. The minimum length of the advanced training programme is 16 hours, whereas the minimum number of hours for a complete professional retraining programme is 250, as already stated (Order of the Ministry of Education and Science of the Russian Federation 2013b).

5. Guided workplace experience (practicum) in the initial professional education of core professionals

Guided workplace experience is an integral part of the initial professional education of prospective Kindergarten Teachers.

There are several types of practica for students:

1. **Educational and fact-finding.** These allow the student to move from theory to real experience and actually learn how the daily work of a Kindergarten Teacher is conducted. The main tasks of the student are to get acquainted with the institution; to understand how the work is organised; to observe how the teacher works with children. At the end of the practicum, the student is expected to conduct several independent classes with children under the supervision of the Kindergarten Mentor. The main purpose of this type of practice is to gain initial work experience.
2. **In-depth.** This kind of practicum involves a deeper study of the activities of the teacher; considerable participation of the student in the process of working with children and self-reflection of this involvement.
3. **Pre-diploma.** The student's final practicum is mainly focused on developing the necessary knowledge and skills for writing and defending a graduation project for the diploma award.



The first two types set similar goals and objectives for trainee Kindergarten Teachers. The main tasks are:

- Acquaintance with the educational institution and legal documentation
- Acquisition of knowledge on safety management
- Acquaintance with the daily routines in kindergarten
- Evaluation of educational processes in kindergarten
- Study of job descriptions of Kindergarten Teachers
- Observation and analysis of the work with children
- Study the documentation of the group
- Participation in the educational process as an assistant teacher
- Learn about the tasks of Kindergarten Heads.

The third type of practicum pursues other tasks than educational:

- Obtaining the necessary experience to start a professional activity
- Checking the readiness of a student for independent work as a Kindergarten Teacher
- Preparation for writing a graduation thesis.

As a result of this final practicum the student will be expected to:

- Be able to carry out independent professional activities in kindergarten
- Effectively set and competently solve pedagogical problems
- Know and be able to use the basic pedagogical methods and techniques
- Effectively and rationally use the material and methodological base of a particular kindergarten
- Know how to interact with parents
- Use a creative approach when planning educational work with children
- Use psychological and pedagogical knowledge when interacting with individual children and the team
- Develop an individual style of teaching
- Develop scripts for matinees and theatrical performances.

Individual practicum plan: The plan for the implementation of practical activities is drawn up jointly by the supervisor and the student and is approved by the Kindergarten Head or Deputy Head.

The supervisor prescribes in detail in the plan on what dates and days the trainee must complete certain tasks:

- Master the theoretical part of the practice (get acquainted with the structure of the kindergarten, study regulatory documents, undergo safety briefing, etc.)
- Carry out practical work (classes on motor skills, logic, modelling, physical exercises, development of musical abilities, etc.)
- Analyse their activities within the period of work in kindergarten and write a report.

The result of the implementation of the individual plan is a **practicum diary**, which is an extended calendar plan, confirmed by the personal signature of the supervisor from the kindergarten.

The terms of the practicum are established by the IPE institution in accordance with their curricula. The evaluation of practical activities is carried out on the basis of a written report of the student trainee and the report of the responsible supervisor from the kindergarten.

Stages of student practice: The student's practice period is divided into three stages:

- **Orientation.** This is the period of student familiarisation with the practicum programme and a specific pre-school educational institution, the trainee's adaptation to the professional and pedagogical environment: children, teachers, kindergarten administration.
- **Basic.** This implies solving the professional and pedagogical tasks of the student which are reflected in the practicum plan. As a rule, a student needs to conduct five different classes for pre-schoolers (for physical, environmental, mathematical, artistic and speech development), conduct pedagogical communication with children on a daily basis and demonstrate the ability to organise and supervise a role-playing game, a walk, an evening of entertainment.
- **Analytical.** Summing up the results of teaching practice, writing a detailed report on practical activities.

Practicum reports comprise a diary; feedback or details from the Kindergarten Supervisor; written report of the trainee. The practicum diary is an extended practicum schedule with student comments and a supervisor's signature under each completed item. The evaluation then is written by the Kindergarten Supervisor and certified by seal and signature of the Kindergarten Head. The student's report on the practicum must contain the following sections:

- Details of the kindergarten: name and address, types of groups and age category of pupils, priorities and mission, principles of work, material and technical equipment. Optional attachments are the Kindergarten Teacher's job description and other documents.
- Description of work in the kindergarten for the practicum period: plan of each lesson, lesson objectives, children's wellbeing, results, teacher's comments, shortcomings during the process of holding the lesson, amendments
- Analysis of the educational and pedagogical process in a particular pre-school educational institution. Suggestions for its improvement. This section is only required for the third type of practicum (pre-diploma).

Place of internship and labour regulations: Students who combine education with work activities have the right to undergo educational, industrial, including pre-diploma practice, at the place of work. The corresponding contract for training is drawn up in an agreement between the educational institution that sends a student to practice and the placement kindergarten. The specified contract determines the procedure for the internship. At the same time, in the organisation to which the student is sent for internship, it is recommended to issue an order for the student to undergo internship.

An obligation to pay for the practicum of a student is not established by law. The legislation allows for the possibility of the absence of an employment contract between a student-trainee and an organisation. In accordance with paragraph 15 of the "Regulations on the practice of students mastering the basic professional educational programmes of higher education", if there is a vacant position in the organisation (in this case a kindergarten) where the work meets the requirements for the content of the practice, a fixed-term employment contract can be concluded with the student to fill such a position (Ministry of Education and Science of the Russian Federation 2015)

When deciding whether it is necessary to sign an employment contract with a student trainee, one must proceed from whether labour relations actually arise between the organisation and the student, or whether the student is only studying during the internship and whether there is a vacancy in the organisation. If, during the internship, the student is entrusted with a specific



type of assigned work in a vacant position and undertakes to adhere to the internal labour regulations, such relations, subject to Article 15 of the Labour Code of the Russian Federation, must be qualified as labour in accordance with the requirements of the current legislation by concluding an employment contract. In such a case, the student receives remuneration (Articles 15, 135 of the Labour Code of the Russian Federation 2001 (Parliament of the Russian Federation 2001)). However, if a student is only studying, an employment contract is not concluded.

6. Continuing professional development (CPD) of ECEC staff

Legislation and regulation

All teachers, including Kindergarten Teachers, are required by law to participate in CDP courses (also through remote study) of at least 16 to 250 hours' duration once every three years. The duty is enshrined in the Order "On approval of the Procedure for organising and implementing educational activities for additional professional programs" (Ministry of Education and Science of the Russian Federation 2013b). In accordance with the law "On Education in the Russian Federation", pedagogical workers have the right to additional professional education in the field of pedagogical activity at least once every three years (article 47, part 5 Parliament of the Russian Federation 2012). The same law (paragraph 5, part 3 of Art. 28) states that the organisation of additional professional training for teachers is within the competence of an educational organisation. According to the Labour Code of the Russian Federation, in order to exercise the right to additional training, employer and employee enter into an agreement for receiving education on the job or with a break from work (Article 198 of the Labour Code of the Russian Federation 2001; Parliament of the Russian Federation 2001).

Main types of CPD

There are different types of advanced training for Kindergarten Teachers. They can take place both online and offline. For example:

- Short lectures and seminars up to 24 hours
- Short courses up to 72 hours dealing with highly specialised topics. In general, the courses use an integrated approach in which theoretical lessons alternate with practical exercises.
- Long courses from 100 hours: These are more general programmes that address a large number of issues.
- Internships and joint scientific activities. This format implies a practical part.

At the end of any formal training, certification is carried out. If the teacher successfully passes it, they receive a certificate of advanced training.

CPD providers

These may be any of the following:

- Government chartered centres and institutes of continuing professional education: These offer various topics with a narrow and general focus. Usually, both the lecturers and developers of such institutions are practitioners, conveying pedagogical experience and not only theoretical knowledge.

- Private providers for educational services: They need to be licensed by the local ministry of education.
- Higher educational institutions: such institutions teach doctoral candidates and post-doctoral fellows who are engaged in research and development in the field of advanced education. Most programmes require presence in person.
- Research institutes, laboratories and research centres: They offer a large selection of short courses. The emphasis in these courses is on the theoretical part. When choosing a course, it is important to make sure that the course programme complies with the federal state education standard (FSSES) and professional standards.

Leave entitlement

Teachers try to take their refresher courses during working time. These may be on-the-job courses (for example, in the evening after work or at weekends); or leave with a break from work, when the employer provides teachers with additional study leave for the duration of their studies. All teaching staff have more vacation than employees in other sectors – between 42 to 56 calendar days. Teachers working in a regular kindergarten are granted 42 days of leave. If the teacher works with groups of children with disabilities and other special needs, the leave is increased to 56 days. Teachers working in the Far North and areas equated to it are granted an additional 16 to 24 days.

Obligatory or optional?

Kindergarten Teachers can take advanced training courses at their own request (optional) or at the request of the Centre Leader (obligatory). They are obliged to participate in CPD as often as required by the employer and go through programmes directed by the administration. The training programme is chosen by the management, taking into account their own plans and strategies for the development of the pre-school institution. Attendance at CPD courses is a mandatory prerequisite for submitting an application for a status and salary upgrade.

Funding support

For all forms of mandatory advanced training as required by law, the costs are covered. For advanced training required by the management of the pre-school organisation, the costs are paid and the Kindergarten Teacher retains the position and average salary if absence from the workplace is necessary. If the Kindergarten Teacher wishes to participate in an additional programme on a specific topic, but there is no obligation or need on the side of the employer, then teachers have to cover the costs themselves.

Access to CPD

The Law "On Education in the Russian Federation" (§ 5, part 3 of Art. 28) states that the organisation of additional professional training for teachers is within the decision-making competence of an educational organisation. Teachers can take advanced training courses at their own request or at the request of the kindergarten management. Only those educators who have a higher pedagogical education or a post-secondary education in the field of Pedagogy can take advanced training courses. Those with lower or non-pedagogical qualifications do not have these rights. Instead they can take professional retraining courses, which are another type of professional education.



Content focus

The content of seminars differs according to the profile of the CPD provider and by region.

Current popular topics are:

- Implementation of the federal state standard for pre-school education
- Work profile of educators in the education and upbringing of children with special health conditions in the context of the implementation of the federal educational standard
- Psychological and pedagogical support for young children
- Working with education quality assessment tools
- Technologies of effective communication in the work of an Educator

Topics which are gaining in importance are health prevention, physical wellbeing and burnout prevention

CPD and career advancement

Attestation of teachers

Attending formal CPD courses plays an important part in preparing for the teacher's attestation. All teaching staff must be certified for suitability for the position held. This procedure is mandatory for all teaching positions. Attestation is carried out in order to establish the so-called first qualification category or the highest qualification category. This is performed on initiative of the employee and confirms their professional level. The procedure for assigning a category is determined by an order of the Ministry of Education.

The main goal of the attestation of teaching staff is to motivate teachers for professional growth and maintain the quality of education. In addition, the Ministry of Education identifies several more specific tasks:

- Stimulating continuous improvement of the level of qualifications of teachers
- Identifying the need for additional education among employees
- Increasing the efficiency and quality of teaching activities
- Developing mentoring and methodological assistance.

The qualification category is the main indicator of a teacher's professionalism and a prerequisite for career advancement. It reflects the teacher's competence and influences the level of payment. Employers pay special attention to the category when a candidate applies for a vacancy.

Career beginners start with the status of a **young specialist**. This is seen as the entry level. After starting work, a Kindergarten Teacher can apply for an upgrade and for the attestation. The attestation commission pays attention to which advanced training courses the teacher has taken, participation in professional pedagogical competitions (for example, the All-Russian professional competition "Pre-school Teacher of the Year of Russia" or other intracity, regional professional events), participation together with children (sometimes also with their parents) in any sports and creative competitions, availability of articles in specialised publications and awards additional points for such kind of activities and achievements.

The qualification categories are approved by a commission affiliated to the regional ministry of education. The decision on assignment is made at the regional level. In the city of Moscow, for example, the centre of independent diagnostics of the Moscow Centre for Educational Quality is responsible for assessing and testing professional competences (suitability for the position held). This assessment is a useful tool for both self-evaluation and for motivating teachers to

improve their skills level. The results are published on the Centre's website. Qualification categories are documented in the work book and are retained until their expiry date when transferring to another organisation, including one located in another region of the Russian Federation. It stimulates the employee to pay attention to continuing professional development over a longer period of time. It is much easier to apply for a job in a private kindergarten for a well-paid position if you are highly qualified. Moreover, to work in a private kindergarten with a specific pedagogical approach, such as the Montessori system or Waldorf pedagogy, certified proof of suitability can be studied in advanced training programmes.

In addition to the fact that advanced training is provided for by law, it is also useful for the teachers themselves. Specialists who regularly attend refresher courses provide more professional services and receive higher pay for their work.

Advanced training allows Kindergarten Teachers to:

- Feel more confident at work
- Extend work responsibilities, e.g. organising classes in drawing or English for an additional fee
- Work with children with special needs. These Educators receive 15-20% more salary and 14 additional vacation days.
- Get a job in a private kindergarten, where the salary level can be higher than in a public institution
- Take up a post in a specialised kindergarten – for example, in a kindergarten that works according to the Montessori system
- Upgrade basic qualifications.

From 1st September 2023, a new order of the Ministry of Education of the Russian Federation "On approval of the procedure for attestation of teaching staff of organisations engaged in educational activities" came into force (and is valid until the end of August 2029).

In accordance with the new order, the following changes have been made to the attestation procedure for teaching staff:

- Qualification categories established from September 1, 2023 will be valid with no fixed term of duration.
- Qualification categories established prior to the entry into force of the Order are retained for the period for which they were established. If a Kindergarten Teacher is in the first qualification category, the deadline for applying for the highest qualification category is now without a specific time limit for the application to be made. In cases of a refusal to establish the highest qualification category, the employee retains the first qualification category, being able to apply for the highest category after one year. The basis for establishing the first and highest qualification categories has not changed.
- Attestation for compliance with the position held for employees who do not have qualification categories is, as before, mandatory and takes place within the educational organisation every five years.
- Attestation commissions consist of at least five people, excluding the Centre Head. For the first and highest qualification categories the commission should include at least seven people, including a representative of the relevant trade union and specialists to carry out a comprehensive analysis of the professional activities of teachers.
- New qualification categories have been introduced: "Teacher-Methodologist" and "Teacher-Mentor".

- The list of information specified in the application has been updated. Teachers now have to indicate information about the level of education (qualification), the results of professional activity, the available qualification categories, and also indicate the position for which they want to be certified for compliance with the position held for employees who do not have qualification categories.
- The presence of awards, titles, insignia, information about awards will need to be confirmed. Conducting attestation in order to establish the qualification categories of employees with titles and awards, or who are winners of skills competitions for pedagogical workers, is carried out on the basis of supporting information.
- Information about the established qualification category is entered by the employer in the work book. Qualification categories are also the basis for differentiation of remuneration of educators (Ministry of Education of the Russian Federation 2023).

At the moment, applications for attestation by all teaching staff are submitted to regional authorities in the field of education or the certification commission; this includes the opportunity of submission of an application through the web governmental Portal of State and Municipal Services (“Gosuslugi”). However, the service of filing an application through State Services is not available in all regions and the organisation of the process may vary in the regions.

For example, each teacher in the Moscow education system has their own personal electronic account on the portal of the Moscow e-school. Moscow e-school is the unified educational platform for teachers (including Pre-school Teachers), children and parents and is integrated into the portal of Moscow city services (“Mos.ru”); accordingly, the teacher submits an application through this portal and complete their teaching portfolio digitally.

According to the Ministry of Education of the Russian Federation the amendments should help to restore order in the field of advanced training of teachers and retraining of personnel, to build a unified system of scientific and methodological support for teaching staff in order to increase the prestige of the profession and ensure the quality of educational outcomes (Rg.ru 2020).

Research on CPD

The quality of education in a pre-school organisation largely depends on the teacher’s professional competence (see Volkova and Mansarliyskaya 2020).

The Federal Service for Supervision in Education and Science (*Rosobrnadzor*) collects, processes and analyses information in terms of monitoring quality in the education system and identifying violations (Decree of the Government of the Russian Federation dated August 05, 2013 No. 662). Since 2014, pre-school settings all over Russia have been monitoring their educational activities with various instruments – but the procedures and requirements are highly variable in different regions. *Rosobrnadzor* initiated a national study on the quality of pre-school education in 2016–2018. In a longitudinal study the international tool “ECERS-R” (Rating scale for a comprehensive assessment of the quality of education in pre-school educational organisations) was used. The authors correlate the assessment of the quality with educational activities and conditions of the educational environment, focusing on the needs of children and ways to meet these needs. The findings of the study indicate various problems with the quality of educational activities, the quality of work with the children’s families and other work issues of a pre-school setting. Now what is needed is a management system that specifically focuses on the evaluation and monitoring of quality in the pre-school education field.

In 2020, the Federal State Budget Scientific Institution “Institute of Developmental Physiology Russian Academy of Education” conducted a study on the knowledge and professional competences of teachers of pre-school educational organisations concerning the main patterns of age-related development and appropriate educational activities.



The conclusions of the study indicate a low level of knowledge regarding psychophysiological patterns of child development necessary for solving pedagogical problems. In recent years, the cycle of disciplines that provided the Kindergarten Teacher with knowledge about the patterns of age development, about age characteristics, about the physiological and psychophysiological foundations of the educational process and other important issues that the teacher needs to know has been reduced (see Volkova 2022).

Currents debates on CPD

Taking into account the analysis of the current state of the CPD system (including advanced training and retraining) of teachers in the Russian Federation and the need to improve it, in the summer of 2022 the federal government approved new “Concepts for the training of pedagogical personnel for the education system for the period up to 2030” (Government of the Russian Federation 2022a, b).

7. Working conditions and current workforce issues

7.1 Remuneration

According to Rosstat (2022a), the average salary of a Kindergarten Teacher in 2022 was 42,912 RUB (€580) an increase from 35,714 RUB (€410) in 2020. However, there are 59 regions which fall below this level. There are strong regional disparities due to economic strength but also location. While salaries in the High North (Chanti Mansisk or YAMA0) are far above the average (72,808 RUB (€981) and 89,435 (€1,205), in other areas such as the Northern Caucasus region they are at 25,435 (€342) (Dagestan) and 28,725 (€387) (Ingushetia) (Rosstat 2022a).⁵

Periodically, the salary of teachers at all levels of education is indexed in accordance with changes in the country's economy.

The difference in the amounts by region depends not only on the economic situation in the country and in the selected regions. When calculating wages, several factors that affect the final result are taken into account: work experience (after 3 years, the salary of a kindergarten employee increases by 5%, after 5 years by 10%), number of shifts and actual hours worked.

Salary indexation for state employees was carried out in 2021. According to the "Main Directions of the Budget, Tax and Customs Tariff Policy for 2020 and for the planning period of 2021 and 2022 prepared by the Ministry of Finance (Ministry of Finance of the Russian Federation 2019), the federal budget is calculated taking into account the annual increase in the salaries of certain categories of state employees (since January 1) for the forecasted increase in the average monthly salary.

⁵ It must be noted that the actual rouble exchange rate is very volatile and politically dependent. The real purchasing power is currently difficult to predict. Russia's minimum wage currently stands at 13,890 RUB (€188) a month. Therefore, the following values are used for conversion:

	2022	2021	2020	2019	2018	2017
1 Euro =	74,2 RUB	87,2 RUB	82,7 RUB	72,5 RUB	74 RUB	65,9 RUB



Russian Federation: Expenditure on ECEC, 2012–2020 (in RUB)

This increase in wages applies to employees who work in the public sector, specifically noted among others in Decree of the President of the Russian Federation No. 597 of 05.07.2012 (President of the Russian Federation 2012). In particular, these include teachers, doctors, kindergarten teachers, scientists, etc.

In accordance with the Decree of the Government of the Russian Federation (Decree of the Government of the Russian Federation Decree No. 3544-r of December 11, 2021), more than 2.9 billion roubles (€28,2 Mill.) were allocated from the federal budget to increase the salaries of employees of educational institutions (Government of the Russian Federation 2021).

Calculation of the teacher's salary

In order to calculate the salary of an educator (Kindergarten Teacher), it is necessary to know the basic salary, general pedagogical and continuous work experience, additional education, quarterly bonuses, incentives, regional allowances ranging from 15 to 35%, qualification category. These factors are calculated by the local self-government authorities. This means that they differ according to region. The qualification allowance is calculated according to the qualification group.

The following factors influence the salary increase:

- Working hours up to 12 hours for five days a week (if the teacher works in two shifts, replacing another employee)
- Conducting group meetings, additional classes
- Night shifts in boarding schools
- Organising and holding foreign language classes with children
- Work in specialised groups (speech therapy, ophthalmology) – an allowance of 15-20%
- Part-time job with another position – an increase in salary of 10%.

Besides the official statistics there is also a low income sector in the ECEC field. This includes mainly low or non-qualified staff or part-time workers. These jobs are published in private job portals such as www.gorodrabot.ru and others. Salaries offered for 2022 indicate a median of 28,564 RUB (€477 a month), with the majority earning around 15,000 RUB (€250) per month.

7.2 Full-time and part-time employment in ECEC provision

In Russia, nearly all Kindergarten Teachers work full time; part-time posts are rare, but may be established. In accordance with the Order of the Ministry of Education and Science (2014), norms of hours of pedagogical work for the wage rate and on the procedure for determining the teaching load of pedagogical workers, a reduced duration of no more than 36 hours per week was established for pedagogical workers. The duration of the working time of a regular Kindergarten Teacher is 7 hours 12 minutes a day.

If the kindergarten is fully staffed, each group is accompanied by two teachers who work in close cooperation to each other. A teacher has a seven-hour working day and can work in two shifts: the first shift starts early in the morning – from 7:00 to 14:00, the second starts at 12:00 and ends at 19:00. In the period from 12:00 to 14:00 both Kindergarten Teachers work together. During this time, the teacher, who works in the morning, reports about the first half of the day: who needs additional attention, which of the children have been vaccinated, what issues to discuss with parents, etc. The duration of the working time of the pre-school teacher of the general developmental group is 7 hours 12 minutes a day.

At the same time, a **Kindergarten Teacher's Assistant** is allocated to each teacher, who deals with cleaning the premises, as well as caring for children.

7.3 Support measures in the workplace for newly qualified and newly appointed staff

At the regional level, support for ECEC staff is organised through special centres set up by the regional governments (e.g. by the state ministry of education) that provide, for example, psychological advice or crisis intervention. Training on the job, when entering the employment market directly from initial professional education, is organised within the organisation. Mostly the Pedagogical Supervisor gives help and advice. To support teachers there are opportunities for professional growth through advanced training at the expense of the employer and the mentoring system.

7.4 Non-contact time

Preparation and reporting is mainly done during the sleeping time of the children. Officially there is no extra time calculated in working contracts to fulfil non-teaching duties. Budget permitting, bonuses may be granted for tasks outside the regular kindergarten activities.

7.5 Current staffing issues

Young people are attracted to professions which provide a certain amount of stability in status and income, particularly in times of economic constraints, which has been the case since the early 1990s. The profession of Kindergarten Teacher is neither a high status profession (Yurchenko 2013), nor do these teachers have a steady and nation-wide or region-wide regulated income. There is no overall Russian remuneration system for Kindergarten Teachers. Attendance rates in kindergartens have been rising, leading to a stronger demand for qualified staff. These shortages are being addressed by providing possibilities for the 'requalification' of professionals who lack knowledge and experience in early childhood pedagogy.

8. Recent policy reforms and initiatives relating to staffing and professionalisation issues

1. With the Decree of the Government of the Russian Federation (2022a) of June 24, 2022 N 1688-r, a new "Concept for the training of pedagogical personnel for the education system for the period up to 2030" was approved. This concept defines the goals, principles, tasks, main activities and mechanisms for implementing the state policy of the Russian Federation in the field of training teachers for the education system, including Kindergarten Teachers.

The concept was developed in order to implement the Decree of the President of the Russian Federation of July 21, 2020 N 474 "On the national development goals of the Russian Federation for the period until 2030" and the basic principles of the national system of professional development of teachers of the Russian Federation, including the national system of teacher growth, approved by the order Government of the Russian Federation dated December 31, 2019 N 3273-r.

This concept is the basis for organising learning activities of educational organisations of: higher education; vocational education; teacher professional development; federal executive authorities and executive authorities of the constituent entities of the Russian Federation in charge of educational organisations.

2. An Order of the Ministry of Labour and Social Protection of the Russian Federation dated April 19, 2021 No. 250n "On approval of the Professional Standard 'Head of an educational organisation (management of a pre-school educational organisation and a general educational organisation)'" came into force on March 1, 2022 and is valid until March 1, 2028.

Further recent Orders relating to the Professional Standard 'Teacher' (on specialist staff and the utilisation of digital technologies) do not specifically refer to the work of Kindergarten Teachers.

Reducing the bureaucratic burden on Kindergarten Teachers (educators)

The Federal Service for Supervision in Education and Science conducted a study in 60 constituent entities of the Russian Federation and analysed working documents, mostly compiled by Kindergarten Teachers (educators) during their professional activities. The list included 52 documents that the educator was expected to fill out and prepare (children attendance tables, thematic planning of work with children, an annual work plan, various reports and monitoring, personal teaching portfolio for certification, etc.). This increase in paper work detracts from the immediate task of working with young children.

Specialists from the Federal Service for Supervision of Education and Science consider it necessary to reduce the volume of documentation and monitoring procedures.

It is expected that by November 1, 2023, amendments will be made to Federal Law 273 (The Education Act "On Education in the Russian Federation") on establishing the powers of the Ministry of Education and the Ministry of Science and Higher Education to authorise reference documentation and other requested information), and by December 1, 2023, Orders will be issued by the Ministry of Science and Higher Education, the Ministry of Education, Federal Service for Supervision in Education and Science (*Rosobrnadzor*) on establishing lists of documentation, monitoring, information systems. From March 1, 2024, an abbreviated list of documentary evidence will be issued for institutions of early childhood education and care (kindergartens), schools, institutions of secondary vocational education and universities (Federal Service for Supervision in Education and Science 2023).

9. Recent country-specific research focusing on ECEC staff

The problem of staffing Russian kindergartens

Source: National Research University "Higher School of Economics" 2017 (see *References* for full details).

Aims and background: To investigate problems of staffing and the quality of qualifications of Kindergarten Teachers

Methods: Series of in-depth interviews on staffing issues with heads of pre-school educational organisations and representatives of educational authorities.

Selected findings: The first part presents an analysis of the material security of the employees in ECEC settings; the characteristics of their age and skills level are given. In the second part, on the basis of in-depth interviews, it is shown how the heads of pre-school educational institutions

and representatives of educational authorities assess the current situation, how the load is distributed on Kindergarten Teachers in pre-school education, how the load and payment has changed over the past three years.

Implications: The profession of Kindergarten Teacher in public kindergartens remains a low-paid profession. Moreover, young teachers earn noticeably less than their older counterparts. Despite the fact that they are facing increased demands and expectations, their salary level remains at the same low level. In private kindergartens, wages are somewhat higher. A slightly higher salary attracts more dynamic and qualified staff. In private kindergartens, staff tend to be younger (30-40 years old) and mostly with higher education. Less high workloads are another significant advantage of private kindergartens – on average, there are one and a half times fewer children in a group.

The system of pre-school education during the pandemic COVID-19 in Russia

Source: Centre for Socialisation and Personalisation of Children's Education FIRO (Federal Institute for the Development of Education) at RANEPA (Russian Academy of National Economy and Public Administration under the President of the Russian Federation), 2020 (see *References* for full details: Tarasova and Pestrikova 2020).

Aims and background: Studying the readiness of educational staff to organise remote activities of pre-school educational institutions in conditions of quarantine and self-isolation.

Methods: 8,815 people took part in the anonymous online survey: teachers, teaching staff and specialists of pre-school educational organisations from 83 administrative regions of the Russian Federation. The survey participants included 5,695 Kindergarten Teachers (65% of the sample), 796 Centre Heads (9%), 1,160 Methodology Teachers (13%) and 1,164 other pedagogical workers (13%) – comprising 446 Speech Therapists, 284 Music Teachers, 252 Educational Psychologists and 162 specialists in physical education.

Selected findings: An analysis of the survey data confirms that pre-school workers demonstrate a fairly high level of activity and responsibility in the performance of their professional duties in the changed working conditions. At the same time, they lack experience in implementing this format of pre-school education and appropriate methodological support.

Implications: The research indicates that an in-depth analysis is required which takes into account the risks of implementing educational programmes for young children remotely, highlights factors affecting the effectiveness of online learning and identifies the possibilities of various methods, techniques and technologies of distance learning in kindergartens. Moreover, the findings suggest that kindergarten staff need appropriate CPD provision focusing on this issue.

The level of knowledge of teachers of pre-school educational organisations about the main patterns of age-related development and appropriate educational activities

Source: Institute of Developmental Physiology Russian Academy of Education 2020 (see *References* for full details: Volkova 2022)

Aims and background: The study aimed to analyse the knowledge and professional competences of Kindergarten Teachers regarding the psychophysiological patterns of child development in educational work.

Methods: A survey was conducted in ten regions of the Russian Federation. The study involved 2,691 Kindergarten Teachers (educators), as well as 52 Primary School Teachers of different ages. The work experience of teachers varied from less than 5 to 20 years or more.



The results of the survey were processed using the STATISTICA 10 statistical package. Descriptive statistics, frequency statistics, and the cross-tabulation method were used (to describe associations between age and teaching experience). The correlation between age, teaching experience, the choice and number of correct answers was computed using the Spearman rank correlation coefficient and Cramer's V coefficient. When analysing the responses to the open-ended questions, a descriptive research method was used.

Selected findings: In the course of the analysis of teachers' answers, "risk zones" were identified in the professional competences of teachers regarding knowledge related to the main patterns of the child's age-related development, the rational and effective organisation of the educational process, the formation of school-significant functions and knowledge of the psychophysiological foundations of school readiness. The results of the study showed that the level and quality of knowledge of Kindergarten Teachers do not depend on their age and teaching experience. Kindergarten Teachers have a fairly high level of knowledge on general issues of pre-school pedagogy, developmental psychology and physiology. However, an insufficient level of knowledge was revealed in matters of integrating knowledge of developmental physiology and psychology with the influence of sociocultural conditions of growing up. A very low level of knowledge was noted in matters of age-related psychophysiology concerning the preparation and readiness for schooling.

Implications: In order for Kindergarten Teachers to fully understand how children develop, how their cognitive abilities are formed, how the brain develops, a focus on age-related psycho-physiology and pedagogical physiology should continue to be included in the initial professional education of Kindergarten Teachers.

10. Workforce challenges – country expert assessment

In accordance with the "Concept for the training of pedagogical personnel for the education system for the period up to 2030" (approved by order of the Government of the Russian Federation (2022a, b) of June 24, 2022 N 1688-r), the network of higher education institutions that implement initial teacher education/training programmes is developing, implementing and translating "best practices" in pedagogical settings. During the implementation phase in 2014–2017 this became a comprehensive issue for the modernisation of teacher education. Within the framework of new federal state educational standards for higher education, study programmes in modular design were developed, the practical subject and research components of pedagogical education and its educational orientation were strengthened, and a system of independent assessment of the professional competences of graduates was proposed.

All this is the base of the requirements of the federal state educational standards of general education and the Professional Standard 'Teacher'.

At the same time, the content, technologies, management and infrastructure of Kindergarten Teacher education require constant transformation associated with the changes taking place in the general education system and with the need to ensure the outstripping pace of changes in the teacher training system. Challenges remain to ensure the quality of teaching staff, including:

- Imbalance in the quality and conditions of initial professional education (IPE) in different educational organisations and the lack of unified approaches to the mechanisms and tools for assessing quality

- The gap between the pace of renewal of the content and infrastructure of IPE and the pace of renewal in the general education system
- Lack of advanced scientific research in the field of education for shaping modernised content in the IPE of pedagogical personnel
- Insufficient correspondence of the results of the training of a graduate (young teacher) to the current needs of the education system, society and state
- Weak involvement of employers, including regional education systems, in the process of training teachers
- Shortage of teaching staff, insufficient level of training of graduates of educational institutions of higher education in the IPE programmes for teaching staff
- Lack of comprehensive measures for the early career guidance of school pupils for the teaching professions.

To solve these problems, it is necessary to implement a set of measures related not only to improving the system of training teachers, but also with measures to support teachers at all stages of the life cycle of the profession, including those provided for in the implementation of the basic principles of the national system for the continuing professional development of teachers in the Russian Federation, approved by the Order of the Government of the Russian Federation of December 31, 2019 N 3273-g.

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