

# Armenia Case study

# Deep dive into Armenia's CPD framework



## The context

**The MoESCS is implementing major reform** to address quality challenges in the education system and better prepare students for a rapidly changing world. The aim is to ensure that every citizen has access to high-quality education, at any stage of life.

**The reform focuses on transitioning from** the existing knowledge-based system to a competency- and inquiry-based one. Achieving this ambition requires major changes to curricula, resources, and processes – moving away from linear, transmission-based models to approaches centred on learning outcomes.

It was acknowledged that the success of the reform depends on qualified and respected teachers who can deliver education in new ways, with new perspectives, and for new results.



## Why a CPD framework?

**CPD frameworks are valuable tools that guide professional action and offer clear pathways for improvement.**

Armenia's new teacher CPD framework has been developed and fully adjusted for local educational context, based on the British Council's proven, research-backed model. It aims to modernise the outdated teacher development system and ensure professional development is approached systematically across the country, in line with international best practices.

**The framework defines the essential knowledge, skills, competencies,** and professional ethical standards needed for a structured and effective approach to teacher CPD.

**It offers practical tools that support a multifaceted approach to development,** empowering teachers to take ownership of their own CPD and placing their needs at the centre of the process.

Collaboration and support from schools, government bodies, and external agencies - including CPD providers - are vital to ensure accountability and success.

**An improved approach to teacher attestation, accreditation and promotion** proposes a shift towards a more needs-based and teacher-initiated approach.



## How it works in Armenia

**The framework provides a structured, standard-based approach to teacher CPD.** It promotes both bottom-up teacher-led development and top-down system support where needed.

**It marks a shift** from a one-size-fits-all model to a teacher-initiated approach, through the creation and implementation of:

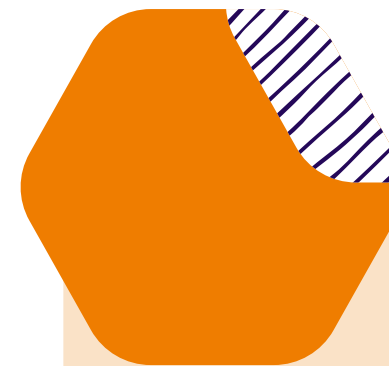
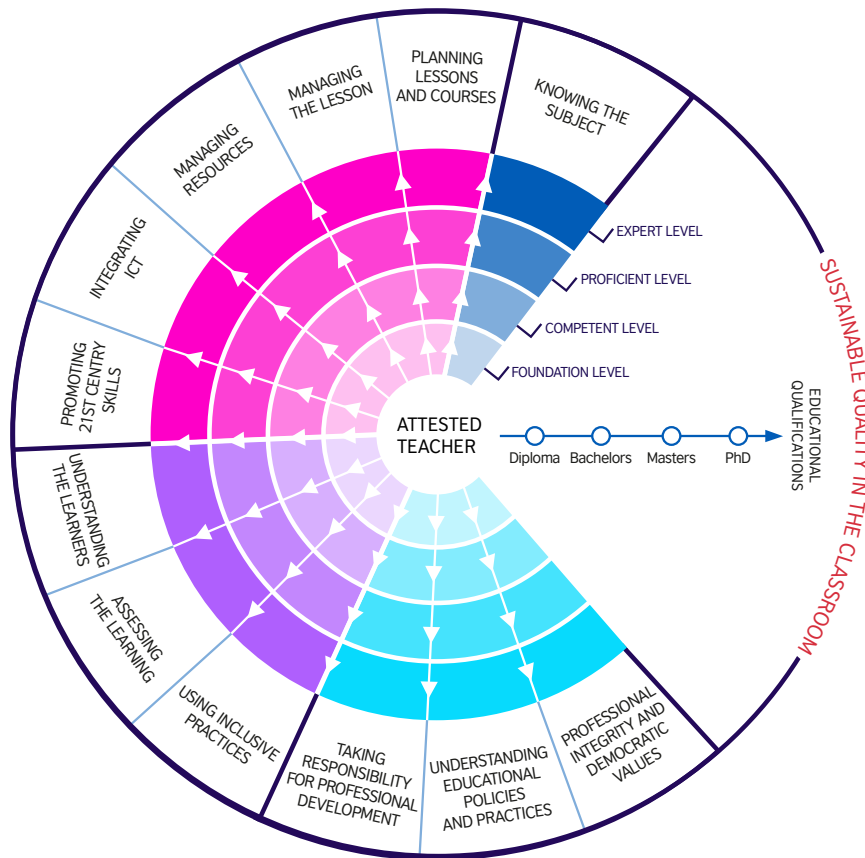
- distinct CPD pathways tailored to individual needs, regardless of experience level or career stage;
- a clear description of the knowledge and skills required for high-quality teaching;
- a *Development Cycle* process that guides ongoing teacher development;
- a *Teaching Portfolio* for teachers to document and evidence their progression;
- a *Continuing Professional Development (CPD) Units* to systematically accredit teacher development activities.

**The framework is built on a cyclical model:**

- It defines four *Development Domains* representing key knowledge areas for teacher CPD;
- Each domain includes *Professional Practices* that teachers develop and apply in the classroom;
- Teachers demonstrate progress through four different *Competency Levels*;
- This enables them to gain accreditation, qualifications, and continue building their expertise across different *Development Domains and Professional Practices*.

# The new CPD Framework Diagram

[please explore Armenia's CPD framework by the link](#)



Bringing four components together — Development Domains, Competency Levels, Educational and Teaching Qualifications, and Professional Practices — this diagram illustrates how the four Development Domains encompass the relevant Professional Practices. The Competency Levels, shown as white arrows, point outward from the center to represent the growth and deepening of a teacher's knowledge and skills in each Professional Practice as they progress.

At the center of the framework is the teacher, symbolising that teachers are at the heart of their professional development journey.

● ● ● ● SUBJECT EXPERTISE

● ● ● ● CLASSROOM PRACTICE

● ● ● ● LEARNER SUPPORT

● ● ● ● SELF AND COMMUNITY EMPOWERMENT

## Case study:

# Armenian CPD Framework

To support its ambitious system-wide education reform, the Ministry of Education, Science, Culture and Sports (MoESCS) of the Republic of Armenia has partnered with the British Council to develop a Continuing Professional Development (CPD) framework for state schoolteachers — with the goal of strengthening professional development and improving student learning.

Working closely with experts and teachers on the ground, we have adapted and localised the British Council's research-backed framework to best meet the needs of the system and help deliver positive, sustainable change.

Inspired	Confident	Dedicated	Innovative leader
<p>Before 2019</p> <p><b>Introduced and embedded the British Council CPD framework</b> within all teacher development projects for English language teachers, demonstrating how structured, systematic and research-backed approach can put teachers at the heart of their own professional development while offering them the opportunity to capitalise on their strengths and the areas in need for development.</p>	<p>2019-2020</p> <p><b>Supported Armenia's aim to reform its education system</b> – from preschool to higher education, including vocational and extracurricular education. Key goals included upgrading the teacher accreditation system in line with international best practices and creating more opportunities for CPD providers.</p> <p><b>Positioned the British Council's CPD framework at policy level</b> with the support of the incoming Minister of Education and national education experts. This helped drive the turning point in system-wide teacher CPD reform.</p>	<p>2021-2023</p> <p><b>The proposed CPD framework and systems were endorsed</b> by the Ministry, and later ratified by the Parliament. It was adopted as the national CPD framework for all subject teachers – not just English language teachers.</p> <p><b>Built an ecosystem for teacher development that shifts</b> from a system-initiated CPD to teacher-initiated CPD, placing their upskilling needs at the centre of the framework.</p>	<p>2024 and beyond</p> <p><b>The framework has been officially launched</b> and teachers are now self-evaluating their professional practices. Cross-checking mechanisms are in place to evaluate the reliability of professional development data.</p> <p><b>The framework is set to redefine the career and professional development of over 35,000 teachers</b> once fully implemented.</p>

Inspired	Confident	Dedicated	Innovative leader
	<p><b>Developed a new CPD framework tailored to Armenia's context to address existing education quality challenges and improve</b> student learning in line with broader educational reforms. The framework supported:</p> <ul style="list-style-type: none"> <li>• upgrading the outdated teacher development system;</li> <li>• ensuring a systematic, nationwide approach to professional development;</li> <li>• strengthening the professional status and qualifications of teachers;</li> <li>• opening up more opportunities for CPD providers.</li> </ul> <p>The framework was approved by the Ministry and integrated into the national reform strategy.</p> <p><b>Recommended shifting to a more needs-based, teacher-initiated approach</b> by:</p> <ul style="list-style-type: none"> <li>• <b>Empowering teachers:</b> giving teachers a voice and ownership of their professional growth;</li> <li>• <b>Tailoring development:</b> providing a diversified approach that recognises individual strengths and areas for improvement.</li> <li>• <b>Fostering continuous growth:</b> moving from a linear to a cyclical development process that encourages ongoing upskilling.</li> <li>• <b>Enhancing accreditation processes:</b> upgrading teacher accreditation, specialisation, and career growth pathways.</li> </ul> <p><b>The framework has been proactively used to develop and deliver CPD opportunities</b> to over 1,300 pre-service and in-service English language teachers each year through our Online Teacher Community.</p>	<p><b>Created profiles and descriptors</b> for development domains, professional practices and teacher competency levels, establishing a fully structured approach for setting standards, defining requirements and ensuring quality.</p> <p>Further work included:</p> <ul style="list-style-type: none"> <li>• developing a teacher self-evaluation tool;</li> <li>• creating a classroom observation tool for monitoring and evaluation by schools and the Ministry;</li> <li>• introducing an online/offline portfolio to collect evidence of professional development.</li> </ul> <p><b>Ran teacher focus groups, trials and group activities</b> to pilot recommended tools and assess their effectiveness.</p>	<p><b>Work is underway on a Teacher Educator and School Leadership frameworks</b> to complete the system. The goal is to create a fully interconnected system that facilitates higher-quality teaching and learning across Armenian schools.</p>

# Testimonials



**Zhanna Andreasyan**  
Minister of Education,  
Science, Culture, and Sports  
of Armenia



The development of a modern, effective teacher continuing professional development framework has been a key element of our national priority and education reform agenda, and the support of British Council Armenia in developing and implementing a new system based on their global experience has been pivotal in moving this vision forward. Their expertise, commitment, and collaborative spirit have enriched our efforts to build a system that empowers teachers and strengthens the quality of education across the country. We value this partnership deeply and look forward to continued cooperation in shaping a more dynamic and responsive professional development ecosystem for our teachers including our teacher educators and school leaders.



**Artashes Torosyan**  
Director of National Centre  
for Education Development  
and Innovation



The collaboration with British Council Armenia in shaping a new framework and system for schoolteacher continuing professional development has been transformative for our Centre and for the education system in Armenia at large. Their approach - rooted in their global experience and international best practices and adapted thoughtfully to our local context - has helped us reimagine how we support our teachers throughout their careers.

The proposed framework has enabled us to make a decisive shift towards a more needs-based and practice-oriented model of professional learning. It recognises that teachers require not just theoretical input, but opportunities to reflect on and refine their daily practice, aligned with their specific subject, stage, and school context. By introducing differentiated pathways and tailored development opportunities, the system now responds more directly to the professional realities and aspirations of our educators.

This has allowed us to move beyond one-size-fits-all models and towards a more flexible, responsive, and supportive development ecosystem - one that truly values the professional agency of teachers. We are grateful for the British Council's expertise and long-standing partnership, and we see this work as a cornerstone in our broader efforts to elevate teaching quality and improve learning outcomes across Armenia.

