

# Armenia's New Continuing Professional Development (CPD) Framework

A Guide for Teachers



# Foreword



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An education system is only as good as its teachers (UNESCO, 2014: 9) and hence enhancing teacher quality at all stages of a teacher's career is a key factor in improving the quality of learning that students receive.

This is the Armenia's New Continuing Professional Development (CPD) Framework's underlying principle, which has been developed based on the British Council's research-backed teacher CPD framework.

We hope that through this framework, Armenian teachers will embrace the role of lifelong learners, proactively striving to become the best version of their teacher identity. By engaging in self-reflection, setting personal goals, and accessing targeted opportunities for growth, teachers can continually strengthen their practice and, in turn, elevate student learning outcomes.

This framework is not just a professional development tool, but a pathway to building a stronger, more resilient education system where teachers feel empowered, valued, and equipped to meet the challenges of the future.



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Armenia's New Continuing Professional Development (CPD) Framework is a critical tool we have developed with the support of the British Council to transform Armenian teachers' professional and career development.

For the first time in a long time, using this framework our teachers have the opportunity to have a voice in their own CPD by self-evaluating their teaching skills and competencies, and by doing so, create an action plan tailored to their needs.

This framework not only empowers individual teachers but also establishes a structured, transparent, and sustainable system for continuous growth across the profession. By aligning personal development goals with national education priorities, it helps ensure that teachers are better equipped to meet the evolving needs of students and society.

This national CPD Framework marks a significant step toward raising the quality of teaching and learning in Armenia, fostering a culture of lifelong learning, and strengthening the status of teachers as true professionals.

# Armenia's new Continuing Professional Development (CPD) framework

Armenia's new Continuing Professional Development (CPD) framework for state schoolteachers has been developed by the Ministry of Education, Science, Culture and Sports (MoESCS) of the Republic of Armenia, with support from British Council Armenia and Sheffield Hallam University.

The framework applies to all subject teachers working in state schools across Armenia and aims to:

- provide a tailored teacher development programme with a diversified approach that recognises your individual teacher strengths and areas for improvement
- shift from a linear model to a cyclical development process, encouraging ongoing professional upskilling
- empower you as a teacher to have a voice and take ownership of your own professional growth.

## What is Continuing Professional Development (CPD) for teachers?

CPD for teachers is a planned, continuing process. Through this process, you improve your teaching knowledge, skills and practice over time. It also helps you develop both personal and professional qualities, while encouraging reflection on and evaluation of your growth. This process benefits not only you as a teacher, but also your learners and your school, by strengthening the quality of teaching and learning in the classroom.

## Why a Continuing Professional Development (CPD) framework?

CPD frameworks are practical tools that support systematic, structured, and multifaceted approaches to teacher professional development. They encompass the critical areas of competence - professional knowledge, professional skills, professional characteristics, professional standards and values, professional development and lifelong learning - that research identifies as critical for a successful and efficient CPD system.



# Understanding Armenia's new Continuing Professional Development (CPD) Framework for state schoolteachers

The new Continuing Professional Development (CPD) Framework has four components:

1. Development Domains
2. Professional Practices
3. Educational and Teaching Qualifications
4. Competency Levels

## Development Domains

The Development Domains represent key **knowledge areas** for your professional development. They provide a comprehensible overview of your work and can help you plan your professional development and engagement with the Professional Practices.

The four Development Domains for all subject teachers are:

### Subject expertise:

knowledge and understanding of the subject content and the pedagogical principles required to teach a particular discipline effectively.

### Classroom practice:

the ability to plan and deliver effective lessons using appropriate teaching and learning methods, strategies and resources.

### Learner support:

knowledge and the ability to create a safe, learning-conducive, and inclusive environment that fosters learning for every student.

### Self and community empowerment:

knowledge, understanding and demonstration of professional integrity and democratic values, implementation of educational policies and a continuing commitment as a teacher to improvement through regular professional development.

To learn more about each Developmental Domain, please refer to their profiles in **Appendix 1**.

## Professional Practices

Professional Practices describe a range of **knowledge, skills, behaviours and attributes** that you can develop and need to apply to deliver high-quality teaching in the classroom.

### The framework defines 12 Professional Practices:

1. Knowing the subject
2. Planning lessons and courses
3. Teaching methods and strategies
4. Managing resources
5. Integrating ICT
6. Developing 21st century skills
7. Identifying learners' needs
8. Assessment of learning
9. Competences for ensuring universal inclusion and participation in the educational process
10. Taking responsibility for professional development
11. Knowledge of educational legislation and practice in education
12. Professional integrity, democratic and civic competence

The Professional Practices are deeply interconnected and not intended to stand alone. For example, when thinking about *Planning lessons and courses*, you would also want to refer to the professional practice, *Identifying learners' needs*. Similarly, when looking at *Teaching methods and strategies*, you may need to consider *Integrating ICT* and/or *Competences for ensuring universal inclusion*.

To learn more about the definition of each Professional Practice, please refer to **Appendix 2**.

## The connection between the Development Domains and Professional Practices

The 12 Professional Practices can be grouped thematically under the four Development Domains:

### Subject expertise

- Knowing the subject

### Classroom practice

- Planning lessons and courses
- Teaching methods and strategies
- Managing resources
- Integrating ICT
- Developing 21st century skills

### Learner support

- Identifying learners' needs
- Assessment of learning
- Competences for ensuring universal inclusion and participation in the educational process

### Self and community empowerment

- Taking responsibility for professional development
- Knowledge of educational legislation and practice in education
- Professional integrity, democratic and civic competence

## Educational and Teaching Qualifications

This refers to the levels of teacher attainment in terms of your formal educational degrees and teaching qualifications obtained from universities or other institutions, as well as non-formal teaching qualifications such as certificates or diplomas.



## Competency Levels

Competency Levels represent a teacher's **current and/or expected levels** of knowledge and skills in specific Professional Practices.

There are four defined levels of competence in the framework:





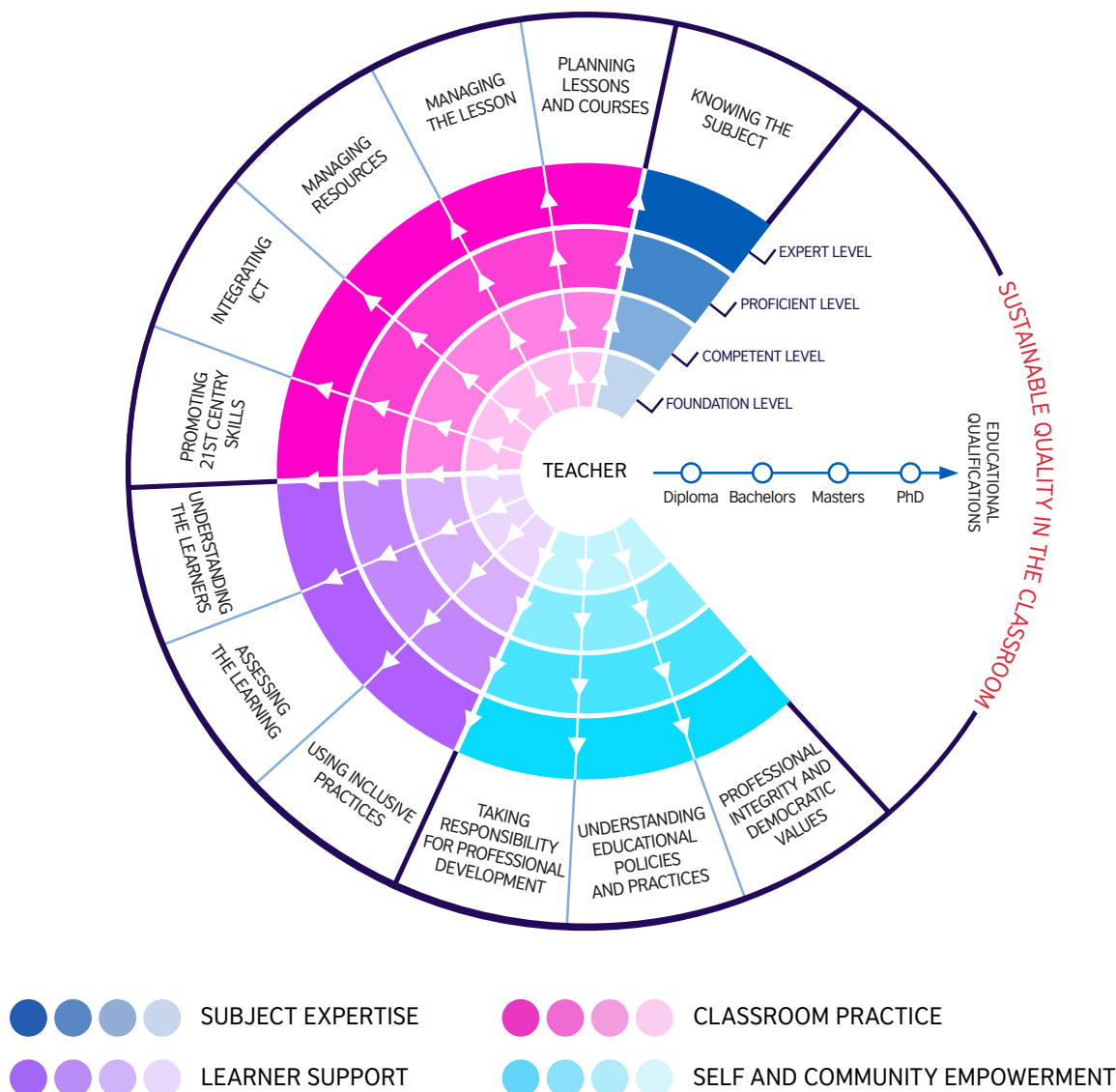
**In defining the Competency Levels, the following principles are used:**

- Competency Levels are defined by what you **can do**, not what you **may lack**.
- The levels describe your competence in a specific Professional Practice - for example you are at Foundation Competency Level for lesson planning. They should not be used as a title for you - for example you are a teacher at Competent Competency.
- Competence is cumulative:
  - A teacher at the **Competent Level** demonstrates the knowledge and skills of that level, plus those at the **Foundation Level**.
  - A teacher at the **Proficient Level** demonstrates the knowledge and skills of both **Foundation** and **Competent Levels**.
  - A teacher at the **Expert Level** demonstrates the knowledge and skills of all preceding levels.



# The new CPD Framework

Bringing these four components together, the diagram below presents a visual overview of the new CPD framework:



This diagram illustrates the 12 Professional Developments, while the Competency Levels, shown as white arrows, points outward from the center reflecting the growth and deepening of your knowledge and skills in each Professional Practice as you progress. At the center of the framework is *you*, symbolising the fact that you are at the heart of your professional development journey. The four Development Domains encompassing the relevant Professional Practices are distinguished with their respective colours.

# The development journey using the Framework

Teacher development is an ongoing, dynamic process – it is not always linear. The framework, through its Competency Levels, reflects this by recognising that you can progress from Foundation to Expert level at any stage of your career. It also acknowledges that your competency level may vary across different Professional Practices.

Example 1: A new teacher might already show strengths in certain areas, such as being closer to the Proficient level in *Integrating ICT*. Conversely, a more experienced teacher might find themselves in a new context where they need to develop fresh skills – perhaps closer to the Foundation level in *Integrating ICT*. The rapid rise of generative AI in education and the accelerated shift to online teaching during Covid-19 pandemic highlight how teachers at all career stages have had to develop new practices, or deepen existing ones, to meet evolving teaching and learning demands.

Example 2: If you have a learner with dyslexia in your class and want to ensure they can participate fully, you might start by focusing on the Professional Practices *Identifying learners' needs* and *Ensuring universal inclusion and participation in the educational process*. As you reflect, you may recognise the need to build knowledge in other areas, such as *Knowing the subject*. This could lead you to adapt your teaching objectives (*Planning lessons and courses*); adjust your materials and resources (*Managing the lesson*) and apply differentiated assessment strategies (*Assessment of learning*) to better meet your learner's needs.



# How to use the framework?

The framework aims to serve as a practical tool that helps you to reflect, observe, research and engage in professional development activities.

To evaluate your Teacher Professional Development Needs, fill in the Needs Analysis Tool (See **Appendix 3**) which has been developed to help you organise and plan your professional development journey at different stages of your career.

The tool aims to help you evaluate your current knowledge and skills against the defined professional practices and form an understanding of your strengths and areas in need for development in these areas.

You have to fill in the form by assessing what you currently do in your classroom in the following professional practices.

Please choose **Yes** for the items you feel confident about or actually apply in your teaching work. Please choose **No** for the items you don't feel confident or are unsure how to do.

For each Professional Practice where you select **No**, that marks the Competency Level you need to develop.



# Appendix 1

## Development Domain Portfolios

### Subject Expertise

#### What this domain is about

Subject Expertise is knowing the content and pedagogical principles required to teach a particular discipline.

You:

- have a level of content knowledge which allows you to both implement and supplement the curriculum as needed;
- Know the principles and theory behind general and subject-specific pedagogy;
- know how your subject relates to student and societal needs beyond the classroom.

#### Professional Practices in this domain

You can develop your knowledge, skills and competencies within **Subject Expertise** domain by carrying out professional development in the following Professional Practice(s):

- Subject Knowledge

#### Evidence

You can demonstrate evidence of your Subject Expertise in these ways:

- Subject qualifications (degree etc.)
- other qualifications
- relevant CPD successfully undertaken
- observation evidence

## Classroom Practice

### What this domain is about

**Classroom Practice** is about planning and delivering effective lessons and courses, using appropriate resources, approaches and methodologies.

You:

- design courses and plan lessons based on student needs and using appropriate activities aligned to clear, appropriate learning outcomes;
- manage the classroom environment to maximise the participation and learning of all students;
- use a range of resources, including ICT, appropriate to students and learning outcomes;
- develop student autonomy and transferable skills (21st century skills).

### Subject specific knowledge and skills (English)

You:

- plan and deliver lessons appropriate to the language level of the students;
- maximise opportunities for students to use English through appropriate choice of activities and resources (including ICT);
- support students in discovering and experimenting with English with their classmates in and beyond the classroom.

### Professional Practices in this domain

You can develop your knowledge, skills and competencies within **Classroom Practice** domain by carrying out professional development in these Professional Practices:

- Planning lessons and courses
- Managing the lesson
- Managing resources
- Integrating ICT
- Promoting 21st century skills

### Evidence

You can demonstrate evidence of your **Classroom Practice** abilities in these ways:

- Lesson and course plans
- Classroom observation evidence
- Surveys
- Teachers' narrative and reflection (in CPD portfolio)

## Learner support

### What this domain is about

**Learner Support** requires the teachers' understanding and ability to support the learning and welfare of every learner

You:

- use effective techniques to understand individual learners' learning needs, motivations and preferences;
- provide learning opportunities relevant to learners' needs, motivations and preferences;
- monitor and assess each learners' learning;
- give feedback and support to learners to maximise learning;
- ensure inclusion, safety and equity for all learners in the classroom and the school.

### Subject specific domain descriptors (English)

You:

- understand the language background, experience and any special needs of each learner, and incorporate that understanding to the benefit of the learners and their learning;
- encourage learners to safely engage with the language inside and outside the classroom, including on the internet;
- use their understanding of learners' interests and activities (including online) to ensure language learning is enjoyable and relevant.

### Professional Practices in this domain

You can develop your knowledge, skills and competencies within the **Learner Support** domain by carrying out professional development in these Professional Practices:

- Learners' needs assessment
- Assessment of learning
- Universal inclusion skills

### Evidence

You can demonstrate evidence of your **Learner Support** abilities in these ways:

- Learner progress (test results, marks)
- lesson observations
- learner feedback
- learner profiles
- teacher reflections



## Self and Community Development

### What this domain is about

**Self and Community Development** is about demonstrating professional integrity and democratic values, implementing educational policies and continually improving as a teacher through regular professional development

You:

- can articulate your values and purpose as a teacher and align them to their practice;
- identify your own development needs and successfully complete professional development activity that meets those needs and contributes to improved learner outcomes;
- keep up to date with educational policy initiatives and carry them out effectively in their professional work in line with their values;
- make an active and valued contribution to the community of the school and the teaching profession more widely;
- link your work as a teacher to the wider social context.

### Professional Practices in this domain

You can develop your knowledge, skills and competencies within the **Self and Community Development** domain by carrying out professional development in these Professional Practices:

- Taking responsibility for professional development
- Understanding educational policies and practices
- Championing professional integrity and democratic values

### Evidence

You can demonstrate evidence of their abilities in **Self and Community Development** in these ways:

- CPD portfolio
- achievement of required hours/credits of CPD
- performance review and testimonials from colleagues and managers





# Appendix 2

## Armenia Teacher CPD Framework Professional Practices descriptors

### 1. Knowing of Subject

Possession of a deep knowledge and understanding of the subject content along with the appropriate teaching strategies and educational approaches needed to help students learn and engage with that specific discipline effectively.

### 2. Planning lessons and courses

Ability to design lesson plans aligned with the thematic plan and daily objectives, applying universal learning design principles to support effective learning and holistic development of all learners.

### 3. Teaching methods and strategies

Ability to explain teaching materials and apply appropriate methods and strategies that ensure inter- and intra-disciplinary connections with everyday life, while also providing remote or hybrid teaching when necessary.

### 4. Managing resources

Ability to effectively use educational resources available in the school library and laboratories, as well as online resources, as needed.

### 5. Integrating ICT

Ability to use ICT tools (such as a PC, tablet, mobile phone, online applications, video conferencing platforms, and Artificial Intelligence tools and platforms) and apply them to deliver lessons, assess knowledge, and actively engage learners.



## 6. Developing 21<sup>st</sup> century skills

Ability to develop the below 21<sup>st</sup> century skills among learners:

- thinking skills (creativity and innovation, critical thinking, problem solving, decision making, learning to learn)
- job skills (communication, collaboration (teamwork))
- media literacy skills
- life skills (civic activism, private life and professional career, personal and social responsibility).

## 7. Identifying learners' needs

Ability to identify each learner's needs and individual characteristics and use this understanding to shape your teaching practice, providing support both to learners as individuals and as members of a group.

## 8. Assessment of learning

Ability to assess learners in line with assessment principles (objectivity, reliability, and consistency) and methodology, while also evaluating each learner's progress in knowledge, behavior, attitudes, and values.

## 9. Competences for ensuring universal inclusion and participation in the educational process

Ability to ensure equal participation, opportunities, and accessibility for all learners when organising educational processes.

## 10. Taking responsibility for professional development

Ability to objectively assess own professional development needs, choose the most relevant courses (face-to-face, online, or hybrid), and actively engage in scientific and pedagogical activities.

## 11. Knowledge of educational legislation and practice in education

Ability to adhere to legislation on general education when organising your work and professional activities.

## 12. Professional integrity, democratic and civic competence

Ability to organise own work in accordance with professional integrity and demonstrate democratic and civic competencies.

# Appendix 3

Professional Practice	Competency	Yes / No
<b>Subject Knowledge</b>	I possess the subject-specific knowledge necessary to effectively teach my discipline in alignment with the curriculum standards and program requirements.	
<b>Course and Lesson Planning</b>	I am aware of the principles of lesson planning and use ready-made lesson plans.	
	I create lesson plans, indicating the components (objective, tasks, outcomes, teaching and learning methods).	
	I connect the components of the lesson plan, indicating actions involving student participation.	
	I include interdisciplinary links in the lesson plan, taking into account principles of differentiated learning.	
<b>Teaching Methods, Strategies, and Inclusivity – Face to Face teaching</b>	I am familiar with interactive teaching methods and strategies.	
	I use interactive teaching methods.	
	I adapt interactive teaching methods and strategies to suit the teaching objectives and learning outcomes, adjusting to the physical environment.	
	I foster interdisciplinary and intradisciplinary links, as well as connections to real-life contexts.	
<b>Teaching Methods, Strategies, and Inclusivity – Distant or hybrid teaching</b>	I am familiar with the principles and methods of distance and hybrid teaching.	
	I use the principles and methods of distance and hybrid teaching.	
	I adapt the principles and methods of distance and hybrid teaching to teaching objectives and learning outcomes.	
	I demonstrate new approaches for distance and hybrid teaching by combining	
<b>Resource Management – Library and laboratories</b>	I am aware of the resources available in the school library or laboratories.	
	I use the resources available in the school library and laboratories.	
	I adapt available resources to the teaching objectives and learning outcomes.	
	I create new learning resources using available resources.	

Professional Practice	Competency	Yes / No
<b>Resource Management – Online resources</b>	I am aware of the resources available online.	
	I use resources available online.	
	I adapt available online resources to teaching objectives and learning outcomes.	
	I create new learning resources using online resources.	
<b>ICT Integration</b>	I am familiar with ICT tools and guidelines on digital safety and security.	
	I use ICT tools to support teaching and learning.	
	I adapt the use of ICT tools to instructional goals and learning outcomes, taking into account the needs of the classroom and learners.	
	I integrate ICT tools in a blended manner to provide students with diverse learning methods for content delivery, knowledge assessment, and learner engagement.	
<b>Promotion of 21<sup>st</sup> Century Skills – Thinking Skills</b>	I am familiar with approaches to fostering learners' thinking skills.	
	I apply methods and learning resources that promote thinking skills.	
	I adapt methods and resources to align with my teaching objectives and the expected learning outcomes.	
	I create an enabling classroom environment that encourages and maximises learners' active engagement in applying thinking skills.	
<b>Promotion of 21<sup>st</sup> Century Skills – Work-related skills</b>	I am familiar with approaches to developing learners' work-related skills.	
	I apply methods and learning resources that promote the development of work skills.	
	I adapt methods and resources to align with my teaching objectives and the expected learning outcomes.	
	I create an enabling classroom environment that maximises students' active engagement in applying work-related skills.	
<b>Promotion of 21<sup>st</sup> Century Skills – Media literacy skills</b>	I am familiar with approaches to developing learners' media literacy skills.	
	I apply methods and learning resources that promote the development of media literacy.	
	I adapt methods and resources to align with my teaching objectives and the expected learning outcomes.	
	I create an enabling learning environment that maximises students' active engagement in applying media literacy skills.	

Professional Practice	Competency	Yes / No
<b>Promotion of 21<sup>st</sup> Century Skills – Life skills</b>	I am familiar with approaches to developing learners' life skills.	
	I apply methods and learning resources that support the development of life skills.	
	I adapt methods and resources for developing life skills to align with my teaching objectives and expected learning outcomes.	
	I create an enabling learning environment that maximises learners' active application of life skills.	
<b>Identifying Learners' Needs</b>	I am familiar with approaches to identifying classroom learning needs.	
	I apply methods for identifying classroom learning needs.	
	I take into account the learning needs of the classroom and apply appropriate strategies in my teaching.	
	I take into account both the individual characteristics of learners and the classroom learning needs and apply appropriate strategies in my teaching.	
<b>Assessment of Learning - Learning</b>	I am familiar with the principles and methodology of learner assessment.	
	I apply the principles and methodology of assessment when evaluating learners' knowledge and skills.	
	I adapt assessment methodologies and tools to my teaching objectives and expected learning outcomes.	
	I apply assessment tools developed by me.	
<b>Assessment of Learning – Learning - Behaviour, attitudes, and value system</b>	I am familiar with the tools for assessing the development of learners' behaviour, attitudes, and value system.	
	I apply the tools for assessing the development of learners' behaviour, attitudes, and value system.	
	I adapt the tools for assessing the development of learners' behaviour, attitudes, and value system to educational needs, teaching objectives, and expected learning outcomes.	
	I develop tools for assessing the development of learners' behaviour, attitudes, and value system in accordance with educational needs.	
<b>Universal Inclusiveness of education</b>	I am familiar with the principles of universal inclusive education.	
	I apply the principles of inclusive education, demonstrating equal and respectful attitudes.	
	I ensure the participation of every learner in the learning process by applying differentiated instructional principles.	
	I engage all stakeholders and apply appropriate teaching and learning processes to create an inclusive educational environment and organise the learning process for every learner.	

Professional Practice	Competency	Yes / No
<b>Taking Responsibility for Professional Development</b>	I am aware of the approaches to assessing my own professional needs and learning preferences.	
	I conduct needs assessments and, based on the results, select appropriate professional development courses, opportunities, and resources.	
	I set short-term, medium-term, and long-term goals and engage in self-directed learning, sharing the knowledge and experience I acquire.	
	I participate in conferences and other professional development activities, collaborating with all relevant stakeholders.	
<b>Knowledge of Education Policy, Legislation, and Practice</b>	I am familiar with education policies, legislation, and regulatory frameworks.	
	I apply my knowledge of education policies, legislation, and regulations in my professional practice.	
	I participate in policy discussions and consultations related to education legislation, presenting proposals and recommendations.	
	I participate in the legislative drafting process to improve the existing education legislation.	
<b>Professional Ethics, Democratic and Civic Competence</b>	I am familiar with the ways of demonstrating professional ethics and civic responsibility.	
	Through my work, I contribute to the development of professional ethics and democratic values.	
	I foster democratic values among learners.	
	I promote the principles of professional ethics and democratic values within and beyond the school, in close cooperation with stakeholders.	





