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**Policy Paper**

# Continuing Professional Development (CPD) Framework for Teachers in State Schools in Armenia

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# About the Authors

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# Acknowledgements

# Executive Summary

This policy paper, requested by Republic of Armenia's Ministry of Education, Science, Culture and Sport (MoESCS) and authored by British Council Armenia with the support of Sheffield Hallam University, proposes a framework for Continuing Professional Development (CPD) that can be used for and by all subject teachers working in state schools in Armenia.

The new framework aims to address the existing need for reforming the teacher development system, in line with broader undergoing educational reforms, namely general education learning standards and curriculum revisions and to empower teachers take responsibility for their own ongoing professional development and upskill more effectively to fulfil these reforms.

The paper conceptualises and organises teacher continuing professional development around a new **teacher CPD framework** developed and fully adjusted for Armenia's educational context based on the existing research-backed British Council's model. Accordingly, the paper identifies ways the new framework can be integrated with the existing attestation system while also recommending and introducing a novel system and approach to teacher attestation, accreditation, and promotion using the framework. This new system proposes a shift towards a more needs-based and teacher-initiated approach by defining:

- distinct **CPD pathways** for early career and experienced teachers;

- a process for teacher development entitled **Development Cycle**;

- **Teaching Portfolio** as a vehicle for teachers to provide evidence of their development; and

- a unit-based mechanism for registering teacher development activities as **Continuing Professional Development Units.**

As such, section 1 provides an overview of Armenia's current educational reforms, the existing teacher attestation and professional development schemes including currently introduced major changes in these systems that the CPD framework will be introduced into. Section 2 examines CPD frameworks in education by providing a brief overview of their differences and functions for teacher professional development and introducing the British Council's CPD framework utilised as a successful model. Section 3 then fully presents the new CPD framework, detailing its structure, design and features. Section 4 provides guidance and pragmatic recommendations towards the implementation of the new CPD

framework in Armenia's context and describes how the new CPD framework can be integrated into the existing schemes or be used to introduce a completely new system for teacher attestation, accreditation and promotion. Section 5 attempts to capture the essence of some of the potential considerations that are involved when implementing the proposed approaches based on the new CPD framework and then offers a few possible strategies with the likely implications of these based on the research literature. Finally, section 6 provides a discussion of the following key recommendations – Armenia's Ministry of Education needs to:

1. develop clearly defined success criteria for the first three-year phase of implementation;

2. engage NCEDI to set standards for Development Domains & regulate the CPD market;

3. establish a CPD budget, including launch and implementation costs for the CPD framework, ongoing funds for schools and regions, and payment to independent CPD providers;

4. adopt a coherent framework to define the characteristics of all approved CPD and seek to merge all teacher education (pre and post qualification) into a modified framework over the next 5 years;

5. formulate a clear, public strategy for addressing emergent obstacles to implementation to increase chances of success and to build confidence amongst stakeholders;

6. develop and implement a rigorous ongoing evaluation strategy for the implementation and operation of the CPD framework;

7. engage education charities, organisations and NGOs to promote the CPD Framework;

8. extend the Development Cycle and Portfolio through local discussion and implementation;

9. disseminate success stories and sample professional development profiles.

# Contents

# 1

# Context

## 1.1 Education Reforms in Armenia

Since 2019, the Ministry of Education, Science, Culture, and Sports (MoESCS) of Armenia have been engaged in an ambitious and comprehensive reform of the education system, covering pre-school through to higher education as well as vocational and extra-curricular education. The reforms aim to address the existing education quality challenges and improve conditions for students to respond effectively to a rapidly changing world. They also aim to enable every citizen to receive a quality education that meets his or her needs at all stages of life and ensures the full realization of their potential as citizens, specialists and personalities (MoECSC, 2019).

As part of these reforms, the MoECSC has set the objective to introduce and implement a competency and inquiry-based education system. Such a grand transition from the existing knowledge-based system requires major revisions of the existing resources, curricula, and education processes, as all the existing polices and systems have historically been linear, knowledge and transmission-based, teacher-centered, and lack focus on outcomes of learning (World Bank, 2021).

Therefore, the Ministry has worked closely with local and international organisations engaged with the education sector to help reshape Armenia's education system. Two major recent reforms supported externally include revision of the state standards for STEM subjects by the MoESCS and the World Bank within the framework of the EU funded program: "EU4 Innovation in Armenia"; and the revision of standards for humanitarian subjects by the Center for Education Projects within the frame of the World Bank "Education Improvement" Program's sub-project "General Education Quality Improvement through the Revision of Curriculum and Standards".

A review of the revised state standards both for STEM and humanitarian subjects reveals an explicit objective to develop some key student competencies which to a great extent can be aligned to the ones recommended by the EU (European Union, 2019):

- Language skills and literacy competence
- Learning to learn competence
- Self-awareness and social competence
- Democratic and civic competence
- Digital and media competence
- Cultural competence
- Mathematical and scientific-technical competence
- Economic competence

These new standards can also potentially direct Armenia towards integration with European thinking on civic education and democratic practices which can be further supported with the recently enforced European Union-Armenia Comprehensive and Enhanced Partnership Agreement (CEPA). This agreement includes an enhanced education and research cooperation agenda which focuses on EU supported training and advice to improve the quality of education in Armenia. Particularly, the EU will assist Armenia to promote lifelong learning, encouraging cooperation and transparency at all levels of education and training, with a focus on vocational training and higher education. Special attention will be given to work-based learning, Bologna Process, Torino process, student and teacher mobility, and developing the national qualifications framework (CEPA Agreement, 2021).

Within these developments, it is acknowledged that critical to the success of the reform proposals for education are qualified and respected teachers who will be responsible for delivering education in new modes, with new perspectives and for new results.

In "The Education We Need" (MoESCS, 2017, p. 10-11), proposals that are centred on teachers reiterate the importance of provision of highly qualified and trained pedagogical staff who know and apply modern teaching methods. In particular, it is highlighted that there is a critical need for:

*a. development and implementation of effective mechanisms for staffing remote-border and rural communities;*

*b. tightening of pedagogical qualification requirements, including international standards in their job descriptions;*

*c. modernization of pedagogical education by ensuring the alignment of the list of pedagogical professions, qualification characteristics, graduates' professional knowledge and capacities with modern requirements as well as introduction of an effective system of academic internship;*

*d. improvement and precision of the structure of higher pedagogical education. Comparison of educational programs of pedagogical universities operating in the regions and the capital, ensuring common standards;*

*e. enhancing the opportunities for teacher retraining, professional advancement, development and implementation of monitoring and assessment mechanisms of training effectiveness, radical review of the mission, goals and structure of the National Institute of Education;*

*f. clarification of the legal status of teachers, introduction of new mechanisms of remuneration and incentives, paying special attention to teachers in rural, remote-border communities;*

*g. promotion of pedagogical scientific research to provide methodological support to educators, to equip them with innovative knowledge; and*

*h. development and implementation of programs aimed at raising the prestige of the teaching profession and its public role.*

This extensive list clarifies the work to be done but demands a substantial commitment to improving the role and status of teachers. It recognises that teachers cannot implement educational reform without the necessary ongoing quality opportunities for professional development and professional recognition.

## 1.2 Current Teacher Attestation & Career Promotion Schemes

In Armenia, following a compulsory teacher attestation, Qualified Teacher Status is granted by the MoESCS. Re-attestation is required every five years and teachers may also apply for promotion to a higher teacher status in defined intervals, receiving

an increase in their salary (MoECSC, 2013).

From 2012 to 2018, teacher attestation has been exclusively conducted by National Institute of Education (NIE) using state budget funds. Until recently, the NIE was commissioned to define standards and oversee the creation of textbooks with contemporary pedagogy and associated teacher training (among other things). However, the institute and the existing attestation and professional development systems have been perceived as inefficient, outdated and not capable of offering high quality and modern in-service teacher development training opportunities resulting in quality learning in the classroom (Khachatryan, Petrosyan and Terzyan, 2013). The major criticism directed towards the existing attestation system is around its compulsory nature as well as its narrow focus on fixed policy updates, subject knowledge, and pedagogical theories. These identified faults seem to fail to equip teachers with the competencies and agility required for the demands of the ever-changing teaching and learning contexts. While it is necessary for teachers to demonstrate that they are up to date with regulations and educational policy and theories of effective pedagogy, the current attestation system fails to factor in the teachers' classroom realities and contexts and equip them with relevant practical skills and strategies with immediate usability. Moreover, it is also not sufficient to differentiate experienced and inexperienced teachers, effective and ineffective teachers or the ones committed to improving their teaching practice from those content to make no significant progress.

With regards to teacher promotion scheme, likewise the existing evaluations indicate that the defined requirements and activities are incapable of incentivizing continuing professional development, improving the status of teachers or promoting teacher autonomy for professional development due to its linear design, non-standard academic requirements and its consequential nature for each stage (IPSC, 2011; Khachatryan, Petrosyan and Terzyan, 2013; MoECSC, 2019).

## 1.3 New Reforms in Teacher Attestation & Career Promotion Schemes

To address these major inefficiencies and better support teachers with effective implementation of the introduced and intended educational reforms, the ministry is determined to reform the existing teacher development schemes.

In 2021, the National Centre for Education Development and Innovation (NCEDI) was established

to replace NIE and to coordinate curriculum research, professional development and educational innovation, in addition to managing and piloting methodological and pedagogical programmes (MoESCS, 2021b). Part of their brief is to promote teachers' professional development by developing and coordinating the teacher training required for attestation via certifying organizations that can provide teacher training and professional development. It is also going to be instrumental in reviewing teacher attestation and accreditation schemes.

Moreover, in 2021 a new pilot subject-knowledge-test-based re-attestation scheme was introduced to promote voluntary teacher-initiated professional development as a basis for incremental salary increase. This voluntary attestation is planned to be rolled out in parallel with the existing compulsory attestation scheme and aims to gradually replace it from 2024 onwards (MoESCS, 2021c). The scheme has received mixed reviews (Paradigma, 2020) some questioning the validity and reliability of the tests as a fair tool for attestation, some other being skeptical that it will introduce a change in teaching quality in the classroom. Despite this, the majority of teachers consider it overall a positive step towards improving the teachers' salary status. However, it remains to be seen to what extent it can fulfil its ambitious objectives of encouraging new entry of high performing teacher workforce, identifying high performing teachers, and gradually replacing the mandatory attestation.

Finally, the compulsory attestation programme while maintaining its core structure and design (offering face to face thematic workshops over a fixed intensive period) has been revised to include a separate module focusing on the use of ICT in pedagogy and introduces a longer duration for the training period, which in turn allows integration of more practical components under teaching competencies module and bigger weighting for application and demonstration of obtained skills and knowledge (MoECSC, 2020).

These reforms are introduced in line with a key target identified in the 'Draft Law of the Republic of Armenia on Approval of State Programme for Development of Education in the Republic of Armenia Until 2030' which includes enhancing the opportunities for teacher retraining, professional advancement, development and implementation of monitoring and assessment mechanisms of training effectiveness (MoECSC, 2019).

## 1.4 The Need for New Teacher Attestation, Professional Development, & Career Promotion Schemes in State Schools in Armenia

While the above-mentioned changes are positive and significant measures to introduce reforms to the existing teacher attestation scheme and can improve both teacher performance and status in the system, they seem not to exhaust the scope of proposed educational changes in general and state standards renewal in particular. Therefore, it is imperative for RA MoESCS that a new teacher development system be put in place which will effectively and sustainably support the teachers' professional development and professional recognition and will expand the remit of in-service training and attestation to cover the broader understanding of continuing professional development (CPD) for teachers.

The current policy paper aims to contribute to these objectives by establishing a national **Continuing Professional Development (CPD) Framework** which will:

- enable professional development to be treated systematically nationwide in line with international best practices;

- promote a modern evidence-based CPD system aligned to the new framework for teacher development which puts the teachers at the heart of the process, promoting autonomy;

- enable revisiting and redefining the existing teacher attestation and promotion systems and allow its integration in typical teachers' career paths in order to promote and reward best teaching practices; and

- open up the professional development of Armenian teachers to a wider range of governmental, independent, and professional bodies and allow a more standardised and structured approach.

Accordingly, the next chapter presents the current perspectives on teacher Continuing Professional Development Frameworks, their purposes and uses, and introduces the British Council's CPD Framework and its features as the selected model for developing a new framework for teachers CPD in Armenia.

# 2

# Teacher Continuing Professional Development (CPD) Frameworks: Current Perspectives

Developing the expertise and coherence of the teaching body and the attractiveness of the profession through a systematic continuing professional development (CPD) system is going to be key if the Armenian education system is to fulfil its promise at the heart of the country's modernisation programme.

This section briefly presents the current perspectives on teacher CPD frameworks, their purposes and uses, and introduces the British Council's CPD Framework and its features as the selected model for developing a new framework for all subject teachers CPD in Armenia.

A comprehensive literature review of current research findings into teacher CPD is also available in Appendix 1 which forms the backbone of the new framework and the new CPD system proposed in chapter 3 and chapter 4 of this paper. The literature review in this appendix presents the current perspectives on CPD based on international research, highlights recommendations for Armenia's teacher professional development system reform based on the presented evidences, and outlines the presented research findings' implications as design features which are reflected into the proposed new framework.

## 2.1 Teacher CPD Frameworks

There has been considerable growing interest in providing frameworks to establish competencies for teachers across Europe and provide a descriptive tool to guide professional action and offer pathways for improvement. Competencies combine knowledge and skills that can be implemented for practical purposes in teaching and are thus typically very complex. Approaches towards characterising these competencies range from broad educational aims specifying little more than expectations for newly qualified teachers to those that are comprehensive, desegregated into areas and divided by level of

attainment (European Commission, 2013). The European Commission (2013) provides a very useful summary of some of the differences and purposes of teacher CPD frameworks.

CPD frameworks differ in a variety of ways:

- the level of detail with which teacher competences are described: from 'light touch' to complex and comprehensive;
- competences described only for initial teacher education, or as competences that are expected to develop over the whole teaching career;
- the policy tools used to implement the framework (legislation, regulation, guidelines, university curricula, specification of learning outcomes, requirements for entry into the profession, teacher certification);
- the agencies that are entrusted to implement the policy (government organisations, teacher education institutions, professional bodies such as teaching councils).

CPD Frameworks can also have a range of purposes and uses. These include:

- clarifying the professional knowledge and skills a teacher needs;
- helping to enhance the professional status of teachers;
- guiding teachers in reflection and professional development;
- assessing probationary teachers in order for them to qualify for full teacher status;
- assessing teachers for performance management or inspection purposes;
- designing teacher development programmes for initial training, induction (early career support) and in-service development.

The following diagram is useful in understanding the different aspects of competence which teacher CPD frameworks take into account and classify in various ways:



FIGURE 2.1 ASPECTS OF COMPETENCE FACTORED IN TEACHER FRAMEWORKS

Accordingly, teacher frameworks prove to be potentially practical tools for supporting a systematic, structured, and multifaceted approach to teacher CPD. They are also inclusive of critical aspects of needed competencies which various research studies indicate as critical for a successful and efficient CPD system.

## 2.2 British Council Teacher CPD Framework

One attempt to transform teacher CPD and Framework research in development into a workable framework that is adaptive enough to serve multiple purposes and uses while also being relevant across teaching contexts is the British Council's **Teaching for Success** approach (2015) to teacher education and continuing professional development. The approach is structured around unique British Council CPD frameworks for **teachers, teacher educators** and **school leaders.** These provide the pathways to achieve improvement in teaching and learning across the whole school, involving all the key practitioners and aim to ensure that practice in the classroom demonstrates new professional learning and contribute to improved learning outcomes.

Drawing on Evans (2002), the initial trials of the teacher framework reported in Bolitho and Padwad (2013), and the studies into English language teaching reported in Hayes (2014), the British Council's Teacher CPD Framework divides teaching

into 12 core professional practices representing the 'content' of teachers' knowledge (see Figure 2.2 below). It provides levels of attainment that map onto qualifications as well as descriptions of competency levels entitled as: **Awareness**, **Understanding**, **Engagement** and **Integration**. As a 'legacy' of the implementation of an earlier model within language teaching contexts, the framework indicates levels of attainment in the CEFR scheme for competency in a foreign language.

The Teaching for Success approach and its teacher



FIGURE 2.2 TEACHING FOR SUCCESS FRAMEWORK

framework have been successfully implemented in a range of contexts and scales. For instance, blended learning materials based on the Teaching for Success framework were evaluated very positively in a project for teachers in Occupied Territories of Palestine, and particularly for teachers of English (British Council, 2019). In another project, as part of a larger ambitious educational reform programme, the Teaching for Success CPD framework acted as conceptual grounding and a catalyst in establishing and improving teacher practices in Montenegro (Madzgalj and Kandybovich, 2018). The CPD framework has been also proactively used in Armenia in recent years by British Council Armenia office for developing and offering teacher development opportunities to English language teachers within various educational projects and has received positive reviews by the teachers in terms of its applicability, relevance, and flexibility.

Considering the British Council's CPD framework's proven track record, its adoption of effective design features based on research findings (Section 3.1

and Appendix 1), and its ability to provide a relevant, consistent and reliable way of understanding the teacher's role and the potential areas for professional development that can be easily adapted to the Armenian context, within this policy paper a new open CPD framework for teachers is proposed which is an adaptation of the British Council's framework.

The new framework aims to allow both a degree of central direction and agenda-setting and at the same time supporting a diverse system that is responsive to teachers' and schools' needs and hopes.

The next chapter presents the details of the new proposed framework.

# 3

# CPD Framework for Armenia

The new CPD framework developed and described in this section recognises research findings on teachers' professional responsibility, identity, and professional autonomy and aims to mandate broad areas to be addressed (e.g. inquiry-led pedagogy, outcomes-based curriculum) and therefore, the framework is situated firmly within a context of professional development that aims to not only improve teaching standards but also education activity and outcomes more widely.

It characterises teachers as professionals in a specialist field of expertise and subscribes to a belief that as professionals they are accountable for ongoing professional development in the context of their practice. Furthermore, it recognises that accountability is mediated best through strong support and collaboration from schools, government departments and external agencies such as CPD providers, rather than through regulation, monitoring and judgements from those who do not practice within a school environment. In emphasising the professionalism of all teachers, the framework is in agreement with "The Education We Need" policy document (MoESCS, 2017), which aims for the development and implementation of programmes aimed at raising the prestige of the teaching profession.

It is critical to highlight that, although the Framework would provide clear guidance on the content areas, skills and capabilities valued, it would not specify the exact content of the courses or the technical details of how they would be developed and delivered, as it aims to be fully adaptive to the context needs. This would support the Ministry of Education's strategic desire to enable all state-associated and independent CPD providers to contribute to the process and would mean that, within the broad confines of the Framework, ownership of the courses could be safely devolved to approved/accredited training providers who, in turn, could react to teachers' and schools' perceptions of needs.

It is hoped that this approach will also allow the Ministry to leverage its country-wide view to inform and frame the broad goals of the teacher CPD

initiative while leaving much of the development and delivery of individual CPD events in the hands of bodies nearer to teachers and schools so that they feel involved and empowered.

Below the framework is presented in full details.

## 3.1 The New CPD Framework: Design Features

The proposed framework design aims to reflect the below listed features identified and deemed critical for efficacy through the literature review of the teacher CPD research findings presented in Appendix 1. Accordingly, the proposed CPD framework aims to:

1. provide a structured approach to teacher CPD by allowing all parties to share common perspectives and goals when planning and implementing CPD;

2. facilitate standard-based approach to teacher professional development;

3. facilitate and promote bottom-up approaches to teacher development while supporting the needed top-down interventions;

4. function as a collective enterprise supported by schools, professional bodies and educational system;

5. allow teachers to be centrally involved in decisions about the content and process of CPD;

6. be open and robust in order to be seen by teachers as relevant to their needs and those of their students;

7. allow teachers to engage in the examination and review of their beliefs and consider 'the right amount' of professional development needed;

8. value inquiry and reflection as central professional learning processes;

9. have the flexibility to accommodate most or all of the CPD models and thereby increasing capacity for professional autonomy;

10. facilitate provision of peer and mentor support;

11. foster effective CPD features: incorporation of active learning; supporting collaboration; using models of effective practice; facilitating coaching and expert support; offering feedback and reflection; being of sustained duration;

12. promote collaboration among all stakeholders;

13. allow introduction of Teacher Portfolios as a vehicle for teachers to provide evidence of their development;

14. work for both experienced and early career teachers, allowing them to identify the most suitable areas to prioritise and to implement suitable action; and

15. build on a tried and tested framework encompassing research-based principals to provide a solid and justifiable starting point.

## 3.2 The New CPD Framework: Structure and Components

The proposed CPD framework encompasses four components which define teacher competencies – as opposed to teacher qualities:

> 3.2.1 Development Domains (DDs)
>
> 3.2.2 Professional Practices (PPs)
>
> 3.2.3 Competency Levels (CLs)
>
> 3.2.3 Educational and Teaching Qualifications

Figure 3.1 provides a graphical overview of the new framework and demonstrates development increasing from the centre of the circle to the periphery, which represents the attested teacher aiming to improve their professional skills and competencies for sustainable quality in the classroom and to obtain re-attestation and/or potentially apply for promotion/ salary increase.
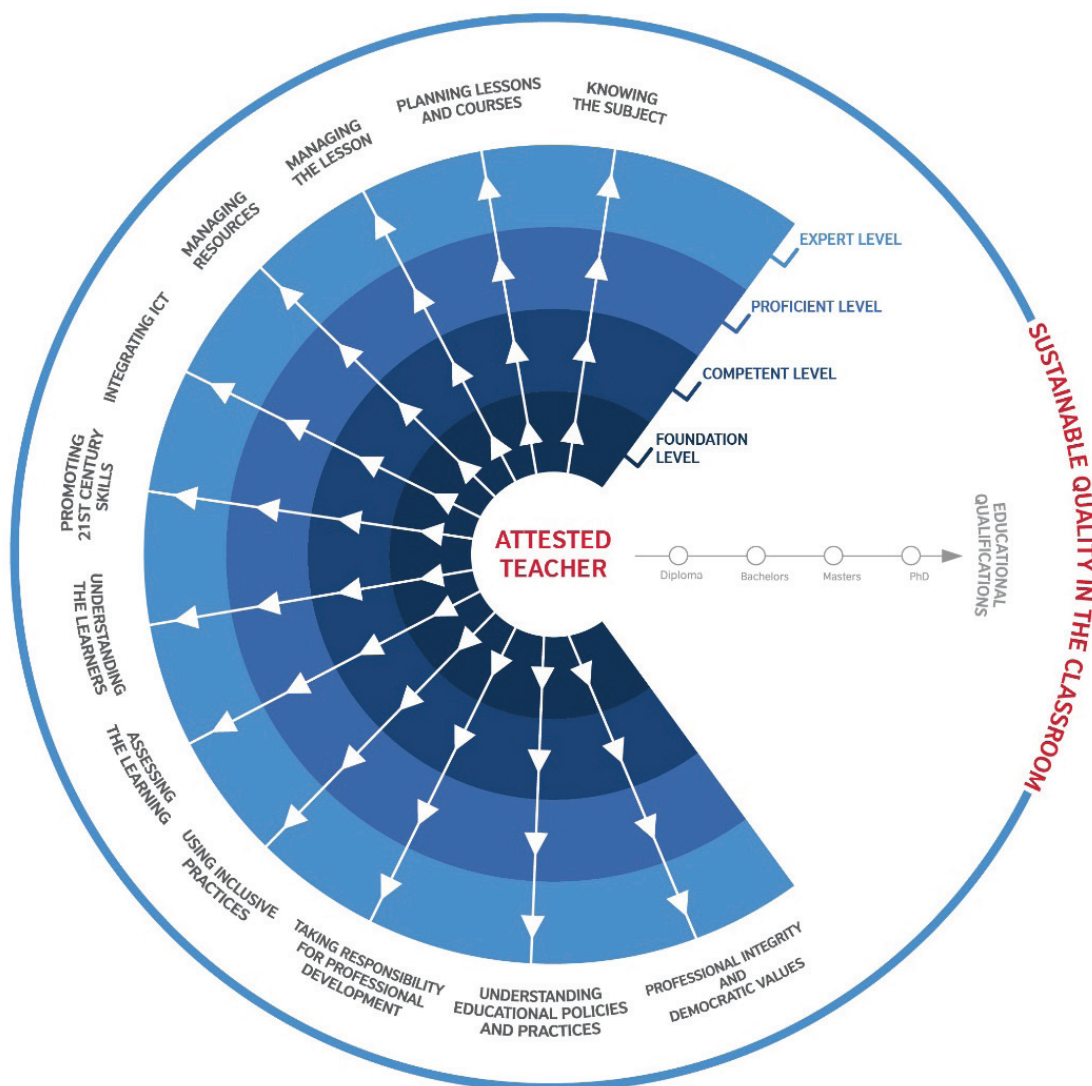


FIGURE 3.1 THE NEW CPD FRAMEWORK FOR ARMENIA

## 3.2.1 The Development Domains (DDs)

The Development Domains (DDs) are knowledge areas for teachers' professional development. The proposed CPD framework defines four main development domains for all subject teachers:

- Subject Expertise
- Classroom Practice
- Learner Support, and
- Self and Community Empowerment

Table 3.1 illustrates typical teacher skills and behaviour for each domain. The descriptors are suggestive and can be modified to better reflect Armenia's educational context.

TABLE 3.1. DEVELOPMENT DOMAINS AND TYPICAL TEACHER SKILLS AND BEHAVIOURS

| Domain | Teachers are able to: |
|---|---|
| Subject Expertise | • state and understand the key facts, theories and techniques of a particular discipline;<br><br>• justify the inclusion of their discipline in the curriculum in terms of benefits to students and society at large;<br><br>• identify the key components in a discipline that students will need to master to become proficient in that discipline;<br><br>• appreciate the level of demand of the identified components for learners. |
| Classroom Practice | • design courses and plan individual lessons clearly identifying the activities the students will engage in and how these will help to build learning and development;<br><br>• emphasise transferable skills (e.g. inquiry procedures, 21st Century skills) to build increasing capability in learners;<br><br>• manage the classroom environment so that all students have a chance to learn;<br><br>• include ICT as appropriate for the learning plans. |
| Learner Support | • recognise that all students have different needs in terms of their cognitive and emotional development and plan appropriately to offer the required support;<br><br>• recognise that students are also members of larger groups which may have suffered discrimination (e.g. due to economic or ethnic status, gender or religion) and take appropriate measures to counteract this and secure inclusivity;<br><br>• actively monitor student progress formatively to inform future progress and, where required at the end of a course, to comply with the public qualifications relevant in the jurisdiction. |
| Self and Community Empowerment | • look for ways to develop their own practice to better help students to learn;<br><br>• engage in development of their school, their community or, more widely, education system and country through contributing to the reforms and ongoing development processes. |

## 3.2.2 Professional Practices (PPs)

Professional Practices (PPs) describe a range of specific skills set teachers need to develop and utilise for quality in the classroom. They represent a combination of practical and conceptual knowledge, understanding, and skills which the teacher applies to the planning and managing of learning.

Overall, 12 Professional Practices are defined within the framework. Eleven Professional Practices are directly adopted from the British Council's CPD framework, since these Professional Practices as shown in Table 3.2 fully align with the competencies listed in MoECSC General Assessment Criteria of the Teacher's Professional Activity (MoECSC, 2020).

TABLE 3.2 PROFESSIONAL PRACTICES vs MoE COMPETENCIES

| Professional Practices | MoESCS Teacher Assessment Form Competencies |
|---|---|
| • Planning lessons and courses<br>• Managing the lesson<br>• Managing resources<br>• Integrating ICT<br>• Promoting 21st century skills | • Ability to plan, prepare, and set lesson goals<br>• Classroom management, ability to create, maintain necessary environment and motivation<br>• The teacher's methodological ability to ensure the presentation and mastery of the educational material<br>• Communication capabilities. ICT application efficiency |
| • Understanding the learners<br>• Assessing the learning<br>• Using inclusive practices | • Ability to organise students' learning process<br>• Recognition of learners' individual characteristics and abilities and effectiveness of applying personalised approaches<br>• Ability to assess students' academic achievement. Use of different evaluation tools and types |
| • Knowing the subject | • Subject erudition |
| • Taking responsibility for professional development<br>• Understanding educational policies and practices<br>• Championing professional integrity and democratic values | • Ability to analyze one's own professional activity (reflection) and ability to develop |

However, the Professional Practice, **'Using multilingual approaches'** in the British Council's framework, has been replaced with **'Championing professional integrity and democratic values'** as the former is irrelevant to the context - the vast majority of the population are Armenian speakers either as a first or national language - while the latter is a new and emerging theme the local stakeholders highlighted as necessary and critical to introduce to and promote among teachers and educators in line with the ongoing local educational reforms.

Therefore, the **twelve** Professional Practices included in the framework for Armenia are:

- planning lessons and courses
- understanding learners
- managing the lesson
- knowing the subject
- managing resources
- assessing learning
- integrating ICT
- taking responsibility for professional development
- using inclusive practices
- professional integrity and democratic values
- promoting 21st-century skills
- understanding educational policies and practice.

These Professional Practices are placed in outer periphery of the framework.

These Professional Practices accordingly can be grouped under the four Development Domains presented in section 3.2.1.

Figure 3.2 below visually represents this grouping.
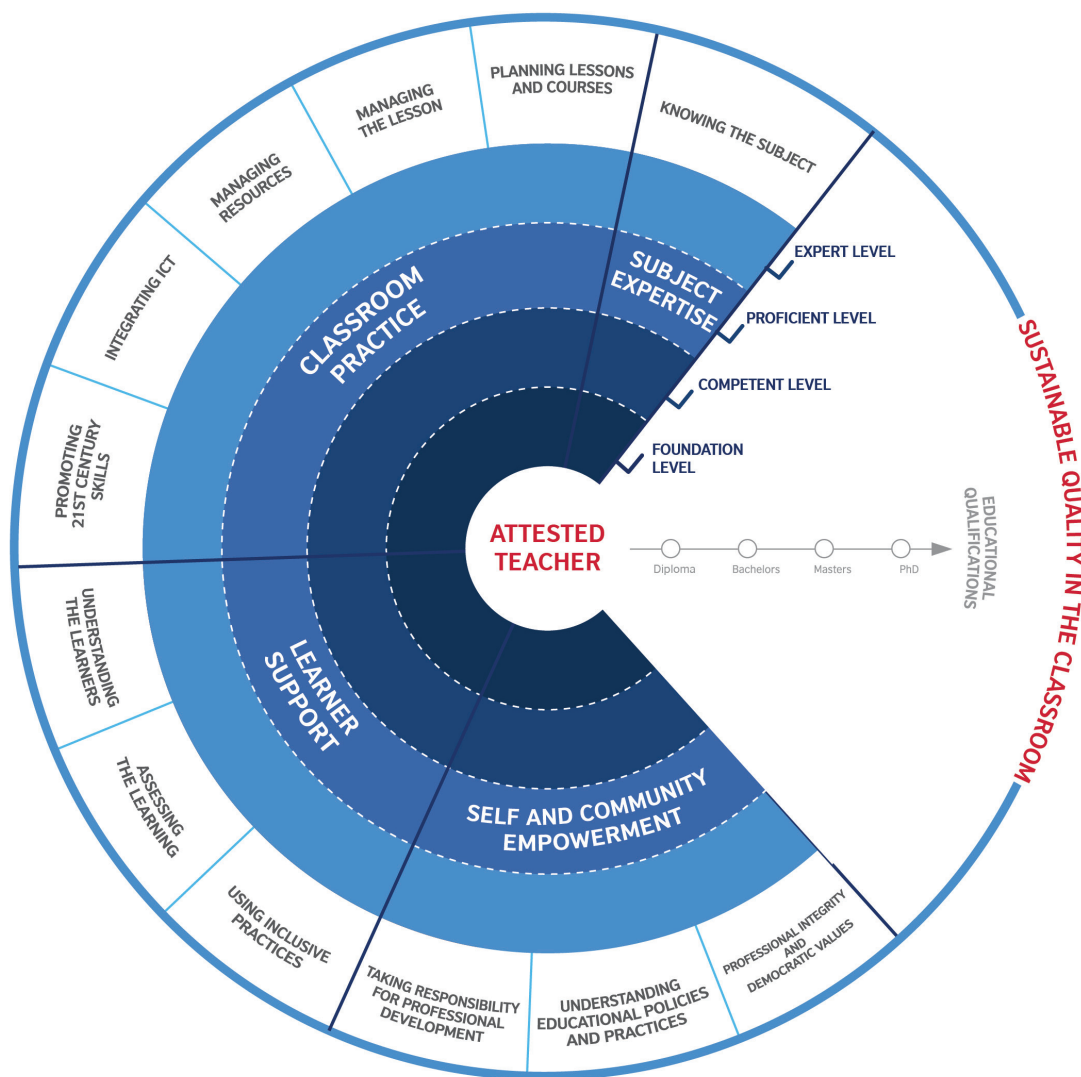


FIGURE 3.2 DEVELOPMENT DOMAINS vs PROFESSIONAL PRACTICES

We believe the current list of Professional Practices is comprehensive and covers the critical skills set research indicates as essential for quality teaching and learning. Despite this, recognising that teaching is a complex activity and understanding of it continuously develops we also anticipate that some of these Professional Practices may lose importance or further professional practices and new themes may emerge in Armenia's education system and therefore the framework is flexible to accommodate them as well.

Upon necessity, each Professional Practice can also be further described in more detail by a series of **'elements'** to enable the CPD providers and/or teachers to focus on more concrete and classroom-based elements for each PP and also enable evaluation and quality assurance. For example, the 'Planning Lessons and Courses' can have the following elements (British Council, Teaching for Success, 2015):

- Describing learners in relation to their learning needs.
- Defining aims/learning outcomes that meet the learners' needs and the course objectives.
- Selecting and developing the activities, resources and materials which engage the learners and correspond to the aims of the lesson.
- Dividing lessons into coherent stages with realistic estimates of timing.
- Planning board work.
- Selecting and describing interaction patterns for different activities during the lesson.
- Planning the grouping of learners.
- Planning for differentiated learning (e.g. for different ability levels or early finishers).
- Anticipating problems that may arise during the lesson and planning how to respond to these.
- Describing how the learners' understanding will be checked or assessed.
- Describing when and how feedback on the learners' performance will be provided.
- Planning activities that help the learners to develop learning strategies.
- Describing how a lesson is linked to those before and after it.
- Planning a broad outline for a sequence of lessons, including the recycling of learning content.
- Reflecting on the approach and effectiveness of the lesson planning, incorporating learner feedback and other evidence.

A detailed list of defined elements for other Professional Practices can be found in the British Council's Continuing Professional Development (CPD) Framework for teachers (2015).

The development or adaptation of such elements can be safely left for the NCEDI and relevant stakeholders close to teachers so that they will be fully tailored and context specific.

Finally, the Professional Practices presented do not have a specific order; they are all regarded as equally important to teaching, though some Professional Practices may be considered a higher priority and some less relevant at certain stages or in specific contexts in Armenia. The Professional Practices are also closely interlinked. For example, the teacher should apply the knowledge and skills in 'Taking responsibility for professional development' to all the other Professional Practices. 'Using inclusive practices' and 'Promoting 21st-century skills' likewise can be regarded as cross-cutting in a similar way.

## 3.2.3 Competency Levels (CLs)

Competency Levels (CLs) represent the current and/or expected levels of teacher's knowledge and skills in specific Professional Practices or potentially Development Domains.

Currently, four levels of competency are proposed:



Expert Level

Proficient Level

Competent Level

Foundation Level

It is critical to note that these competency levels are used to describe a teacher's competency in a particular DD, PP, or element rather than to describe the teachers' qualities in a unitary manner. This is because teacher knowledge is multi-faceted, and the same teacher will have varying levels of competence in relation to different areas of teaching; for example, a teacher may have a deep theoretical and practical understanding of classroom management domain or using resources Professional Practice but have no awareness of using ICT for learning and how to implement it.

Table 3.3 gives some examples of descriptors that could be developed to describe each level of competency. These examples are not prescriptive and can and should be further modified to reflect the needs, priorities, and peculiarities of Armenia's educational context and do not aim to serve as final suggestions.

TABLE 3.3 EXEMPLAR DESCRIPTORS FOR COMPETENCY LEVELS 1 TO 4

| Foundation Level | Competent Level | Proficient Level | Expert level |
|---|---|---|---|
| • Has basic knowledge of key aspects of professional practices and teaching competencies | • Has good working and background knowledge and experience of professional practices and teaching competencies | • Has an in-depth working and background knowledge and experience of professional practices and teaching competencies | • Authoritative knowledge of and deep tacit understanding across professional practices and teaching competencies |
| • Lessons delivery are likely to be done to acceptable standards | • Lessons delivery are mostly done to acceptable standards | • Fully acceptable standards achieved routinely | • Excellence standards achieved with relative ease |
| • Is able to achieve learning and teaching objectives using own judgment, but needs supervision and coaching | • Is able to achieve learning and teaching objectives using own judgement | • Able to take full responsibility for own work (and that of others where applicable) | • Able to take responsibility for going beyond existing standards and creating own interpretations |
| • Appreciates complex situations, but is only able to achieve partial resolution | • Copes with complex situations through deliberate analysis and planning | • Deals with complex situations holistically, confident decision-making | • Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease |
| • Sees actions as a series of steps | • Sees actions at least partly in terms of longer-term goals | • Sees the overall picture and how individual actions fit within it | • Sees overall picture and alternative approaches, has vision of what may be possible |

These Competency Levels not only can be used as overall performance descriptors but also can specifically be used in any combination of a Development Domain and Professional Practice, enabling a fully structured approach to defining standards and requirements or defining mechanisms for quality assurance upon necessity.

Table 3.4 below gives some examples of descriptors that could be developed to describe the levels of competency for each development domain and professional practice. These descriptors do not intend to provide an encyclopedic catalogue of all the relevant skills at a level but to provide an indicator of a teacher's competencies' characteristics operating at that level.

This is to avoid the 'checklisting' of multiple small targets which focus development activity too tightly on specifics rather than building a more generic and robust understanding. These examples again can and should be further modified to reflect the needs, priorities, and peculiarities of Armenia's educational context and do not aim to serve as final suggestions.

TABLE 3.4 EXEMPLAR DESCRIPTORS FOR LEVELS vs DDs AND PPs

| Development Domain | Professional Practice | Foundation Level | Competent Level | Proficient Level | Expert Level |
|---|---|---|---|---|---|
| **Classroom Practice** | **Planning lessons and courses** | Usually produces timed lesson plans or modify existing plans supplied by curriculum developers. These plans are used to identify points of significant demand for students. Learning outcomes are communicated well to students. | Always produces and uses timed lesson plans with clear changes of pace throughout and a variety of activities to enhance engagement. While sometimes existing plans may be used, they are able to justify each stage and modify plans as required during lessons. | Plots the development of ideas and skills over multiple lessons in accurate plans to construct relevant courses and sequences of lessons. | Provides support to other teachers with planning, showing how individual lessons can fit within a wider curriculum |
| **Developing Teachers, Schools & Country** | **Taking responsibility for professional development** | Attends workshops, courses and mandatory CPD events. | Uses CPD events to develop expertise & career in education and demonstrates the value of the CPD in their practice. | Contributes to the development of others in specific areas of education; may work with researchers or teacher educators. | Leads the development of others in specific areas of education; works with researchers or teacher educators. |

As it can be seen in the visual presentation of the framework (see Figure 3.1), the proposed Competency Levels have an outward direction from the center reflecting that there should be no end to how far a teacher can improve on their teaching skills and competencies. For example, the subject knowledge required to teach science is almost infinitely extendable (there is always some new development to explore or master) and deployment of digital technology in education is constantly developing (with more apps, platforms and tools). Similarly, a teacher can improve on their ability to plan lessons and courses or evaluate their students continually. However, the proposed model has restricted the competency levels to **four** by a cap entitled **'Sustainable Quality in the Classroom'** to prevent inflation and enable manageability for the users and tractability for use.

Here again, it is likely that in the future the number of Competency Levels and the descriptors for each level will need revision. The paper offers examples of what is possible and it is believed it would be the remit of a body or agency that elicits the views of teachers and conduct needs analysis and user engagement pilot around the country to establish appropriate levels of expectations and standards. It is important to set these levels at a suitable challenge so that a scheme for teaching professionals who can demonstrate development and attainment of high standards can be suitably recognised and remunerated.

Finally, as indicated teachers are unlikely to be at one stage of development for all the professional practices and elements but will have a **'jagged profile'** with some stronger areas and some areas for development. For example, a teacher may well achieve Level 3 in some areas while still being at Level 1 or 2 in others. To reiterate, these competency levels refer to particular skills or areas not to teachers and so if they are used to offer higher rates of remuneration or access to promotion, the exact mechanism for determining a summary level will need to be clearly defined, transparent and fair.

It is within the DD and each PP that the differences between teachers with varying levels of competencies for each domain will be most apparent and it is here that CPD Providers will have to offer a number of different courses covering different domains at different competency levels.

Figures 3.3 and 3.4 show examples of possible teacher jagged profiles – the first focusing on Professional Practices and the second one focusing on the Development Domains.

These jagged profiles can be then used by the teachers as a baseline informing planning of their future development activities or allowing them to register their progress and development against it. These can also be used by the system both to shape a structured prospect of the existing teacher competency levels or to generate aggregated portfolios allowing identification of the existing strengths, areas in need for development, and gaps by subject, region, or nationwide and hence design and implement tailored and needs-based interventions.

## 3.2.4. Educational and Teaching Qualifications

The framework also indicates levels of attainment in terms of formal educational degrees and teaching qualifications. This will allow both the Ministry of Education and teachers to consider the existing and desired formal qualifications and their implications on teaching quality or teacher status while also supporting the notion that general educational qualifications are important to be qualified as a teacher. This will also enable them to consider whether a further general educational qualification could help the teacher develop professionally.

In the next chapter, a discussion of how this proposed framework can be implemented both in the existing system and as part of a new proposed system is presented.
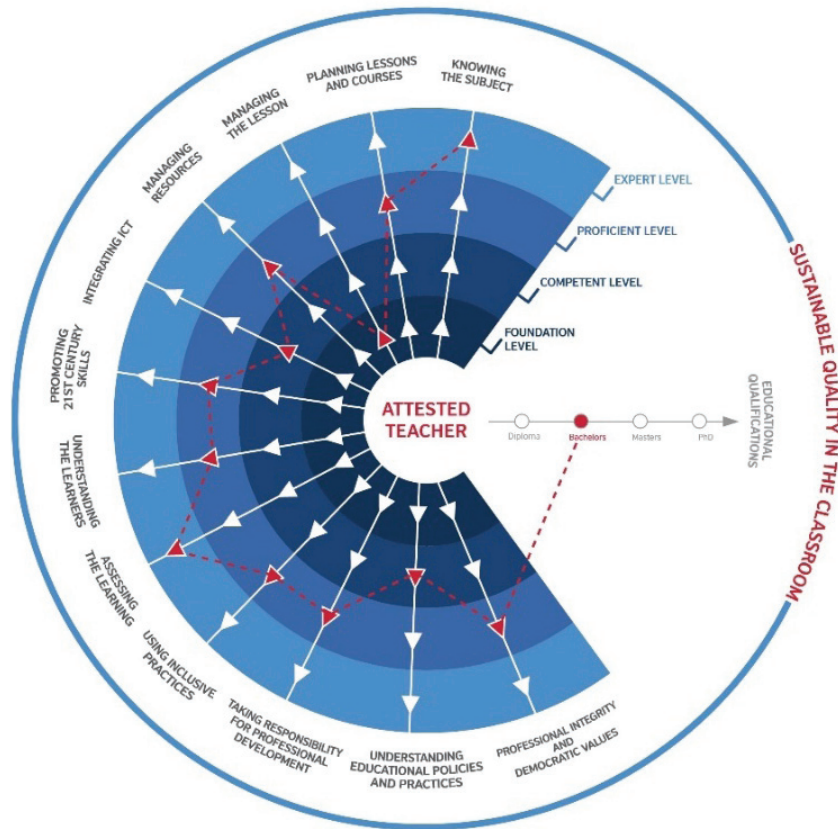
FIGURE 3.3 SAMPLE JAGGED TEACHER CPD PROFILE FOCUSING ON PPs
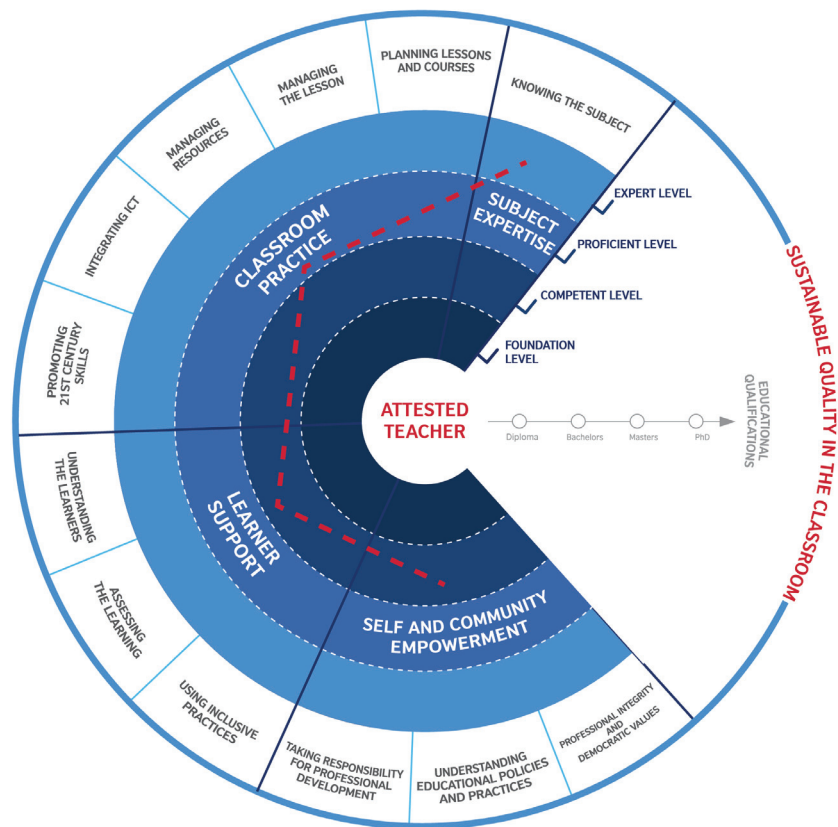


FIGURE 3.4 SAMPLE JAGGED TEACHER CPD PROFILE FOCUSING ON DDs

# 4

# The New CPD Framework Implementation in Armenia

The proposed CPD framework is intended to work in conjunction with current and/or new attestation and promotion processes for teachers in Armenia to ensure a career path that will attract future graduates of high calibre from all subjects and consolidate the respect for teachers throughout Armenian society.

Therefore, this section presents ideas and suggestions on how the new CPD framework can support both the existing attestation system and enable introduction of a new comprehensive system which will promote a structured and sustainable teacher-initiated CPD within Armenia's context. It is important to highlight that the provided proposals do not aim to offer a single solution that the Ministry of Education should adopt indisputably, as we acknowledge that any solution must be sensitive to the conditions, expectations and aspirations of Armenian teachers, education organisations and the Ministry. However, it is hoped that the provided ideas will function as strong pragmatic guidance on how the framework can potentially support the Ministry of Education with introducing a new and modern approach to attestation and teacher CPD by using the proposed new framework. In working to implement such a model it would be necessary to engage in a process of collaborative consultation and discussion of these proposed ideas. This would lead to further adaptation of the framework and enable a range of perspectives to be included in the decision-making process.

## 4.1 The New CPD Framework fit with the Existing Attestation System

While the new proposed framework aims to place the teacher at the centre of their own professional development and encourage each teacher to select the CPD opportunities that best reflect their development and their teaching context's needs and interests, its open nature allows both its smooth integration into the existing compulsory attestation system and to support its further upgrade.

In Armenia, system-initiated professional development or attestation is primarily offered as a means for teachers' initial status validation as well as periodical (every 5 years) re-attestation of the teachers. This approach is justified and understandable, as within Armenia's context it is utilized to impose strong direction from the centre in order to 'pull everything together' and ensure equity and standardization of development in richer and poorer areas and in urban and rural contexts.

Considering this, should the ministry choose to continue with the existing system, it is believed that the new CPD framework can play a key role in informing the existing compulsory system-initiated professional development courses content and mode by allowing the Ministry of Education to have a clear reference point in identifying the priority development domains, professional practices and competency levels required in line with a context and period-specific agenda. The framework can also be used by the Ministry or approved CPD providers to map the existing compulsory attestation structure and content to the defined components and as a result introduce a transparent and justifiable portfolio of professional development interventions. Here it is important to remind that the focus for development activities, if decided externally, is best defined by the bodies close enough to the teachers to understand the real issues but far enough away to have a degree of overview.

## 4.2 Proposal for a New CPD System

Despite the possibility to integrate the new CPD framework in the existing attestation system, for the reasons highlighted in chapter 1 (section 1.2) the compulsory system has proven to be ineffective in two fronts. On the one hand, it is unable to generate resilient and sustainable change in the teachers' performance quality in the classroom. On the other hand, the existing system has also proven insufficient to offer differentiated professional development opportunities for early career teachers

and experienced teachers. Throughout the literature and in policy, the CPD profile of experienced and early career teachers are clearly distinguished, as evidence indicates that one-size-fits-all approaches to teacher professional development can negatively affect development of teachers' autonomy and motivation for taking responsibility for their own growth to garner greater fulfilment as a practitioner in the field. A number of studies have investigated the problems early career teachers encounter when they first embark on a teaching career and several key recurring themes have been identified which have been detailed in literature review in Appendix 1, Section 2.10.

To address these issues and considering that the essence of the new framework lies in its practitioner driven approach aimed at promoting reflective practice while instilling professional responsibility through the development of professional identity, we propose introduction of a new system involving three distinct processes of Attestation, (Initial) Accreditation, Re-accreditation while also offering distinct and separate CPD pathways for Early Career Teachers (ECTs) and Experienced Teachers (ETs). In both of these pathways, the new CPD framework will be an integral part of teacher development.

## 4.2.1 Attestation vs (Initial) Accreditation vs Re-accreditation

Before a discussion of the new proposed CPD system and pathways implementation within Armenia's context, we find it critical to propose a distinction among the terms 'Attestation', '(Initial) Accreditation' and 'Re-accreditation'. The reason for this is that in Armenia, as previously indicated, the term 'Attestation' is interchangeably used to refer to the teachers' initial status validation as well as periodical (every 5 years) re-attestation of the teachers. Making distinction among these terms can support the Ministry of Education to revisit the designed compulsory and voluntary teacher development procedures more systematically and enable a move towards a more strategic approach to teacher

development in terms of where system-initiated and teacher-initiated interventions will and can be utilised.

The below definitions are suggested for these terms within this policy paper which shape the discussions of the CPD framework's implementation in Armenia's context in the follow up sections:

- **Attestation** refers to a one-off compulsory system-initiated validation process at the start of a teacher's career leading to 'Attested Early Career teacher' status and reaffirming a teachers' ability of applying the necessary practical teaching knowledge and competencies to embark on the teaching profession within a state school system.

- **(Initial) Accreditation** refers to a structured in-service mentoring and coaching process over 2 years post Attestation, enabling 'Attested Early Career Teachers' to obtain an 'Experienced Teacher' status.

- **Re-accreditation** refers to the recurring (every 5 years) process of validating the Experienced Teachers (ETs) using evidence of their work on their continuing professional development to 1) maintain their teacher status and (initial) accreditation and 2) potentially access salary increments or apply for promotion of their role and duties.

Accordingly, below the new proposed CPD pathways including these processes are described in full details.

## 4.2.2 CPD Pathway for Early Career Teachers (ECTs)

The term **Early Career Teacher (ECT** in this paper refers to an individual who enters the teaching career immediately after graduating with teaching qualifications or enters the profession after a gap or as a result of a change of career.

The existing career progression for an Early Career Teacher is outlined in Figure 4.1.
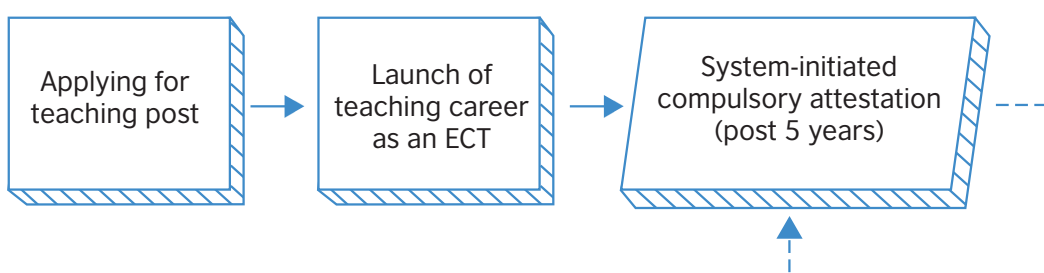


FIGURE 4.1. EXISTING ECTs PATHWAY TOWARDS ATTESTATION

The proposed new career progression for an Early Career Teacher is composed of three stages:

**Stage 1: Attestation**

The process starts when a qualified graduate or teacher applies for a teaching post. After being appointed in the position, within the first year of recruitment, the candidate goes through a compulsory system-initiated attestation process based on the CPD framework to obtain an 'Attested Early Career Teacher' status.

The attestation process will include one focus area:

- A practice-based course on teaching competencies (as in the current system but in line with the new framework's DDs and PPs)

For this element, the source of evidence could be the teacher's ability to apply the learning from the course through introduction of a micro-teaching element demanding that the candidate provides a lesson plan that matches a specification similar to the classes they are being employed for and demonstrates, through delivering part of a live lesson to peers. It is likely that when this system is in place it will have a direct impact on initial teacher education and training institutes as well.

Figure 4.2. outlines the first stage.

Accordingly, the attestation will be granted if there will be evidence that the teacher is prepared for work in the classroom as demonstrated in Figure 4.3.
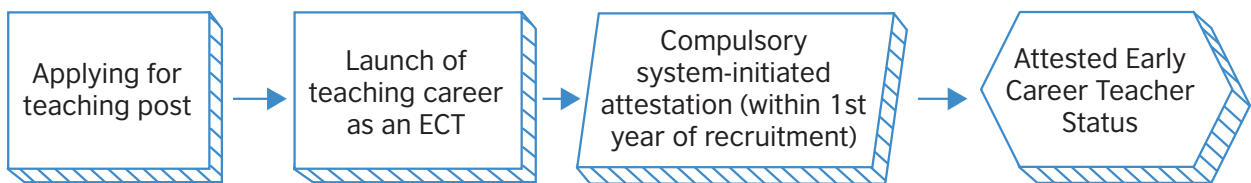


FIGURE 4.2. ECTs PATHWAY TOWARDS ATTESTED ECT STATUS
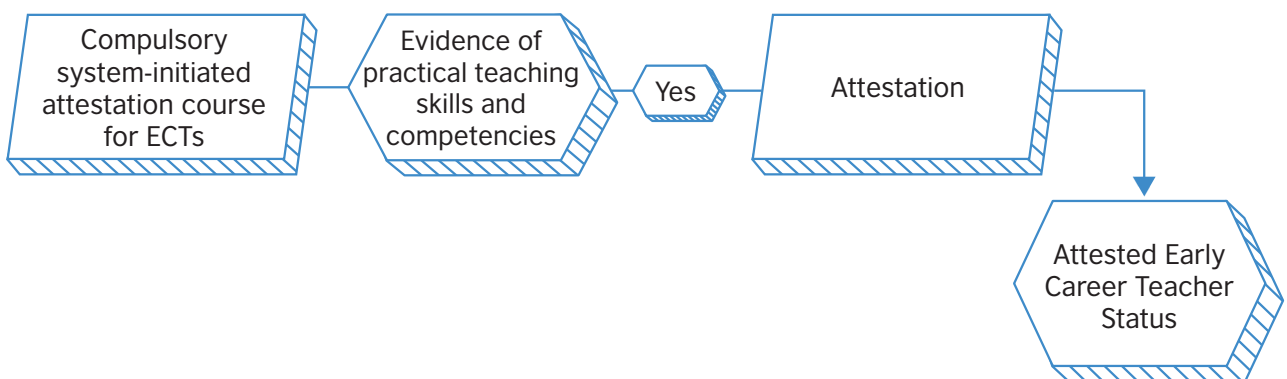


FIGURE 4.3. ATTESTATION PROCESS

## Stage 2: (Initial) Accreditation

Once the teacher is attested, 'Attested Early Career Teacher' status is obtained, and the teacher continues their teaching career by working towards an (Initial) Accreditation process involving ongoing professional development activities, mentoring and coaching initiated by the teachers, the school management, and the system over the next 2 years to become an 'Experienced Teacher'.

Considering defining the practicalities of the (Initial) Accreditation process is out of the scope of this paper, we propose that consultations are started immediately by the National Centre for Education Development and Innovation (NCEDI) to establish a framework which will establish the needed procedures, guidelines, and standards in line with the country's context and needs, As a potential model the UK's newly adopted model can be explored and studied, presented in Appendix 2.

## Stage 3: Re-accreditation

Once an Attested Early Career Teacher is accredited and entitled as 'Experienced Teacher', they will be eligible for Re-accreditation through a teacher-initiated CPD process every five years, along with other experienced teachers (as detailed in section 4.2.3). Some teachers may also choose to apply for promotion to a different post, usually a specialist post along the way. When teachers are promoted, they will also be eligible for Re-accreditation every five years, again through a teacher-initiated CPD process. It is also possible that satisfactory accreditation will result in an increase in salary.

Figure 4.4 illustrates the full process.
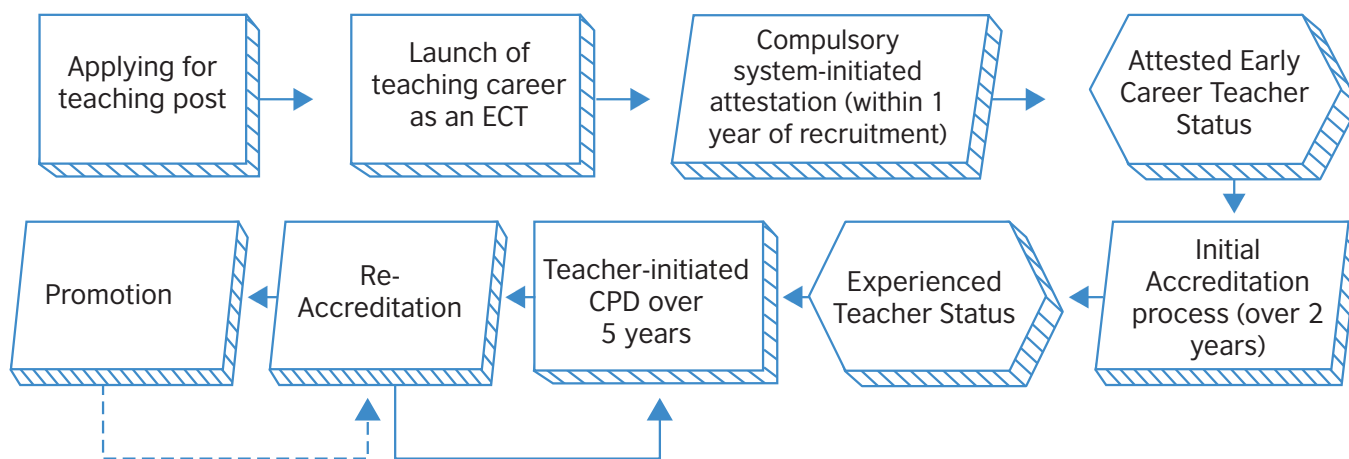


FIGURE 4.4. NEW CPD PATHWAY FOR ECTs

The Re-accreditation process through a teacher-initiated CPD process for Experienced Teachers is described below.

## 4.2.3 CPD Pathway for Experienced Teachers (ETs)

The existing career progression for an Experienced Teacher is outlined in Figure 4.5.
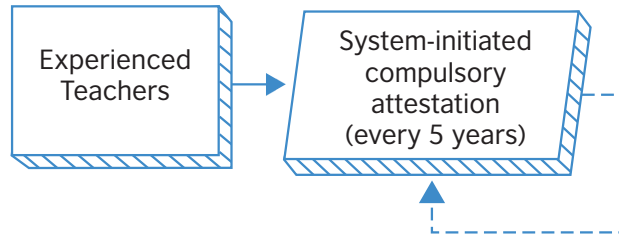


FIGURE 4.5. EXISTING ETs PATHWAY

The new proposed career progression for an Experienced Teacher is outlined in Figure 4.6.
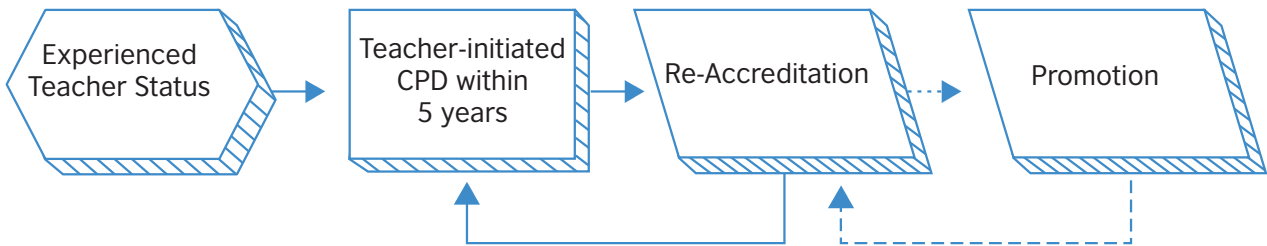


FIGURE 4.6. NEW CPD PATHWAY FOR ETs

All Experienced Teachers should apply for Re-accreditation every five years. We propose that the Re-accreditation process to be transformed from a system-initiated process into a teacher-initiated CPD process using the proposed CPD framework to become a resilient and sustainable practice. Putting the responsibility for re-accreditation on teachers' shoulders, potentially resulting in salary increments or promotions, can motivate them to continuously work towards growing and developing the skills that their educational context requires while taking ownership of their own professional development. Adopting a teacher-initiated CPD process can also potentially result in efficiencies in financial and resources allocations by enabling the Ministry of Education to focus on offering other ad hoc interventions, besides the system-initiated Attestation process, both for ECTs and ETs. These interventions can aim to address development areas such as induction of the new CPD framework; national priorities/policies/ education reforms; teachers'

identified deficit through nationwide needs assessment; or specific learning outcome(s) priorities as demonstrated in Figure 4.7.
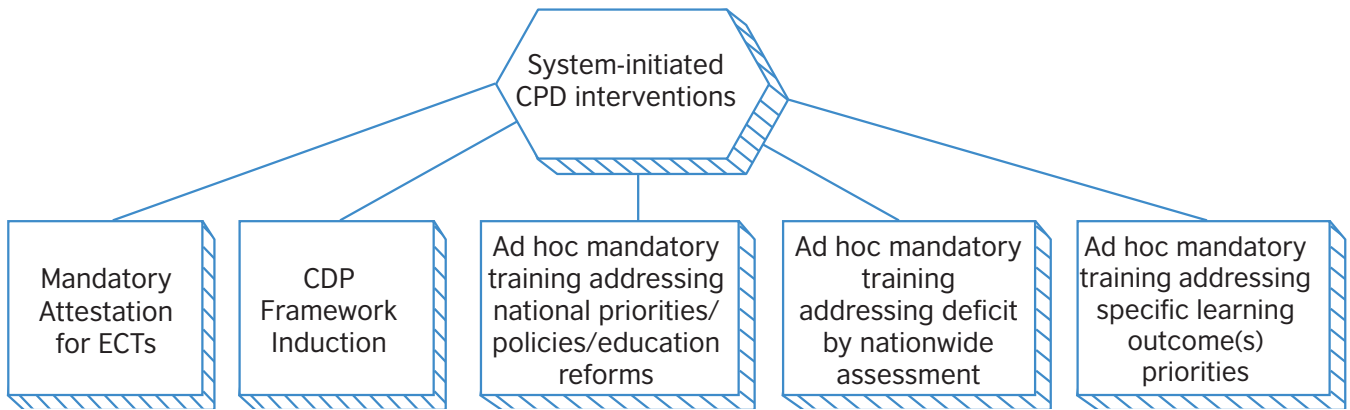
FIGURE 4.7. SYSTEM-INITIATED CPD INTERVNETIONS

Therefore, from the system launch-point on, the experienced teachers will be responsible for working towards maintenance of their accreditation by engaging with CPD.

Some examples of teacher-initiated CPD activities that the teachers can choose to engage with include:

- F2F/ Online Moderated/Self-Access Training Course
- F2F/ Online Moderated/Self-Access Workshop
- Peer Observation + Reflection
- School initiated development activities
- Conference/Seminar/Webinar attendance
- Teacher Activity Groups attendance

The defined four main Development Domains and Professional Practices in the new CPD Framework encompass all areas of concern for teachers' professional development – wherever teachers choose to plan their CPD they should be able to align this to one of the Development Domains. Typically, these areas will be chosen because of local conditions but also be informed by the wider world of academic research on pedagogy and teacher education.

It is important to note at this stage that a teacher-initiated CPD should not limit the teachers being only recipients of CPD. Very often, a teacher can be the initiators of the CPD activity for their peers by sharing their knowledge and expertise with them and this contributes to both their and their peers development and hence should be recognized and awarded as well. As such, teachers with more experience and expertise, as part of their CPD plan, may opt for activities by which they will be giving back to the profession. For example:

- F2F/online training courses/workshops delivery
- Delivering sessions in conference/seminars/ webinars

- Providing mentoring or coaching
- Doing action research
- Facilitating Teacher Activity Groups
- Collaborating with international organisations

Figure 4.8 demonstrates examples of teacher CPD activities.
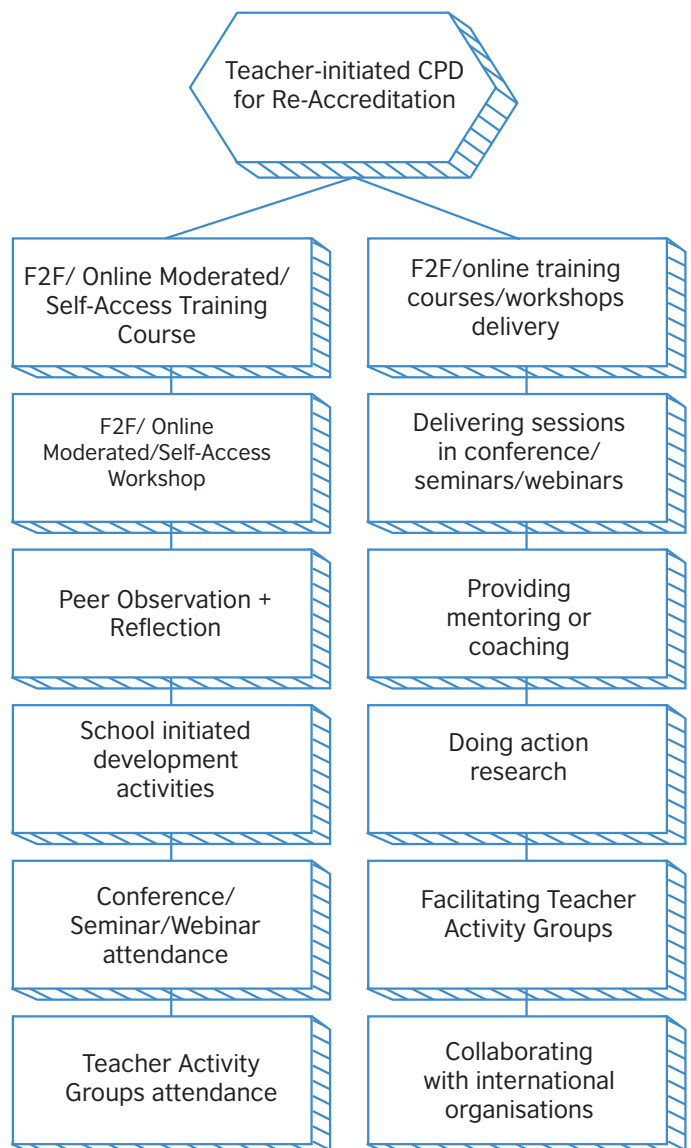


FIGURE 4.8. TEACHER-INITIATED CPD ACTIVITIES EXAMPLES

Figure 4.9 demonstrates the full new CPD process for both ECTs and ETs.
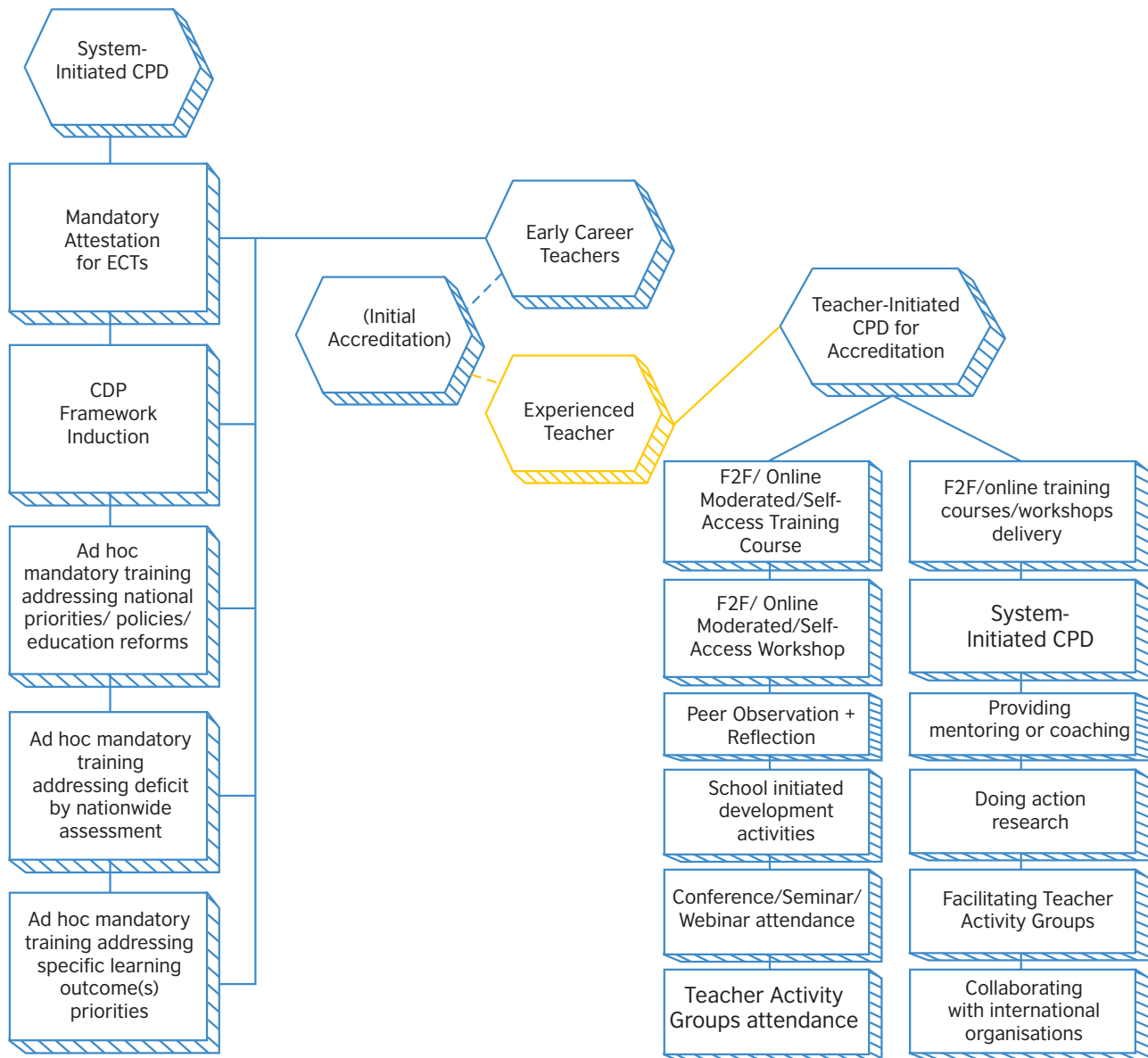


**FIGURE 4.9 CPD PATHWAY FOR ECTs & ETs**

## 4.2.4 Teacher-initiated Re-accreditation Process for ETs

To systematise and encourage teacher-initiated CPD for Re-accreditation, we propose introduction of a cyclical unit-based CPD system in parallel to a standardized test for policy and regulations.

The Re-accreditation process can include three focus areas:

- Education polices and regulations test
- Subject knowledge test (in line with new voluntary attestation element introduced by MoE)
- Evidence of teacher-initiated CPD (in line with the defined framework's DDs and PPs) for obtaining accreditation units

The first evidence, as in the current system, is that the candidate is aware of the relevant legislation and policies relating to education in general and to their sector in particular (e.g. primary or secondary).

The second source of evidence is that the candidate has the necessary subject proficiency for their sector in particular (e.g. primary or secondary).

For both of these elements, considering their knowledge-based nature, the Ministry of Education can consider development of standardised tests suitable for the level of school the teacher has applied for. Introduction of standardised tests for these areas will allow the Ministry to promote self-education among the teachers while offering an objective and cost- and time-efficient approach to validation of these knowledge areas.

The third source of evidence is the submission of clear evidence representing the teacher's ongoing engagement with teacher-initiated CPD and as a result showing recognisable professional development which will earn them **Continuing Professional Development Units (CPDUs).**

This process is illustrated in Figure 4.10.
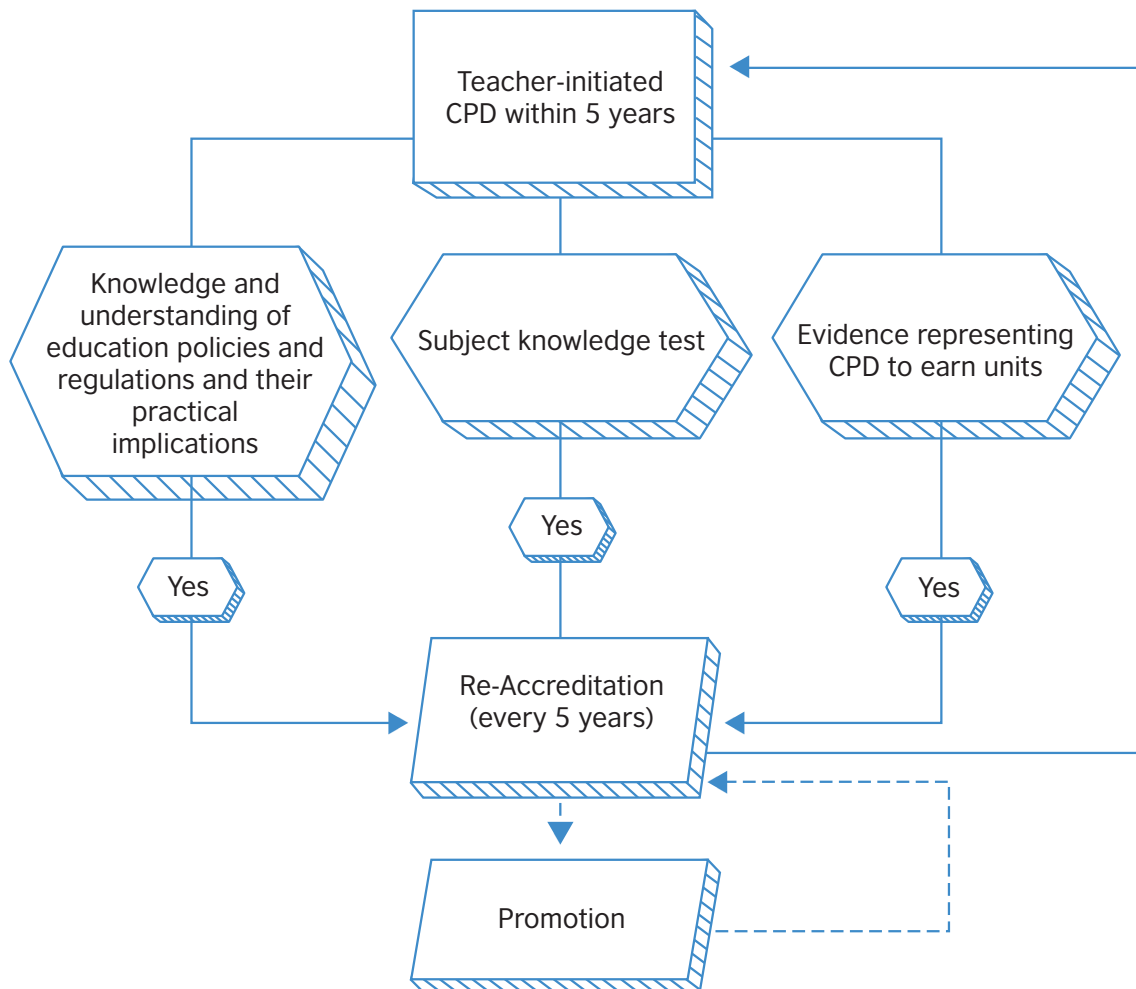


FIGURE 4.10 RE-ACCREDITATION PROCESS FOR ETs

## 4.2.5 Continuing Professional Development Units (CPDUs)

CPDUs tentatively can be defined as each **one-hour block of time** that the teachers will spend learning, upgrading their teaching skills and competencies. Each 1 hour will be the equivalent of 1 CPDU.

For accreditation purposes the tentative indicators below can be used:

- Maximum CPDUs possible to earn by the end of the cycle (within 5 years): 110 units = 110 hours*

- Average Annual target CPDUs per teacher: 22 units = 22 hours**

It is also possible to define accreditation benchmarks:

- 95- 110 units: Pass with distinction

- 80 – 94 units: Pass with merits

- 60-79 units: Pass

- 0-60 units: Suspended and in-need for formal mandatory attestation

*110 hours/units selection is a reflection of the current attestation training hours fixed by the MoE. The number of hours/units can be adjusted as needed.*

**22 hours/units is the suggested average for an academic year. It is also possible for a teacher to collect less or more units per academic year and hence the scheme can be more flexible.*

For planning and activating teacher-initiated CPD and accordingly earning CPDUs, teachers should be able to link their learning with the development domains and professional practices defined within the new CPD framework. As such teachers can choose two diverse approaches:

- **Balanced approach**: The teachers choose to work towards equal number of units per domain. 22 units / 4 domains = 5.5 units per domain
- **Needs-based/deficit-based approach:** The teachers freely choose the CPD activities in line with their needs or identified areas in need for development or considered a priority within their school context under each domain. This flexibility can be both in terms of PD areas and the numbers of units per academic year.

To ensure the CPD activities and the learning stemmed from them are translated into action in the classroom and applied to result in changes in the classroom, it is suggested that a ratio of theory vs practice CPDUs to be defined which will put more weight towards demonstration of application of knowledge rather development of the knowledge.

## 4.3 Supporting Teacher-initiated CPD

To support teachers in the process of earning and recording units for their initiated CPD activities, we propose a **Development Cycle (DC)** process detailed below and **teacher portfolios** as the main vehicle for registering evidence of teacher-initiated continuing professional development.

### 4.3.1 The Development Cycle

For the CPD framework to be used by the teachers independently, we propose the below **Development Cycle (DC).** The Development Cycle in Figure 4.6 depicts the four stages a teacher would go through as they engage with the proposed CPD framework and any development intervention offered or accessed:

1. Self-evaluation
2. Planning and Prioritising
3. Acting, and
4. Reviewing and Reflecting
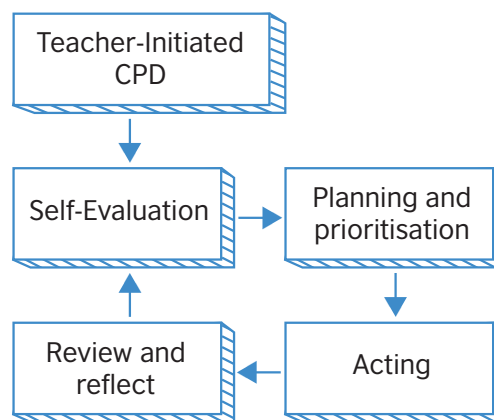


FIGURE 4.11 THE DEVELOPMENT CYCLE

These stages overlap to some extent and while the process is broadly unidirectional (the output from one stage is often a required input for the following stage) there will be some instances where teachers will usefully revisit earlier stages.

Taking inspiration from the Action Research cycle (Kemmis, McTaggart & Nixon, 2014; Somekh, 2006), the proposed DC retains the agency for CPD activity with the teacher, but extends the focus of CPD activity beyond the classroom, so that all types of CPD activity are possible. While sharing some similarities to the more widely used Plan-Do-Study-Act (PDSA) cycle (Taylor et al., 2014), the DC avoids many of the problems associated with PDSA (Reed & Card, 2016). It formalises the key practice for teachers of Reflection on Action (Schön, 1992), but does not exclude the possibility, during the Act stage, of Reflection in Action. The DC is not limited by time; a single cycle may last a year or just a matter of days.

Below each stage of the process is described in more detail.

### 4.3.1.1 Self-Evaluation

The teacher considers their strengths and areas in need for development in their existing role, any potential career ambitions and their affective relationship to the job. This 'inward looking' activity could be supported by a tailored self-assessment tools developed specifically to support productive introspection or by approved mentors or peers and other similar tools as listed in Table 4.1 below. At the same time, the teacher should review the needs of their department and school and any other relevant national priorities in an 'outward looking' review of the educational landscape including any confirmed or likely changes that will affect their work (e.g. the

launch of a new national science syllabus). Schools should ensure that relevant information is made available to teachers in a convenient form and that this 'scanning' of the wider educational environment is recognized as a valuable activity.

## 4.3.1.2 Planning and Prioritising

Using the insights from Stage 1, teachers should review existing support structures (e.g. courses available, mentoring services) and the issues that seem most pressing to them personally (e.g. learning to manage a classroom for young teachers, preparing for a shift to outcomes-based learning). These should be used to identify the actions that are most relevant, best supported by the current development systems and infrastructure and are most likely to yield significant benefits. This is the prioritisation step and should be driven by the teacher but could usefully be supported by consultation with senior staff, (who may also be required to authorise further support). A suggested list of prioritisation tools to be adapted to aid in this process are can be found in table 4.1 below.

## 4.3.1.3 Acting

During this stage, teachers engage in activities specifically designed to drive their own CPD. This may involve attending conferences, individual training sessions, a longer course, working through an online training module or combinations of all of these. It may involve original research in their own classroom, such as designing, piloting and implementing new learning materials, engaging with new classroom technologies, or exploring pedagogical innovations, and the production of a written or oral report.

The content covered in these activities will reflect the domains and professional practices identified by the Framework so, teachers may be working on 'Planning lessons and courses', 'Assessing learning' or 'Knowing the Subject', Understanding Educational Policies and Practice' or combinations of these. The specific details of the actions (e.g. course length, mode of delivery, assessment practices) will be open for development by the training providers to allow maximum flexibility and to support an open market. It may be possible, for example, to have a number of courses available covering the same domains through different modes of delivery and teachers could then

choose which one was most appropriate to their personal circumstances.

## 4.3.1.4 Reviewing and Reflecting

While there is a natural tendency to reflect at the end of a process and many CPD providers require at least the completion of a simple questionnaire before participants leave, the Review and Reflect stage in this model is much more flexible. Teachers should review and reflect on particular activities as well as reviewing and reflecting on their career and professional development more broadly throughout the development process. Given this caveat, this stage does provide an important, formal point to consider progress.

The 'Review' aspect of the stage concerns the observable changes and will be linked to any learning objectives quoted in the development activities (e.g. can I see that my lesson planning is now more effective? in what way? What is its impact on my students learning?). This review can be helpfully supported by peers or other external actors (e.g. advisors for specific teaching initiatives, local education officials), but they should not replace the need for the individual teacher to review their own progress. Review caps the cycle and provides a formative, potentially public, statement linked to the expressed objectives of the training course.

The 'Reflect' aspect of this stage is a more holistic consideration and involves thinking about the process of the development and how engaging in it has changed the teacher as a person and as a professional (Leitch, and Day, 2000). Reflection should generate insights that will be useful going forward to the next development cycle and while these thoughts could be shared there should be no requirement for this. The reflections are personal and belong to the teacher. While many formal evaluations of professional development include a mandatory written reflection, this is not proposed in this policy paper as it places an extra burden on teachers who may see it as an unnecessary imposition. However, it remains one of the tools that we list as being helpful in the stage of the developmental process (see Appendix 3).

| Audit | Prioritise and Plan | Act | Review and Reflect |
|---|---|---|---|
| • Self-Evaluation tool based on the framework <br> • SWOT analysis | • Priority grid <br> • Action-planning <br> • SMART goals | • Observation schedule <br> • Classroom test <br> • CPD courses | • Personal journal <br> • Self-assessment across domains |

TABLE 4.1. EXAMPLES OF TOOLS TO SUPPORT DEVELOPMENT STAGES

## 4.3.2 Supporting the Development Cycle Implementation

The Development Cycle (DC) is the principal driver for teacher CPD. It can be supported by peers, mentors, trainers and managers as well as a number of tools that specifically target processes for each Stage and are independent of the particular content covered in any chosen courses (see Table 4.1 for examples and Appendix 3 for fuller list).

After completing a few cycles, teachers should become highly proficient at auditing their situation, prioritising and planning, engaging in action and reviewing and reflecting on the outcomes. This will help them to take more control both of their own learning and career and mean that they can respond intelligently and creatively to unexpected situations in their working life.

## 4.4 Registering CPD: Teacher Portfolios

The Framework provides a common approach to conceptualizing CPD for every teacher. Early career teachers looking for initial support should be able to operate it just as successfully as staff with decades of experience. Recording a lifetime of development is demanding, particularly when much of the most significant development might be 'job-based' or simply down to growing experience and so not open to formal certification. To support this, this policy paper proposes the introduction of an **evidence-based teaching portfolio** to support the Development Cycle and registration and presentation of CPDUs for re-accreditation and/or salary increase/promotion. This paper assumes that all teachers will own and manage their own portfolio, either offline or through a system-initiated online platform

The portfolio empowers the teacher to take control of the direction, process and content of professional development, and to select the evidence that best represents their continuing development as a teacher.

The proposed portfolio should contain evidence both of the development process as exemplified by our Development Cycle and products in the form of formal certificates, qualifications and self-reported assessments. To make the portfolio more relevant and inclusive, it would also accept evidence artefacts which support a teacher's growing experience and expertise, e.g. lesson plans, examples of resources they have generated, evaluation and student achievement data, video recording of classroom practices, etc.

Part of the portfolio should be public and open to approved viewers so that a teacher could show that they had a relevant degree or had completed a formal qualification in teaching. Part of the portfolio can be private in the sense that the teacher would control what is included and who sees it. Access to the portfolio (beyond a strictly limited set of legal documents) must remain with the teacher so that they feel comfortable in including material that might identify their areas in need for development prior to engaging in CPD. The portfolio will be a working register that documents their growth as a teacher as well as a simple record of courses attended or qualifications attained to earn CPDUs.

## 4.4.1 Teacher Portfolios versus Performance Evaluation

The introduction of various teacher evaluation tools is a considerable change in the context for teachers in Armenia. The planned and existing evaluation tools and metrics for teachers – by manager, peers, pupils and parents – all focus on the teacher as the object of assessment. These evaluations remove agency, autonomy and power from the teacher through structural and organisational change. Until teachers are given the opportunity to engage in a 360° assessment to assist their development (Maylett, 2009), some teachers may resent this evaluation of their role (Paradigma Foundation, 2020). The likely consequence of this perceived powerlessness will be reduced autonomy in the classroom (Pelletier, Séguin-Lévesque and Legault, 2002), just at a time when curriculum changes require teachers and students to be at their most creative. That is, the imposition of multiple-perspective teacher evaluations is likely to be detrimental to the goal of ambitious curriculum renewal.

However, if teachers are empowered to take control of these evaluation tools, and to engage with them for the purpose of professional development, the assessment tools can be integrated into a reflective process that can encourage life-long learning among teachers (Gordon and Campbell, 2013). That is, by taking an active role in the use of these metrics, teachers can use these tools as an opportunity for learning and development. By including evaluation data as part of the 'audit' in the Development Cycle, teachers can use this data to demonstrate action taken to improve their professional standards. Figure 4.12 makes the distinction between records kept on the teacher by 'the system' (including the school and the ministry), which the teacher may access, and those collected and controlled by the teacher – the Personal portfolio. It also includes example evidence in system records and in each stage of the Development cycle.
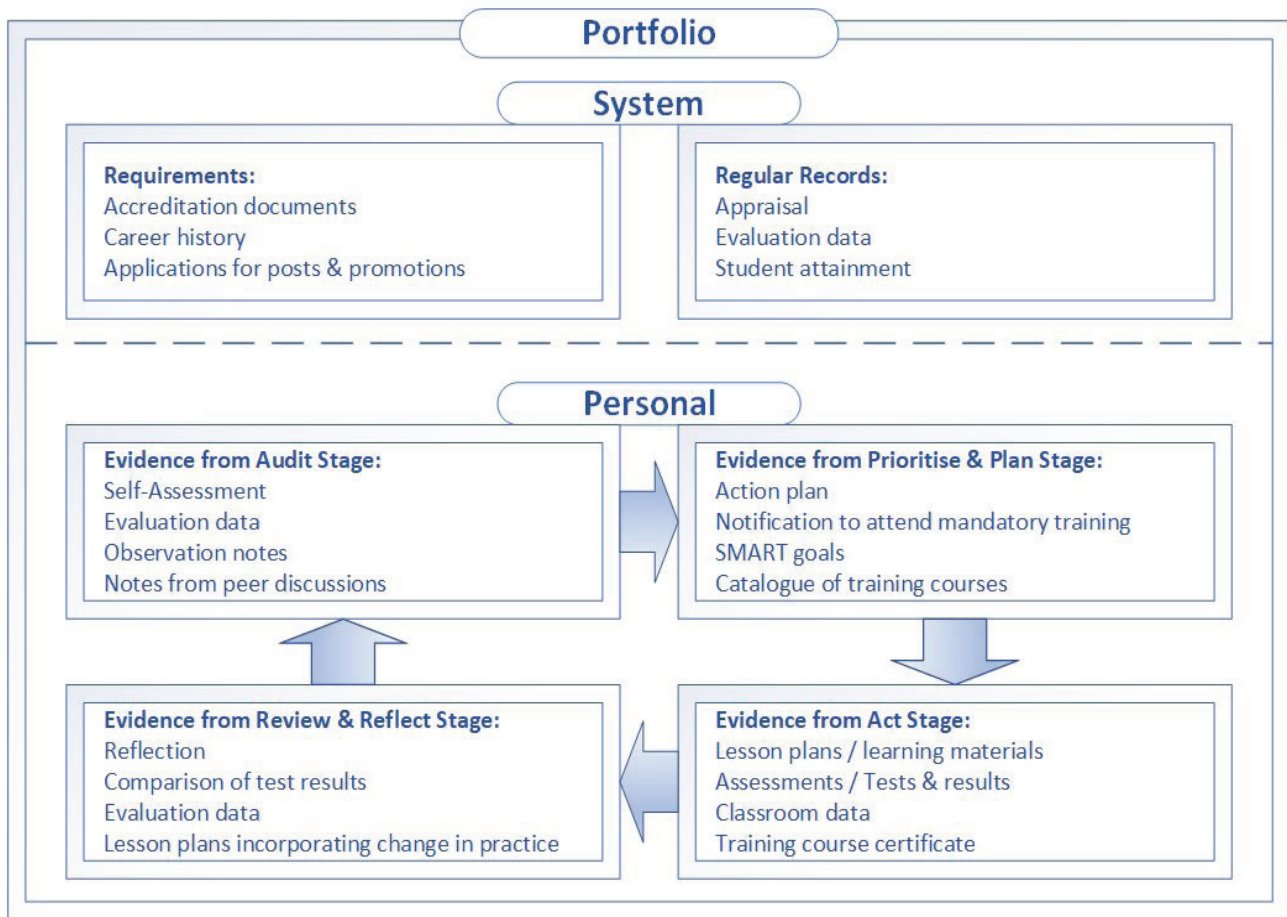
FIGURE 4.12. EXAMPLES OF EVIDENCE IN SYSTEM AND PERSONAL PORTFOLIOS

Portfolios are effective in primary, secondary and tertiary education for teachers and students, and evidence-based portfolios can support structured professional development events, activities and courses as well as classroom-based enquiry (Hamilton, 2020). For portfolio implementation to be successful, the collected evidence needs to be "Purposeful, Selective, Diverse, Ongoing, Reflective, Collaborative and that it has as its aim of advancement of teacher and student learning" (Wolf & Dietz, 1998). It should also be clear which aspects of portfolio development, and evidence, are mandatory or voluntary, and what evidence is required for recognition, certification or promotion (Smith & Tillema, 2001). The teaching portfolio, through its open-ended approach to evidence, can provide insight into areas of teaching that are often obscured and difficult to access (Tucker at al., 2003).

## 4.4.2 Teacher Portfolios for CPD

In this context, we propose that teacher portfolios can significantly improve the quality of teaching, the prospects and process of career development, and engagement with educational reform. Using an evidence-based portfolio, teachers are empowered to provide what they see as relevant evidence for development. This process of selection encourages

reflection which engenders professional growth (Schön, 1992) and is a significant stage in the Development Cycle. Selection and reflection are involved in choosing the domain to focus on when auditing and when planning action in the Development Cycle, and in choosing the right evidence to best demonstrate development in a particular domain. The iterative nature of the Development Cycle is crucial in this process, because over time this process of evidence collection documents continuing development and improvement in teaching practice (Smith & Tillema, 2001).

## 4.4.3 Teacher Portfolios Implementation

The risks associated with introducing an evidence-based teacher portfolio need to be mitigated by careful planning. The context of teacher workload must be considered. Even when attitudes towards a portfolio are positive, other more pressing demands may prevent successful collation of evidence (Janssen et al., 2013). Portfolios are likely to appeal most to those who are generally self-directed and already positively predisposed towards lifelong learning (Lejeune et al., 2016), and so inclusive measures need to be introduced at the organisational

level so that portfolios can benefit all teachers. Finally, the portfolio should be supported at all levels to improve the chances of success, and to prevent the portfolio being seen as a paper exercise with no real consequences or benefit to the teacher (Forde et al., 2006).

## 4.5 Teacher Portfolios for Career Promotion

Portfolios can, in addition, aid the transition from one status to another, such as from teacher to teacher educator (Hamilton, 2018).

To be specific, it is anticipated that the Development Domains will encourage teachers to focus on specialisations within the teaching profession. Many of these Development Domains are associated with expertise in specialist roles. For instance, within a 'Learner Support' a specialisation in 'Assessing Learning' can produce a teacher with expertise in testing, and a focus on 'Self and Community Empowerment' can produce an expert in teacher development. These specialisations can be rewarded with a promotion to testing responsibilities or teacher training, respectively, regardless of where the teacher is located. Figure 4.13 presents the possible new roles for the teachers interested in promotion.

The standards and requirements for each role should be made public so that teachers can direct their professional development portfolio and gather relevant evidence for when a suitable opportunity arises. With a teacher portfolio in place, it will be relatively simple to provide criteria, expectations and expected formats to introduce criteria for status recognition and promotion, as potential candidates will already have accumulated the necessary evidence through their portfolios.

Teachers may opt to apply for promotion following the same process as Re-accreditation while satisfying the requirements of the role on offer. A test of the knowledge of relevant legislation, a check of evaluation and appraisal records, where appropriate, and the teacher's portfolio of evidence of PD will provide assessors with rich evidence on which to base their decision for making the appointment. On promotion, teachers begin a new cycle of PD and

within a specified period (every five years) can apply for Re-accreditation in their new role (see Figure 4.14).

## 4.6 Standards for Attestation, Accreditation and Promotion

A significant aspect of the CPD Framework proposed here is to promote the development of a teacher portfolio that provides evidence of a teacher's engagement with their CPD. We envisage the portfolio contributing significantly to the establishment, specification and maintenance of standards for teacher career progression. As with models in other countries (e.g. Scotland), expectations for portfolios can be aligned with standards for the promotion of teachers and a clear career progression. We expect that providing transparency in criteria for career progression will encourage more teachers to engage in CPD and collecting evidence of the development, producing a virtuous cycle.

| Teacher Specilisations | Becoming a teacher trainer | Becoming a mentor/ coach | Becoming a TAG facilitator | Becoming a materials developer | Becoming an assessment specialist |
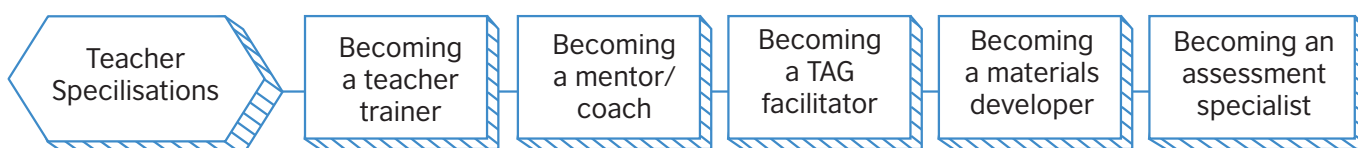
FIGURE 4.13. PROMOTION OPTIONS
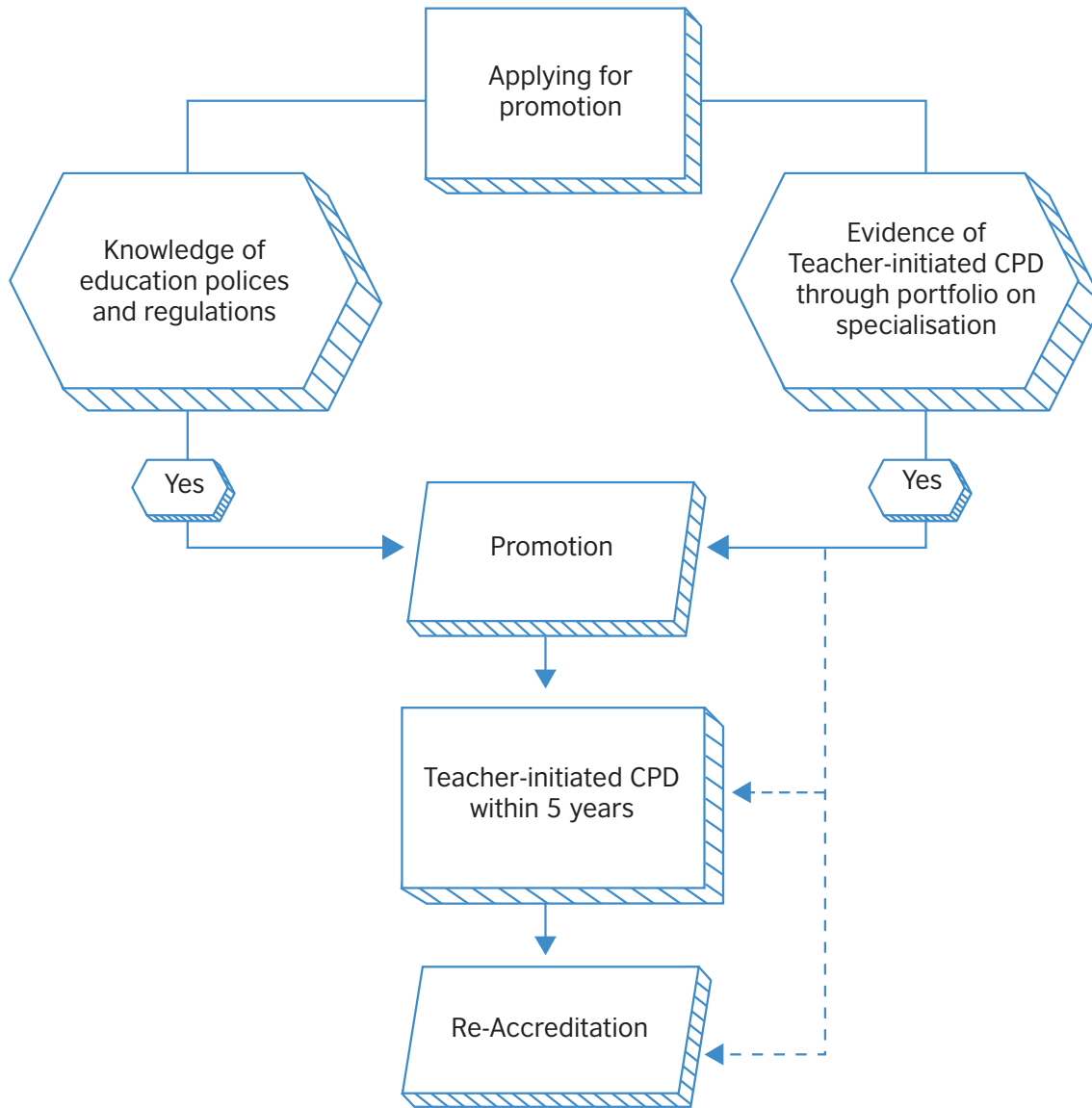
FIGURE 4.14. CAREER PROGRESSION PROCESS

# 5

# Considerations for Implementation

While the previous section attempted to provided strong guidance on the CPD policy and framework implementation, this section attempts to capture the essence of some of the potential considerations that are involved when implementing the proposed policy based on the new CPD framework and then offer a few possible strategies with the likely implications of these based on the research literature.

## 5.1 Integration with Education Policy

The CPD framework outlined in this policy paper is designed to work within the overall developments in education policy outlined by the Ministry of Education Science, Culture and Sports of Armenia. It belongs within the broader objective of modernising and professionalising education in Armenia and should support other initiatives that the MoESCS is engaged in.

The CPD framework enables significant change in the curriculum to be managed by recognising the need for wide-ranging teacher support and development. While recognising the importance of system-initiated CPD by providing teachers with the autonomy and independence to plan their own CPD using the framework as a reference point, it is expected that teachers will be more willing to engage in the challenge of re-skilling. This will be a necessary part of the Ministry's plans to transfer to an outcomes-based curriculum but would also be relevant to plans for introducing new technology or introducing revised evaluations or assessments, for example. The suggestion in this Policy Paper would be to present the CPD Framework as one part of an integrated vision to modernise the education system, as outlined in policy documents.

## 5.2 Collaboration with NGOs, Charities and International Organisations

This Policy Paper recognises the increasing importance of international organisations, educational groups and charities in Armenia. These 'interest' groups can play an important role in promoting the CPD framework by emphasising how it can benefit all teachers, and their cooperation in promoting the CPD Framework is likely to prove invaluable, giving different perspectives and options for both delivery of the CPD Framework and for CPD initiatives, courses and individual sessions.

## 5.3 Providers of CPD

The CPD Framework places the teacher at the centre of their own development and encourages each teacher to select the CPD opportunities that best reflect their developmental needs and interests. In some cases, such as classroom-based interventions or changes, there will be no need for an external CPD provider. However, in many cases, an online or live course, workshop or training event will be the solution for a teacher's CPD needs. On the understanding that this sector could see significant growth in the future, we would suggest the setting up of an accreditation system for providers so that teachers can be sure that providers deliver what they advertise. We also see this as a function of NCEDI. It is hoped that the CPD Framework will encourage more providers to offer relevant CPD opportunities. The Development Domains and the Competency Level Descriptors should enable all providers to carefully position their training in the market.

The following set of questions are considerations specific to offering relevant CPD opportunities: **who**, **what**, **when**, **which** and **where**. The tabulated answers set out possible strategies and outline potential implications of each strategy. These options are not all mutually exclusive and they can be considered in combination as well.

## 5.3.1 WHO should receive and offer support?

This issue concerns who should receive and who should offer CPD. Besides CPD being a right for all teachers throughout their career in Armenia's context, consideration must be given to whether it is also needed for particular subsets (e.g. science teachers, early career teachers) and, if so, who should provide this support. This decision is important because it will influence the types of support offered.

| Strategy | Possible implications |
| --- | --- |
| Support offered to all teachers as a right | • Greatest possible buy-in from staff<br>• Significant costs |
| Support targeted to teachers at a particular phase of their career | • Support focused on times of particular concern (e.g. curriculum change or ECT)<br>• Less expensive than comprehensive provision |
| Support offered to teachers who are perceived to be failing in some way | • Could keep teachers in the profession and drive improvements<br>• Could be perceived as a 'badge of shame' so other teachers will avoid accessing support<br>• Less expensive than comprehensive provision |
| Support offered to teachers of particular subjects or curriculum areas | • Allows targeted intervention in areas identified as a national priority (e.g. digital technologies, STEM)<br>• Less expensive than comprehensive provision |
| A certain number of training days made compulsory | • Top-down initiatives trend to have a significant initial response but do not always ensure long term 'buy in'<br>• Costs depend on degree of provision |
| Training provided by central government | • Complete control of content and delivery<br>• Perceived authority and validity of guidance is high, implying better compliance |
| Training provided by private contractors | • Increased cost compared with central government provision<br>• Potential lack of control of intervention (depends on contracts granted to providers) |
| Training provided by unpaid volunteers (e.g. teachers) | • Training likely to have high status (teachers listen to other teachers more readily than external experts)<br>• Low cost |

## 5.3.2 WHAT support will be offered? WHAT is the content of the intervention?

This concerns what content the CPD includes and whose agenda it reflects. One of the most common complaints from teachers is that the CPD offered is not relevant to their particular circumstances and is a waste of their time. So the content of the courses is critical.

| Strategy | Possible implications |
|---|---|
| CPD content decided nationally | • Greater control by ministry on topics and treatment<br>• State-wide initiatives deliverable<br>• 'One size fits all' approach not flexible enough to meet local needs |
| CPD content decided locally | • Range of possible content packages possible<br>• Less integration with national initiatives<br>• Better suited to local needs<br>• Greater local ownership |
| CPD selected/created by teachers | • Difficult to coordinate across schools/regions/nation<br>• Range of possible quality<br>• Increases ownership of CPD and agency of teachers |

## 5.3.3 WHEN should support be offered?

The issue of timing is fundamentally important to the success of any CPD scheme – teachers have to prioritise their teaching responsibilities over potential CPD and this potentially leads to some conflict.

| Strategy | Possible implications |
|---|---|
| During school time | • More expensive if cover is funded for teachers missing lessons<br>• Very convenient for teachers if cover funding provided<br>• Teachers can be distracted by their normal duties intruding |
| After school hours | • Cheaper as no cover funding required<br>• Less popular with teachers as it increases working hours |
| During school holidays / over weekends | • Cheaper as no cover funding required<br>• Less popular with teachers as it increases workload<br>• Difficult to guarantee all teachers are available to participate |
| A blended approach | • Allowing balanc of the pros and cons of the above-mentioned strategies |

## 5.3.4 WHICH CPD model should be used?

One of the least effective approaches to CPD is the 'deficit model' which identifies problems in a teacher's performance and prescribes a course of CPD to 'fix' this problem. However, any educational system will contain teachers who are highly skilled and significantly better than the average alongside teachers who are struggling and for whom a supportive CPD course may be appropriate and helpful. The proposed Framework and portfolio model described uses a mixture of teacher and system-initiated CPD to try to solve this problem.

| Strategy | Possible implications |
|---|---|
| Teacher-initiated | • Teacher 'owns' the CPD and is much more likely to engage productively<br>• Teacher does not always know what they need to progress and can make 'unwise' choices |
| Selected by school management | • Whole-school development plans can be organised<br>• CPD can be seen as 'punishment' for failure or 'reward' for success rather than an opportunity to progress<br>• Uncooperative teachers or those from certain groups can be excluded (e.g. due to gender, racism) |
| Identified by national system | • Allows national development plan<br>• Can become fixed and less responsive than local or school plans |

# 5.3.5 WHERE should support be offered?

CPD is almost always an additional duty for teachers so any way to reduce the stress placed on staff during the process is good. One of the most obvious ways is to 'take the training to the teacher' rather than expecting them to travel long distances to be trained. However, there are advantages to getting a break from the normal school premises.

| Strategy | Possible implications |
|---|---|
| In school | • Low cost<br>• Convenient for teacher although trainers may have to travel long distances and may not be able to train many teachers from multiple schools at the same time<br>• Teachers can be distracted by their normal duties intruding<br>• Facilities can be limited, e.g. all rooms might be in use for normal school activity |
| At local college / university | • Medium cost<br>• Usually greater flexibility in facilities than in individual schools<br>• Transport costs and an inconvenience to teachers usually low but can be more significant in geographically extended areas or places where transport is difficult (e.g. very mountainous areas).<br>• Trainers can train teachers from multiple schools in a single course |
| Centrally - distant college / university. | • Highest cost - particularly if teachers need overnight accommodation<br>• Highest status course which may be useful.<br>• Teachers from different schools can meet and exchange ideas<br>• Trainers can train teachers from multiple schools in a single course |
| Online | • Low cost<br>• Convenient for teacher although experiences online are not quite as powerful as joining with others in the same space<br>• Sessions can be recorded for reference at a later date<br>• Digital infrastructure must be sufficient to support activities comfortably - if there are constant problems with disconnections or compatibility with computers, trainees tend to drop out |

## 5.4 Availability, Affordability and Accessibility of CPD Opportunities

The success of the CPD framework is dependent on resources being made available for teachers to access CPD opportunities and to have the time to complete them. Teaching is a demanding profession and if the CPD provided is seen as an extra duty, particularly if it is outside normal school hours, and there is a degree of coercion involved. Therefore to ensure the scheme will not be seen as a further burden on teachers' increasing workload, the MoESCS and NCEDI should consider mechanisms and systems which will provide equity in access, affordability, and availability of CPD activities for all subject teachers nationwide as much as possible.

## 5.5 Evaluation

In order to evaluate the effectiveness of the implementation of the CPD framework, we recommend the use of a logic model (Coldwell and Maxwell, 2018). We provide a suitable logic model below which outlines the key contextual characteristics, significant enablers of success, inputs and outputs of the intervention (the CPD framework) and expected middle- and long-term outcomes for students, teachers, schools and the education system.

We advise that where a change is expected, baseline data is collected prior to implementation. As well as quantitative measures to determine the relative success of the programme, we also recommend an implementation and process evaluation that can identify how closely the programme is being followed in different contexts and the factors which determine adoption. This would have qualitative elements like interviews, focus groups, and lesson observation. Such a mixed-methods approach to evaluation is likely to give a more robust picture of engagement, professional learning and impact.

# Logic model for implementation of CPD Framework for Armenian Schools, March 2021

**Inputs:**

*Infrastructure*
- Education Policy
- ITT programmes
- Secondary schools

*Programme activities*
- Framework consultation
- Policy consultation
- Desk research
- Prioritisation & tailoring of T4S to Armenian context

*Programme resources*
- Research & policy documents
- Consultants (SloE, LAG, independent, BC, MoE)

**Implementation outputs**
- CPD Framework
- CPD Policy
- Policy & framework presentation

**Intermediate outcomes: System**
- Focus on CPD
- Formal recognition of CPD

**Intermediate outcomes: Students**
- Improved learning
- Respond better to teachers

**Intermediate outcomes: Schools**
- Energised teachers
- Support for education reforms

**Intermediate outcomes: Teachers**
- Engaged with CPD
- Greater professional status

**Potential enabling characteristics of intervention:**

*flexible pathways; multiple providers offering modularised CPD experiences; national recognition; MoE support; financial support; establishment of effective CPD providers; engagement by schools, school leaders & teachers; implementation of teacher evaluation; improved teacher career path*

**Contextual characteristics:**

*Regional variation; isolation for some teachers; wide range of educational reforms; shift to outcomes-based curriculum; reduction/removal of formal CPD institutions; lack of professional teachers' association;*

**Final outcomes: Education System**
- Increased confidence in teachers
- Higher standards of teaching

**Final outcomes: Schools**
- Improved teacher-pupil relations
- Energised teachers

**Final outcomes: Teachers**
- Higher professional standards
- Recognition for CPD

**Final outcomes: Students**
- 21st Century learner attributes
- Benefits from educational reform

**Key Questions**
1. What are the intervention activities?
2. What are the intended short, medium and longer term outcomes?
3. How do you envisage the project working to lead to outcomes – what we are calling here the programme's 'enabling characteristics'?
4. What are the contextual factors that are likely to influence whether or not the intended outcomes are achieved?

# 6

# Conclusions and Recommendations

This Policy Paper offers a Continuing Professional Development (CPD) Framework for state schoolteachers in Armenia, based on international research into CPD and CPD frameworks, and drawing closely on the British Council's Teaching for Success approach and CPD framework. It is intended to support and complement the larger programme of change in Armenian education. The CPD Framework offers a systematic description of teacher development domains, professional practices and competency levels, a cyclical process for using it (The Development Cycle), and a method for teachers to show their progress towards continuous professional improvement and career progression (Teacher Portfolio). Further work needs to be done through a process of consultation, to determine suitable descriptors of standards for different levels of teacher. The recommendations below, which are derived from the discussion in this Policy Paper, the CPD literature review presented in Appendix 1 and drawn from the implications outlined in the previous section, provide some further guidance towards implementing this framework across the country.

## 6.1 Recommendations

1. **Develop clearly defined success criteria for the first three-year phase of implementation.**

MoESCS, in collaboration with a panel of identified expert stakeholders, should carefully design success criteria and aims for the initial, short-term period of implementation. The criteria should include, but not be limited to: rates of engagement; successful completion of an identified CPD programme or range of CPD programmes; impact on teachers' practice; impact on teachers' self-efficacy and identity; impact on school achievement. Data to assess achievement of the identified success criteria, areas for improvement, and suggestions for development should be gathered as part of a rigorous evaluation.

2. **Engage NCEDI to set standards for development domains and regulate the CPD market.**

We highly commend the formation of National Centre for Education Development and Innovation (NCEDI) as a conduit between government directed initiatives and schools. We recommend that NCEDI establish quality criteria for CPD and overall administration within the shortest timescale. This should be funded by MoESCS through a block grant that is fixed for five-year cycles to allow planning and support stability. We propose that for the purpose of strengthening PD in Armenia, NCEDI has a ruling council that includes teacher trainers, universities, MoESCS members and practising teachers from all areas of the country and grades of education. We see NCEDI as instrumental in the development of the teaching profession and in overseeing the quality of all initial training and CPD across the country. We propose the following priorities for NCEDI to ensure that CPD framework is effective:

a. *Review and validate suitable teaching standards that reflect 'levels' of professional development*

Drawing on teachers' experiences across the country, a panel of relevant stakeholders (e.g. teachers, head teachers, representative from the ministry) should propose descriptors for the different levels outlined in this document. This panel would decide on the number of levels and describe expectations for each development domain to be used across the country.

b. *Propose suitable expectations and evidence for application for promotion to higher level.*

Drawing on the level descriptors, relevant stakeholders should outline what evidence is expected to be submitted with an application for a promotion to the next level. The process and expectations can be standardised across the country while allowing for individual teachers to have followed an individual path of professional development.

c. *Run an accreditation and quality assurance scheme for organisations that deliver independent professional development.*

Consideration should be given to the development of a national database of approved CPD providers to ensure quality of provision in terms of cost and

quality. Quality criteria should be designed to set the standard for content and delivery.

> *d. Consider funding a selection of approved providers (e.g. universities, training companies) to generate a suite of CPD courses.*

This will be a 'pump priming' exercise and should last no more than 3 years to establish the market for CPD courses. MoESCS and NCEDI will be in a position to identify core issues to address and set the expected quality standard for all future CPD resources. It is anticipated that after this the direct funding of courses should transfer to some extent to the private providers.

3. **Establish a CPD budget, including launch and implementation costs for the CPD framework, ongoing funds for schools and regions, and payment to independent CPD providers.**

The success of the CPD framework is dependent on resources being made available for teachers to access CPD opportunities and to have the time to complete them. If CPD courses are seen as an entitlement and they are provided during teaching hours and teachers are supported both to cater for the financial and logistical implications of engaging in CPD activities by the whole school system, teachers are more likely to value them and engage with them. Without this commitment, the scheme will be seen as a further burden on teachers' increasing workload and could prevent adoption and acceptance.

4. **Adopt a coherent system to define the characteristics of all approved CPD and seek to merge all teacher education (pre and post qualification) into a modified system over the next 5 years.**

The Framework for CPD in this document provides a way to specify CPD pathways for ETCs and ETs without insisting on specific content or delivery styles. This approach provides a degree of control but supports innovation and allows a variety of providers to enter the market. The Framework should be deployed and evaluated in an ongoing cycle every five years. The evaluation of the framework should be independent of the evaluation of individual CPD courses carried out by the MoESCS team. Moreover, it would be critical to establish congruence between PD criteria between PRESET and CPD/INSETT so that both criteria for successful teaching and processes (like portfolio use) are consistent

5. **Formulate a clear, public strategy for addressing emergent obstacles to implementation to increase chances of success and to build confidence amongst stakeholders.**

An absence of a clear medium to long-term strategy for maintaining the initiative would be damaging. This should be addressed through the development of a plan that builds on data from early implementation and evaluation and clearly shows the way forward with details of how that will be achieved including key milestones, objectives and deliverables.

6. **Develop and implement a rigorous ongoing evaluation strategy for the implementation and operation of the CPD framework.**

We strongly recommend that the partners consider developing a rigorous process evaluation strategy that will provide objective data to document and guide development of the initiative. We provide a logic model in chapter 5 to guide this process.

7. **Engage education charities, organisations and NGOs to promote the CPD Framework.**

Different groups in Armenia, new and old, are engaging with teachers across Armenia and offering CPD opportunities. It is vital that they are all involved in the roll-out and promotion of the framework and that all agree to work within its principles.

8. **Extend the Development Cycle and Portfolio through local discussion and implementation.**

The process of localization is critical as it enables understanding, buy-in and implementation of the development cycle. Particularly during the early years, school-based and local groups based around reflective discussions and sharing of experiences should be supported across the country to improve understanding of the development cycle and to share applications relevant to each local context.

9. **Disseminate success stories and sample CPD profiles**

Through online blogs, journals and publications and through regional and national conferences for teacher CPD, teachers should be encouraged to share their accounts of the development cycle, including, for example, local solutions to relevant Action and instances of Reflection that produced further Action or as a result of a Review. Stories of how individual teacher's development domains were strengthened and the effects of different types of action should encourage creativity and wider adoption as teachers see the relevance of the CPD framework to their own context.

In addition to the above, based on the CPD literature review presented in appendix 1, the below more generic recommendations can further support a successful implementation of this policy paper:

1. RA MoESCS should consider introducing a CPD

system for teachers' professional development which will support an ongoing process rather than a periodic event.

2. RA MoESCS should consider ways to diversify the channels/sources of CPD activities for all subject teachers. This can be achieved through developing a pool of validated trainers, accreditation of external CPD providers, as well as commissioning CPD activities and packages development to the existing state pedagogical institutions/schools/teacher bodies.

3. RA MoESCS should consider defining systems and mechanism for making CPD opportunities affordable for teachers in both rural and urban areas both time-wise and cost-wise to support their attendance in both system and teacher-initiated CPD activities.

4. RA MoESCS should develop Teacher Standards using local experts which will set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of them. All CPD interventions should consequently be aligned to these standards and aim to upgrade them.

5. RA MoESCS has taken the right step establishing the NCEDI and must ensure the body will act independently to function as a conduit between government directed initiatives and schools as well as teacher-initiated PD and attestation. This will allow a balanced approach to controlling the CPD content and mode.

6. A deep and nuanced analysis and understanding of what it is to be a teacher in the current Armenian education reform context by RA MoESCS is critical to understanding their PD needs and requirements to successfully drive modern schooling in Armenia.

7. RA MoESCS should take into account the importance of teachers' existing beliefs and understanding of the reasoning that underpins classroom practice and use this knowledge to stimulate the design of content that challenges existing beliefs and theories in a non-threatening way.

8. RA MoESCS and designers and deliverers of teacher CPD should consider concentration on quality of interventions a key priority.

9. RA MoESCS and schools should support increasing capacity for professional autonomy of teachers which will lead to changes not only in teachers' professional performance, but also in their attitudes and insight.

10. RA MoESCS and schools should support teachers' collaboration with their peers, mentors and other professionals and provide them with platforms to engage with expertise outside the teacher's institution while receiving internal coaching and mentoring.

11. It is strongly recommended that any specification for teachers' CPD by the MoESCS should support and encourage a teacher and school driven approach which should reflect the features of modern schooling and challenge teachers to develop their knowledge and understanding of the nuances of education practice from pedagogy to policy and from curriculum to student learning. Teachers' CPD should be framed by, and mediated through, their developing identity as a classroom and/or education practitioner.

12. It is recognized that while the RA MoESCS has a key role in defining regulatory principles, the state should do so in a collaborative manner and seek to involve expertise from stakeholders with particular emphasis on teachers' practical knowledge and experience.

13. RA MoESCS should consider teacher portfolios as strong vehicles for introduction of evidence-based teacher development process.

14. RA MoESCS should consider designing and developing an Early Careers Framework (ECF) which is intended to improve the quality and support for Early Career Teachers (ECT). A case study of UK's attempt to address this is included in Appendix 2.

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# Appendices

## Appendix 1:

## Continuing Professional Development (CPD): Current Perspectives

The expertise and coherence of the teaching body and the attractiveness of the profession through a systematic continuing professional development (CPD) system is going to be key if the Armenian education system is to fulfil its promise at the heart of the country's modernization program.

This section presents key research findings into teacher CPD and frameworks, highlights recommendations for Armenia's teacher professional development system reforms based on the presented evidences, and outlines the presented research findings' implications as design features which are going to be reflected into the new CPD framework for Armenia.

## Why CPD

Few would disagree that teacher professional development is critical to the development of a strong and effective education system.

Teacher CPD is at the heart of a strong, committed and quality teacher workforce and consequently a strong education system. By focusing on what teachers need to know and how best to teach, CPD can be viewed as the most effective way to improve the quality of teaching (Joyce & Showers 2002) which in turn improves the engagement and achievement of learners (Hattie 2003, Barber & Mourshed 2007) and support the development of the increasingly complex skills that students need in contemporary society (Opfer and Pedder, 2010). Sophisticated approaches to teaching are needed to develop student competencies such as mastery of content, critical thinking and complex problem-solving. CPD can further be viewed as a way of empowering teachers, motivating them to develop their practice and heightening their professionalism (Bevins, Jordan and Perry, 2011).

What is crucial is that teachers are afforded access to, and engagement with, high quality CPD interventions that support their ongoing development.

**Recommendation 1:** RA MoE should consider introducing a CPD system for teachers' professional development which will support an ongoing process rather than a periodic event.

**Recommendation 2:** RA MoE should consider ways to diversify the channels/sources of CPD activities for all subject teachers. This can be achieved through developing a pool of validated trainers, accreditation of external CPD providers, as well as commissioning CPD activities and packages development to the existing state pedagogical institutions/schools/teacher bodies.

**Recommendation 3:** RA MoE should consider defining systems and mechanism for making CPD opportunities affordable for teachers in both rural and urban areas both timewise and cost-wise to support their attendance in both system and teacher-initiated CPD activities.

**Design feature 1:** The proposed CPD framework will provide a structured approach to teacher CPD and will allow all parties to share common perspectives and goals when planning and implementing CPD.

## Top Down versus Bottom Up CPD

Some research states that many 'top-down' (i.e. system-initiated) professional development interventions are weak in supporting development of teacher practices, are poorly designed with external agendas dictating content and approaches, and that they may omit many of the key features of effective CPD (see section 2.6). These initiatives generally follow a technical-outcome approach to teacher PD (Grundy, 1982) and tend to conform to political aims, rather than being consistent with PD as a teacher-led exercise in order to develop their self-evaluation abilities and understanding of how wider social contexts affect teaching and learning. This type of technical-outcome view of teacher PD implies a deficit in teacher skills and knowledge (Guskey, 1986), and so most interventions of this kind consist of 'one-off' workshops aimed at teacher mastery of prescribed skills and knowledge.

Intervention attempts based on this deficit model have been criticized throughout the literature (Bevins, Jordan and Perry, 2011) not only for a lack of content depth but, more importantly, as a flawed conception

of change and/or development as something which is 'done to' teachers rather than 'with or for' teachers (Clarke and Hollingsworth, 2002). Despite this, it is also acknowledged that contextual variability and external factors such a limited budget or low teacher salaries may enforce a more top-down, system-led approach.

On the other hand, the alternative 'bottom up' approach where developments are initiated and driven entirely by the teachers and schools can lead to fragmentation and increasing divisions while several research studies also indicate their higher effectiveness specially if they are in response to defined teaching standards, as opposed to a specific focus on a pedagogical practice. Guskey (2000) talks of the evolution of teacher PD from single training events held sporadically throughout the year to a purposeful systematic process designed to increase the knowledge, skills and attitudes of teachers with the ultimate aim of improving the learning of students. Shawer (2010, p. 598) endorses PD for career-long learning to develop professional skills and knowledge. These enhance personal and professional satisfaction through contribution to the improvement of the institution and the teaching profession.

**Recommendation 4:** The RA MoE should develop Teacher Standards using local experts which will set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers. All CPD interventions should consequently be aligned to these standards and aim to upgrade them.

**Design feature 2:** The proposed CPD framework will facilitate standard-based approach to teacher professional development.

**Design feature 3:** The proposed CPD framework will facilitate and promote bottom-up approaches to teacher development while supporting the needed top-down interventions.

## CPD Control

Bullock et al (2010) offer an analysis of Continuing Professional Development (CPD) provision along two axes (Figure A1.1). A vertical axis interrogates who controls the content (what is learned, e.g. national curriculum) and a horizontal axis probes who controls the CPD mode (how learning is implemented and how much is achieved e.g. whether a government department or professional body have control).
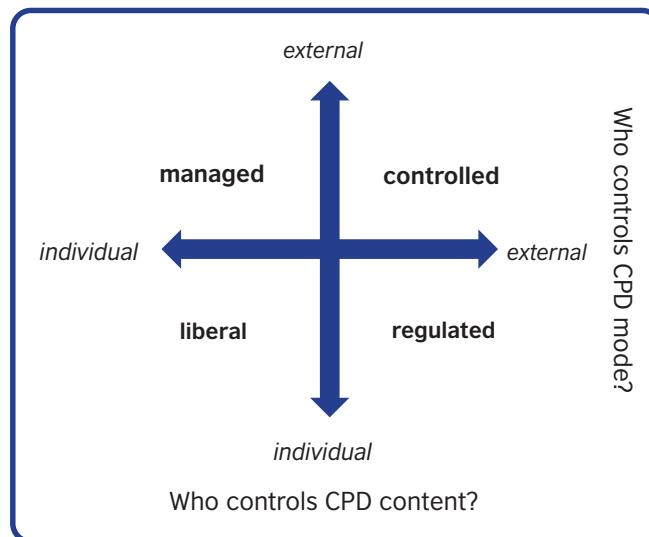


FIGURE A1.1 EXTERNAL AND INDIVIDUAL CONTROL OF CPD. (BULLOCK ET AL. 2010, P.84)

Bullock et al's (2010) analysis of UK professions shows a guiding role for professional bodies, including teaching. In each case, a professional body is responsible for setting and upholding standards relevant to that profession. These bodies are independent of any professional regulatory body or governmental agency, although they may carry out regulatory or legal tasks. They are formed of professionals and specialists, are often responsible for defining prescribed and proscribed behaviours and may impose disciplinary action on members considered to have contravened standards, including ejection from the body in extreme cases. For the purposes of professional development, these bodies may impose expectations, schemes and minimum requirements for professionals.

**Recommendation 5:** The RA MoE has taken the right step establishing the NCEDI and must ensure the body will act independently to function as a conduit between government directed initiatives and schools as well as teacher-initiated PD and attestation. This will allow a balanced approach to controlling the CPD content and mode.

**Design feature 4:** The proposed CPD framework will function as a collective enterprise supported by schools, professional bodies and educational system.

## CPD Mode and Teacher Identity

Teacher professional identity is also a crucial element that requires strong consideration in the context of professional development. Teachers' work, which includes day-to-day decisions about pedagogy and assessment for example, and longer-term decisions about curriculum design and subject content, is framed by their understanding and situating of themselves as a reflection of their professional identity (Mockler, 2011).

Canrinus et al., (2012) argue that professional identity manifests through a teachers' job satisfaction, occupational commitment, self-efficacy and changes in level of motivation. Teacher professional identity is formed and re-formed consistently throughout one's career. It is mediated through systematic and complex relationships with professional, policy and personal elements that impact teachers' lives. It is ultimately much more diverse than a simple assessment of an achieved teaching standard created by those external to the modern schooling environment. Nias sums up teacher identity and responsibility concisely when she states that a teacher has a:

*sense of moral responsibility for students and the integrity of their subject matter which are at the core of their professional identity . . . Teachers are emotionally committed to many different aspects of their jobs. This is not an indulgence; it is a professional necessity. Without feeling, without the freedom to 'face themselves', to be whole persons in the classroom, they implode, explode – or walk away (Nias, 1989, p. 305).*

**Recommendation 6:** A deep and nuanced analysis and understanding of what it is to be a teacher in the current Armenian education re-form context by is critical to understanding their PD needs and requirements to successfully drive modern schooling in Armenia.

**Design feature 5:** The proposed CPD framework will allow teachers to be centrally involved in decisions about the content and process of CPD.

**Design feature 6:** The proposed CPD frame-work will be open and robust to be seen by teachers as relevant to their needs and those of their students

## CPD Content

A recurring question in the existing literature regarding teacher PD is whether subject knowledge or general pedagogic knowledge is more important.

In their meta-analysis of studies in the field, Cordingley et al. (2015) found that both are of equal importance. However, they go on to state that PD:

*focussed on generic pedagogic strategies is insufficient … and that it is important to consider several alternative pedagogies for specific students too. Therefore, programmes focussed on just questioning skills or assessment for learning that are not also rooted in developing content knowledge to underpin such strategies and exploring how they work for different groups of students are not likely to achieve their potential (Cordingley et al., 2015, p.5).*

What is required is teacher PD where the motivation for learning more about pedagogy is not to repair individual failures or inadequacies as a teacher, but to garner greater fulfilment as a practitioner in the field. Based on this ideal and current evidence, an approach that situates teachers as professionals and the auditors of their own practice and, in turn, the designers of their own portfolio of professional development is not only appropriate but an essential component in establishing a modern and quality education system. A cautionary note is worth considering at this stage — developing teacher expertise is not simply a matter of providing access to a range of PD interventions. Nuthall and Alton-Lee (1993) warn of the need to consider the 'Goldilocks Principle' when maximising teacher learning – to ensure PD is "just right". They suggest that the variables involved in teacher professional learning are complex and often curvilinear – too little PD and learning will not occur, but too much and it can be counterproductive.

**Recommendation 7:** RA MoE should take into account the importance of teachers' existing beliefs and understanding of the reasoning that underpins classroom practice and use this knowledge to stimulate the design of content that challenges existing beliefs and theories in a non-threatening way.

**Recommendation 8:** RA MoE and designers and deliverers of teacher CPD should consider concentration on quality of interventions a key priority.

**Design feature 7:** The proposed CPD framework will allow teachers to engage in the examination and review of their beliefs and consider 'the right amount' of professional development needed.

**Design feature 8:** The proposed CPD framework will value inquiry and reflection as central professional learning processes.

## CPD Models

Kennedy (2005) offers a description of six CPD models (Table 1.1) and asks five questions as tools for analysis:

- What types of knowledge acquisition does the CPD support, i.e. procedural or propositional?
- Is the principal focus on individual or collective development?
- To what extent is the CPD used as a form of accountability?
- What capacity does the CPD allow for supporting professional autonomy?
- Is the fundamental purpose of the CPD to provide a means of transmission or to facilitate transformative practice?

The models in the lower part of the table give greater professional autonomy, allowing teachers to shape the agenda and take control over the development of their professional skills and identity; however, Kennedy notes that external parties often have greater influence on purpose, content and mode.

**Recommendation 9:** RA MoE and schools should support increasing capacity for professional autonomy of teachers which will lead to changes not only in teachers' professional performance, but also in their attitudes and insight.

**Design feature 9:** The proposed CPD framework will have the flexibility to accommodate most or all of the CPD models and will support increasing capacity for professional autonomy.

As Kennedy's framework suggests, good input through training is only the beginning of this process. Teachers also need sustained opportunities to apply and practise new knowledge and skills in the classroom in order to integrate them in their performance. A much-cited study by Joyce and Showers (2002) provides evidence of how decisive such opportunities (supported by coaching) are to the impact of CPD (table 1.2).

It is clear from this that the training model in Kennedy's framework will not be fully effective unless it is accompanied by support to embed learning into performance in the classroom.

| Model of CPD | Purpose of model | |
|---|---|---|
| The training model<br>The award-bearing model<br>The deficit model<br>The cascade model | Transmission | |
| The standard-based model<br>The coaching/mentoring model<br>The community of practice model | Transitional | Increasing capacity for professional autonomy |
| The action research model<br>The transformative model | Transformative | |

TABLE A1.1 MODELS OF CPD TRAINING (KENNEDY, 2005)

| | Develop strong knowledge | Develop strong skills | Transfer to others |
|---|---|---|---|
| Study the theory | 10% | 5% | 0% |
| Demonstration/modelling | 30% | 20% | 0% |
| Practice (usually simulated during training) | 60% | 60% | 5% |
| Peer coaching (during and after training) | 95% | 95% | 95% |

TABLE A1.2. CPD TYPE vs OUTCOME (JOYCE AND SHOWERS, 2002)

## Features of Effective CPD

Whether Professional Development (PD) consists of single events or a course of development, Darling-Hammond, Hyler, and Gardner (2017) identify a number of features of what their meta-analysis found to be crucial ingredients of high-quality PD:

- **incorporates active learning** - active learning that engages teachers directly in designing and trialling classroom strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. This approach to PD uses authentic artefacts, interactive activities, and other strategies to support embedding of learning through doing and contextualisation of professional learning

- **supports collaboration** - high-quality PD establishes space for teachers to discuss and share ideas and collaborate with peers and mentors through realistic contexts. Teachers can create learning communities that can positively change the culture and pedagogy of their classroom, department, and school

- **uses models of effective practice** - modelling of instruction offers teachers a clear vision of what best practice looks like. Models can include lesson plans, student work, peer observations, and video or written cases of teaching

- **provides coaching and expert support** - coaching and expert support involve sharing of expertise either subject specific or more generally and is focused directly on teacher identified individual needs

- **offers feedback and reflection** - high-quality professional learning allocates time for teachers to think about, receive input on, their learning and practice. Feedback and reflection both help teachers to thoughtfully progress learning and development

- **is of sustained duration** - high quality PD provides teachers with adequate time to learn, implement, reflect upon, and modify new strategies that support positive changes in their practice. While duration largely depends on context and subject matter, a rule of thumb indicates approximately two school terms is appropriate

**Design feature 11:** The proposed CPD framework will foster the features of effective CPD.

## Tensions – Professional responsibility vs accountability

The previous sections of this paper promote the importance of teacher CPD, its centrality to quality teaching and learning and, therefore quality education systems and outlines characteristics of good CPD identified from existing literature. However, while CPD is almost always valuable its deployment by governments as a tool to drive particular political priorities can have negative consequences for teachers and students.

Sugrue and Mertkan (2017) suggest that by prioritising efficiency and effectiveness the value of teachers' professional responsibility is overlooked. It is here where the provision of CPD becomes conflicted. The question is whether CPD augments teachers' professional responsibility and instils a sense of autonomy or endorses a culture of performativity that uses judgements and comparisons as a means of control amplified through rewards and sanctions dictated by external agencies (Ball, 2003).

**Recommendation 11:** It is strongly recommended that any specification for teachers' CPD by the MoE should support and encourage a teacher and school driven approach which should reflect the features of modern schooling and challenge teachers to develop their knowledge and understanding of the nuances of education practice from pedagogy to policy and from curriculum to student learning. Teachers' CPD should be framed by, and mediated through, their developing identity as a classroom and/or education practitioner.

**Recommendation 12:** It is recognized that while the RA MoE has a key role in defining regulatory principles, the state should do so in a collaborative manner and seek to involve expertise from stakeholders with particular emphasis on teachers' practical knowledge and experience.

**Design feature 12:** The proposed CPD framework will promote collaboration among all stakeholders.

## Teacher Portfolios for CPD

A teaching portfolio can take many forms, both physical and digital, and tends to vary depending on its purpose (Dysthe and Engelsen, 2011), such as a portfolio for evaluation, a portfolio for development and a portfolio for employment (Wolf

and Dietz, 1998). Portfolios have regularly shown their value in supporting and improving in-service training programmes or with continuing professional development (Hamilton, 2020; Liu , 2009; Pires Pereira, Cristo Parente and da Silva, 2016). In this context, the research findings suggest that teacher portfolios can significantly improve: the quality of teaching and CPD provision; the prospects and process of career development; and engagement with educational reform.

Using an evidence-based portfolio, teachers are empowered to provide what they see as relevant evidence for development. This process of selection encourages reflection which engenders professional growth (Schön, 1992). Teachers' engagement in CPD reflected in the evidence in their portfolios has been shown to develop confidence in applying new ideas in the classroom in other professions and in teaching (Liu, 2009). Benefits from CPD can be amplified through the opportunities that portfolios provide for: "recording and reflecting on CPD activities; managing learning in practice; accessing learning resources and programs" (Gordon and Campbell, 2013, p.287) and further enhancing teaching.

Teaching portfolios have proved instrumental in establishing criteria-referenced standards for the recognition of teacher experience, development, achievement and status and the promotion of teachers. Forde et al. (2006) recognise that with the shifting of responsibility for professional development on to the individual teacher, the 'Continuing Professional Development' paradigm has been responsible for establishing a continuum of standards teachers can be expected to achieve at different stages of their career. For instance, the granting of 'Chartered Teacher' status in Scotland depends heavily on a record of professional development evidenced by formal and informal training events as well as classroom experimentation and implementation, and so the teacher portfolio has become the preferred format for providing that evidence (Christie, 2006). Portfolios can, in addition, aid the transition from one status to another, such as from teacher to teacher educator (Hamilton, 2018). With a teacher portfolio in place, it will be relatively simple to provide criteria, expectations and expected formats to introduce criteria for status recognition and promotion, as potential candidates will already have accumulated the necessary evidence through their portfolios.

**Recommendation 13:** RA MoE should consider teacher portfolios as strong vehicles for introduction of evidence-based teacher development process.

**Design feature 13:** The proposed CPD framework will allow introduction of Teacher Portfolios as a vehicle for teachers to provide evidence of their development

## CPD for Experienced and Early Career Teachers

Throughout the literature and in policy, the CPD profile of experienced and early career teachers are clearly distinguished. A number of studies have investigated the problems early career teachers encounter when they first embark on a teaching career. An overview of international research identifies several key recurring themes:

- teachers' pre-service education often does not equip them with the satisfactory knowledge, skills and understanding to meet the demands of classroom teaching (Roehrig & Luft, 2006). This seems particularly worrying in the area of classroom management (Robertson, 2006)

- too few early career teachers experience a quality induction program (Algozzine et al., 2007)

- there are both personal and contextual conditions that influence the retention of successful early career teachers (Peters & Le Cornu, 2007)

- school structures, policies and cultural practices are 'deskilling teachers and robbing them of the enthusiasm to proceed with their job creatively' (Kanpol, 2007, p. 1)

- school leaders are frequently too busy or lack the skills to effectively support early career teachers (Andrews, Gilbert & Martin, 2007).

**Recommendation 14:** RA MoESCS should consider designing and developing an Early Careers Framework (ECF) which is intended to improve the quality and support for Early Career Teachers (ECT). A case of study of UK's attempt to address this is included in Appendix 2.

**Design feature 14:** The proposed CPD framework will work both for experienced and early career teachers allowing them to identify the most suitable PD areas to prioritise and implement.

## Teacher CPD Frameworks

There has been considerable growing interest in providing frameworks to establish competencies for teachers across Europe and provide a descriptive tool to guide professional action and offer pathways for improvement. Competencies combine knowledge and skills that can be implemented for practical purposes in teaching and are thus typically very complex. Approaches towards characterising these competencies range from broad educational aims specifying little more than expectations for newly qualified teachers to those that are comprehensive, desegregated into areas and divided by level of attainment (European Commission, 2013). The European Commission (2013) provides a very useful summary of some of the differences and purposes of teacher CPD frameworks.

CPD frameworks differ in a variety of ways:

- the level of detail with which teacher competences are described: from 'light touch' to complex and comprehensive;

- competences described only for initial teacher education, or as competences that are expected to develop over the whole teaching career;

- the policy tools used to implement the framework (legislation, regulation, guidelines, university curricula, specification of learning outcomes, requirements for entry into the profession, teacher certification);

- the agencies that are entrusted to implement the policy (government organisations, teacher education institutions, professional bodies such as teaching councils).

CPD Frameworks can also have a range of purposes and uses. These include:

- clarifying the professional knowledge and skills a teacher needs;

- helping to enhance the professional status of teachers;

- guiding teachers in reflection and professional development;

- assessing probationary teachers in order for them to qualify for full teacher status;

- assessing teachers for performance management or inspection purposes;

- designing teacher development programmes for initial training, induction (early career support) and in-service development.

The following diagram is useful in understanding the different aspects of competence which teacher CPD frameworks take into account and classify in various ways:



FIGURE A1.2 ASPECTS OF COMPETENCE FACTORED IN TEACHER FRAMEWORKS

Accordingly, teacher frameworks prove to be potentially practical tools for supporting a systematic, structured, and multifaceted approach to teacher CPD. They are also inclusive of critical aspects of needed competencies which various research studies indicate as critical for a successful and efficient CPD system.

FIGURE A3.2 TEACHING FOR SUCCESS FRAMEWORK

## British Council Teacher CPD Framework

One attempt to transform teacher CPD and Framework research in development into a workable framework that is adaptive enough to serve multiple purposes and uses while also being relevant across teaching contexts is the British Council's Teaching for Success approach (2015) to teacher education and continuing professional development. The approach is structured around unique British Council CPD frameworks for teachers, teacher educators and school leaders. These provide the pathways to achieve improvement in teaching and learning across the whole school, involving all the key practitioners and aim to ensure that practice in the classroom demonstrates new professional learning and contribute to improved learning outcomes.

Drawing on Evans (2002), the initial trials of the teacher framework reported in Bolitho and Padwad (2013), and the studies into English language teaching reported in Hayes (2014), the British Council's Teacher CPD Framework divides teaching into 12 core professional practices representing the 'content' of teachers' knowledge (see Figure 2.2

below). It provides levels of attainment that map onto qualifications as well as descriptions of competency levels entitled as: *Awareness, Understanding, Engagement* and *Integration.* As a 'legacy' of the implementation of an earlier model within language teaching contexts, the framework indicates levels of attainment in the CEFR scheme for competency in a foreign language.

The Teaching for Success approach and its teacher framework has been successfully implemented in a range of contexts and scales. For instance, blended learning materials based on the Teaching for Success framework were evaluated very positively in a project for teachers in Occupied Territories of Palestine, and particularly for teachers of English (British Council, 2019). In another project, as part of a larger ambitious educational reform programme, the Teaching for Success CPD framework acted as conceptual grounding and a catalyst in establishing and improving teacher practices in Montenegro (Madzgalj and Kandybovich, 2018). The CPD framework has been also proactively used in Armenia in recent years by British Council Armenia office for developing and offering teacher development opportunities to

English language teachers within various educational projects and has received positive reviews by the teachers in terms of its applicability, relevance, and flexibility.

Considering the British Council's CPD framework's proven track record, its adoption of effective design features based on research findings (Section 3.1 and Appendix 1), and its ability to provide a relevant, consistent and reliable way of understanding the teacher's role and the potential areas for professional development that can be easily adapted to the Armenian context, within this policy paper a new open CPD framework for teachers is proposed which is an adaptation of the British Council's framework. The new framework aims to allow both a degree of central direction and agenda-setting and at the same time supporting a diverse system that is responsive to teachers' and schools' needs and hopes.

## Appendix 2: UK's ECTs Pathway's Case Study

Throughout the literature and in policy, the CPD profile of experienced and early career teachers are clearly distinguished. A number of studies have investigated the problems early career teachers encounter when they first embark on a teaching career. An overview of international research identifies several key recurring themes:

- teachers' pre-service education often does not equip them with the satisfactory knowledge, skills and understanding to meet the demands of classroom teaching (Roehrig & Luft, 2006). This seems particularly worrying in the area of classroom management (Robertson, 2006)

- too few early career teachers experience a quality induction program (Algozzine et al., 2007)

- there are both personal and contextual conditions that influence the retention of successful early career teachers (Peters & Le Cornu, 2007)

- school structures, policies and cultural practices are 'deskilling teachers and robbing them of the enthusiasm to proceed with their job creatively' (Kanpol, 2007, p. 1)

- school leaders are frequently too busy or lack the skills to effectively support early career teachers (Andrews, Gilbert & Martin, 2007).

In an attempt to address some of these issues, in 2019 the UK government funded the design and development of the Early Careers Framework (ECF) which is intended to improve the quality of and support for Early Career Teachers (ECT). The offer for ECT includes:

- two years of funded high-quality training

- freely available high quality development materials based on the early career framework

- additional funding for 5% time away from the classroom for teachers in their second year

- a dedicated mentor and support for these mentors

- funding to cover mentors' time with the mentee in the second year of teaching

A phased approach to introducing the framework was planned with early roll-out from autumn 2020 in selected areas with complete roll-out from 2021. However, the roll-out has been suspended due to current Covid-19 restrictions.

The ECF sets out what all ECTs will both learn about and learn how to do, as part of their strengthened statutory induction. Statutory induction is viewed by the current government as a key step in a teacher's journey towards a successful career and is required to support the early career teacher in demonstrating that they have met the existing Teachers' Standards. The full induction programme includes six elements:

1. Sequence
2. Self-directed Study Materials
3. Mentor Session Materials
4. ECT Training Session Outlines
5. ECT Training Programmes
6. Mentor Training Programmes

While the ECF is comprehensive and covers all subject areas, there is a question regarding its compulsory status and a perceived extra workload for an ECT which, at that stage in their career, could hinder rather than help their development. The framework is offered through an induction programme that provides funding to release ECT for a portion of their normal timetable, so it remains to be seen whether the framework will achieve success in supporting the early career development of teachers. The introduction of this intervention clearly establishes the belief of the current UK government that a professional development framework for early career teachers underpinned by predefined standards is necessary. Newly qualified teachers will benefit most from the framework when they are guided by a mentor or trainer through the process, particularly to help them identify the most suitable areas to prioritise and to implement suitable action. As with all teachers, they will benefit from collaborating with more experienced peers and future initiatives could include a review into providing specific support to inexperienced teachers similar to those described above.

The full details of the framework can be reviewed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923070/Statutory_Induction_Guidance_2019.pdf

## Appendix 3: Tools to Support Stages in Development Cycle

The overall Development Cycle should be viewed as a tool for development. It offers a way to conceptualise professional development at the level of a single event, such as a workshop or conference presentation, a classroom intervention, a series of events or a course, including formal qualifications, overall development from year to year, and career progression over many years. All can be viewed through the Development Cycle.
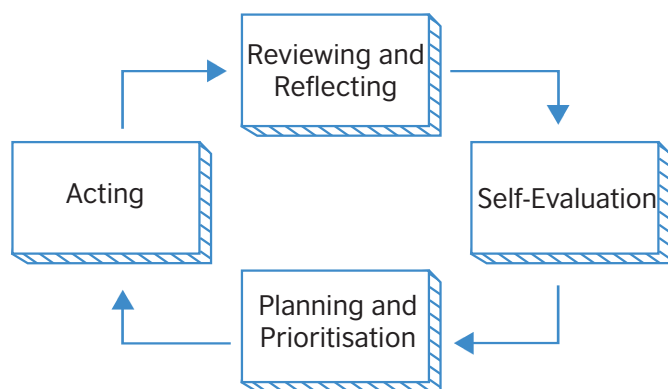


Below is a list of resources that could be used during each stage of the Development cycle. The list is not exhaustive and inclusion of a resource, model or tool does not imply its endorsement.

## Self-Evaluation

• **SWOT Analysis**

The teacher can use the SWOT framework to occasionally review key areas for development. SWOT stands for Strengths, Weaknesses, Opportunities and Threats and is often displayed on a grid:

|  | Helpful | Harmful |
|---|---|---|
| Internal | STRENGTHS | WEAKNESSES |
| External | OPPORTUNTIES | THREATS |

• **Self-evaluation Tool**

The teacher can self-evaluate their own development against the four development domains or the 12

professional practices of development, using the visualiser and a series of 'can-do' statements aligned to the new framework to evaluate their career progression. For the purposes of the portfolio, the teacher should be able to provide evidence for each can-do statement.

## Planning & Prioritising

• **Action-planning**

An Action Plan can support a teacher's plan to Act by breaking down a larger process into its component stages, sequencing and timing those stages, and by allocating resources and responsibilities. These are particularly useful when a team is involved. A typical format is outlined here:

The Action and the Result columns should be as specific as possible. The Result column identifies how you will know that the action has been completed.

| No. | Action | Responsible Person(s) | Start Date | Result | End Date |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

• **SMART Goals**

SMART is an acronym for **Specific, Measurable, Achievable, Realistic** and **Timely.** There are many tools available online that help teachers identify their most important goals for their students, their teaching and their career.

• **Priority Grids**

A grid that can prioritise short and long-term goals can help direct a teacher's limited resources towards CPD that is likely to have the greatest impact. Various prioritisation grids are available. This one is taken from Covey's 'effective habits' workshops.

|  | Urgent | Not Urgent |
|---|---|---|
| Important | JUST DO IT | SCHEDULE IT |
| Not Important | DELEGATE / PUSH BACK | DON'T DO IT |

Another example, with a little more complexity:

| | Low Effort | High Effort | |
|---|---|---|---|
| High Risk | AVOID | INVESTIGATE | High cost |
| Low Risk | CONSIDER | PRIORITISE | Low Cost |
| | Low Value | High Value | |

It is also possible to apply criteria and evaluate priorities using more complex models, which are especially useful in deciding which course of action to take.

These tend to follow three or more steps. The first step is to identify goals (see SMART goals below). Then criteria need to be identified for the goals – what are the key elements of that goal? Next it is evaluated how important each criterion is and a weighting is given. Finally, for each option a score is given against each criterion (where low scores are negative and high scores are positive), and then scores are multiplied against each criterion by the weighting for the criteria to give a total prioritisation score. The grid below can help organise this process.

For example

**Goal:** To improve students' performance in English language syllabus, especially being able to respond orally to simple non-personal questions (e.g. What is your town / city like?)

**Options:**

1. Attend 12 supported online lessons designed to improve students' talking in class

2. Use selection of online materials in class and evaluate their effectiveness

3. Work with English teacher in neighbouring school to plan and reflect on intervention using task-based learning

**Criteria /10 [Weighting and explanation for score /10]:**

- Time required [This is an important consideration, and could have an impact on my decision, but it is not the most important factor, so I scored it 7/10]

- Likely impact on students [For me this is the most important criterion, and is the main reason I want to spend time on this goal, so I scored it 9/10]

- Disruption to weekly schedule [I need to consider this, but is not very important as any change is likely to involve disruption, so I scored it 4/10]

- Long-term change in teaching [I would be happy if this made a long-lasting change to my teaching, but it is not as important as making a change for these students 6/10]

- Recognised by the school [I want to my efforts to be noticed, and expect this activity to contribute to my long-term career goals, but this cannot be the most important factor because often the school does not recognise the most useful CPD activities, so the score is 7/10]

Here we see a completed prioritisation table for this scenario, where the score for Option 1 on the first criterion is estimated as 6 and this is multiplied by its Weighting of 7 to give a weighted score of 32:

In this scenario, the 3rd option of working with another teacher to introduce task-based learning into the English classes is considered the best way to achieve this goal, scoring a total of 186. A blank table looks like this (for 3 options against 5 weighted criteria).

| | Criteria | | | Weighting | | | |
|---|---|---|---|---|---|---|---|
| | Option 1 | Option 2 | Option 3 | Option 1 | Option 2 | Option 3 | |
| Time required | **6** | 4 | 2 | **32** | 28 | 14 | **7** |
| Likely impact on students | 3 | 7 | 8 | 27 | 63 | 72 | 9 |
| Disruption to weekly schedule | 9 | 5 | 6 | 36 | 20 | 24 | 4 |
| Long-term change in teaching | 3 | 6 | 8 | 18 | 36 | 48 | 6 |
| Recognised by the school | 7 | 5 | 4 | 49 | 35 | 28 | 7 |
| | | | Total | **162** | **182** | **186** | |

## Act

- **Observation schedule**

When making a change in the classroom, one of the best ways to gauge its effect on learning is to observe what happens in the classroom. These observations are often highly focused on the exact changes expected from the change and can be noted by a trained observer or even by viewing a video recording (after gaining all participants' consent). There are many generic observation schedules available (e.g. http://eprints.uny.ac.id/1069/4/Appendix_5.2_Observation_Schedule.pdf) but the most relevant observation schedules will be designed to respond to the plan and priority that the teacher has already identified.

- **CPD Courses**

Throughout a teacher's career, relevant, inspiring and innovative training and professional development can make a significant difference, offering renewed interest in the profession, providing tips and strategies for the classroom, or updating pedagogic or subject knowledge. Aligning these opportunities with national, regional and personal learning goals can have a transformative effect on teachers. However, there is a risk that the event or course is not designed to reflect effective CPD. To reduce this risk, we suggest that NCEDI be given the authority to accredit CPD providers, with recognition for those who consistently provide CPD of a high standard to clear specifications that match teachers' needs.

- **Reading Record**

With an increase of resources available on the internet it is possible for teachers to take a very individual approach to PD by locating and developing their own record of reading, learning and reflecting. Teachers can also set up reading circles with other teachers with similar interests to discuss theories and techniques found in the literature and discuss further implementation plans.

## Review & Reflect

- **Personal journal**

A personal journal, which may include reflections or could be a series of artefacts (teaching materials, lesson plans, tests etc.) can offer an aide-memoir of critical points or incidents, of key learning points, of important developments during a teacher's career. These can be used to review actions and learning over the short-, medium- and long-term.

- **Peer Discussion (Cooperative Development)**

Many of us think we know what we mean, but it is only when we try to explain our ideas to others that we realise that we have more thinking to do. As we develop as teachers a sympathetic peer can be an invaluable asset when reflecting on our practice and evaluating what we have learned from an Act stage in the Development Cycle. In Cooperative Development, the role of the peer is to be non-judgemental, to listen and to reflect back in different words what they understand we have said. This provides plenty of opportunities for the teacher to clarify their understanding as well as forcing them to explain ideas as clearly as possible. This can significantly improve reflection on action and learning. It may help to keep a written record of these conversations so that they have evidence for their portfolio.

- **Reflective Writing**

Reflective writing is a common task set in teacher training and education courses. Some people prefer writing to speaking (and vice versa), but both are helpful in encouraging you to reflect on your experience and your learning. This should not be seen as an assessment (although some CPD courses may use it that way), but more as a way of externalising one's thoughts to help them make their development and learning explicit.