

# **Teaching for Success Conference**

## **Speaker Proposal Guide**

**2025**

## Be part of the conference

We are seeking **speaker** proposals from teachers, trainers, and researchers in Armenia to provide new learning, understanding, skills, or inspiring ideas for English teaching professionals across Armenia.

## We invite you to put forward your speaker proposal!

### Theme

The underlying theme of the conference is ‘**Continuing Professional Development: Improved skills for improved teaching**’. As such, your talk **should be aligned to** one or more of the Professional Practices from Armenia’s new CPD Framework for teachers.

Please read **Annex 1** enclosed to this document for a description of the **Professional Practices** before submitting your proposal, as selection will be based on the relevance of your talk or workshop to these professional practices.

### How to submit a speaker proposal

We have developed the following guidance to support you with developing your speaker proposal. Please take some time to read the guidance carefully, which will provide further detail on the required talk/workshop session’s duration, audience, content and format.

### Planning your proposal

- **Duration: 30 to 45 minutes (approximately) including time for Q&A.**

When preparing your proposal, it will help to keep in mind that your session should be 30 to 45 minutes in duration taking into consideration that you may be asked to extend or condense the session.

The length of your talk or workshop will be determined by the programme. Related topics may become part of a single, dual, or multiple sessions.

- **The audience: English language teaching professionals in Armenia**

The primary audience for the conference is English language teachers and professionals working in Armenia’s public education system (state schools), private schools, higher education institutions, as well as ELT teachers working in private language centres.

- **Content: Practical, inspiring and international**

Whether your background is in teaching, training, or research, when first thinking about your proposal, it may assist to keep in mind the below three key features to make your session will be a success.

- ✓ **Is it practical?** Will participants take away practical knowledge, activities or tips to apply in their practice or use for their professional development?
- ✓ **Will it inspire?** Will my talk/workshop create thought-provoking discussion, leading to increased or improved understanding?
- ✓ **Is it relevant?** Will it be useful for professionals in different institutions and context in Armenia?

- **Content: Presentation and hand-outs**

We encourage the use of PowerPoint presentations to convey your ideas to the audience. A British Council branded template with detailed guidelines will be shared with those selected.

Please feel free to make use of a variety of different content to bring your objectives to life, including ideas, information, data, illustrations, diagrams, charts, facts, figures, statistics, images, video, audio, etc.

You may wish to share materials related to your session during or after the seminar in the form of a print/electronic hand-out. As an example, this may include session notes, activities for real-life practice to follow the talk/workshop, top tips, resources for staffroom discussion, links to further reading, etc.

- **Content: Intellectual Property and copyrighted materials**

Due to Intellectual Property Rights in the UK and internationally, we must take extra care to ensure the presentations properly attribute the creators of work where this is due. (As we will, in turn, properly attribute your work.)

Upon selection, if you plan to make use of material which does not belong to you (i.e. bodies of text, images, video, or music) we expect that you will take responsibility for requesting permission to use any copyrighted material from its creator and, as far as possible, ensure that permission is in place in advance of the date of your presentation.

## Speaker Selection Criteria

Your proposal will be evaluated against the below criteria on a scale 0-5.

Selection Criteria	Aligned to the theme	Practical	Inspiring	Relevant	Decision
Rating					

To submit your speaker proposal, click on this [LINK](#)

## Annex 1 - Armenia CPD Professional Practices

Professional practice		Description
1	<b>Planning Lessons and Courses</b>	The teacher develops a lesson plan based on the thematic plan and in line with universal learning design principles which contributes to the effective learning and development among learners.
2	<b>Teaching Methods and Strategies</b>	The teacher selects and applies teaching methods and strategies based on the requirements of the lesson, which establish inter-disciplinary links and connection with everyday life.  The teacher can deliver remote and hybrid teaching, upon necessity.
3	<b>Managing Resources</b>	The teacher uses the educational resources available at the school library and laboratories, as necessary.  The teacher uses online educational resources.
4	<b>Integrating ICT</b>	The teacher uses ICT (a PC/tablet/mobile phone/online apps, including video conferencing platforms), applying various methods to ensure learning among students when delivering a lesson, checking knowledge, and engaging learners.
5	<b>Developing 21st Century Skills</b>	The teacher develops thinking skills (creativity and innovation, critical thinking, problem solving, decision making, learning to learn) among learners.  The teacher develops job skills among learners (communication, collaboration, teamwork).  The teacher develops media literacy skills among learners.  The teacher develops life skills (civic activism, private life and professional career, personal and social responsibility).
6	<b>Identifying learners' needs</b>	The teacher can identify the educational needs of every learner and their individual characteristics.

7	<b>Assessment of learning</b>	<p>The teacher assesses learners in line with assessment principles (objectivity, reliability, consistency) and methodology.</p> <p>The teacher assesses the progress of every learner's behaviour, attitude and value system.</p>
8	<b>Competences for ensuring universal inclusion and participation in the educational process</b>	The teacher ensures equal participation, opportunities and accessibility for every learner, when organising education processes.
9	<b>Taking responsibility for professional development</b>	The teacher objectively assesses his/her own professional development needs, selects the most purposeful courses (face-to-face, online or hybrid), and engages in scientific and pedagogical activity.
10	<b>Knowledge of educational legislation and practice in education</b>	The teacher is abiding to legislation on general education when organising his/her work and professional activity.
11	<b>Professional integrity, democratic and civic competence</b>	The teacher organises his/her work in line with professional integrity, democratic and civic competences.