2026-2027 Academic Year Professional Development Needs Analysis Results

Executive Summary

The Professional Development Needs Analysis was conducted with 30 instructors to identify institution-wide professional learning trends as well as instructors' self-selected development priorities.

The findings should not be interpreted as a performance evaluation or a measure of teaching competence. Rather, they provide an evidence-informed picture of how instructors perceive their current practices, the areas they identify as strengths, and the aspects of teaching they would like to explore further through professional development.

1. Institution-Wide Professional Development Profile

Across the six professional development domains, institutional mean scores ranged from 2.82 to 3.27 on the four-point self-assessment scale.

Professional Development Domain	Mean
Learning Environment & Interaction	3.27
Language, Communication & Culture	3.24
Teaching & Supporting Learning	3.23
Learner Autonomy & Learning Strategies	2.97
Digital Technology for Learning	2.93
Assessment for Learning & Feedback	2.82

Self-assessment scale:
1 = Development Priority · 2 = Developing · 3 = Established · 4 = Strong Practice

The highest institutional mean was recorded for Learning Environment & Interaction (3.27), followed closely by Language, Communication & Culture (3.24) and Teaching & Supporting Learning (3.23).

In comparison, Assessment for Learning & Feedback (2.82), Digital Technology for Learning (2.93), and Learner Autonomy & Learning Strategies (2.97) indicate relatively greater potential for institution-wide professional learning.

2. Practices Most Strongly Reflected in Self-Assessment

Several specific practices emerged particularly strongly across the institution.

Development Goal	Mean
1.3 Give clear, concise, and appropriately staged instructions	3.77
6.1 Create a supportive classroom environment in which learners feel comfortable participating and making mistakes	3.77
3.1 Model accurate, clear, and level-appropriate use of the target language	3.60
3.3 Encourage learners to extend, explain, and justify their responses	3.43

These findings suggest a strong perceived foundation in classroom instructions, supportive learning environments, appropriate target-language use, and encouraging extended learner responses.

3. Areas Showing Greater Professional Learning Potential

The relatively lower item-level means were concentrated particularly around learner involvement in assessment, digital feedback, and learning-strategy development.

Development Goal	Mean
2.5 Self-assessment and reflection on learning	2.33
2.4 Meaningful opportunities for peer feedback	2.52
2.1 Formative assessment during lessons	2.69
5.5 Digital tools for timely and meaningful feedback	2.70
4.2 Learner selection of appropriate learning strategies	2.73
3.4 Spontaneous learner-to-learner communication	2.76
1.5 Checking students' understanding	2.80
5.3 Digital tools for meaningful interaction and collaboration	2.80

A particularly clear pattern can therefore be seen around Assessment for Learning, especially self-assessment, peer feedback, and formative assessment.

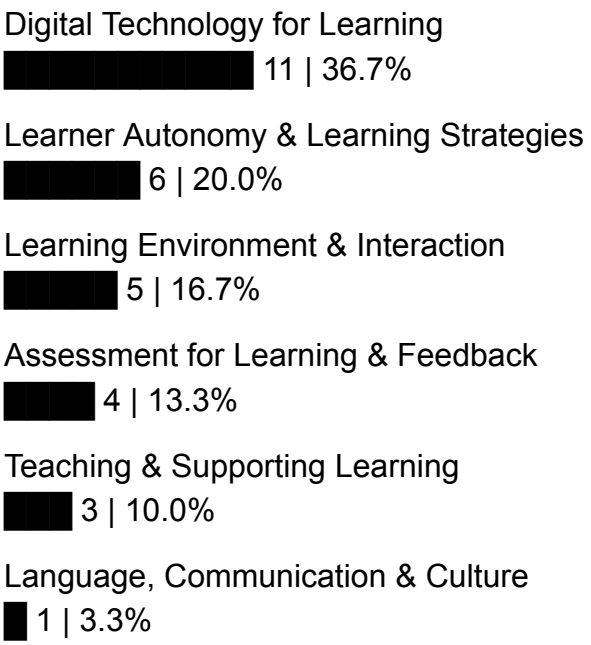
Digital development needs also appear to extend beyond simply using technology. The results point towards the pedagogical use of digital tools for feedback, interaction, collaboration, practice, and evidence of learning.

4. Instructors' Self-Selected Development Priorities

An important part of the analysis asked instructors to select the professional development domain they personally wished to prioritise.

Self-Selected Priority Domain	Instructors	Percentage
Digital Technology for Learning	11	36.7%
Learner Autonomy & Learning Strategies	6	20.0%
Learning Environment & Interaction	5	16.7%
Assessment for Learning & Feedback	4	13.3%
Teaching & Supporting Learning	3	10.0%
Language, Communication & Culture	1	3.3%

Distribution of Self-Selected Priorities



The strongest individual preference was therefore Digital Technology for Learning, selected by more than one third of instructors.

When Digital Technology for Learning and Learner Autonomy & Learning Strategies are considered together, 17 of the 30 instructors (56.7%) selected one of these two domains as their personal professional development priority.

5. Most Frequently Selected Development Goals

The goal-level responses provide a more specific picture of the kinds of professional learning instructors are interested in.

Domain	Most Frequently Selected Development Goal	Instructors
Teaching & Supporting Learning	1.2 Vary teaching techniques	10
	1.5 Check students' understanding	10
Assessment for Learning & Feedback	2.4 Peer feedback	11
	2.5 Self-assessment	10
Language, Communication & Culture	3.4 Spontaneous learner-to-learner communication	13
Learner Autonomy & Learning Strategies	4.2 Learner strategy selection	10
Digital Technology for Learning	5.5 Digital feedback	10
Learning Environment & Interaction	6.4 Participation of quieter/less confident learners	12

This reveals several recurring interests across different domains: learner agency, learner participation, interaction, feedback, and greater learner independence.

6. A Key Finding: Development Priority Is Not Simply the Lowest Score

One of the most important findings concerns the relationship between self-assessment scores and instructors' personal development choices.

Relationship	Instructors	Percentage
Selected priority was also the lowest-scoring domain	10	33.3%
Selected a different domain	20	66.7%

Lowest Score vs. Teacher Choice

33.3% — 10 instructors
Selected their lowest-scoring domain

66.7% — 20 instructors
Selected a different domain

This finding is important for the philosophy of the professional development programme. For two thirds of the instructors, the domain they personally wished to develop was not their lowest-scoring domain.

Professional development priorities should therefore not be determined mechanically according to:

“Lowest score → Development area”

Instead, the findings support an:

“Evidence-informed + teacher-selected”

approach to professional development.

Self-assessment data can inform professional reflection, while instructors retain an active role in deciding which aspect of their teaching they wish to explore.

7. Four Institution-Wide Professional Learning Themes

Taken together, the quantitative results and instructors’ choices point towards four major themes for institutional professional development.

1. Digital Pedagogy

- pedagogically purposeful use of digital tools
- digital feedback
- learner interaction and collaboration
- active participation through technology
- digital evidence of learning
- AI-supported teaching and learning

2. Assessment for Learning

- formative assessment
- peer feedback
- self-assessment
- learner reflection

- using classroom evidence to inform teaching

3. Learner Autonomy & Learning Strategies

- explicit strategy instruction and modelling
- helping learners select appropriate strategies
- self-correction
- moving from guided to independent learning

4. Learner Participation & Interaction

- spontaneous learner-to-learner communication
- teacher talk–learner talk balance
- participation of quieter or less confident learners
- meaningful learner interaction
- learner voice and agency

8. Implications for Professional Development Planning

The findings support a two-level professional development model.

Institution-Wide Professional Learning

Common needs can be addressed through:

workshops · seminars · webinars · teacher-sharing sessions · professional learning resources

with particular emphasis on the four institution-wide themes identified above.

Individual Professional Development

At the individual level, instructors can continue through the existing developmental cycle:

Needs Analysis → Teacher-Selected Priority → Development Goal → Individual SMART Goal → Pre-Observation → Classroom Observation → Post-Observation Discussion → Self-Reflection

This approach enables the institution to respond to common professional learning needs while preserving teacher agency and individual professional development priorities.

Overall Conclusion

The needs analysis does not indicate a single institution-wide “weakness.” Instead, it reveals a combination of established practices, areas for further professional exploration, and clear teacher-selected development interests.

The strongest perceived foundations relate particularly to supportive classroom environments, clear classroom instructions, appropriate target-language use, and learner response development.

At the same time, the results identify Digital Pedagogy, Assessment for Learning, Learner Autonomy & Learning Strategies, and Learner Participation & Interaction as the four most relevant themes for future institution-wide professional learning.

Most importantly, the analysis demonstrates that professional development needs cannot be identified solely through numerical self-assessment scores. Since 66.7% of instructors selected a development priority other than their lowest-scoring domain, the findings support an evidence-informed, teacher-selected, developmental model of professional learning rather than a deficit-based approach.

