Professional Development Unit Activity Analysis Report

2025–2026 Academic Year

Purpose of the Summary

This summary provides an overview of the Professional Development Unit activities conducted during the 2025–2026 Academic Year. It summarizes the professional development options offered to instructors, the activities selected and completed, the number of submitted reflection forms or participants, the main findings, and the action areas identified for the following academic year.

The detailed evidence report includes item-based quantitative findings, qualitative findings where available, conclusions, impact analyses, areas for future review and monitoring, and action plans for each activity or process.

Scope and Evidence Base

The Professional Development Unit collected reflection forms from instructors after different professional development activities and processes. The forms included Likert-scale items and, where applicable, open-ended questions. The data were analysed in order to evaluate the implementation of the activities, identify general patterns in participant feedback, and support future professional development planning.

The analysis covers three main groups:

1. Observation-based professional development options,
2. Professional development activity options,
3. End-of-year individual reflection and professional and personal development meetings.

Observation-Based Professional Development Options

During the 2025–2026 Academic Year, instructors were offered three observation-based professional development options. Each option followed a reflection-based professional development process. After completing the selected option, instructors submitted a reflection form evaluating their experience.

Observation Option	Brief Description	Number of Submitted Reflection Forms	Overall Mean Score
Self-Observation (Video Reflection)	Instructors recorded and reviewed one of their own lessons and reflected on the process.	31	4.10 / 5
Peer Observation	Instructors participated in a peer observation cycle including pre-observation, observation, and post-observation stages.	17	4.72 / 5
Developmental Observation	Instructors who selected this option were observed by the Professional Development Unit through a structured developmental observation cycle.	2	5.00 / 5
Total		**50**	

Professional Development Activity Options

In addition to observation-based activities, instructors were offered different professional development activity options by the Professional Development Unit. Instructors selected one of the available options and completed the relevant process.

Professional Development Activity	Brief Description	Number of Submitted Reflection Forms	Overall Mean Score
Co-teaching	Offered as a professional development activity option.	0	Not applicable
Reading Hub	Instructors selected and engaged with professional reading materials provided by the Professional Development Unit.	31	3.76 / 5
Mini Reflective Journal	Instructors completed reflective journal prompts to reflect on their teaching practices.	18	4.24 / 5
Teacher-led Workshops	Offered as a professional development activity option.	0	Not applicable
Total		**49**	

Co-teaching and Teacher-led Workshops were kept among the professional development activity options in order to provide instructors with a range of choices based on their professional interests and needs. Although these two options were not selected during the 2025–2026 Academic Year, they may be considered by instructors in future academic years. The Professional Development Unit will continue to monitor instructors' activity preferences and review the available options when necessary.

End-of-Year Individual Reflection and Professional & Personal Development Meetings

At the end of the academic year, the Professional Development Unit conducted individual reflection and professional and personal development meetings with instructors. These meetings were designed as a developmental and supportive process rather than a performance evaluation.

Process	Brief Description	Number of Participants	Overall Mean Score
End-of-Year Individual Reflection and Professional & Personal Development Meetings	Instructors reflected on the academic year, reviewed their professional and personal development process, and shared goals for the following year.	55	4.19 / 5

The form used for these meetings included both Likert-scale self-evaluation items and written reflection sections. The written sections were handled with confidentiality, and individual personal details were not included in the report.

Summary of Main Findings

Overall, the findings indicate that the Professional Development Unit activities and processes were generally evaluated positively by the instructors who completed the relevant reflection forms or participated in the meetings.

The observation-based professional development options provided instructors with opportunities to reflect on teaching practices through self-observation, peer observation, or developmental observation.

Self-Observation supported instructors in reviewing their own lessons through video reflection.

Peer Observation provided an opportunity for instructors to engage in a structured collegial observation process.

Developmental Observation provided a structured observation cycle conducted by the Professional Development Unit for the instructors who selected this option.

The professional development activity options also supported different forms of reflection and professional learning.

Reading Hub enabled instructors to engage with selected professional reading materials and reflect on the activity in relation to teaching practice and professional growth.

Mini Reflective Journal supported instructors in observing and evaluating their own teaching processes through written reflection.

The End-of-Year Individual Reflection and Professional & Personal Development Meetings provided instructors with a structured and supportive opportunity to reflect on the academic year, review their professional and personal development process, and share goals for the following year. The written sections of the forms allowed instructors to reflect on goals, challenges, responsibilities, suggestions, and meeting feedback.

In line with confidentiality and the developmental purpose of the meetings, personal or individually identifiable details were not included in the report. General issues and recurring points identified through the meetings were shared with the department head and school administration in a meeting held on 10.06.2026 at 13:30, without referring to individual instructors or personal details.

Areas for Future Review and Monitoring

The detailed evidence report identifies areas for future review and monitoring for each activity and process. In general, the Professional Development Unit will maintain the positive aspects of the activities, monitor future participant feedback, and consider possible revisions to the relevant forms or procedures, if necessary.

These areas will be followed through future reflection forms, participant feedback, activity records, and, where relevant, meeting records.

Summary of Action Plan for the 2026–2027 Academic Year

The Professional Development Unit will use the findings of the 2025–2026 activity analyses to inform the planning and monitoring of professional development activities for the following academic year.

The main action areas for the 2026–2027 Academic Year are:

- Continuing the professional development activities and processes that received positive feedback,
- Monitoring the implementation of the activities through future reflection forms, participant feedback, and activity records,
- Reviewing relevant forms and procedures and making necessary revisions, if needed,
- Continuing end-of-year individual reflection and professional and personal development meetings,
- Monitoring the individual reflection process through future individual reflection forms, participant feedback, meeting records, and activity records.

The implementation and effectiveness of these action plans will be evaluated in the following academic year.

General Note

The numbers reported in different sections refer to separate Professional Development processes and submitted forms for each activity. Therefore, totals may differ across activity groups.