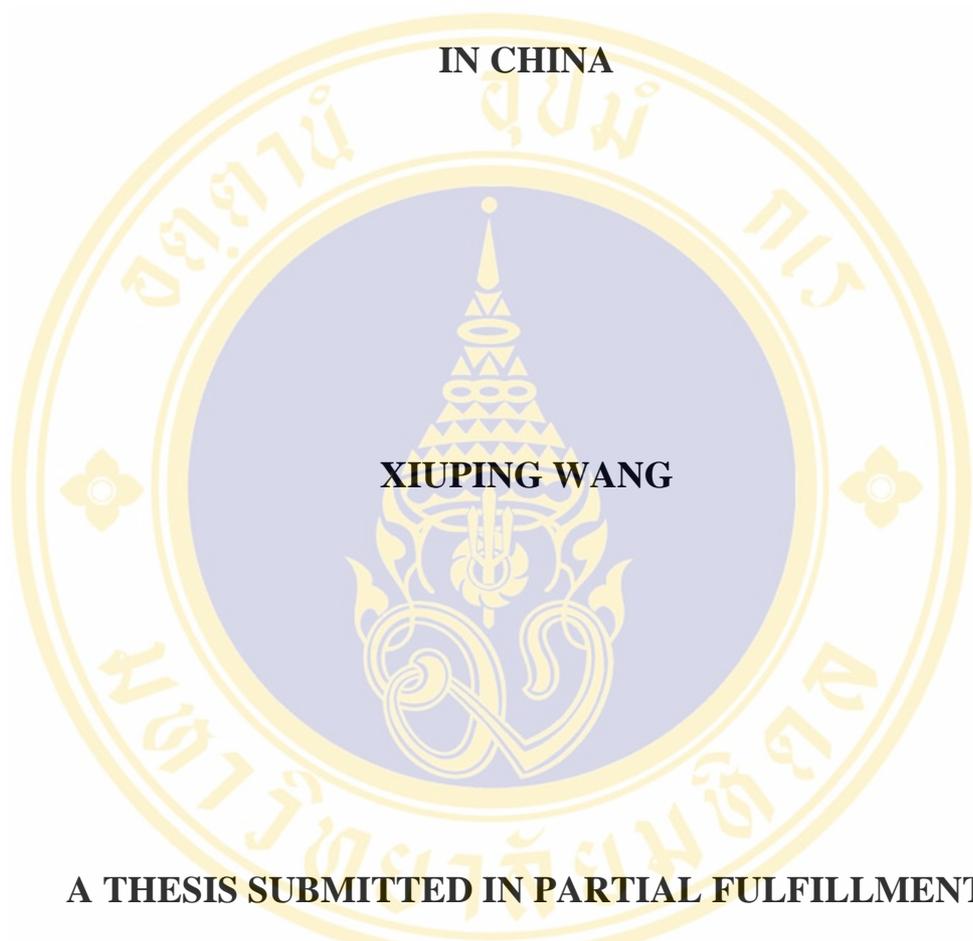


**BRIDGING THE GAP OF TEACHER PROFESSIONAL  
DEVELOPMENT : A CASE STUDY  
OF LINCANG CITY  
IN CHINA**

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**XIUPING WANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
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**BRIDGING THE GAP OF TEACHER PROFESSIONAL DEVELOPMENT: A  
CASE STUDY OF LINCANG CITY IN CHINA**

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**M. Ed. (EDUCATIONAL MANAGEMENT)**

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**ABSTRACT**

Teacher quality is key ingredient to meet the goals of Education For All (EFA) and compulsory education. This paper explores teachers' needs for professional development in a western city in China (Lincang). A needs analysis was conducted based on the Training Needs Analysis (TNA) model with 3 phases of analysis: organizational analysis, operational analysis and person analysis. Data was collected from documentary review, interviews of 32 officers in the educational bureau, school leaders and expert teachers, and 377 questionnaires among teachers. Data was analyzed by using descriptive statistical technical mean, frequency and standard deviation.

It was found that the vision, mission and strategies of teacher professional development (TPD) practical to the local context, while problems lay in the process of policy implementation. All stakeholders had high expectations of teachers in terms of their professional performance. A teaching professional standard (TPS) specifically fitting into Lincang's context was formulated. The training gap lay in 10 aspects regarding the TPS of Lincang.

Facts and evidence of TPD could be used as a base to design and plan TPD programs. Besides this, it is suggested in the study that TPD programs include all stakeholders; supervision over policy implementation needs to be strengthened; the teacher evaluation system should not only look at student achievement, but rather include teacher development; and finally that teachers can achieve self development.

**KEY WORDS: NEED ANALYSIS / TEACHER PROFESSIONAL DEVELOPMENT  
/ WESTERN CHINA**

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