



General Teaching Council for Northern Ireland

Professional Development  
Bursary Programme

# Review of Pilot Programme

2005 – 2008

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## Part 1

### 1.1 Introduction

This review is based on the first three years of the pilot programme, 2005 to 2008. Fifty of the 171 teachers who had been awarded a bursary during this period were contacted and asked to complete a questionnaire. (Appendix 1). The 41 replies received were analysed and used to identify teachers to participate in individual interviews. The main findings and exemplars reflect the analysis of the questionnaires and discussions with individual teachers.

### 1.2 Summary of main findings

Two-thirds of the applications received were from teachers wishing to attend professional development courses mostly within Northern Ireland.

Just over 60% of the bursary awards went to teachers in primary schools.

Around three quarters of the teachers awarded a bursary are female.

The bursary funding awarded met the full cost of the project for 40% of the teachers.

Around 50% of teachers received additional financial support from their schools.

Around 10% did not receive any financial support from their schools and had to meet the additional costs from their own personal resources

Teachers found the application process to be clear and straightforward, and appreciated the prompt and friendly advice provided by the Senior Education Officer and other staff when they had reason to contact GTCNI.

Teachers were very positive about the professional benefits of the experiences provided by the bursary funding.

Teachers valued the opportunity to take responsibility for their own professional development.

Teachers reported positive outcomes for their pupils, and often for other pupils in their schools.

Project outcomes were shared with colleagues, including classroom assistants, where appropriate.

There was some reported evidence of teachers sharing outcomes of their projects with teachers in other schools.

Projects had initiated further development work either by the teacher who was awarded the bursary or by other teachers in his/her school who had taken on board initiatives related to the project area.

## Part 2

### 2.1 The professional development bursary programme

The Council's commitment to help promote a culture of reflective practice by teachers in all schools is consistent with its Code of Values and Professional Practice. This commitment is endorsed in the Council's advice to the Department of Education in March 2005 in which a 'mixed economy' of provision of continuing professional development (CPD) activities was recommended. Since 2005, the Council has been running a yearly bursary programme which provides financial support for teachers wishing to undertake individualised professional development activities such as, attendance at conferences or training workshops, visits and exchanges, and school-based action research. Details of the bursary programme have been included in several editions of the GTCNI's newsletter, "**termtalk**", and in posters and other information sent to all schools.

Funded by GTCNI, the purpose of the pilot bursary programme is to help individual teachers to plan and organise professional development activities to address identified needs. This includes teachers who are developing innovative approaches in the classroom in response to the learning needs of their pupils. Teachers who are successful in obtaining a bursary are required to share their new professional competences and expertise with other teachers in their schools and, more widely, by completing a report which is published on the GTCNI website.

The bursary essentially provides financial support to help cover costs incurred by the teacher or the school in facilitating teacher participation in the programme. For example, the bursary may be used for conference / training workshop fees, reasonable travel and subsistence (within the UK/ROI), or providing cover to enable the teacher to be away from his/her school to undertake professional development activities. The bursary funding does not replace funding that has been withdrawn by other bodies and cannot support activities that should normally be funded by the schools themselves or the area boards. The bursary cannot be used for fees associated with award-bearing higher education courses.

Over the three years of the review, minor changes to the bursary programme information have been made each year in response to a small number of issues that arose during the assessment process. For example, further advice and guidance was provided in regard to substitute cover and to group applications for bursary awards.

The pilot programme in the past has facilitated a small number of projects from groups of teachers, both within their own schools and across schools. However, the GTCNI decided to withdraw this facility due to the very limited range and strength of the group applications received. For example, many of these applications were for a group of teachers from a school to undertake the same course with little or no evidence of planned development and

dissemination. Only a very small number of group applications focussed on planned and sustained professional development based on identified need and linked to school development plans.

To be awarded a bursary, a teacher must complete the relevant application form (Appendix 2 ) and submit to GTCNI before the prescribed cut-off date. All applications are scrutinised by an independent assessor and recommendations for the award of a bursary are considered and approved by a selected panel of Council members before applicants are informed. On completion of their respective projects, individual teachers are required to submit a report of their work to the GTCNI by the end of January of the following year. This report is later posted on the GTCNI website. The bursary timeline in Appendix 3 shows the 10 steps in the process, from application to payment of bursary.

## 2.2 Numbers of bursary awards

Year	Applications	Awards
2005 - 2006	79	70
2006 - 2007	83	56
2007 - 2008	50	45

A more detailed year-by-year breakdown and a summary of the awards made are contained in Appendix 3. Over the three years of the review, around 60% of the awards went to teachers in primary schools including a few teachers working in nursery schools, and the remainder to teachers in post-primary schools of which just over a third work in grammar schools. Around three quarters of the teachers awarded a bursary are female.

In Phase 1 of the pilot bursary programme, the average individual award was £675, in Phase 2 it was £659, and in Phase 3 it was £643. The average group award in Phases 2 and 3 was £2455; there were no group awards in Phase 1. In total, over the three years of the review, the GTCNI funded the bursary programme by almost £142,000.

Despite the best efforts of GTCNI to inform teachers in all schools about the bursary programme, the actual number of applications received was low. Over the three years of the review period, the 212 teachers who applied represent just over 1% of the teachers employed in grant-aided schools. More enquires were made than applications submitted. Many of these enquires were from teachers who wished to clarify if the bursary could be used to fund the fees associated with award-bearing higher education courses. When they were informed by the GTCNI that the bursary could not be used for this purpose they did not apply.

### 2.3 Range of projects applied for within bursary programme

The following summary indicates the range of CPD activities proposed in the applications:

- attendance at professional development courses either within or outside Northern Ireland;
- professional development work in teacher's school or to visit other schools with known good practice, or both;
- teacher working alongside CASS officers in schools; and
- job shadowing / visiting in commercial and industrial organisations.

In almost all instances, the professional development activity outlined by the applicant was linked to planned developments within his/her school such as preparing for proposed curricular changes, the development of new units / modules, strengthening counselling provision, behaviour management, ICT, primary movement and art therapy.

Although most of the applications were for activities undertaken during the school day, a significant minority included professional development activities in the teacher's own

time, such as weekends or during the summer break. In several instances the bursary applied for would cover only part of the costs with the teacher paying for the remainder or seeking further support from his/her school.

The applications also contained an outline of the potential benefits of the professional development activity for the teacher, his/her pupils and school. Applicants also provided brief details of how the information and expertise gained as a result of the professional development activity would be shared with other teachers in their schools and more widely with teachers in other schools.

## Part 3

### Main Findings

#### 3.1 Why apply for a bursary?

Almost two-thirds ( 65% ) of the applications received were from teachers wishing to attend professional development courses mostly within Northern Ireland. Many of these courses were provided by private consultants / training organisations in such areas as 'Phono-Graphix', primary movement and 'moving image' art. In these instances, the bursary funding was used to help cover the fees associated with the courses, substitute teacher cover, if required, and travel and subsistence costs.

Around 15% of the applications received were from teachers wishing to visit schools with known good practice in, for example, nursery education, literacy across the curriculum, use of interactive whiteboard and ICT. The applicants wished to plan visits to these schools and meet and discuss pertinent matters with the teachers involved. As a result of these visits, the teachers would plan related developments in their own schools and disseminate to relevant staff. In these instances, the bursary funding was used to support substitute teacher cover and travel and subsistence.

Around 20% of the applications received were from teachers wishing to undertake curriculum development work in their own schools, for example, developing units / modules of work in evolving areas of the curriculum, developing and sharing expertise with other teachers as a result of attendance at a course, and developing school policies in areas such as dyslexia and autism. In these instances, the bursary funding was used largely to support substitute teacher cover.

“ The area of Peripheral Interface Controllers is now playing a major role in the teaching of electronics at GCSE level. Teachers working in this area have to spend a lot of their own time trying to keep up with the latest changes and developments. As a teacher in a single-teacher department I have been working in isolation trying to develop my professional skills in the use of these devices. The bursary gave me an opportunity to spend quality time on this topic. Through attending three courses and mixing with the other teachers involved I have been able to review my current practices and modify in the light of current good practice. These experiences have given me the confidence to tackle projects not previously considered thus enhancing the pupils’ learning and standards of work. I have been in contact with other teachers with a view to sharing ideas and developing related units of work in technology.”

(Specialist teacher in rural secondary school)

“ The bursary funded three days substitute cover to enable me to gain some experience of the hospitality industry. My school was introducing a GCSE course in hospitality and, as a specialist teacher of home economics, I felt that I was lacking in knowledge of current practices in hotels. I arranged work shadowing in two hotels in Belfast; two days in the Holiday Inn and one day in the Merchant Hotel. The work shadowing experiences in these two very different hotels certainly opened my eyes to the needs and demands of the business of hospitality. As a result, I consider that my delivery of GCSE hospitality is more interesting

and thorough, and grounded more in current industry practices. I also acquired valuable up-to-date literature and resources, and established good links for work experience for my Year 11 students. All of these experiences I have shared with my home economics colleagues in school. The work shadowing experiences have enhanced my professional development as a teacher and strengthened my confidence in delivering the hospitality course.”

(Specialist teacher in large secondary school)

### 3.2 Did the bursary meet the full cost of the project?

#### What assistance, financial or otherwise did you receive from school?

In around 40% of the teachers who were awarded a bursary, the funding met the full cost of the project and no further financial support was necessary to enable them to complete their projects.

In almost 60% of the teachers who were awarded a bursary, the funding did not meet the full cost of the project. To complete the project, these teachers received additional financial support from their schools, for example, in the payment of travel costs, substitute teacher cover or classroom assistant support. A small minority of teachers (around 10%) did not receive any financial support from their schools and had to meet the additional costs from their own personal resources. In one instance, a teacher received additional financial support from a local voluntary association.

Teachers appreciated the guidance and help provided by their principals when completing

the application form and when undertaking their projects. Often this included arranging substitute teacher cover and facilitating time-off to undertake specific tasks within their projects. With very few exceptions, the teachers were appreciative of the support they received from their colleagues while planning for and undertaking their projects. This often included the sharing of ideas, trialling of materials with pupils and providing feedback.

“ With the spiralling work load experienced by teachers and head teachers, I decided to undertake a course in business and life coaching to provide me with personal and professional skills to manage my work/life balance more effectively. The course required attendance two days a month at weekends for six months, and with books and travel cost £1900. The bursary funding contributed significantly to this cost and was greatly appreciated. The course has provided me with a new set of skills that I am applying to my work as a teaching principal in a small rural school, for example, improving motivation, managing relationships at work, improving work/life balance, improving interpersonal communication, managing stress and developing better presentational and conflict-resolution skills. I have improved my performance and identified more choices and new perspectives. My colleagues appear happier and more motivated and problems have been turned into goals and solutions. The learning environment has been greatly improved with a strong emphasis on goal setting for all the children; they are more confident, productive and happier. ”

(Teaching principal in small rural primary school )

“ I was asked to co-ordinate the school's requirements for the new school building and, as a result, was keen to develop knowledge and understanding of working with staff and the appointed architects. The bursary funding provided an opportunity for me to spend time away from school to investigate matters to do with school design. The bursary met almost all of the costs; there was no claim for substitute

cover. During the initial stages of the project, I went on a study visit to Denmark to look at school buildings, the cost of which was met by the school. Through this project, I have developed a much clearer understanding of the planning and design processes, and now recognise the importance of matching design to pupil learning rather than teaching. I also understand the importance of communication between teachers and senior management as well as with architects. One important aspect of the project has been to consult with senior pupils, through questionnaire, about the design of classrooms and other spaces in the new school. Following visits to schools in England, I developed a DVD for presentation of findings to teachers in my own school. I have also been invited to give presentations to other schools that are planning new school buildings. I was very pleased to be given the opportunity to undertake this project which would not have been possible without the bursary. ”

(Specialist teacher in large grammar school)

### 3.3 The bursary application process

With very few exceptions, the teachers surveyed found the application process to be clear and straightforward. They welcomed the structure of the application form as it required them to think through the project not only in terms of what they would like to do but also how the project would impact on their pupils and other teachers in their schools. They had to give thought to how the project and the expertise acquired could be disseminated to other teachers.

The teachers also appreciated the prompt and friendly advice provided by the senior education officer and the other staff when they had reason to contact GTCNI.

Teachers also said that they had not to wait too long to receive the outcome of their application. This meant that, where appropriate, they could start work on their projects before the end of



the term in which they had applied. Also the arrangements for payment of the bursary were good after the submission of the final report to GTCNI.

Issues mentioned by a small minority of teachers:

- the September deadline for submission of applications is tight;
- the bursary programme is not advertised sufficiently;
- the bursary funding should be pre-paid; and,
- the project report should be posted on the GTCNI website soon after it is submitted.

The arrangements in place to assess and approve the teachers' applications appear to be working effectively with no complaints from applicants about the level of their award.

### 3.4 Individual professional benefits of participation in bursary programme

Without exception, all respondents were very positive about the professional benefits to them as teachers of the opportunities provided by the bursary funding. For many, the key element was the opportunity to have some time in school or away from school to engage in development activities. The bursary funding facilitated 'space' in which the teachers could participate in professional training activities linked to their perceived needs as teachers in the context of their schools.

Examples of the benefits to individual teachers of participation in the bursary programme include developing:

- a better understanding of the importance of working with parents before children start school;
- a clearer understanding of the importance of 'emotional intelligence';

- competence in the teaching of primary movement;
- a better understanding of 'Phono-graphix' and its use with all children;
- skills in new ICT applications and software;
- a better understanding of dyslexia;
- motivational and leadership skills;
- skills linked to use of the interactive whiteboard;
- a better understanding of vocational skills in the hospitality industry;
- improved competence in the teaching of dance;
- competence in teaching children for whom English is an additional language;
- new areas of expertise in technology; and,
- expertise in e-learning.

“ I work in a school for children with severe learning difficulties. The increasing number of children identified with autism necessitated the school to consider broadening the range of approaches used when dealing with challenging behaviour associated with this condition. The bursary helped fund my attendance at a course on autism including providing substitute cover. Through this course, I have developed my professional skills as a teacher working in a diagnostic nursery unit. I provided a whole-school INSET day on behaviour management of children with autism, and continue to support teachers with ideas and materials. The training has increased my knowledge of autism, particularly in relation to challenging behaviours displayed by children both at home and in school. The training has also improved my work with parents as I can now offer them support and strategies to help deal with their child, thus ensuring consistency and continuity for all pupils. ”

(Teacher in a school for children with severe learning difficulties).

“ I used the bursary to help fund a professional development course in primary movement. The numbers of pupils in school in need of additional support were increasing and I looked to the primary movement course as a way of helping me to improve the pupils’ motor skills and concentration. The course was very interesting and enjoyable, and I developed a range of competences to support my work in the classroom and across the school. After a short period of developing primary movement activities with the pupils in my class, I disseminated the support materials and activities to the P1 and P2 teachers. With practice, we have found that the pupils generally are more able to concentrate on tasks for longer periods and, as a result, their standards of work have improved. Primary movement is now an integral part of Key Stage 1 and there are plans to introduce the activities in Key Stage 2.”

(Teacher of P3 in a rural primary school.)

### 3.5 Benefits to pupils

In their responses, teachers reported positive outcomes for their pupils, and often for other pupils in their schools, of participation in the bursary programme. The benefits to the pupils were through enhanced learning experiences brought about by the knowledge and experience gained during the project. Teachers felt more competent and confident in planning for and implementing project-related learning experiences for their pupils. Examples of the benefits include:

- more productive learning environment as an outcome of introducing long and short term goal-setting for pupils;
- pupils developing their environmental awareness through increased emphasis on the use of informal setting and group work;
- through use of ‘Phono-graphix’ methods, pupils are more confident in word recognition;

- through industrial visits, links have been improved with employers to arrange educational visits and placements for pupils;
- improved creativity in P3 through a new dance programme based on project materials;
- pupils in P7 have a greater understanding of enterprise education;
- the development of an outside play area has extended the range of learning experiences available in the nursery school;
- improved observational skills in the nursery school have helped to refine the learning programmes for individual pupils;
- a pilot programme has been developed to address the learning needs of pupils with dyslexia;
- pupil creativity in technology has been improved through the use of resources and exemplar materials acquired through the project;
- primary movement programme has helped to improve the concentration of all pupils but especially those on the SEN register;
- pupils are now developing their own learning resources as a result of the e-learning project; and,
- new study skills programme for students in year 13 has encouraged more independent learning.

“ As a teacher of physical education, I felt I needed to develop my professional expertise in dance so that new courses could be offered to our pupils. The bursary helped to meet the costs of undertaking a 10 full-day accredited course on dance in London. The sessions took place on Saturdays and required

*10 separate visits. The other costs associated with the course were met by my school and from personal funds. As a result of undertaking this dance course I have increased my subject knowledge, understanding and expertise greatly. I have developed skills in choreography and in the teaching of dance technique which have had a good impact on the learning experiences provided for my pupils. I have produced new schemes of work and lessons for GCSE Dance, GCE A level Performing Arts, Year 13 Enrichment course in Dance and in core physical education. All relevant materials have been disseminated to my colleagues including dance packs to support their work. I also provided dance classes in local primary schools and a Dance Festival for the pupils in these schools.*

*(Specialist teacher in large secondary school)*

### 3.6 Dissemination of project outcomes

Without exception, all project outcomes were shared with colleagues including classroom assistants, where appropriate. In instances where teachers attended a course, conference or workshop, or visited schools with known good practice, opportunities were provided to disseminate the knowledge and expertise gained with other teachers through whole-school, key stage or departmental meetings. This included providing copies of materials and other resources.

Often the teachers who had participated in the project were involved directly in the training of other teachers and supporting the more widespread dissemination of content and resources within their schools. For example, teachers who attended courses on primary movement provided demonstration lessons and support materials for other teachers in their schools, including information for parents. In one school, a day was allocated to the dissemination of 'Phono-graphix' content, resources and processes associated with the course the teacher

attended. In another school, the staff discussed the outcomes of the project and with the aid of photographs and sketches they designed the layout of the school's outdoor play area. A teacher who used the bursary funding to provide substitute cover so that he could visit schools with known good practice, delivered training and support within his department and to other interested staff in his school. There are several examples in the responses of teachers providing 'Powerpoint' presentations not only to colleagues but also to their respective Boards of Governors.

Less evident in responses is the sharing of outcomes with teachers in other schools although most indicated that, if asked, they would be willing to do so. At cluster group meetings several teachers have shared their project experiences with teachers from other schools. There are examples of teachers sharing materials with close friends in other schools. A few teachers made reference to putting their project reports on the Shared Document folder on C2K. One teacher of technology and design shared the outcomes of his attendance at a course with other specialist teachers through the VLE associated with Clounagh Technology Centre.

There are no reported examples of teachers being contacted as a result of their reports on the GTCNI website.

*“ My school had spent considerable time in training and supporting the teachers of years 2 and 3 in the effective teaching of reading, largely through Reading Recovery methods. To further broaden our approaches to reading, language and learning I attended a course on Linguistic Phonics at the RTU Summer School. The main aspects of the programme were discussed at staff meeting and sample lessons provided; teachers were encouraged to take a lesson using linguistic phonics. The bursary funding provided substitute cover to enable me to be released from class on three separate days to teach, demonstrate and observe the teaching of phonics, and to provide materials as necessary. I was also given time to visit schools that had been*

*implementing this phonics programme for several years. From the results of tests of children in P2 and P3, there has been a significant improvement in standards in reading as a result of this phonics programme. I have strengthened my professional competence, and through working with and supporting the other teachers I have become more confident.* ”

*(Teacher of P2 in a large rural primary school )*

“ *I co-ordinated a group project involving the principals, vice-principals and Key Stage 1 co-ordinators of four primary schools. The purpose of the project was to take a collaborative approach to school improvement and, in particular, to the implementation of the Revised Curriculum. The need was identified during a collaborative training day when it became clear that we could learn much from each other and provide a high level of support in developing the curriculum and assessment. The project involved a series of separate meetings to consider such matters as assessment for learning and personal development and mutual understanding ( PDMU), with ideas disseminated to the teachers in each of the four schools. The outcomes of the project include a better understanding of the roles of vice-principals and Key Stage 1 co-ordinators in the management of change, and an enhanced understanding of the Areas of Learning and the development of skills and capabilities. Specific school strengths in assessment, PDMU and literacy have been shared across the four schools. Successful teacher networks have been established, confidence has grown and all participants are keen that the collaborative working will continue and strengthen. These developments would have taken much longer to put in place without the group bursary award which provided substitute cover across the four schools.* ”

*(Principal of rural primary school.)*

### 3.7 Further work initiated by the project

In most of the responses, the teachers reported that the projects had initiated further development work either by the teacher who was awarded the bursary or by other teachers in his/her school who had taken on board initiatives related to the project area. For example, a teacher who completed a course on dyslexia, developed a school-wide policy to address the needs of pupils recognised as having dyslexia, and is continuing to provide guidance and support for the other teachers in her school. A teacher in a post-primary school visited schools with known good practice in the teaching of gifted and talented students, and, on return to her own school, helped other teachers to develop teaching strategies and resources for extended learning programmes. In a primary school in an area of social disadvantage, the success of the project in promoting better relationships with parents has resulted in the school seeking additional funding to make provision for the parents of all pupils starting school. A school in which the teacher developed a whole-school approach to emotional intelligence was formally recognised as a 'Best Practice' organisation. As a result of the success of this particular project, the school hosted a conference for delegates from business, industry and education and has provided support to other schools planning to develop similar policies in emotional intelligence.

### 3.8 Teachers' Comments about the bursary programme

With no exceptions, all of the teachers in their responses appreciated greatly the opportunities provided by the bursary programme. They valued the opportunity to take responsibility for their own professional development. Words and statements such as 'excellent', 'great incentive', 'much appreciated', 'development work would not have been undertaken without the bursary funding' ,

'the benefits have been direct and effective', 'it's made a big difference in our nursery' and 'a very good scheme' .....reflect the enthusiasm of the teachers for the bursary funding. They appreciated greatly the award of a bursary for the recognition it gave them as individuals and their professionalism as teachers.

It is evident that the benefits of the projects went well beyond the professional development of the individual teachers and resulted in positive outcomes for their pupils and their wider school communities.

## Part 4

### 4.1 Conclusion

The pilot bursary programme has been a great success and has enabled many teachers to gain professional experiences that were not immediately available to them. All of the teachers spoke enthusiastically about the 'professional space' afforded by the bursary, of the professional experiences and personal confidence gained while undertaking the projects, of establishing contacts with teachers in other schools and professionals in other fields, and especially of the direct benefits to their pupils. The personal and financial commitment shown by many of the teachers to undertake and complete their projects was most commendable.

At around £650 for each individual award, the bursary represents good value for money when set against the benefits for the teacher, their colleagues and pupils.

### 4.2 Recommendations

Consideration needs to be given to the future funding of the bursary programme. To date, the pilot bursary programme has been funded and administered by GTCNI. The success of the programme and the undoubted benefits for the teachers who were awarded bursaries and their colleagues and pupils are clearly evident from this review. Through setting up and running the pilot bursary programme, the GTCNI has demonstrated clearly and strongly that there is a need for a bursary programme for teachers in Northern Ireland.

For the present programme to continue and develop, and become more embedded in the culture of schools and the continuing professional development of teachers, the Council should consider whether the funding of the bursary programme is, more appropriately, the responsibility of the Department of Education or some other agency. Furthermore, and related directly to the funding issue, the Council should consider whether all teachers should be entitled to a bursary say once every 3 to 5 years.

## Part 5

### Appendix 1

Please complete the following questionnaire and return it in the free post envelope **no later than Monday 10th November 2008**

#### Question 1

Why did you apply for a bursary?

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#### Question 2

Did the bursary meet the full cost of your project? If not, how did you fund the full cost?

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#### Question 3

What assistance, financial or otherwise, did you receive from your school?

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#### Question 4

Have you any suggestions to make about the bursary application procedures?

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**Question 5**

What have been the individual professional benefits to you as a teacher of the project you completed?

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**Question 6**

How have the pupils in your school benefited from your project?

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**Question 7**

How were the outcomes of your project disseminated to other teachers in your school?

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**Question 8**

Has your project initiated any further work by you or your colleagues in the area of your project?

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**Question 9**

Have you shared or been asked to share the outcomes of your project with teachers from other schools? If so, how did this sharing take place?

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**Question 10**

Have you any comments or suggestions to make about the bursary programme?

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**Thank you for taking the time to complete this questionnaire**

Name: \_\_\_\_\_

School: \_\_\_\_\_



**Appendix 2 (for individual applicants only)**

 General Teaching Council for Northern Ireland	<b>Professional Development Bursary Application Form 2007-2008</b>  Closing date for applications is <b>17 September 2007</b>
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Complete **ALL** sections of the application form in **BLOCK capitals or type**. Incomplete applications will be returned and will not be considered for funding.

Personal Details		
1. GTCNI Registration Number		
2. Title		
3. Full Name		
4. Address for correspondence		
Postcode	Telephone	E-mail

Current Employment		
5. Name of School		
6. School Address		
Postcode	Telephone	E-mail
7. Are you employed	Permanent Full-Time <input type="checkbox"/>	Permanent Part-Time <input type="checkbox"/>
	Temporary Other <input type="checkbox"/>	Temporary 1 year <input type="checkbox"/>
8. Position including Key Stage e.g. Science Curriculum Leader, Head of History, etc		
9. Number of years employed at school		

<b>Professional Development Activity Proposal</b>	
10. Activity Title	
11. Proposed Activity start date:	
Proposed Activity end date:	
12. Briefly set out:	
(a) the rationale for the professional development activity indicating how the need was identified	
(b) the activity you propose to undertake. ( If you are attending a course, please give dates, venues and details of training provider. If visiting other schools, please give the names of the schools).	
13. What knowledge and/or skills are you trying to gain by undertaking this activity?	

**Outcomes and Dissemination**

14. Identify the benefit(s) or outcome(s) you expect from undertaking the proposed activity in the following areas: your own development as a teacher, benefits to the school, and improvements to your pupils' learning.

15. What evidence will you use to evaluate improvements and when? Please consider in terms of your own development as a teacher, benefits to the school and improvements to your pupils' learning.

16. How will you share your experiences gained from the activity with fellow teachers, either within your own school or outside?

**Financial Breakdown for Individual Awards**

17. Please complete the **Financial Breakdown** to indicate the way you will spend the Professional Development Bursary.

Activity	Example	Cost
*Attending one day course on managing behaviour – 25 January 2006		£220.00*
*Supply cover/1 day (at the standard rate of £165 per day)		£165.00*
Travel (110 mile @ 40p/25p per mile)		100 @ 40 £40 10 @ 40 £2.50
<b>Total</b>		£427.50

\*When you make your claim these items require receipts/invoices.

Proposed activity: Please provide details of all costs.	Costs
<b>Total</b>	

**18. Teacher Declaration**

- All information submitted in this application and in supporting documentation is truthful and accurate and the GTCNI will be informed in writing if there are any changes to this application or any change in circumstances affecting the project for which the bursary has been sought.
- My application complies with the Terms and Conditions outlined in the GTCNI Information Booklet which I have read.
- I accept that if I do not complete the conditions for releasing funding, the Council reserves the right not to provide funding and may seek the re-payment of any funding already released.

Signed

Date

**19. Principal/Chair of Governors support declaration** (in the case of the principal)

I declare that I have read the application and support the above application for a Professional Development Bursary in accordance with the conditions outlined by GTCNI.

Name of Principal/Chair of Governors  
(BLOCK CAPITALS)

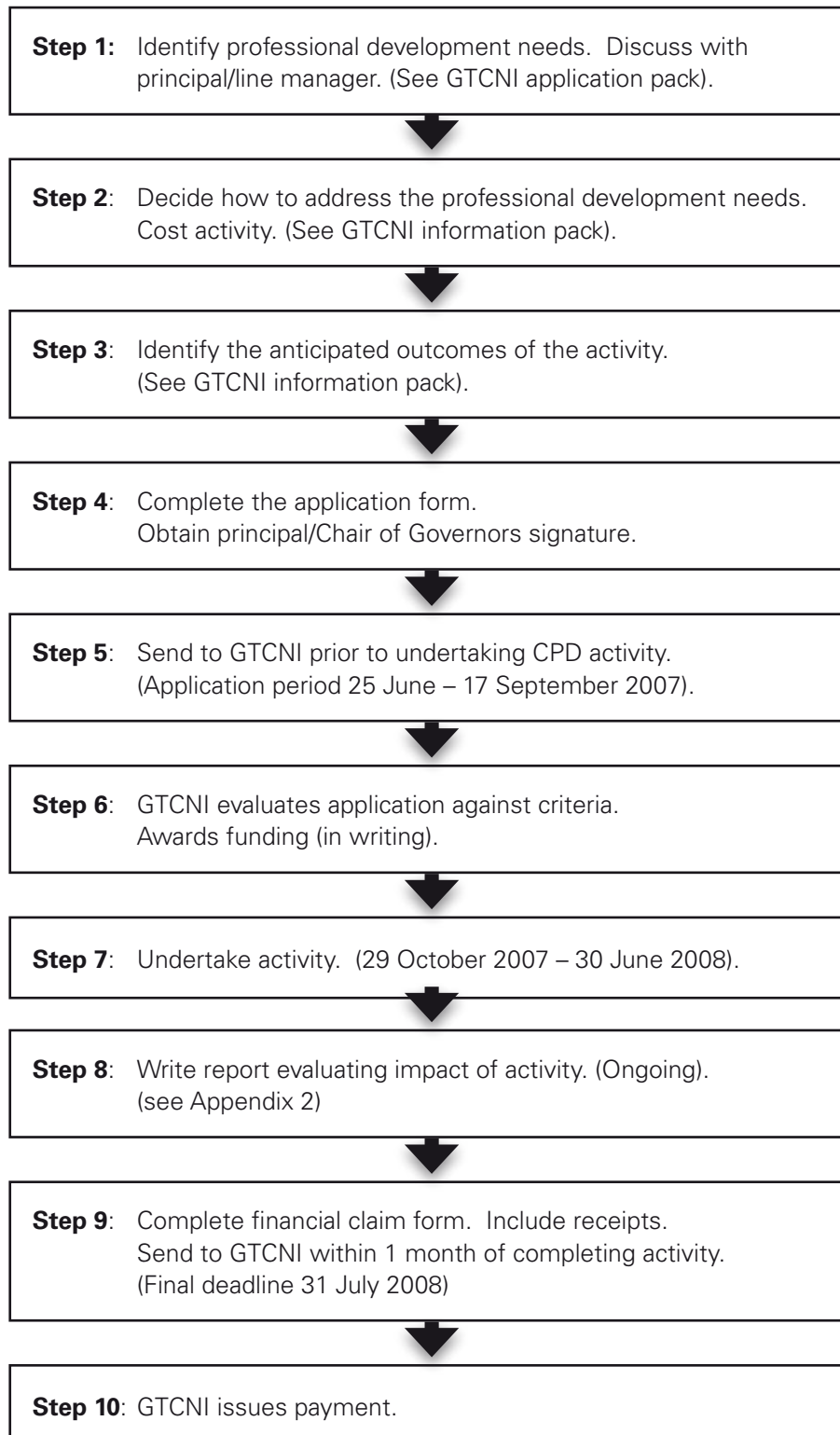
Signed

Date

**Completed application forms must be returned to GTCNI no later than 17 September 2007**

## Appendix 3

### CPD Bursary Timeline



## Appendix 4a

Phase 1  
2005/06

### Breakdown of Awards

Primary	Post-Primary	Nursery
36	34	0

Male	Female
19	51

Controlled	29
Maintained	28
Grammar	13
Integrated	0
Irish Medium	0

BELB	10
SEELB	23
WELB	11
SELB	8
NEELB	18

Total number of applications received: **79**

## Appendix 4b

Phase 2  
2006/07

### Breakdown of Awards

Primary	Post-Primary	Nursery
32	20	4

Male	Female
10	46

Controlled	24
Maintained	25
Grammar	7
Integrated	0
Irish Medium	0

BELB	16
SEELB	8
WELB	13
SELB	7
NEELB	12

Total number of applications received: **83**

## Appendix 4c

Phase 3

2007/08

### Breakdown of Awards

Primary	Post-Primary	Nursery
32	12	1

Male	Female
12	33

Controlled	24
Maintained	15
Grammar	4
Integrated	0
Irish Medium	2

BELB	6
SEELB	14
WELB	11
SELB	5
NEELB	9

Total number of applications received: **50**



## Appendix 4d

2005-2008

### Summary of Awards

Primary	Post-Primary	Nursery
100	66	5

Male	Female
41	130

Controlled	77
Maintained	68
Grammar	24
Integrated	0
Irish Medium	2

BELB	32
SEELB	45
WELB	35
SELB	20
NEELB	39

Total number of applications received: **212**

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