



An Chomhairle
Mhúinteoireachta 
The Teaching Council

Féilte Bursary Scheme 2025

Wednesday 24 September 2025



Cosán

Framework for
Teachers' Learning

Teaching Council Strategic Plan 2022-2027

Teaching and Learning **for All** Teagasc agus Foghlaim **do chách**

Before we begin

- Recording is not permitted
- Slides will be available on the Teaching Council website in the Féilte Hub section
- To ask a question, please use the chat function and we will have a Q&A section at the end of the webinar. Tá fáilte roimh cheisteanna as Gaeilge

Agenda

- Féilte Bursary Scheme 2025

- Background
- How to apply
- Key points
- Eligibility
- Marking scheme
- Examples

- Q&A

FÉILTE Bursary Scheme 2025

A collaborative professional learning bursary

- To promote a culture of professional collaboration and knowledge sharing amongst teachers and schools
- To support schools in connecting, sharing, and learning from each other in a way that suits them best
- To promote teaching as a profession

Féilte Bursary Scheme 2024

Summary



€100,000

total value of
bursaries
awarded

27

successful lead
applicants

98

schools
collaborating

15

counties





féilte
2025

Sparánacht Féilte – Déan Iarratas Anois!
Seoladh an Chomhairle Mhúinteoireachta Sparánacht Féilte dar luach €125,000 san iomlán. Tá an sparánacht deartha chun tacú le comhoibriú idir scoileanna agus chun foghlaim ghairmiúil na múinteoirí a fheabhsú.

Cad is féidir liom iarratas a dhéanamh air?
Is féidir leat iarratas a dhéanamh ar sparánacht de €2,000 nó €5,000.

Dáta Deiridh:
31 Deireadh Fómhair 2025

Sparánacht um Foghlaim Chomhoibríoch agus Ghairmiúil



féilte
2025

Féilte Bursary – Apply Now!
The Teaching Council has launched a Féilte Bursary valued at €125,000. The bursary is designed to support collaboration between schools and enhance teachers' professional learning.

What can I apply for?
You can apply for a bursary of €2,000 or €5,000.

Closing Date:
31 October 2025

Collaborative Professional Learning Bursary

Ar oscailt!/Open!

Féilte Bursary 2025 Hub

Collaborative professional learning bursary



We are pleased to announce the launch of the **Féilte Bursary 2025**, designed to support collaboration between schools and enhance teachers' professional learning. The bursary scheme is also designed to promote teaching as a profession.

Application process

Learn more about the application guidelines and apply for the bursary using the application form.

Webinar

Register your interest for our support webinar which takes place on 24 September.

Frequently Asked Questions (FAQs)

Read the answers to frequently asked questions about the bursary scheme.

2024 Recipients

Read the reflections from the recipients of the 2024 bursary and explore the resources that they created.



Key Points

Collaboration

- Schools must **collaborate** on professional learning activities to apply

- Two or more schools can apply for €2,000



€2,000



- Three or more schools can apply for €5,000



€5,000



Professional Learning Activities

Aligned to themes

Applicants must submit a digital asset showing the impact these activities had on teacher professional learning

Forming professional learning communities
Hosting workshops/events
Inviting speakers
Joint professional development
events/programmes
Organising a lesson study

PROFESSIONAL LEARNING ACTIVITIES

Inclusive practice
Teaching of Gaeilge/through Gaeilge
Leadership & Professional relationships
Wellbeing
Teaching Council/Department
policy/strategy

THEMES

Eligibility criteria

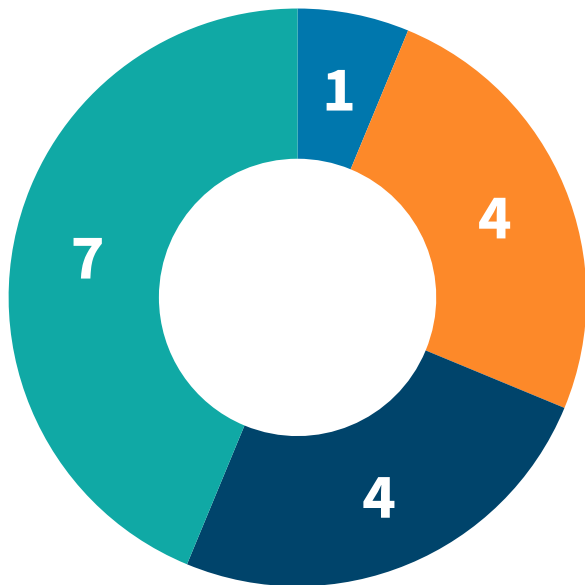


- ✓ Applicant must be registered with the Teaching Council
- ✓ Applicant must apply on behalf of a school – primary, post primary or College of Further Education - in the Republic of Ireland
- ✓ Lead school must partner with at least one other school
- ✓ Consent must be sought from the principals of **all** schools named on the application
- ✓ A school may act as a lead school on one application only
- ✓ Schools may be named as collaborating schools on multiple applications
- ✓ Application must include:
 - ✓ a costed, itemised budget breakdown
 - ✓ a description of the professional learning activities
 - ✓ clear aims and objectives with regard to the impact of the project on teacher professional learning
- ✓ Projects that are in receipt of funding from another bursary scheme/grant are not eligible for funding under the Féilte Bursary Scheme 2025

Reasons for Ineligibility

2024

- Following screening against the eligibility criteria, 16 applications were deemed ineligible in 2024



- No collaboration with another school
- Insufficient detail on budget
- Schools named on multiple applications
- Insufficient focus on teacher professional learning

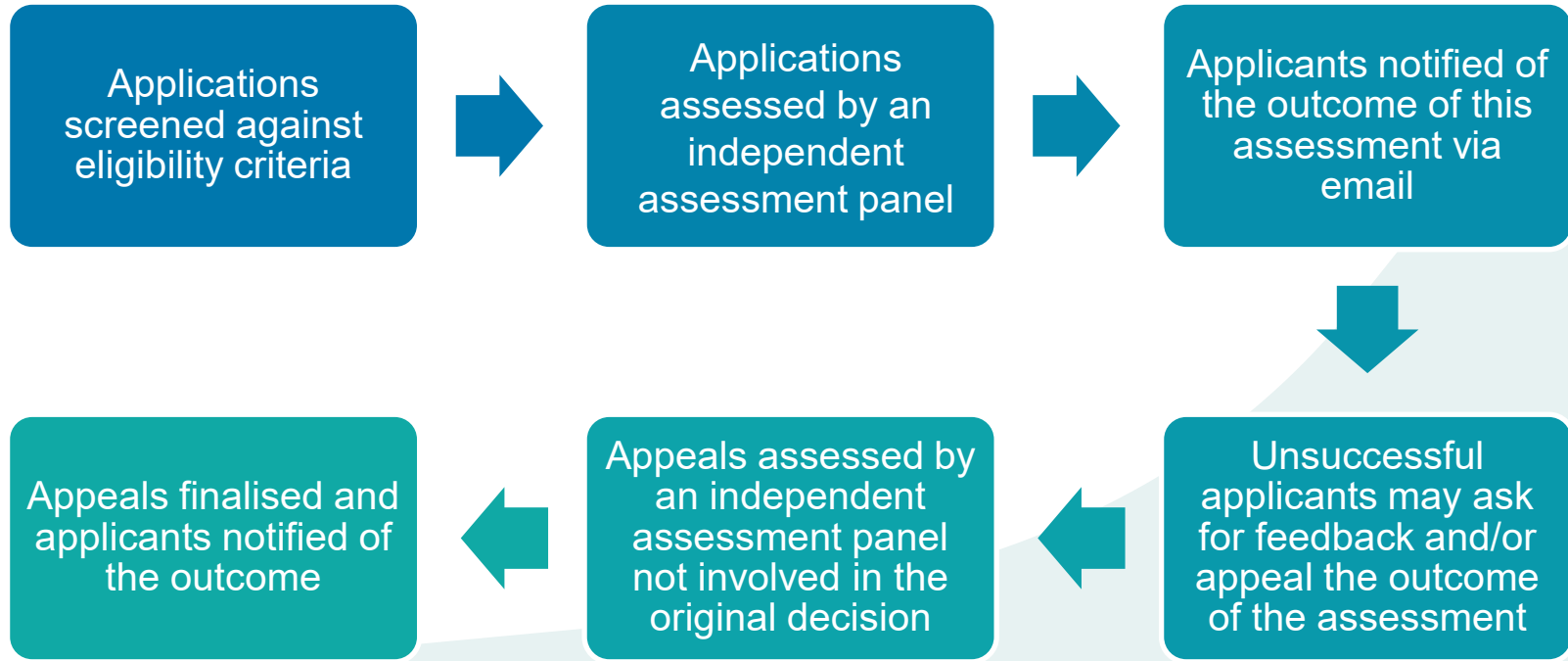
Funding



- A costed, itemised budget must be included on the application
- If successful, recipients must send an updated broad outline of how the budget was spent to the Teaching Council
- Payment will be made to the financial account of the lead school/ETB on the application only
- It is the responsibility of the lead school/ETB to manage the bursary payment in accordance with
 - the application submitted, and,
 - amongst the collaborating schools, as appropriate
- Successful schools will receive their funding in mid-January 2026



Assessment Process



Applications will be assessed against the marking scheme overleaf

Marking Scheme

Level of collaboration (30 marks)	Impact on professional learning (30 marks)	Relevance to themes and policies (15 marks)	Quality of digital asset proposal (10 marks)	Realistic budget breakdown (10 marks)
<ul style="list-style-type: none"> • Involvement of multiple schools, HEIs, or education support centres • Higher scores for wider or cross-sectoral collaboration • Evidence of how the collaboration will occur 	<ul style="list-style-type: none"> • Clearly defined objectives with significant and measurable impact on professional learning across schools • Evidence of shared learning • Teachers playing an active role in their learning 	<p>Strong alignment with chosen themes:</p> <ul style="list-style-type: none"> • Inclusive practice • Teaching of Gaeilge/through Gaeilge • Wellbeing • Leadership and Professional Relationships • Named policy/strategy from Teaching Council or Dept. of Education & Youth 	<p>Innovative, creative, and practical proposal for creating a digital asset showcasing the activity for wider promotion</p>	<p>Costed, itemised and well-justified budget breakdown</p>

Adding value to your application

- Teachers playing an active role in their learning
- Cross-sectoral collaboration
 - a lead primary school working with a post-primary school, a special school or a College of Further Education
 - a lead post-primary school working with a primary school, a special school or a College of Further Education
 - a lead special school working with a primary school, a post-primary school, or a College of Further Education
 - a lead College of Further Education working with a primary school, a post-primary school or a special school
- **In addition to** collaboration with another school(s) as previously outlined, schools may collaborate with Higher Education Institutes and Education Centres



Digital asset, reflection and feedback survey

- Bursary recipients must submit the following by 6pm Friday 15 May 2026:
 - a short, written reflection on your experience and the impact of the professional learning activities, (c. 200 words)
 - a short feedback survey including a broad overview outlining how the bursary was spent
 - a digital asset demonstrating the professional learning the teachers engaged in, and the impact on teacher professional learning



Examples

Example of Digital Assets

Padlet

Féilte: Zones of Regulation 2025
Glenasmole NS and Brittas NS

What is Zones of Regulation?

PrincipalGlenasmole 4 days ago

Zones of Regulation

The Zones of Regulation programme is a widely used, evidence-informed framework designed to help children (and adults) gain skills in self-regulation, emotional control, and social thinking. It was developed by Leah Kuypers, an occupational therapist, and is particularly popular in schools and support settings. programme is a widely used, evidence-informed framework designed to help children (and adults) gain skills in self-regulation, emotional control, and social thinking. It was developed by Leah Kuypers, an occupational therapist, and is particularly popular in schools and support settings.

How Is It Used in Schools?

- Integrated into SPHE (Social, Personal and Health

What are the Zones?

PrincipalGlenasmole 4 days ago

What Are the "Zones"?

The programme categorizes all emotions and states of alertness into four colour-coded zones:

PrincipalGlenasmole 4 days ago

Blue Zone: Low Alert

Feelings: Sad, tired, sick, bored, moving slowly

State: Low energy or down

Goal: Recognise when you're in the blue zone and use strategies to feel more alert and focused

PrincipalGlenasmole 4 days ago

Green Zone: Ready to Learn

- Feelings: Calm, happy, focused, content, in control
- State: Optimal state for learning, socialising, and participating

Training

PrincipalGlenasmole 20 days ago

Staff Training

THE ZONES
zonesofregulation.com

Become A Zones Of Regulation Expert | Training Program Options

Zones of Regulation Training:Online

All staff from Glenasmole and Brittas National Schools will undergo professional training in the Zones of Regulation framework.

This evidence-based approach will equip staff to support students in developing self-awareness, emotional regulation, and coping strategies. By focusing on emotional and sensory needs, this training will promote inclusive education and address the needs of all learners, including those with additional needs.

All Schools completed On-Demand Comprehensive Training Course which was 5.5 clock hours.

Shared Practise

PrincipalGlenasmole 20 days ago

Collaborative Practise

Peer Observation for Inclusive Practice between Glenasmole and Brittas National Schools

Classroom Teachers, Special Education Teachers (SET) from both schools participated in structured peer observations to exchange inclusive teaching strategies. Observations will focus on the application of emotional regulation techniques, creating accessible learning environments, and adapting classroom settings to support diverse needs.

PrincipalGlenasmole 20 days ago

Collaborative Review:

Staff from both schools met to conduct a review and assess the impact on inclusive teaching practices. Evaluated the alignment of these practices with the Wellbeing Framework and identify areas for

Guidance

PrincipalGlenasmole 20 days ago

Sensory Spaces in Schools

PDF

NCSE SENSORY SPACES (1)

PrincipalGlenasmole 20 days ago

The Physical Classroom Environment

Creating Universal Learning Spaces

PDF

NCSE-Physical-Classroom-Environment (1)

Resources

PrincipalGlenasmole 4 days ago

Understanding Our Emotions: The Four Zones

PDF

Poster Understanding Our Emotions The Four Zones pdf

PrincipalGlenasmole 20 days ago

Let's Get Regulated

PDF

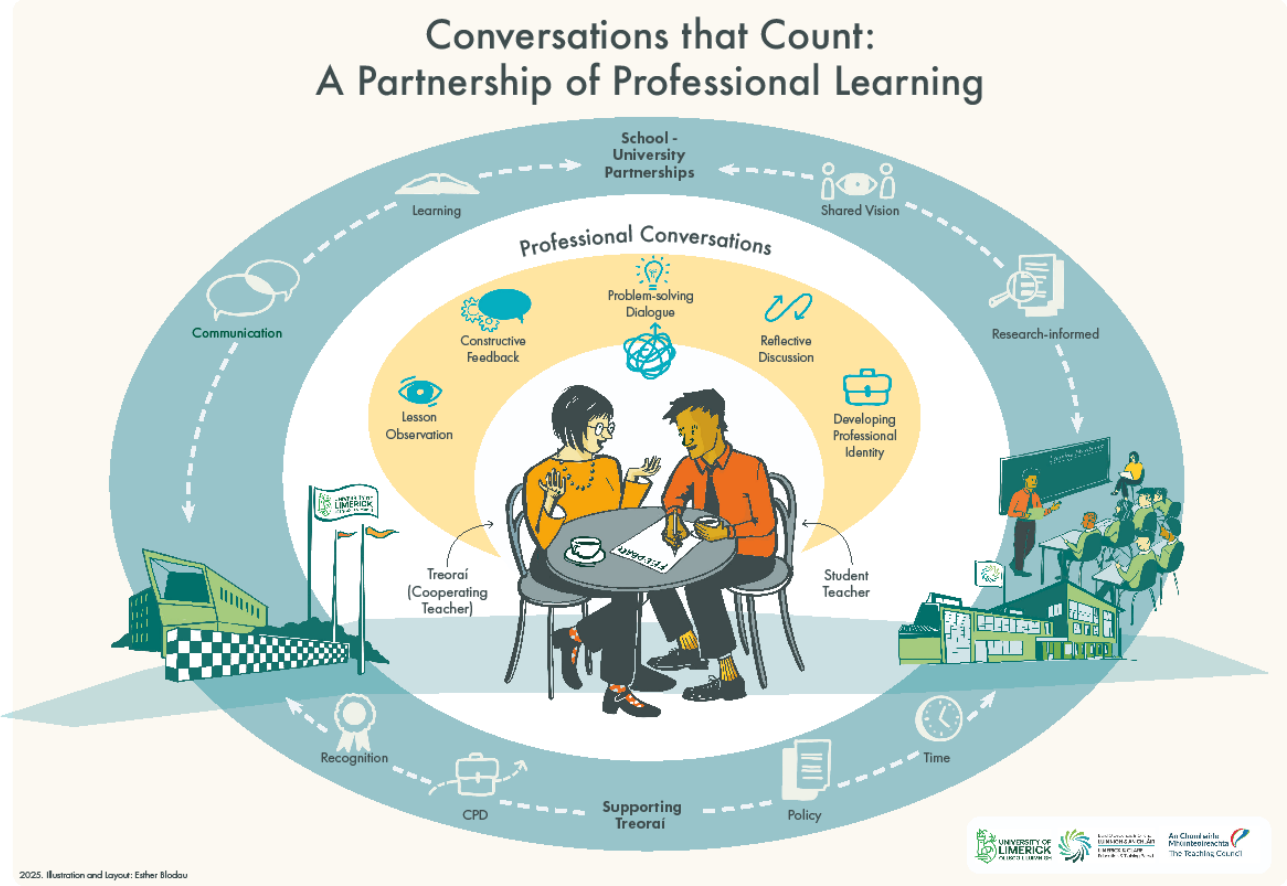
Self-Regulation-Teacher-Booklet

PrincipalGlenasmole 20 days ago

THE ZONES
zonesofregulation.com

Example of Digital Assets

Poster



Example of Digital Assets

Video reflection



Example of Digital Assets

www.t-rex.ie

Templates



Research
review



Reflection on
practice



Research
project



Research
précis

T-REX Bytes

Junior Infants Teachers Perceive more Challenges in 2024 Arriving Students Than Pre-COVID (Quantitative Findings)

Conducted along with **Jennifer Pope**, Dept. of Reflective Practice and Early Childhood Studies, MIC

What we asked

This study explored teacher perspectives on the skills, early development, and a range of indicators of school readiness of children currently in junior infants. These children spent the early months of their lives during the COVID-19 pandemic in 2020, with the resulting lockdowns and social restrictions. Previous research shows that many children were affected in many ways during the pandemic, both positively and negatively. The current study asked teachers of junior infant classes how their current class of junior infants (aged 4-6 years) were faring, and how they compared with previous classes they taught before the pandemic.

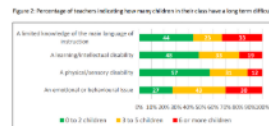
What we did

Method

The data were collected in December 2024, after the children's first few months in primary school. An anonymous online survey, designed for Junior Infant teachers was sent to a random selection of primary schools within every county in Ireland. The questions on the survey were mainly drawn or adapted from questions asked of teachers previously used in large scale studies. Teachers in the current study were asked a variety of questions related to children's abilities such as managing personal care, language and communication skills, sharing with others, attention and emotional regulation.

107 teachers responded to the survey (102 female, 5 male) ranging in age from 22 to 58 years old, and represented a broad range of years teaching experience, including up to 35 years experience. Their class sizes of junior infants varied, ranging from 4 to 31 junior infants in the class.

What we found



- 80.6% of teachers indicated they have more pupils now with an emotional or behavioural issue (see Figure 1 above)
- 60.2% have more pupils now with a physical or sensory disability
- 45.9% have more pupils now with a learning or intellectual disability
- 42.3% of teachers indicated that they have more pupils now with a limited knowledge of the main language of instruction
- 42% of teachers indicated they now have fewer pupils now who can manage personal care
- 58.2% of teachers indicated fewer pupils now take turns and share or are sensitive to other children's feelings
- 59.6% of teachers indicated pupils are worse now in terms of classroom behaviour
- 74.5% of teachers indicated that fewer children now could sit still and pay attention
- 53.1% of teachers indicated that they have fewer pupils now that play well with others



Suzanne Egan

Considerations and Implications

While many teachers highlighted issues of concern, both in terms of child development and the challenging classroom circumstances for the teachers, it is important to note that not all teachers are experiencing these difficulties or have noted negative changes (see Figures above). Some teachers have reported no change in the number of children experiencing difficulties, compared with before the pandemic, while a minority have also reported positive changes. Additionally, while the findings indicate the current cohort of junior infants were less 'ready' to start school than previous cohorts, the exact cause cannot be pinpointed at this time. It may be that the changes in social contacts or family life in the early months of children's lives, and since the pandemic, have contributed to the situation. Potentially, missed or delayed developmental checks could also mean that issues were not detected as early as they might have been. More research is needed to fully understand the nature and extent of the issues, and to determine possible causes.

The findings in this study highlight the potential long lasting and wide-ranging effects of the pandemic for young children. Without early interventions and supports, gaps can widen and developmental delays can worsen over the course of childhood. The teachers in this study have expressed significant concerns and challenges that require further investigation, investment and supports.

FÉILTE Bursary Recipients 2024



Ballymoney NS



Newport College

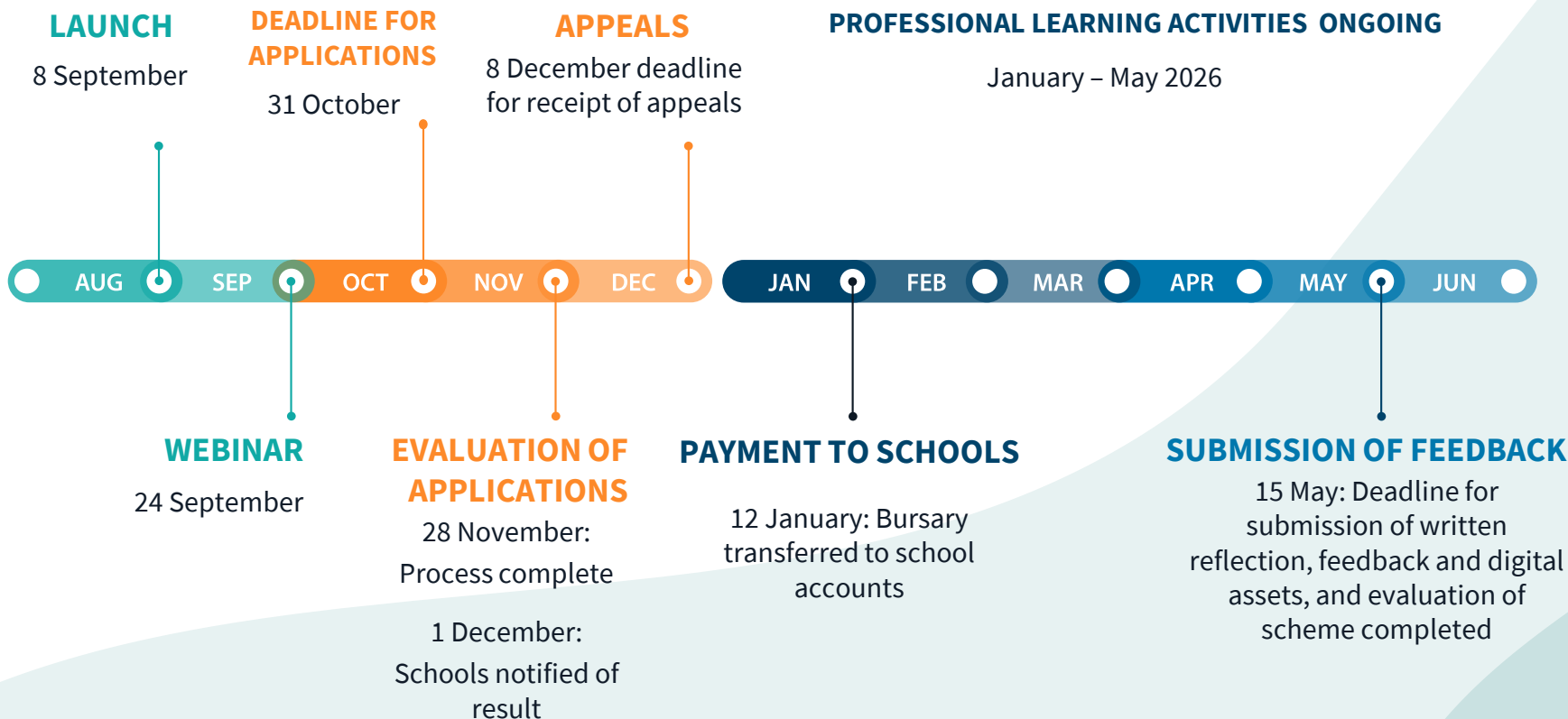


Portlaw NS



Scoil Aireagail

Timeline



Other supports available

Online library

- Registered teachers can access a FREE online library by logging into their **My Registration** account via the Teaching Council website.

Did you know?

An Chomhairle Mhúinteoireachta
The Teaching Council

The Teaching Council provides **FREE** access to an Online Library for all registered teachers.

Log in to read:

- More than 2,000 full-text journals
- Index and abstracts for 4,000 journals
- Full-text for more than 500 books and monographs

*Research empowers teachers and students to transform teaching and learning**

To access the Online Library, go to www.teachingcouncil.ie and log in via *My Registration* account

CROI Research at the heart of teaching and learning



feilte@teachingcouncil.ie

Contact us

The Teaching Council
Block A, Maynooth Business Campus, Maynooth, Co. Kildare, W23 Y7X0 Ireland

+353 (1) 651 7900
info@teachingcouncil.ie



Questions / Ceisteanna

Go raibh maith agaibh

Thank you