



Addition of methodologies to the PME (Post-primary) Trinity College Dublin for :

- **Computer Science**
- **Mandarin Chinese**
- **Drama Theatre and Film
Studies**
- **Politics and Society**
- **Climate Action and
Sustainability**

June 2025

Background

This submission is specifically for the proposed addition of the methodologies for **Computer Science, Mandarin Chinese, Drama Theatre and Film Studies, Politics and Society and Climate Action and Sustainability** to the accredited existing PME (PP). The Professional Master of Education (Post-primary) from Trinity College Dublin was accredited by the Teaching Council in November 2023. The full report for the accredited programme is available on the Teaching Council Website.

The methodologies will be offered within the existing PME programme.

Process

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

Trinity College Dublin submitted an updated pro forma and associated toolkits as relevant, to demonstrate the specific programme elements for each methodology. The addition to the programme was reviewed by the Review Panel following the *Procedures for Professional Accreditation of Programmes of ITE*

The review of the addition of the **methodologies to the accredited Professional Master of Education (Post-primary)** at **Trinity College Dublin** took place between April and June 2025 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	Trinity College Dublin notified the Council of its intention to submit additional methodologies to the Professional Master of Education (PP) in February 2025
Step 2 Submission	Trinity College Dublin submitted the required documents on 8 April 2025
Step 3 Desk-based Review	A desk-based review was completed by the Council staff in April 2025
Step 4 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Dr Mary Fleming as Chairperson and Professor Ken Muir and Mr Ciarán Flynn as panel members. The panel was briefed by Teaching Council staff.

Rapporteur	<p>The review panel was supported in their role by Mary Condon as rapporteur.</p> <p>The rapporteur's functions included liaison with Trinity College Dublin, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by the Director of the Teaching Council and her executive staff nominees.</p>
Step 5 Review panel meeting	The panel met on 21 May 2025 to consider the submission.
Engagement	<p>The review panel conducted online (MS Teams) engagement with Trinity College Dublin on 6 June 2025. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of Trinity College Dublin:</p> <ul style="list-style-type: none"> • Dean of the Faculty of Arts, Humanities and Social Sciences • Head of School of Education • Programme Director • Subject Area Representatives • Education Representatives • Placement Co-ordinator
Step 6 Review panel Meeting	Following the engagement the panel met to discuss it and agree recommendations.
Step 7 Reporting	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from Trinity College Dublin.</p>
Step 8 Education Committee	The Chair will present the report at the next meeting of the Education Committee. They may decide to accredit the addition to the accredited programme, accredit the addition to the programme with requirements or not accredit the addition to the programme.

Overview

It was noted by the Panel that the PME (Post Primary) was accredited by the Teaching Council in November 2023 in accordance with *Céim: Standards for Initial Teacher Education*. The panel examined the addition of the subject methodologies, to the accredited PME programme Post Primary. The panel met Trinity College Dublin senior management, the programme team, the school placement team, and subject specialists in an online (MS Teams) engagement. The panel found the following factors in their review of the addition of these subject methodologies on the PME:

- The panel asked about the strategic planning in advance for the new modules and their place within the current framework of the PME, as well as School of Education's HR and Financial management structures. The panel found The College and the School of Education is prepared and sufficiently resourced to provide these additional PME methodologies initially the Mandarin Chinese and Computer Science with smaller numbers of students in the certainty that they will grow in the coming years to be financially sustainable
- The rationale and motivation for the addition of the new subject methodologies is very well thought through and responds to both student and system need, as well as the strategic needs of the University. There is evidence of a strong commitment to enhancing and diversifying the subject methodology provision within the programme. The suite of new subjects are valuable additions to the pathways for prospective teachers entering the post primary school system.
- Members of the TCD team are passionate, enthusiastic and proactively engaged with the prospect of the new methodologies within the PME programme. They are informed, knowledgeable and appreciative of the contextual school level and societal factors that influence the decision to include the methodology modules in the PME programme.
- There is strong partnership and collaboration with other disciplines in TCD and other organisations in support of the new methodologies.
- There is a coherent, integrative approach to each Methodology module design, with the aim of developing the student teacher's critical perspective, thinking on, and interrogation of content with their pedagogical practice.
- The College is employing a new Marketing and Communication Officer to strategically market the new programme additions as appropriate to the relevant student body.
- There is clearly a well-established network of contacts and partnerships with schools which will be enhanced with the addition of the new subject methodologies. Intra-team communication and collaboration was a significant feature of the programme team's approach to the introduction of the new additions

There is a particular emphasis on and a commitment to working with PME students in preparing them to teach these new curricular subjects in an experimental, pilot manner as part of the Transition Year programmes in schools. Opportunities for cross-curricular collaboration was discussed, and the team are very much in the mindset of developing collaboration both within their own team and in supporting student teachers to establish their own cross-curricular offering while in school.

Review outcome

Having regard to the documentation that was submitted, the panel adjudges that the addition to the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that this addition of the methodologies in **Computer Science, Mandarin Chinese, Drama Theatre and Film Studies, Politics and Society and Climate Action and Sustainability**, to the accredited PME (Post Primary) programme, be granted accreditation.

Appendix 1 – Review Panel Members

Chair: Dr Mary Fleming

Dr Mary Fleming is Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies, and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member: Professor Kenneth Muir

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retirement in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.

Panel Member: Mr Ciarán Flynn

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education on "Teacher Supply" and chaired the Placement System Working Group. He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30-year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal. He lectured on the M.Sc. in Educational Training and Management programme in DCU in areas such as Action Research and Leadership and supervising Masters students.

As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development.