

MANDATORY MODULES

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| Academic Enquiry | This module prepares students to engage in scholarly activity in Education at Masters level. It promotes the development of the skills, knowledge, and dispositions needed for effective membership of the postgraduate academic community. This module emphasizes (i) the acquisition of reliable knowledge; (ii) critical engagement with ideas (iii) effective scholarly writing. |
| Leadership & Management in Education | Key to the development of any successful educational organisation is strong leadership. The leader of the organisation must bring about sustained growth and development through their influence on staff commitment, motivation and the creation of a positive and rewarding work environment. A culture of lifelong learning, the creation of professional learning communities and the embracing of positive change must be to the fore in all education settings. This module will examine leadership of the organisation as a whole. Students will be provided with the necessary tools to create collaborative, shared decision making, democratic group processes and interactions within their own organisation. It will provide the practical knowledge and theory to move away from the traditional, authoritative organisational structure towards a collaborative whole school approach which will enable the whole school development of professional learning communities. |
| Educational Leadership & Personal Development | This module will examine the Leadership role in a personal capacity. It will focus upon the importance of motivation, the ability to negotiate and successfully resolve conflict, essential for the progression of the educational establishment. It will provide students with a clear and concise insight into the different styles of educational leadership, the associated theory and the implications for the design and the future development of new progressive learning environments for education in Ireland today. Students will gain insight into the importance of the creation of effective teams and collaborative practice to ensure organisational success. A key component will be student engagement in critical discussion and understanding of the importance of reflective practice, being central to organisational improvement and effective leadership. This module will enable students to understand the importance of a clearly communicated, widely understood, and collectively shared vision and mission for the entire organisation. |
| Research Methods in Education | Students involved in education need to have a practical knowledge and understanding of educational research methods either for the purpose of conducting classroom/field-based research or in order to complete a dissertation. This module aims to provide the knowledge and skills to equip students to become competent educational researchers. |
| Action Research in Education | This module aims to provide students with opportunities to develop the knowledge, core skills and competencies that will allow them to identify contexts in which an action research approach to enquiry may be appropriate, and to carry out a small scale action research project from conception to dissemination. |
| Educational Research Project | The National Qualifications Framework descriptors for postgraduate study stress the importance of research and scholarship leading to the dissemination of new knowledge in the field. In this module, students can choose one of the following options: (i) to carry out traditional educational research leading to a dissertation; (ii) to write two academic papers of publishable quality; or (iii) to design an educational product. In all cases, the total written submission must not exceed 15,000 words in length and will relate to either educational empirical research, educational theory generation or educational product design. Following an acceptable project proposal, a supervisory team will be appointed to oversee its completion. |

| | ELECTIVE MODULES |
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| Education Law | The informal nature of the education system in post-independence Ireland changed in 1998 when we moved from a system of self-regulation to one characterised by a conspicuous degree of State regulation with the passing of the Education Act of 1998. Since 1998, a number of other major statutes have been enacted which affect educational institutions. Many of the legal aspects of educational management are not covered by any of the statutes, but are addressed by the common law, mostly judgments of the High Court and the Supreme Court. This upsurge in legal regulation means that there is a now an enormous amount of information that educators are expected to know. However, diminishing resources and increased numbers of learners have placed ever-growing demands on their time and energy, leaving them less time to inform themselves. This module will attempt to address some of the major areas that are of practical concern to educators, and will also attempt to teach some of the legal skills needed to allow educators to discover and understand legal information used in their own educational context. |
| Educational Innovation & Entrepreneurship | This module aims to provide participants with the knowledge and skills for effective entrepreneurship and innovation in an educational context. The module explores entrepreneurial and innovation practice in education both nationally and internationally. Participants will engage with and reflect on the concepts of entrepreneurship and innovation in organisational and professional practice. |
| Financial Management | This module aims to equip educational leaders and aspiring managers with the requisite knowledge and understanding to plan for and manage finance and resources effectively in an educational context. The module will introduce students to key concepts of financial management within an educational setting. |
| Human Resource Management | This module is designed to equip educational leaders and aspiring leaders with the requisite knowledge and understanding to manage finance and resources in an educational context. The module will introduce students to key financial and educational concepts used in educational settings. |
| Independent Learning project | This module of negotiated learning aims to allow students to deepen their understanding of a chosen, relevant topic. Successful completion of this module will demonstrate their ability to self-manage their learning, self-evaluate, reflect on practice, and respond to constructive guidance. Students will choose an area of interest and relevance to their continued personal and professional development. This module is process-driven rather than content-oriented, thus allowing students to reflect on their learning and critique the process of enquiry in which they are engaged. |
| Information Technology | The purpose of this module is to enable educational leaders to construct a strategic ICT plan and to equip them with knowledge of existing and emerging technologies suitable for integration at both classroom and institutional administrative level. |
| Mentoring | Experienced teachers and lecturers have a wealth of knowledge and skills. This module develops teachers' and lecturers' abilities and dispositions to analyse and explain their academic and pedagogical thinking so that they can share their expertise and support their colleagues' professional development. The relative importance of pedagogical and academic skills will depend on whether the participant is a schoolteacher or lecturer. |
| Public Relations in Education | The aim of the Public Relations module is to provide participants with a critical awareness of the theory, practice and management of Public Relations within Education. Participants will be required to identify the key stakeholders relevant to each educational institution and examine appropriate PR strategies to communicate effectively with them. Participants will become familiar with practical public relations techniques including the design and writing of Press Releases, Social Media content, Newsletters and Brochures. Finally, participants will develop a critical appreciation of core management concepts including: Corporate Social Responsibility & Community Relations Issues Management & Crisis Management and Corporate Image and Reputation Management. |

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| Strategic Planning and Development for Educators | Strategic planning assumes that a system must be responsive to a dynamic and changing environment. This module aims to facilitate an in-depth understanding of strategy in the context of educational institutions. The process of strategic planning and the role of strategy in determining the future direction of the institution will be reviewed using contemporary literature and case based examples of practice across a range of education settings. The formulation, development and implementation of strategy will include critical reflection on the educational institutions' vision, values, stakeholders, external environment and the existing organisational culture. |
| Sustainability in Education | This module aims to provide a background to the issues concerned with environmental sustainability in educational establishments. It identifies the existing policies and initiatives concerned with sustainability in the education sector and how these can best be implemented in individual educational settings. Further to this, guidelines and advice will enable the learners to develop policies for implementation in their own organisations. |