



#ThisIsMIE

Masters Programmes

INSTITIÚID OIDEACHAIS 
MARINO 
INSTITUTE OF EDUCATION

An Associated College of
Trinity College Dublin, the University of Dublin

Study at Marino Institute of Education

Marino Institute of Education (MIE) is a higher education institution and teaching, learning, and research community with a singular focus on education. For over 100 years, students have become qualified educators at MIE, practising educators and education professionals have refined their skills and specialities through MIE's postgraduate programmes, and MIE researchers have deepened understandings about education, its practice, and impact.

MIE's academic programmes are validated, quality assured, and accredited by Trinity College Dublin - a Trinity degree is an asset in Ireland and around the world.

MIE is committed to promoting inclusion and excellence in education. MIE students and staff support one another and are imbued with a tradition of care and a passion for teaching. The result is that MIE graduates are highly sought after.

This brochure presents MIE's suite of Master in Education Studies (MES) programmes, all of which are delivered on a part-time basis over two years. There are dedicated programmes in the areas of further education, primary mathematics education, Christian school leadership, intercultural learning and leadership, early childhood education, inquiry-based learning, and visual arts. Some of these programmes are delivered face-to-face while some are delivered online, but all respect the needs of practising educators and professionals.

MIE's Suite of Master in Education Studies Programmes

Fully Online

Master in Education Studies
(Further Education)

Master in Education Studies
(Primary Mathematics Education)

Master in Education Studies
(Christian School Leadership) Online

Face-to-Face

Master in Education Studies
(Intercultural Learning and Leadership)

Master in Education Studies
(Early Childhood Education)

Master in Education Studies
(Inquiry-Based Learning)

Master in Education Studies
(Visual Arts)



In their words...

Triona Nic Fhinn, Primary Education Officer for STEM, An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

“Completing the Masters in Mathematics Education at Marino Institute of Education was one of the most rewarding experiences of my career. The course deepened my understanding of how children make sense of mathematics and continues to influence my work supporting teachers and developing maths resources through Irish. The combination of expertise, encouragement, and collaboration in Marino made it an enriching experience”



Lorraine Gannon, Deputy Principal, Nun's Cross National School, Co. Wicklow

“Completing the Masters in Early Childhood Education programme helped me expand my professional knowledge, challenge myself, and become a more reflective, informed, and enthusiastic leader with a renewed passion for continued learning”

Shóna Kelly, Primary School Teacher, St. Brigid's Girls' School, Cabinteely, Co. Dublin

“This course gave me the opportunity to delve into Visual Arts education, something I am very passionate about. The exposure to artists and guest lecturers gave great insights to the arts world. Researching in year two allowed me to focus in on current visual arts education issues and practices and gave me the opportunity to conduct research in an area of visual arts education that I wanted to explore more”

Colm Keher, Assistant General Secretary, Joint Managerial Body (JMB)

“So many of our schools have an ethos that expresses a living faith tradition, however many of our school leaders do not have any formal training in faith leadership. I was an experienced secondary school principal when I commenced my studies in this programme and it gave me the extra confidence and knowledge to lead in a faith-based school. It provides outstanding professional development for school leaders and aspiring leaders. I was hugely impressed by the standard of the lectures and resources provided, it is a comprehensive programme that greatly improved my understanding of general leadership and management theory and practice also. I have gone on to take up a new role with an organisation that supports denominational secondary schools in Ireland, the learning from the programme has greatly enhanced my capacity to carry out this role, both from a research and faith leadership perspective”



Master in Education Studies @ Marino Institute of Education



Duration

2 years part-time

Award Level

Level 9

ECTS Credits

90

Awarding Body

Trinity College Dublin,
the University of Dublin

Fees

Please visit mie.ie/study_with_us/postgraduate_programmes/ or contact admissions@mie.ie for further information.

Early Exit Award

Upon successful completion of Year 1, students can exit the Master in Education Studies programme with a Postgraduate Diploma.

How to Apply

Applicants must submit an online application via the MIE App Centre (appcentre.mie.ie/login) and are typically required to undergo an interview. For further details, please contact admissions@mie.ie

Minimum Entry Requirements

An honours degree (Level 8) with second class honours or higher, and at least three years' teaching experience or equivalent professional experience. In exceptional cases students who meet the honours degree requirement but do not have the necessary experience may be considered for the programme. English Language Requirement IELTS Level 6.5 (or equivalent).

International Students

For information about eligibility for this programme please contact admissions@mie.ie

Bursaries & Scholarships



MIE currently has four different scholarships and bursaries available to students undertaking Master in Education Studies (MES) programmes

1. MIE Trust Fund Bursary

Applicants for the Master in Education Studies (Christian School Leadership) Online programme can avail of a 20% reduction in fees for Years 1 & 2 of the programme. This MIE Trust Fund bursary is available to all successful applicants who register for the programme.

3. MIE Community of Learners Scholarship

If one or more colleague(s) from your school or education setting successfully registers for one of MIE's MES programmes, you and the colleague(s) can gain a 20% discount from your tuition fees for Years 1 & 2 of the programme.

2. MIE Alumni Fee Scholarship

At MIE we very much hope our graduates continue to have an active and beneficial relationship with us throughout their careers and want to do all we can to enable this. All MIE alumni who have completed a full-time degree and have been accepted on an MES programme will qualify for an Alumni Fee Scholarship for Years 1 & 2 of the programme. This scholarship will contribute 20% of the cost of tuition fees for all MES programmes (excluding the Christian School Leadership Online programme, which is eligible for the MIE Trust Bursary).

4. MIE First-Class Honours in Undergraduate Degree Scholarship (MIE/Trinity graduate)

This scholarship is available to all MIE/Trinity graduate students who have achieved a first-class honours undergraduate degree. This scholarship will contribute 40% of the cost of tuition fees for all MES programmes.

Students may avail of only one of the above scholarships or bursaries. If you have any further queries, please contact admissions@mie.ie



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Marie McGrane, Primary School Teacher, St. Brigid's Senior Girl's National School, Finglas, Co. Dublin

“I was appreciative of the opportunities provided for the excellent workshops given by ‘living’ experts in their respective areas of visual arts practice. Their dedication to their work processes was creatively inspiring and illuminating. It was a privilege to meet these artist-educator practitioners and learn new skills from them, with a student-centred focus at all times, using top quality materials. The experiences remained within me long after the end of the sessions”

Master in Education Studies Further Education

Fully online programme

This programme offers an excellent opportunity for ambitious professionals in the adult, further, and community education sectors seeking professional development and career progression. Fully online, the programme offers the flexibility to balance study alongside work and other life commitments.



Full course
information ↑

Who the Programme is for

The programme is likely to attract candidates who wish to establish themselves as highly competent and well-informed adult and further education leaders and practitioners. Drawing on learners' experience of working in the further education sector, we have created a teaching and learning experience that supports learners to engage with core issues within their own professional contexts. The programme is suitable for teachers who hold an initial teacher education qualification in Further Education or Post-Primary Education, graduates of the Professional Diploma in Education (Further Education) (PDE-FE) or equivalent and national and international students with a level 8 degree who have some experience of teaching or working in the adult and further education sector.

Where Graduates may Work

This dynamic and innovative programme is designed to help teachers to extend their learning and prepare them for leadership roles in adult, further and community education settings in Ireland and abroad.

What is Studied

Year 1: Students gain a strong foundation in the key theoretical, historical, and policy contexts of further education via six modules: Theoretical Perspectives on Further Education; Teaching & Learning in Further Education; Policy & Practice in FE; Leadership & Management; Innovation in Curriculum & Design; and Supporting Communities of Reflective Practice.

Year 2: Students focus on an area of interest in the field of further education and produce a dissertation.

How the Programme is Delivered

Fully online with both synchronous and asynchronous classes. Synchronous classes take place on weekday evenings. There is a more flexible schedule suited to independent study and supervisory meetings in Year 2. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessments are used, including essays, blog posts, discussion board contributions, group work, and digital portfolios, and ultimately a research proposal and dissertation.

Master in Education Studies

Primary Mathematics Education

Fully online programme

This programme empowers teachers to become leaders in primary mathematics education. A fully online programme, students join a vibrant online community, connecting with fellow professionals from diverse locations and cultures, sharing experiences, and broadening perspectives about teaching mathematics at primary school level.



Full course information ↑

Who the Programme is for

This programme is designed for educators who aspire to, or currently occupy, roles as mathematics leaders, teacher educators (at initial or in-service levels), or education inspectors and education researchers. Although designed primarily for primary school teachers in Ireland, the programme's fully online delivery enables qualified educators from around the world to participate in and benefit from this transformative learning experience.

Where Graduates may Work

Previous graduates of the programme have progressed to leadership roles, including posts of responsibility in schools, school principalships, lecturer positions in initial teacher education, and advisory roles within OIDE, Ireland's professional development service for teachers. The programme

provides strong preparation for teachers aspiring to roles as inspectors with the Department of Education and Youth, or for positions involving research, evaluation, management, and leadership in Primary Mathematics and STEM education.

What is Studied

Year 1: Students complete the following six modules: Understanding Primary Mathematics Education; Contemporary Issues in Primary Mathematics Education; Inclusive Primary Mathematics Education; Mathematics Learning Difficulties and Interventions; Differentiation and Challenge in Primary Mathematics; and Leadership in Primary Mathematics Education.

Year 2: Students focus on an area of interest in the field of mathematics education and produce a dissertation.

How the Programme is Delivered

Fully online with both synchronous and asynchronous classes. Synchronous classes take place on weekday evenings. There is a more flexible schedule suited to independent study and supervisory meetings in Year 2. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessments are used, including essays, learning logs, and presentations, and ultimately a research proposal and dissertation.

Master in Education Studies Christian School Leadership online

Fully online programme

Endorsed by Oide

This is an innovative and unique programme endorsed by Oide, a Department of Education and Youth support service for teachers and school leaders in Ireland. The programme draws on research, principles and practice in school leadership and Christian education in Ireland and internationally to prepare leaders of Christian schools.



Full course
information ↑

Who the Programme is for

This programme is specifically designed for primary and post-primary teachers who wish to pursue leadership and management training for Christian schools in a multicultural and pluralist society, and to pursue their own academic and professional development. It can also assist those who wish to work in leadership roles with school trust bodies. The programme is open to applicants from Ireland and abroad.

Where Graduates may Work

Graduates from the programme have progressed to leadership positions in the primary and secondary sector, to third level positions and to other educational roles with school Trustee bodies and education centres.

What is Studied

Year 1: Students complete the following six modules: Leadership in Education; Leadership and Theology; Leadership and Spirituality; Education Legislation and Governance of a Christian School; Leadership and Management; and Leading a Christian School.

Year 2: Students focus on an area of interest in Christian school leadership and produce a dissertation.

How the Programme is Delivered

Fully online with both synchronous and asynchronous classes. Synchronous classes take place on weekday evenings. There is a more flexible schedule suited to independent study and supervisory meetings in Year 2. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessments are used, including online reflective journals, and ultimately a research proposal and dissertation.



Elaine Haverty, Principal, St Catherine's Senior Girls School, Cabra, Co. Dublin

“Completing the MES in Intercultural Learning & Leadership was transformative for my practice. The programme deepened my understanding of diversity and gave me the leadership tools to shape an inclusive school culture. The teaching, research support and professional community were outstanding. I draw on the learning every day in my role as principal”



Master in Education Studies

Intercultural Learning and Leadership

Endorsed by Oide

Rooted in critical intercultural theory, this is a forward-looking, socially-just programme that equips students with the knowledge, skills and reflective capacity to lead inclusive learning communities, to challenge inequities of race, language, culture and religion, and to make a meaningful difference in schools and organisations committed to equality and diversity.



Full course information ↑

Who the Programme is for

This programme is designed for educators, teacher-leaders, educational support staff, policymakers and applied researchers who recognise that the future of education is intercultural and interdependent. Whether you are a classroom teacher seeking to deepen your inclusive practice, a middle leader aiming to shape whole-school change, or a professional working in wider educational or community contexts (such as youth services, migrant integration, adult and community education), this programme offers you the advanced academic grounding and practical leadership orientation you need.

Where Graduates may Work

Graduates of this programme will be well-placed to assume leadership and management roles in schools, including positions such as vice-principal, principal, or curriculum/inclusion coordinator. They

may lead professional development programmes for teachers, work with educators in pre-service or in-service settings, or take specialist roles in intercultural education, refugee inclusion, language diversity and religious diversity. Beyond schools, graduates may work in national or international policy agencies, non-government organisations, or research institutions addressing migration, integration and intercultural learning.

What is Studied

Year 1: Students complete the following six modules: Schools and Diversity, Inclusion and Intercultural Education; School Leadership in Diverse Settings; Teaching English as an Additional Language: An Intercultural Approach; and Religious Diversity and Intercultural Education.

Year 2: Students focus on an area of interest in the field of intercultural education and produce a dissertation.

How the Programme is Delivered

Face-to-face lectures generally take place two weekends per month in Year 1. After some lectures early in Year 2, there is a more flexible schedule suited to independent study and supervisory meetings. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessments are used, including essays, case studies and forum discussions, and ultimately a research proposal and dissertation.

Master in Education Studies

Early Childhood Education

This programme offers a distinctive learning experience enabling students to gain a deep theoretical understanding and critical awareness of key issues in early childhood education.



Full course
information ↑

Who the Programme is for

This programme is designed for primary teachers, early childhood educators, and professionals working with or on behalf of young children. It is particularly suited to individuals seeking to extend their theoretical and pedagogical expertise, critically enhance their professional practice, and assume leadership or advocacy roles within early childhood education and policy.

Where Graduates may Work

Graduates of this programme will be well positioned to progress into a variety of leadership, specialist, research, and advisory roles across the early childhood and primary education sectors. Many graduates advance to positions such as

early childhood setting manager or pedagogical leader, assume leadership roles in primary schools, or contribute to professional development and mentoring for practitioners. Others engage in educational evaluation, policy development, or research.

What is Studied

Year 1: Students complete the following four modules: Early Childhood Education: Policy and Practice; Psychology of Early Childhood; Language and Literacy in Early Childhood Education; Inquiry-based Learning.

Year 2: Students focus on an area of interest in the field of early childhood education and produce a dissertation.

How the Programme is Delivered

Face-to-face lectures generally take place two weekends per month in Year 1. After some lectures early in Year 2, there is a more flexible schedule suited to independent study and supervisory meetings. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assignments are used, including case studies and literature reviews, and ultimately a research proposal and dissertation.

Master in Education Studies Inquiry-Based Learning

This is an innovative and unique programme that taps into the widespread and growing interest in inquiry-based learning at all levels of education and across a range of educational environments. A key feature of the programme is to build a community of inquiry among participants, with a focus on collaborative tasks both during and between module weekends, including discussion forums, practical projects and critical reflections on current practice.



Full course
information ↑

Who the Programme is for

This programme has been designed to be impactful and supportive of professionals across the spectrum of education, both formal and informal. Inquiry-based learning has been recognised and applied as a key pedagogical approach at all levels of education in Ireland and internationally. Inquiry-based learning is an excellent way to mediate the redeveloped Irish primary school curriculum and to make connections across the curricular areas. The programme is also aimed at educators in other settings (e.g. education officers working in art galleries, museums, outdoor education centres, with the Office of Public Works and similar organisations).

Where Graduates may Work

Graduates of this programme will be well positioned to progress into a variety of leadership, specialist, research, and advisory roles, in both formal and informal education and across a range of cultural and heritage settings. Past students have included primary and post-primary school teachers, early childhood educators, museum educators, public servants and policymakers.

What is Studied

Year 1: Students complete the following four modules: Introduction to Education Studies; Learning through Inquiry; Promoting Inquiry-Based Learning through the use of Creative Technologies; Inquiry-Based Learning and the Environment.

Year 2: Students focus on an area of interest in Inquiry-Based Learning and produce a dissertation.

How the Programme is Delivered

Face-to-face lectures generally take place two weekends per month in Year 1. After some lectures early in Year 2, there is a more flexible schedule suited to independent study and supervisory meetings. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessment methods are used, informed by the principles of inquiry. These include critical reflections, inquiry journals, collaborative projects, and ultimately a research proposal and dissertation.

Master in Education Studies

Visual Arts

This is an innovative programme that will enable participants to establish, enhance and critically evaluate imaginative and innovative practices in a variety of visual arts in education contexts with increased connoisseurship, confidence and creativity.



Full course
information ↑

Who the Programme is for

This programme is designed for professionals who wish to deepen their knowledge of the further education sector while developing advanced research skills that support meaningful inquiry and practice. It is particularly suited to those who wish to explore issues within adult, community, and further education in ways that connect directly with their own professional and personal interests.

Where Graduates may Work

Graduates of this programme will have the expertise to contribute to local, national and international communities of practice that connect arts and education.

What is Studied

Year 1: Students complete the following four modules: Introduction to Education Studies; Visual Arts, Inspiration and Imagination; Visual Arts, Ideation and Integration; Visual Arts, Innovation and Inclusion.

Year 2: Students focus on an area of interest in visual arts and education and produce a dissertation.

How the Programme is Delivered

Face-to-face lectures generally take place two weekends per month in Year 1. After some lectures early in Year 2, there is a more flexible schedule suited to independent study and supervisory meetings. The delivery format respects the needs of practising educators and professionals.

How the Programme is Assessed

Assessment is aligned with the modular structure of the programme. A range of assessments are used, including essays, quizzes, exhibits of work and personal portfolios, and ultimately a research proposal and dissertation.

Contact Us

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www.mie.ie

www.tcd.ie



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