



ENHANCE YOUR CAREER

MAYNOOTH UNIVERSITY
DEPARTMENT OF EDUCATION





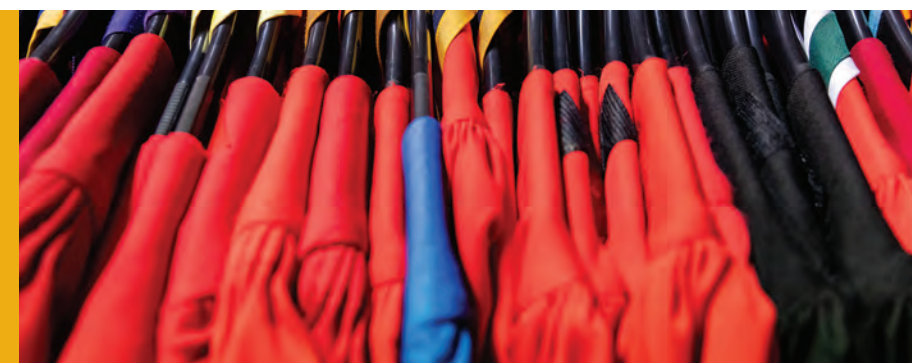
MESSAGE FROM HEAD OF DEPARTMENT



A heartfelt welcome to Maynooth University Department of Education. We offer a variety of research-based learning opportunities designed to meet the needs and interests of students from a range of disciplinary backgrounds, educational settings and professional contexts. Some programmes lead to a professional qualification, some to develop professional practice and contextualise it in a field (such as educational leadership and management) while others are geared more specifically to research and scholarship. Together we offer a supportive environment dedicated to your studies as well as your academic and professional development. Take a look at what we have to offer and consider joining our community of education professionals and scholars, who are passionate about contributing to the world through education.

Dr Maija Salokangas
Head of Department
Maynooth University
Department of Education

ARE YOU INTERESTED IN ENHANCING YOUR CAREER THROUGH STUDIES IN EDUCATION?



Maynooth University Department of Education offers a wide variety of programmes and micro-credentials that can help you to achieve your goals. The Department is comprised of a group of skilled lecturers and researchers with expertise and experience in areas relating to educational policy, practice and research from early childhood education to third level education. Our programmes and micro-credentials provide key insights around educational management, leadership and guidance counselling, while projects and dissertations will enable you to link your learning to your professional practice. Our structure has been designed to facilitate flexible participation of education professionals through an emphasis on active student engagement and interactivity.



Email: education.department@mu.ie

Webpage: maynoothuniversity.ie/education/our-courses

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THE FUTURE LEADERS PATHWAY

Maynooth University Department of Education offers an exciting, innovative and flexible Future Leaders Programme. It is designed for teachers at all levels who are aspiring to or who are already in leadership roles, as well as for those who are seeking to develop leadership skills in their educational settings. Our programmes Post Graduate Diploma in Educational Leadership and Management (PGDELM), Master of Educational Leadership and Management (M.Ed. ELM) and Top-up Master of Educational Leadership and Management (T-M.Ed. ELM) are designed specifically to build your knowledge, competence, and expertise as you undertake your education leadership journey. A combination of practical skills and theoretical foundations at all levels are available across the pathway to support preparation for leadership and management positions. It is designed and delivered by experienced leaders, educators and academics from a variety of professional education roles and has input from national and international academic/practitioner experts in the areas of educational leadership and management.

MU Apply Codes:

PGDELM: MH40G

M.Ed. ELM: MH45G

T-M.Ed. ELM: MH47G



MEET THE PROGRAMME DIRECTORS

Dr Anthony Malone



Tell us about the Future Leaders Pathway

Our Future Leaders Pathway (PGDELM, M.Ed. ELM and T-M.Ed. ELM) offers students an opportunity to develop their knowledge and understanding for educational leadership. Students will engage in research-based practice with the objective of progressing their leadership skillset. Most importantly, they will join a community of like-minded students and expand their professional network and horizon.

Who should apply?

If you are a teacher who is interested in educational leadership/management and are passionate about enhancing your own skills and understanding of educational leadership, then this is the learning experience for you. Applicants come from a variety of educational settings, including teachers and senior leaders within early years, primary, post-primary and further level education. The T-M.Ed. ELM programme is recommended for graduates of any recognised postgraduate educational leadership and/or educational management diploma programmes. A minimum of a postgraduate diploma in educational leadership and/or management or cognate areas (60 credit, level 8 threshold) will be required for entry to the programme.

What career pathways are open to graduates of the programme?

Graduates of the PGDELM (60 credits), M.Ed. ELM (90 credits) and T-M.Ed. ELM (30 credits) programmes have been highly successful in developing their repertoire of capabilities and competencies across the leadership spectrum. Significant numbers have had the opportunity to progress their career with posts of responsibility at all levels in their schools (up to the senior role of Principal or Deputy Principal) and across all sectors, including Further Education and Training, Youthreach, community education projects and in alternative settings. Secondment to education support services and joining the Department of Education (DE) Inspectorate are other options that have proved attractive to graduates.



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MASTER OF EDUCATION

Our taught Master of Education (M.Ed.) programme is designed for those interested in exploring and furthering their knowledge in the field of educational studies. Its modular design offers students the opportunity to tailor their education and prioritise deepening their knowledge and skills in particular educational issues while also ensuring that students are immersed in broader contemporary educational conversations.

MU Apply Codes:

Full-time M.Ed. - MH52G

Part-time M.Ed. - MH57G



MEET THE PROGRAMME DIRECTOR

Dr Ciarán Ó Gallchóir



Tell us about the Masters in Education

As part of a global community of students, the experiences in the programme are designed to focus on self-inquiry, mastery of research literacy and developing a global perspective on local issues in a critical, future-oriented and collaborative way. Students register for 90 credits: six modules (10 credits each) and a 30 credit culminating project. The programme can be completed either as a full-time one-year programme or part-time over two or more years.

This programme seeks to:

- Position the self as a central component in reflecting on educational conversations and challenges.
- Deepen knowledge and understanding of educational systems and critically (re)questioning and (re)elaborating the systems we find ourselves immersed in.
- Bring a global perspective on contemporary educational issues and how they are experienced and realised at local levels.
- Engage with the global in a community-oriented collaborative manner.
- Ensure opportunities to reflect on a range of educational practices and contributions by imagining future alternatives.
- Place an emphasis on critically worthwhile research that challenges common-sense ways of being while offering future-oriented solutions to educational issues.

Who should apply?

If you're interested in any aspect of the field of educational studies, then this programme will be attractive to you. Current and previous M.Ed. students come from a range of educational roles and orientations including educational researchers, early childhood educators, primary and post-primary teachers, teacher educators, education tutors, creative advisors, social justice leaders, educational administrators and curriculum developers. The programme also provides a fantastic opportunity for those in other disciplines for whom specialising in education could help them along their journeys.

What career pathways are open to graduates of the programme?

The Master of Education programme provides an infrastructure where students can invest in their professional and personal futures. By honing research-informed critical understandings of the field of education, our students graduate with a range of academic and transferable skills that give them an edge when considering career opportunities. The particular career pathways of our graduates are as varied as the field of education; we have graduates working as teachers, educational leaders, community leaders, training and professional development officers, policy advisors, educational consultants, whereas others have used their experiences to enter new disciplines or used this programme as their initial engagement with research that may lead towards doctoral studies, and beyond.



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POSTGRADUATE DIPLOMA IN EDUCATIONAL GUIDANCE COUNSELLING & MASTER OF EDUCATION SCHOOL GUIDANCE

Are you interested in becoming a School Guidance Counsellor or in developing your practice as a School Guidance Counsellor?

We currently offer two Guidance Counselling qualifications, a Postgraduate Diploma in Educational Guidance Counselling (PGDEGC) and a Master of Education School Guidance Counselling degree (M.Ed.SGC). The PGDEGC is an 18-month part-time taught postgraduate diploma which is designed to prepare qualified second-level teachers to provide and lead a school guidance counselling service. The programme is recognised by the Irish Department of Education and the Institute of Guidance Counsellors as a professional, international qualification in Guidance Counselling. The MEDSGC is designed to advance the professional development of school guidance counsellors. It includes participation in regular research-support seminars and consultations with supervisors towards completions of a thesis.

MU Apply Codes:

PGDEGC: TBC, next intake Sept 2026

M.Ed. SGC: MH53G



MEET THE PROGRAMME DIRECTOR

Dr Ece Gökmenoğlu



Tell us about the Postgraduate Diploma in Educational Guidance Counselling

Our PGDEGC (60 credits) is designed to prepare qualified second-level teachers to provide and manage a school guidance and counselling service. Graduates of this programme will lead and contribute to whole school guidance teams at schools. Trainees attend Maynooth University two full days per month (one Friday and one Saturday) and online lectures two evenings per month (Thursday evenings between 5pm and 7pm) and engage

in school placement one day in a week during the 32 weeks (32 full school days in total) of the programme. PGDEGC begins with two full-day induction and workshops (attendance is mandatory). Intensive training in psychometric testing is scheduled for the October mid-term break (dates to be confirmed). Trainees are prepared for a professional role that enables them to empower individuals, groups, and entire school communities to make informed decisions regarding their well-being, education, career, social, and personal development in alignment with their developmental needs. Trainees develop counselling skills to provide professional support to students facing life challenges, enhancing essential life skills, addressing mental health needs, and advocating for cultural diversity and inclusivity.

The MEDSGC (30 credits) builds on the PGDEGC, enhancing the professional and research capacities of school-based guidance counsellors. Recognised by the Department of Education as a respected qualification, it prepares graduates for roles in academic research, higher education, educational policy advising, and leadership in school-based guidance initiatives.

Who should apply?

Applicants must be qualified, registered second-level teachers (Route 2 with the Teaching Council) holding an honours PME or equivalent. A minimum of three years' teaching experience, along with experience in pastoral care or a school care team, is required, excluding teaching practice while training as a second level school teacher. Applicants to MEDSGC must have successfully completed PGDEGC or an equivalent programme, with at least second-class honours, grade 1.

What career pathways are open to graduates of the programme?

Graduates of the PGDEGC are qualified to provide and manage school guidance counselling services, supporting students' educational, career, social and personal development. They can work as school-based guidance counsellors, contribute to student support teams, and engage in broader educational and career guidance initiatives. Graduates of the MEDSGC can advance guidance counselling services, lead educational initiatives, and influence policy. Many pursue teaching and research in higher education or use the programme as a foundation for PhD studies.



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DOCTOR OF EDUCATION

The Doctor of Education (EdD) is a four-year research degree designed to develop academic professionals whose practice is deeply informed by academic study and vice versa.

An important feature of the EdD is that students are concurrently located in professional practice. The student applies the knowledge gained on the EdD programme to their professional life, which contributes new knowledge to practice and the profession, and enhances their professional career.

This programme is ideal for those who wish to pursue doctoral studies directly related to their work in the field of education. Participants have included a diverse range of professionals such as primary and post-primary teachers, principals, deputy principals, early childhood educators, education support agency staff, and higher education institution staff, including university lecturers.

MU Apply Codes:

EdD: MH06G



MEET THE PROGRAMME DIRECTOR

Dr Rose Dolan



Tell us about the Doctor of Education

Our cohort model is particularly appealing to students who thrive in a group learning environment, fostering a strong sense of community and mutual support. Seminars and workshops throughout the four years support the formalisation of professional discourse, a core element of the EdD programme.

During the first two years, students register for modules (totalling 120 credits) that help them refine their proposal for their research project, support their academic writing, and integrate their studies with their professional practice.

In the final two years, students undertake a substantial research project (thesis), with the guidance of two supervisors and a series of research support modules (totalling 60 credits). The thesis topic is closely aligned with their professional work in the education sector.

Who should apply?

If you are an experienced education professional who wants to develop your research skills and make a real contribution to your practice and your profession, this programme is for you. If you have a background in education and appreciate the support and structure of learning within a group, you'll find the EdD programme especially appealing. We create strong, connected cohorts where you can learn not only from us, but also from your peers and other doctoral students in the Department.

What career pathways are open to graduates of the programme?

EdD students are already practitioners in the field of Education upon entry to the programme. Their doctoral studies enable them to develop their academic and professional careers, and to contribute further to the development of the profession.



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PHD & MLITT

Maynooth University Department of Education welcomes applications from prospective students wishing to pursue advanced research within the field of education.

Master of Literature Degree (MLitt)

MLitt students work with a supervisor/supervisory team to carry out a structured piece of research that is exploratory and relevant to the current state of research within its field. The research should demonstrate a thorough grasp of the relevant theoretical and technical concepts and must make a worthwhile contribution to knowledge and understanding. The MLitt may be pursued full-time (typically 2 years) or part-time (typically 3 years). In addition to undertaking original research, students must take a minimum of 10 credits in taught modules. At the end of Year 1 or 2 of the MLitt programme, students have the option of applying for a transfer to the PhD programme (subject to meeting pre-specified criteria).

Structured Philosophiae Doctor Degree (PhD)

Students registered on the Structured PhD in Education programme engage in an original research project or scholarly study in education that is worthy of peer-reviewed publication. Our Structured PhD is designed to support students' research and to foster a deeper understanding of their chosen topic of study and knowledge of the wider field of education, while being supported by a supervisory team. Research work is underpinned by a customised series of taught modules which are completed with a cohort of fellow PhD students. The PhD can be pursued either full time (typically 4 years) or part time (typically 6 years). Applicants will usually hold a Master's level degree in Education or a related discipline. Students will usually take taught modules to the value of 30 credits over the course of the programme. Students entering the programme without a Master's degree will generally be required to take 60 credits of taught modules. Such students might first be registered for a Master's degree such as an MLitt from which an application may be made to transfer to the PhD.

MU Apply Codes:

Full-time MLitt: MH04G

Part-time MLitt: MH05G

Full-time PhD: MH02G

Part-time PhD: MH03G



MEET THE PROGRAMME DIRECTOR

Dr Thomas Walsh



Tell us about the PhD and MLitt programmes

Our Structured PhD and MLitt programmes offer students an opportunity to delve deeply into their chosen topic and learn advanced research skills to produce an original contribution within the field of education. Because the programmes are structured, there is ample opportunity for students to meet other students and faculty members and become part of an exciting and vibrant community of educational scholars. Students can choose from a range of

modules to make up their credit requirements and work independently with a supervisory team on their research project. It really combines the best of both worlds.

Who should apply?

One of the most important characteristics of an applicant is someone who is passionate about their prospective research topic! They are traditionally graduates in Education or a closely related discipline. Applicants should also be capable of conducting independent critical research and highly motivated to commit time to their studies, which includes building in lots of time for reading and thinking!

What career pathways are open to graduates of the programme?

Careers within the education sector, broadly defined, require highly skilled individuals capable of conducting and designing independent research. A PhD will also prepare students well for an academic career at third level.



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MICROCREDENTIALS AT MU DEPARTMENT OF EDUCATION

Our trauma-informed care micro-credential is aimed at practitioners who are working in contexts where Micro-credentials are short, accredited courses which offer a fantastic opportunity to expand your skills and knowledge in a short period, whether it's for professional development or personal growth. Courses provide you with the flexibility to learn at your own pace. The Department of Education currently offers two micro-credentials;

Trauma-Informed Care in Human Service Settings: A Foundational Programme (6 weeks)

Introduction to Universal Design for Learning (UDL): Learning and Teaching with Variability in Mind (6 weeks)

MU Apply Codes:

Trauma-Informed Care: MMC31

UDL: MMC37; MMC38



Trauma-informed care

Our trauma-informed care micro-credential is aimed at practitioners who are working in contexts where trauma is impacting on the individuals and communities they serve. The course explores the nature, prevalence and impact of trauma, drawing on the latest theory and research in the field. Content includes, adverse childhood experiences (ACEs), attachment disruption, community adversity, intergenerational trauma, and the conditions necessary for healing and resilience.

Through discussion, reflective journalling and critical praxis, practitioners will develop an understanding of people's lived experience through a trauma lens, and explore the implications for trauma-informed education, care, or service design within their organisations. With a strong grounding in mindful compassion, the micro-credential also supports practitioners to develop their own self-care strategies to help protect against vicarious trauma and compassion fatigue..

UDL

This programme is aimed at but is not exclusive to early childhood, primary and post-primary teachers/educators and teacher educators. Our micro-credential will explore the move away from thinking about learning, teaching and assessment in terms of ability and disability to thinking in terms of designing learning, teaching and assessment experiences from the mindset of variability. The course begins with developing an understanding of the concept of variability before exploring the key concepts of UDL. Through discussions, professional reflections on practice and the critical examination of a chosen learning, teaching and assessment experience, the participant will develop a knowledge and understanding of the three principles of the UDL Guidelines and begin applying these principles to their practice.



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NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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