



27–28

Prospectus

Your future / Their future

INSTITIÚID OIDEACHAIS ★
MARINO ★
INSTITUTE OF EDUCATION

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



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Quasi Stellae Fulgeant

(Daniel 12:3) – ‘That they may shine like stars’.



Welcome

Marino Institute of Education is dedicated to the life-enhancing, transformative potential of education.

For over a century, MIE has been preparing educators who work to change people's lives in Ireland and throughout the world. Whether your interest is in teaching in schools, educating in early years settings, supporting people in second chance and further education or educating people in a wide variety of informal environments, you will find a course to meet your needs at Marino Institute of Education. In addition, the Institute hosts students from many nationalities on the Trinity International Foundation Programme.

As a research-informed teaching institution, we have always prioritised education and commitment to excellence, alongside our core values of care and community.

We work in a multi-lingual environment and our commitment to Irish in particular is evident in our two initial teacher education programmes that are offered exclusively through the medium of Irish, an Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) and an Mháistreacht Ghairmiúil san Oideachas, Conair lán-Ghaeilge (Irish-medium pathway on the Professional Master of Education). Our cultural tradition and history mean that the arts in all its genres, music and sports, enjoy a prominent role in life at MIE.

MIE exists first and foremost for our students. Prioritising the wellbeing of both students and staff, as well as the quality of the educational experience, has always been our *raison d'être*.

It is clear that students selecting their university degrees and programmes of further study have become increasingly more discerning in where they eventually decide to spend their time, and rightly so.

If you are a student who wishes to be a member of a vibrant and engaging community, who wants to get an excellent Trinity-accredited qualification, be supported on a personal and professional basis, engage with peers and staff on a first-name basis, have a happy well-rounded student experience, and have the opportunity to engage in a wide range of extra-curricular activities, then Marino Institute of Education is the place for you.

We have always been proud of our beautiful campus and our tradition for care, community, and excellence; we are more aware than ever that our values are pivotal to how higher education can serve the needs of our students and society into the future.

We look forward to welcoming you to our website and our historic campus to sample a flavour of the rich and focused college experience that awaits you at Marino Institute of Education



Marino Institute of Education is dedicated to the life-enhancing, transformative, potential of education.

Professor Teresa O'Doherty
President

Why Choose Marino Institute of Education?

1

Trinity Degree

Experience Marino Institute of Education's excellent standards of education and have your studies accredited by Trinity College Dublin, the University of Dublin, which is Ireland's highest ranked university, with a global reputation for excellence in teaching, research and innovation. A Trinity degree is an asset for educators who intend to stay in Ireland as well as those who will travel abroad for work or adventure.

2

Vibrant student community

Marino Institute of Education is a vibrant and friendly community where you quickly get to know colleagues and make lifelong friends in a positive and welcoming environment. Students benefit from strong interactive classroom experiences where their voices are heard and valued.



3

Student Support

Every student in Marino Institute of Education is assigned a personal tutor from the academic staff who is there to support you during your studies. If necessary, you may avail of support from the Institute's health service, the Disability Service, Chaplaincy, the careers service or the Student Counselling Service.

4

Location, Location, Location

MIE's beautiful campus provides the perfect setting for students to live and study. Relax and enjoy plenty of green space, the sports pitches, local shops, bars and restaurants, all while having Dublin city on your doorstep.



5

An Ghaeilge

The use of Gaeilge among staff and students is welcomed and encouraged, whether you're fluent or just have a 'cúpla focal'. Find opportunities to improve and enrich your Gaeilge, academically and socially, in a relaxed and supportive environment.



7

Accommodation

MIE boasts newly refurbished state-of-the-art apartments that are conveniently located on its beautiful campus. They are equipped with modern facilities making students' experience on campus the best possible.

6

Clubs & Societies

MIE has a range of clubs and societies on campus to suit all interests from sports to the arts and much more. MIE students also benefit from having access to a range of Trinity's clubs and societies.





Studying in Dublin

Dublin has grown to become one of the most vibrant and exciting places to live and study, with approximately 120,000 students choosing to study here.

The capital city is steeped in rich culture, music, art and literature. It is home to beautiful parks, some large technology companies and it boasts a buzzing nightlife.

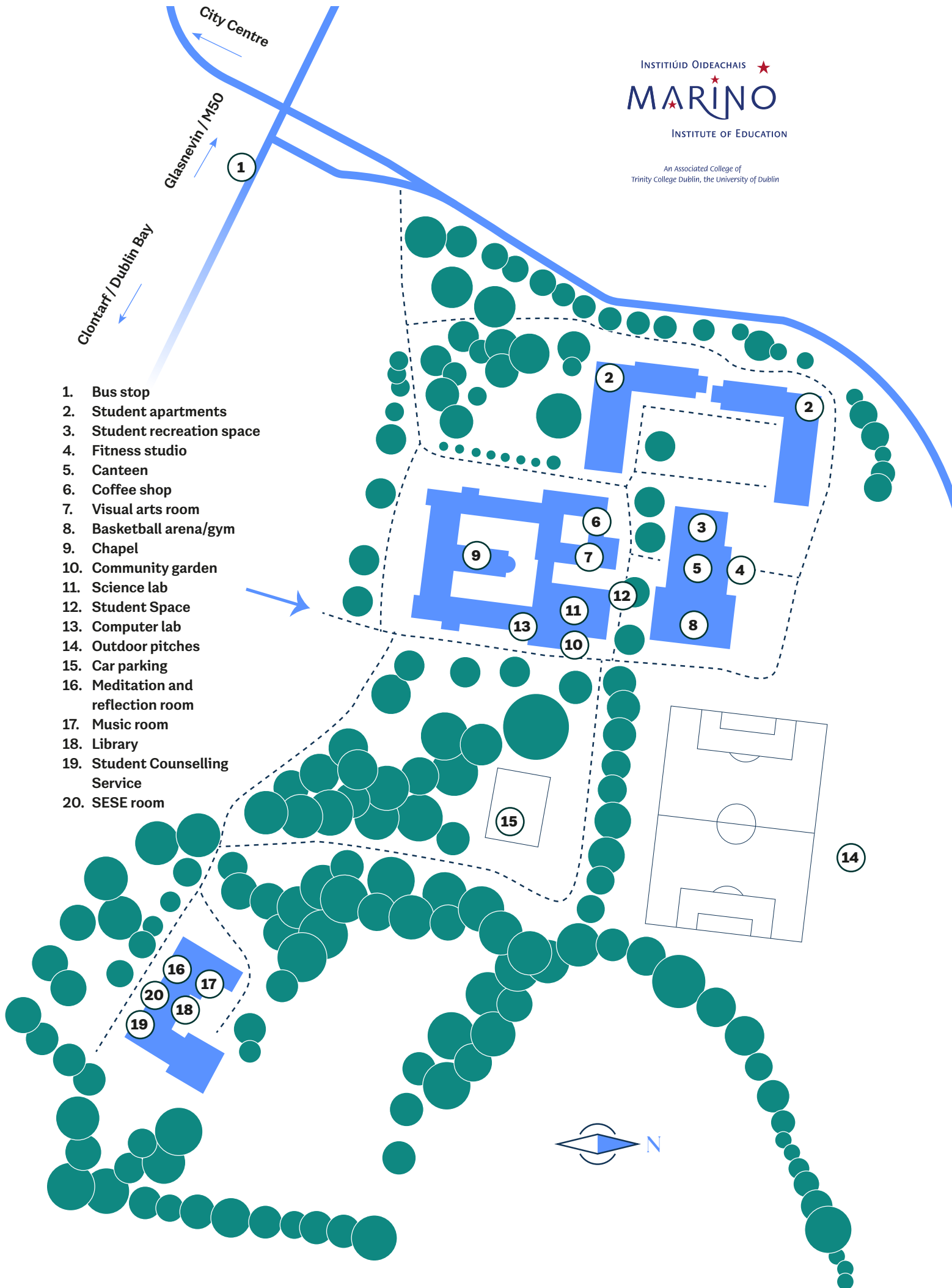
Explore Dublin city centre easily on foot or take advantage of its various transport services. Dublin Bus, the LUAS and DART, or the ever-popular Dublin Bikes will get you anywhere you want to go. This compact city has something for everyone. Whether you want to visit the Phoenix Park, support your GAA team in Croke Park, catch a rugby game at the Aviva Stadium, kayak up the River Liffey, spend time in Temple Bar or catch a show in the Bord Gáis Theatre, you'll have a great student experience by choosing to study here in Dublin. With its tranquil campus and accessible location, Marino Institute of Education is at the heart of it all.



STUDENT VOICE

“I love MIE and the good feeling that the people here give you.”

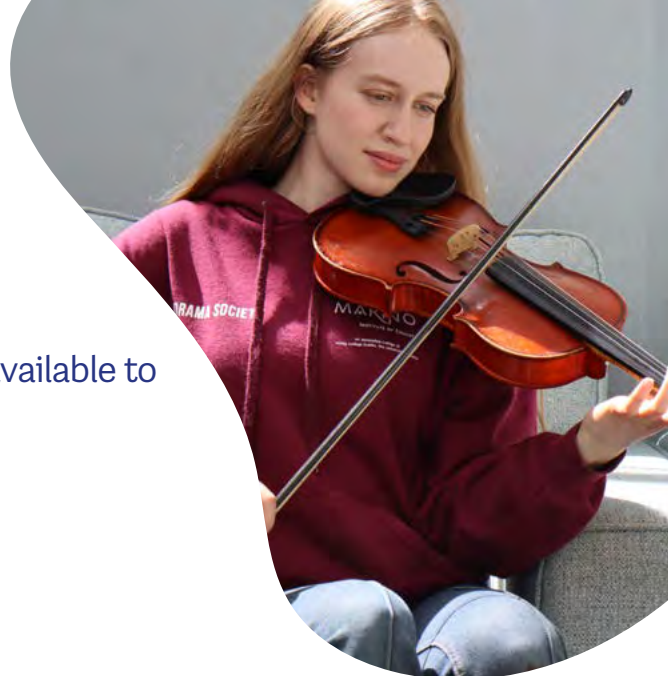




1. Bus stop
2. Student apartments
3. Student recreation space
4. Fitness studio
5. Canteen
6. Coffee shop
7. Visual arts room
8. Basketball arena/gym
9. Chapel
10. Community garden
11. Science lab
12. Student Space
13. Computer lab
14. Outdoor pitches
15. Car parking
16. Meditation and reflection room
17. Music room
18. Library
19. Student Counselling Service
20. SESE room

Student Life at MIE

Outside formal classes countless opportunities are available to students both on and off campus.



STUDENT VOICE

Students make the most of MIE's ideal location and immerse themselves in extracurricular and recreational activities on campus and in Dublin city centre. The dedicated and inclusive MIE Students' Union, including our fantastic Entertainment Officers, ensures that all students have every opportunity to experience the best student life while studying here. Events that cater for everyone are organised during the year and everyone is encouraged to get involved.

MIE Students' Union

The Students' Union is dedicated to creating a vibrant and fulfilling experience for students by prioritising the student voice. Students are welcome and encouraged to offer ideas, interests, and feedback to the SU at all times.

MIE Students' Union (SU) is made up of elected students who represent students at college level, providing a voice and support network for all students. The SU officers work for the whole student body by organising events, fundraisers, wellbeing and support workshops and by being a helpful and friendly face whenever you need a chat. The team includes a President, two Vice Presidents: one for Welfare and Equality and one for Education, as well as Sports Officers, an Arts Officer and an Environmental Officer amongst others.

"I love when events and activities are happening around campus; it creates a buzz that makes you feel more energised and enthusiastic to engage with what's going on in class."

Clubs and Societies

MIE offers a range of clubs and societies and encourages new students to sign up and get actively involved. Our on-campus clubs include; Ladies' and Men's Football, Choir, Hurling, Dance Society, Arts Society, Drama Society, Camogie, Trad Society, An Cuman Gaelach, Ladies' & Men's Basketball Team and the Green Campus/ Sustainability Committee.

Input from all students is welcomed and the establishment of new clubs and societies is encouraged. MIE students can sign up for a range of Trinity's clubs and societies such as their hockey team, athletics, badminton, soccer and much more.



@miestudentsunion

www

mie.ie/su

Campus Accommodation

Marino's fantastic recently refurbished apartments are fitted with modern furnishing and appliances and are conveniently located on campus.

The accommodation is close to the city centre, and is well serviced by Dublin Bus, with a stop directly outside the campus gates. Local amenities include shops, restaurants, a gym, a supermarket, pharmacy and a sports park.

A key card system is in place for secure and convenient access to all apartments. Security cover is provided to ensure the safety of our students. The campus accommodation's management company, Eber, puts extra emphasis on the social aspect of student life, giving residents plenty of opportunities to mix. They host activities such as quizzes, fancy dress events and movie nights.

For more information, visit us at <https://eber.life/ie/> email us at mie@eber.life, or call Eber's MIE office at +353 1 2542248. We'd love to hear from you!

MIE Student Accommodation Scheme 2027-28

- › To support students who are economically disadvantaged
- › 1st year students
- › Discounted rate
- › On-campus accommodation
- › Single-occupancy rooms
- › Limited spaces available

For full eligibility criteria and how to apply, visit www.mie.ie/accommodation_scheme



Scholarships

MIE is delighted to offer up to 20 scholarships

each worth €500 in the following five areas:

- › Volunteering
- › Arts and Culture
- › Cur Chun Cinn na Gaeilge
- › Sports
- › Academic Achievement

These scholarships are available to all first year undergraduate students entering through the CAO scheme. For information on the criteria for each area and on the application process, visit www.mie.ie/scholarships

For details of the 1916 Bursary visit www.mie.ie/1916

For details of Uiversity scholarships for adult learners visit www.uiversity.org

MGO Merit Bursary

COGG (an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta) offers a €2,000 Merit Bursary to all registered students in each year of the MGO programme to support additional expenses incurred from completing the course.

For further details visit www.mie.ie/scholarships



STUDENT VOICE

“I just wanted to email to say a huge thank you for selecting me for the scholarship programme. It made a huge difference for my training and competing. Was able to race at the World and the European championships during the summer and was delighted with my performance. It's great knowing I have the support from the college.”



Study Abroad

Internationalisation is a feature of student and staff life in MIE.

We continually extend the geographic boundaries of our activities through leveraging our global connections. We strive to enhance the teaching and learning experience offered on campus by promoting and facilitating international opportunities for placement, research and mobility. All undergraduate students in MIE have the opportunity to engage in international activities.

As an MIE student, some of the international activities that will be available to you include:

- › Erasmus+ semester abroad
- › North-South Student Teacher Exchange Programme
- › International Sharing Sessions
- › Virtual International classrooms
- › Faculty exchanges/mobility
- › SEMP (Swiss Education Mobility Programme)



STUDENT VOICE

“Erasmus was one of the best things I’ve ever done! I made lifelong friends, and it was one of the most culturally, socially, academically, and personally enriching experiences I’ve ever had. I would go back tomorrow if I could.”



STUDENT VOICE

“Fuair mé an deis mo shocrúchán scoile a dhéanamh i Scoil Eorpach sa Bhruiséil nuair a bhí mé sa tríú bliain. Ba thaithí iontach í múineadh i gcóras oideachais nua agus le múinteoirí ó áiteanna éagsúla ar fud na cruinne. Bhí réimse mór teangacha ag na páistí i mo rang, agus bhí an deis agam Gaeilge a mhúineadh dóibh mar theanga bhreise freisin. Bhain mé fíorthaitneamh as an tréimhse a chaith mé thar lear ar shocrúchán scoile.”





“In MIE, we know that international opportunities will help you be the best educator you can be. When you study with us, you can choose to study abroad for a semester, or engage in a variety of different virtual international experiences – or do both”.

Dr Clíodhna Martin,
(Acting) Dean of Education,
Policy, Practice and Society



STUDENT VOICE

“We highly recommend this experience to all students. We believe that everyone should have an experience like this. Even if it only lasts a few months, you will remember it for a lifetime.”

Martina and Andrea, Erasmus+ students, UAB Spain



Student Support Services at MIE

Tutor System

The personal Tutor System is a key support for students at MIE. Each full-time student is assigned an academic staff member as their personal tutor – someone who is there to listen, offer guidance, and act as an academic advocate throughout the student's time in college.

Tutors provide individual support, helping students navigate their course, respond to any challenges that may arise, and make the most of their academic experience. They also help students connect with other relevant services where needed, forming an important part of the wider student support network.

Student Counselling Service

The Student Counselling Service offers a safe and confidential space where students can talk through any personal, emotional and social challenges that may be impacting their wellbeing or studies. This might include anxiety, low mood, relationship difficulties, homesickness, stress, grief, identity questions, or anything else that feels difficult to manage alone.

The service is led by the Director of Student Counselling and Student Support Services and is supported by a team of counsellors who hold, or are working towards, a minimum qualification at master's level in counselling, psychotherapy or a related professional discipline. Together, we are committed to supporting students' mental health and helping them feel more able to manage their experience at college.

Student Medical Services

In each academic year all MIE students can avail of three free visits to health professionals at Fairview Medical Centre. A team of doctors and nurses is on duty during the week with an emergency service on Saturday morning. The Medical Centre is a convenient 10-minute walk from the college with several pharmacies nearby.





Access and Disability Liaison Officer

The Access and Disability Liaison Officer provides support to students who may need guidance around access routes, financial supports, disability-related queries, reasonable accommodations, and wider student support needs. The role acts as a key point of contact for students and helps connect them with the appropriate supports within MIE and externally where needed.

Career Advisor

Students can meet with our Career Advisor to explore career options, plan for studies, or prepare for life after graduation. Whether you're unsure about your next steps or looking for advice on job applications, C.V.s, or interviews, support is available to help you move forward with confidence.

Student Disability Service

The Student Disability Service works with students who disclose a disability to ensure they have the support they need to fully participate in college life. Support is offered on a needs basis and may include reasonable accommodations for learning, teaching, assessments, placement and campus access.

When a student registers with the service, an individual support plan is developed based on their specific needs. This plan is designed to provide practical and meaningful support throughout the student journey - from starting at MIE, to taking part in classes, right through to completing assignments and exams.



MIE students can access TalkCampus, a free 24/7 moderated peer-support platform designed to support student wellbeing and connection.

Chaplaincy and Pastoral Support

One role of the Chaplaincy Team in MIE is to complement the Tutor System and to provide support for students at times of bereavement or illness. The Religious Education Team organises different liturgies throughout the year, creating a space for prayer and reflection.

👉 For more information on MIE Support Services visit www.mie.ie/studentsupports

The Migrant Teacher Project Bridging Programme

“Being a Teacher in Ireland”

The Migrant Teacher Project at Marino Institute of Education aims to increase the participation of Immigrant, Internationally-Educated Teachers in Irish primary and post-primary schools.



In achieving this, the project provides information, advice and training to migrant teachers, including refugee teachers who have qualified outside of Ireland, to help them to continue their profession in Ireland. The MTP also supports such teachers through advocacy and other activities aimed at raising the issue of recruitment, retention and promotion of migrant and refugee teachers within the Irish education system.



What is the Bridging Programme?

This is a part-time professional development programme, which provides knowledge and skills to help teachers build confidence and gain employment in Irish schools.

Who is it for?

These programmes are for teachers from immigrant backgrounds who hold international teaching qualifications at primary and post-primary (secondary) level, and who are now living in Ireland.

What will I learn?

Through lectures, workshops, online learning and school experience, you will explore the following topics.

- › School contexts and school cultures – to develop an understanding of the Irish education system and explore how schools and school cultures are influenced by their historical, sociological and political contexts.
- › Curriculum, assessment and pedagogy in Ireland – to become familiar with current policy and practice in the Irish context, and reflect on

the development of curriculum, assessment and pedagogies more broadly.

- › The teacher as a professional – to explore different concepts of ‘teacher’ and the role of the teacher in the Irish context, with reference to both policy and practice, and to understand the role of teacher organisations in Ireland
- › Developing a teaching career in Ireland – to identify your professional strengths, and areas for continuing professional development – to gain practical skills to assist employment in Irish schools.

How is the course assessed?

Questioning, feedback and online forums will provide opportunities for self, peer and tutor assessment and feedback throughout the course. You will complete and submit a written reflection at the end of the programme.

Certification

Teachers who complete the Bridging Programme successfully will receive a certificate from Marino Institute of Education.

Courses

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★ STUDENT VOICE

“I have thoroughly enjoyed my time in Marino Institute of Education. Some of the ideas I have learned here have shaped my understanding of teaching and learning and will benefit me throughout my future teaching.”

Helping young people learn is one of the most satisfying and rewarding careers. The Bachelor in Education (Primary Teaching) course is recognised by the Teaching Council and will prepare you to teach in primary schools in Ireland. This qualification is also recognised in many international settings.

TEACHING COUNCIL

"The Panel was impressed with the deep commitment of the staff and the high quality of the B.Ed programme in MIE".



What is the Bachelor in Education (Primary Teaching)?

Find out how children aged 4-12 learn to read, write, count and calculate; learn how to introduce them to the arts, the magic and mysteries of the world around them and how to grow and develop in a healthy way.

What will I study?

Study how children learn, what factors influence their learning and how our understanding of this has changed over time. Advance your own knowledge of primary school curriculum subjects and learn about methods for teaching all primary school subjects. Learn about subjects such as Inquiry-based Learning and Equality Studies, courses that give us new perspectives on how we think. Study for a certificate in Catholic Religious Education to prepare for teaching in schools under the patronage of the Catholic Church and/or a certificate in Multi-belief and Ethical curricula in Diverse School Contexts. Consider a semester abroad on an Erasmus exchange in the third year of your B.Ed. degree.

School Placement

Experience placements in urban and rural schools, single sex and co-educational schools, multi-grade and single class situations, denominational and multi-denominational schools, DEIS schools and scoileanna lán-Ghaeilge nó Scoileanna Gaeltachta. Engage in a Special Educational placement and experience school life in a variety of contexts.

Gaeltacht

Spend time, typically two two-week periods, in the Gaeltacht to develop your knowledge of the Irish language and culture.

What are my career options?

Most graduates of the Bachelor in Education (Primary Teaching) courses become primary teachers in schools in the Republic of Ireland. Some travel abroad to teach English as an additional language or to teach in primary schools elsewhere. Occasionally graduates work in areas other than education such as in the media or in research.



STUDENT VOICE

“As someone studying to become a teacher, it is incredibly inspiring to be part of a college that places such importance on Gaeilge and Irish culture. Seeing the enthusiasm for the language across campus motivates me even more to continue improving my own Irish and to one day encourage future generations to appreciate and embrace the language in the same way.”

Primary Teaching

★ Module Listing Pg 56 ➔

The Bachelor in Education through the Medium of Irish is for students who wish to teach in the Irish-medium sector either in the Gaeltacht or in All-Irish schools. Recognised by the Teaching Council, this programme qualifies students to teach in all school types. However, qualifying with this degree obtained through the medium of Irish will set these teachers apart from others who wish to teach through the medium of Irish.



What is the Bachelor in Education through the Medium of Irish (Primary Teaching)?

It is an undergraduate course, conducted through the medium of Irish, whose graduates are eligible to apply for registration as primary teachers with the Teaching Council, and in particular to work in an Irish-medium school (scoil Ghaeltachta or scoil lán-Ghaeilge).

What will I study?

Study immersion education, early childhood education, how children learn, psychology and sociolinguistics. Learn methods for teaching all primary school subjects and about the advantages of teaching through the medium of Irish. Study for a certificate in Catholic Religious Education and/or a certificate in Multi-belief and Ethical curricula in Diverse School Contexts. Learn how to introduce children to the arts and Gaelic culture, as well as the magic and mysteries of the world around them and help them grow and develop in a healthy way.

School Placement

All school placements will be undertaken in Irish-medium settings with your final school placement in a Gaeltacht school. Experience a wide range of placements in the all-Irish education sector, in urban and rural schools, co-educational schools, DEIS schools, in special education classes/ settings, and multigrade and single-class settings. You will have an opportunity to apply to take school placement through the Medium of English in a European School.

Gaeltacht

Spend two two-week periods in the Gaeltacht in first year and second year. In fourth year, for the Advanced School Placement (10 weeks), all students will be based in the Gaeltacht.

What are my career options?

This degree suits those students who are particularly interested in teaching in Irish-medium sectors i.e. in Gaeltacht and Irish-medium schools. The programme is fully recognised by the Teaching Council and graduates will be eligible to apply for positions in English-medium schools where Irish is the second language.



STUDENT VOICE

“Tá an t-ádh dearg orm bheith ar an gcúrsa B.Oid agus déantar gach rud trí mheán na Gaeilge do scoileanna lán-Ghaeilge. Ní hamháin gur fhoghlaim mé conas múineadh trí mheán na Gaeilge agus grá agus cumas na bpáistí a mhúscailt sa teanga, ach tháinig feabhas agus forbairt dochreidte ar mo chuid Gaeilge féin a sháraigh gach a raibh mé ag súil leis.”

Tá an Baitsiléir san Oideachas trí Mheán na Gaeilge (Bunmhúinteoireacht) dírithe ar mhic léinn a dteastaíonn uathu múineadh san earnáil oideachais Lán-Ghaeilge .i. i scoileanna Gaeltachta nó i scoileanna Lán-Ghaeilge.

Céard é an Baitsiléir san Oideachas trí Mheán na Gaeilge (Bunmhúinteoireacht)?

Clár fochéime atá ann a reáchtáiltear trí mheán na Gaeilge. Bíonn céimithe an chlár incháilithe clárú mar mhúinteoirí bunscoile leis an gComhairle Mhúinteoireachta agus obair i scoileanna lán-Ghaeilge (scoil Ghaeltachta nó scoil lán-Ghaeilge) ach go háirithe.

Céard air a ndéanfaidh mé staidéar?

Déan staidéar ar an tumoideachas, ar an Oideachas Luath-Óige, ar an mbealach ina bhfoghlaimíonn páistí, ar an tsíceolaíocht agus ar an tsochtheangeolaíocht. Foghlaim faoi na modhanna chun na hábhair uile a mhúineadh agus na buntáistí a bhaineann le múineadh trí mheán na Gaeilge. Déan staidéar chun teastas san Oideachas Reiligiúnach Caitliceach a bhaint amach agus/nó chun teastas a fháil sna Curaclaim Ilchreidmheacha agus Eitice i gComhthéacsanna Scoileanna Éagsúla.

Foghlaim conas na healaíona a chur ar shúile na bpáistí, faoin tábhacht a bhaineann leis an gcultúr Gaelach mar aon leis an draíocht agus na mistéir mórthimpeall orthu, agus na bealaí chun fás agus forbairt ar bhealach sláintiúil.

Socrúchán Scoile

Is trí mheán na Gaeilge amháin a dhéanfaidh tú na Socrúcháin Scoile agus sa cheathrú bliain déanfaidh tú an Socrúchán Scoile i scoil Ghaeltachta. Gheobhaidh tú réimse leathan de thaithí san earnáil

oideachais Lán-Ghaeilge. Beidh deiseanna agat socrúcháin a dhéanamh i scoileanna tuaithe agus uirbeacha, i scoileanna comhoideachas, i scoileanna DEIS, i ranganna/suíomhanna oideachais speisialta agus i scoileanna ina bhfuil suíomhanna aon ghráid agus ilghráid iontu. Beidh deis agat cur isteach ar Shocrúchán Scoile a dhéanamh i Scoil Eorpach trí mheán an Bhéarla.

Gaeltacht

Caith dhá thréimhse coicíse sa Ghaeltacht sa chéad bhliain agus sa dara bliain. Sa cheathrú bliain don Ardsocrúchán Scoile (deich seachtaine), beidh mic léinn ag cur fúthu sa Ghaeltacht.

Céard iad na roghanna a bheidh agam mar mhúinteoir?

Oireann an chéim seo go speisialta do mhic léinn a dteastaíonn uathu múineadh san earnáil oideachais Lán-Ghaeilge .i. i scoileanna Gaeltachta nó i scoileanna Lán-Ghaeilge. Tá an chéim aitheanta ag an gComhairle Mhúinteoireachta agus beidh céimithe leis an gcéim i dteideal freisin post a lorg i scoil Bhéarla ina bhfuil an Ghaeilge mar an dara teanga.





★ STUDENT VOICE

“One of the things I have valued most about studying BSc. Education Studies at Marino Institute of Education is the supportive and welcoming atmosphere. Marino has a real sense of community, and because it is a smaller college, you get to know your lecturers and classmates on a much more personal level.”



What is the B.Sc. in Education Studies?

This four-year honours degree, accredited by Trinity College Dublin, is a unique programme that facilitates the study of education as an academic discipline. Taking a broad and deep view of education, you will explore the value and purpose of education; address key issues such as social justice, access, inclusion and social disadvantage; and learn more about the multi-faceted nature of the educational landscape in Ireland and abroad. This unique programme nurtures transferable interdisciplinary skills such as critical-thinking, problem solving, communication and research which provide a robust foundation for a range of education-related professional careers.

What will I study?

The programme is structured around four key strands: lifelong learning; policy and practice; education and culture; ethics and social justice. Within each strand, our students study modules such as education and the arts, special educational needs, education policy, comparative education, education research and more. Modules explore educational approaches for all, such as andragogy, pedagogy and Universal Design for Learning (UDL). The programme utilises a wide variety of active teaching and learning methods combined with innovative assessment approaches.

Work Placement

In each year of the programme, you will engage in structured work placement that allows you to apply the theory and content learned in academic modules to real-world contexts,

and utilise the transferable skills developed on the programme in a meaningful way. Each year focuses on a particular group of learners (adults, adolescents, children), and can be completed in a setting of your choosing. In the final year, students engage in an eight-week internship during which they become immersed in an educational environment tailored to their interests and career goals. Previous graduates have completed internships in the Irish Film Institute, Dublin Zoo, ChildVision, Aisling Project, INTO, NCCA and Fighting Words.

Opportunities for Career Development

The B.Sc. in Education Studies will empower students to follow their own career path in a variety of education environments. Equipped with versatile skills and competencies, graduates can embark on fulfilling careers in learning and development, community education, instructional design, advocacy, educational technology, international aid settings and project management.

Opportunities for Further Study

The B.Sc. in Education Studies provides an excellent knowledge base for graduates who choose to advance to postgraduate study. Recent graduates have pursued further study in fields such as social care, speech and language therapy and psychology, while others have gone on to complete postgraduate initial teacher education programmes such as the Professional Master of Education (Primary Teaching) or the Professional Diploma in Education (Further Education) in MIE and elsewhere.



STUDENT VOICES

“After completing my third year of study on the B.Sc in Early Childhood Education, I can honestly say that I feel very prepared to become a successful early years educator because of how this course prepares you for working once you graduate.”

Early Childhood Education

★ Module Listing Pg 61 ➔

The role that educators play in the education and care of young children has a lifelong impact on children as individuals, how they learn and who they become as adults. The course is recognised by the Qualifications Advisory Board (QAB) under the Department of Children, Disability and Equality (DCDE).



What is the B.Sc. in Early Childhood Education?

The B.Sc. in Early Childhood Education is a four-year level-eight degree programme accredited by Trinity College Dublin, the University of Dublin. The degree prepares students for working in the early years sector as educators, leaders, policy influencers and other roles involving services for children.

What will I study?

Students will study a wide range of modules including child psychology, play, language and literacy, inquiry-based learning, early childhood policy, childcare and protection and arts in the early years. Learn about early childhood development more broadly including the crucial roles educators play in children's and families' lives and the influences on modern education, including Montessori, Froebel and Vygotsky. Learn about the Aistear curriculum framework for early childhood education and Síolta: The National Quality Framework. Take education placements in a variety of early childhood settings.

Field Placement

Participate in several field placements in a variety of early childhood settings and gain valuable hands-on experience. Field Placement will begin with a three-week block placement in first year and culminate in a nine-week block placement in fourth year in which students have the opportunity to carry out a research project. There are also opportunities for field placement experiences in policy, special education and other settings.

What career options do I have?

Graduates typically work in a variety of early childhood education settings. They have an opportunity to become leaders of children's learning and quality practices in the early years. Graduates can work in a wide variety of organisations and roles throughout the education sector, and become entrepreneurs, leaders, or managers in the field of early childhood education. In addition to early-childhood-specific content, students will learn essential transdisciplinary skills and dispositions in communication, collaboration, creativity and critical thinking.



★ STUDENT VOICE

“MIE truly feels like a home away from home. The minute you enter the gates, you can feel the warm, welcoming atmosphere. From joining different societies to meeting friends I now call my best, I have loved every minute of the course so far.”

Trinity International Foundation Programme

★ Module Listing Pg 62 ➔

The Trinity International Foundation Programme is a year-long course designed to allow non-EU students to develop the skills required to succeed and excel in a competitive university environment.



What is the Trinity International Foundation Programme ?

This collaboration with Trinity, for incoming international students, is delivered at the campus of Trinity's associated college, Marino Institute of Education, where excellent student facilities and on-site accommodation are available. On successful completion of this course, students who meet the relevant entry requirements will be eligible for places on a variety of undergraduate degrees in both Trinity College Dublin and Marino Institute of Education.

What will I study?

During the Foundation year, students study English language, mathematics, critical thinking, communication skills, as well as subject-specific modules related to their chosen degree pathway. Students who successfully complete the

programme and meet other specific requirements, may proceed into their chosen degree course the following academic year. Applicants to the Trinity International Foundation Programme can choose between two distinct pathways. Pathway A: Business, Economics and Social Science and Pathway B: Engineering and Science.

Who is the course for?

It is aimed at students who have the drive and ambition to attend a world-class educational institution but cannot begin an international undergraduate degree directly.

What are my options?

On successful completion, you will have a wide range of degree options from either Pathway A or Pathway B.



STUDENT VOICE

“From the moment I interviewed at MIE, I felt genuinely welcomed and supported. Moving to Dublin from the west of Ireland was a huge step for me, but the sense of community within the PME programme made the transition so smooth.”

Primary Teaching

★ Module Listing Pg 63 ➔

The Professional Master of Education (Primary Teaching) prepares graduates to enter the teaching profession. This programme is recognised by the Teaching Council and emphasises the acquisition of key teaching practices. Students are expected to develop a wide range of practical teaching skills both during their time in MIE and on school placement.

TEACHING COUNCIL

“MIE has demonstrated how the programme fully and comprehensively coheres with the *Céim: Standards for Initial Teacher Education*, highlighting the intersections of programme design, resourcing and placement with professional values, skills and practice, and knowledge and understanding.”



What is the Professional Master of Education (Primary Teaching)?

It is a postgraduate course designed to prepare students to become eligible to apply for registration as primary teachers with the Teaching Council.

What will I study?

The course includes foundation studies, which integrates history of education, philosophy and sociology of education, educational psychology and curriculum and assessment. You will also conduct research in an area of special interest and study for a certificate in Catholic Religious Education and/or in Multi-belief and Ethical Curricula in Diverse School Contexts.

Who is the course for?

Graduates who already have a level-8 degree at grade II.2 or higher. Some students progress directly from an undergraduate course whereas other students have spent time travelling or working in another field before deciding to pursue a career as a primary teacher.

School Placement

Students undertake periods of school placement during both years of the course. In first year there is a three-week placement in semester 1 and semester 2. In second year there is a two-week placement in a special education setting and a ten-week advanced school placement.

Gaeltacht

Students must spend time, typically two two-week periods, in the Gaeltacht.

What other options do I have?

Some graduates will pursue further postgraduate studies in education. Such additional qualifications open up possible careers as curriculum leaders, a principal teacher, a teacher educator and much more.



The Professional Master of Education (Primary Teaching) Irish-medium pathway, prepares graduates to enter the teaching profession and in particular to work in an Irish-medium school (scoil Ghaeltachta or scoil lán-Ghaeilge). Students are expected to develop a wide range of practical teaching skills both during their time in MIE and on school placement, and to develop the requisite language proficiency in Irish to allow them to work in an Irish-medium school.

FROM THE TEACHING COUNCIL REVIEW OF THE PROFESSIONAL MASTER OF EDUCATION (PME PRIMARY) GAEILGE PATHWAY:

“The review panel was impressed with the deep commitment and positive engagement of MIE senior management, programme leaders, and staff during the review process for the Professional Master of Education (Primary Teaching) Irish-language pathway, within the existing PME programme ...Theoretically and conceptually, the pathway is grounded in current national and international literature and discourse on the role of the teacher as expert Irish-language-immersion practitioner. In terms of specific learning outcomes at programme and module level, the pathway meets students where they are in terms of prior knowledge and learning experiences and focuses on quality preparation and practice for postgraduate student teachers who aspire to teach in Irish-medium immersion settings in Gaelscoileanna and Scoileanna Ghaeltachta.”

Primary Teaching Irish-medium Pathway

★ Module Listing Pg 64 ➔

What is the Professional Master of Education (Primary Teaching) Irish-medium pathway?

It is a postgraduate course, conducted through the medium of Irish, whose graduates are eligible to apply for registration as primary teachers with the Teaching Council, and in particular work in an Irish-medium school (scoil Ghaeltachta or scoil lán-Ghaeilge).

What will I study?

The course is conducted through the medium of Irish and includes foundation studies, which integrates history of education, philosophy and sociology of education, educational psychology, and curriculum and assessment. You will also explore the development of Irish-medium education and contemporary issues. You will conduct research in an area of special interest in immersion education and study for a certificate in Catholic Religious Education and/or in Multi-belief and Ethical Curricula in Diverse School Contexts.

Who is the course for?

Graduates who have an interest in the Irish language and Irish-medium education and who already have a level-8 degree at grade II.2 or higher. Some students progress directly from an undergraduate course whereas other students have spent time travelling or working in another field before deciding to pursue a career as a primary teacher.

School Placement

Students undertake periods of school placement during both years of the course. In first year, there is a three-week placement in an Irish-medium school (scoil Ghaeltachta or scoil lán-Ghaeilge) in semester 1 and semester 2. In second year, there is a two-week placement in an Irish-medium special education setting and a ten-week placement in a mainstream Irish-medium school (scoil Ghaeltachta or scoil lán-Ghaeilge).

Gaeltacht

Students must spend time, typically two two-week periods, in the Gaeltacht and follow a bespoke language syllabus to help them achieve the requisite language proficiency to engage with the course and to teach in an Irish-medium school.

What other options do I have?

Some graduates will pursue further postgraduate studies in education. Such additional qualifications open up possible careers as a translator, a curriculum leader, a principal teacher, a teacher educator and much more.





Ullmhaíonn an Mháistreacht Ghairmiúil san Oideachas (Bunmhúinteoireacht) Conair lán-Ghaeilge, céimithe le dul isteach i ngairm na múinteoireachta, agus don earnáil oideachais lán-Ghaeilge (scoil Ghaeltachta nó scoil lán-Ghaeilge) ach go háirithe. Táthar ag súil leis go bhforbróidh na mic léinn réimse leathan scileanna múinteoireachta praiticiúla fad is atá siad in Institiúid Oideachais Marino agus nuair atá siad ar shocrúchán scoile. Freisin táthar ag súil leis go mbainfidh na céimithe an inniúlacht riachtanach teanga amach a chuirfidh ar a gcumas múineadh i suíomh lán-Ghaeilge.

TÓGTHA Ó ATHBHREITHNIÚ NA COMHAIRLE MÚINTEOIREACHTA AR AN MHÁISTREACT GHAIIRMIÚIL SAN OIDEACHAS (BUNMHÚINTEOIREACTH) CONAIR LÁN-GHAEILGE:

“Bhí an painéal athbhreithnithe an-tógtha leis an tiomantas domhain agus an rannpháirtíocht dhearfach a léirigh an lucht bainistíochta sinsearach in IOM, na ceannairí cláir, agus na baill foirne le linn an phróisis athbhreithnithe don Mháistreacht Ghairmiúil san Oideachas (Bunmhúinteoireacht) - Conair lán-Ghaeilge, atá laistigh den chlár PME atá ann cheana ... Ar bhealach teoiriciúil agus coincheapúil, tá an chonair fréamhaithe sa taighde agus sa dioscúrsa náisiúnta agus idirnáisiúnta ar ról an mhúinteora mar Oideoir Saineolach Teanga agus Tumoideachais. Maidir le saintorthaí foghlama ar leibhéal an chláir agus an mhodúil, tugann an chonair aghaidh ar réamheolas agus ar thaithí foghlama na mac léinn ag an am i láthair, agus díríonn sé ar ullmhú agus ar chleachtas atá ar ardchaighdeán le haghaidh ábhair mhúinteoirí iarchéime atá ag iarraidh múineadh trí mheán na Gaeilge i suíomhanna tumoideachais, i scoileanna lán-Ghaeilge agus i Scoileanna Gaeltachta.”

Bunmhúinteoireacht Conair lán-Ghaeilge

★ Liosta na Modúl Pg 64



Céard í an Mháistreacht Ghairmiúil san Oideachas (Bunmhúinteoireacht) Conair lán-Ghaeilge?

Clár iarchéime atá ann a reáchtáiltear trí mheán na Gaeilge agus a ceapadh chun mic léinn a ullmhú le go mbeidh siad incháilithe clárú mar mhúinteoir bunscoile leis an gComhairle Mhúinteoireachta, agus le hobair i scoileanna lán-Ghaeilge (scoil Ghaeltachta nó scoil lán-Ghaeilge) ach go háirithe.

Céard air a ndéanfaidh mé staidéar?

Riartar an cúrsa seo trí mheán na Gaeilge, agus i measc na n-ábhar ar an gcúrsa seo déantar staidéar ar bhonnstaidéar, ina ndéantar comhtháthú ar stair an oideachais, fealsúnacht an oideachais, socheolaíocht an oideachais, síceolaíocht an oideachais agus curaclam agus measúnú. Déanfaidh tú iniúchadh freisin ar fhorbairt an oideachais lán-Ghaeilge agus ceisteanna reatha. Tabharfaidh tú faoi thaighde i réimse spéise ar leith den tumoideachas. Beidh an deis agat staidéar a dhéanamh chun teastas a bhaint amach san Oideachas Reiligiúnach Caitliceach, agus/nó teastas a bhaint amach sna Curaclaim Ilchreidmheacha agus Eitice i gComhthéacsanna Scoileanna Éagsúla.

Cé ar a ndírítear an clár?

Oireann an cúrsa seo do chéimithe a bhfuil suim acu sa Ghaeilge agus san oideachas lán-Ghaeilge a bhfuil céim leibhéal 8 ag grád II.2 nó níos airde acu cheana féin. Is féidir le roinnt mac léinn teacht díreach chuig an Mháistreacht Ghairmiúil san Oideachas ó chlár fochéime. In amanna bíonn am

caite ag roinnt mac léinn ag taisteal, nó ag obair i réimse eile sula ndearna siad an cinneadh dul leis an mbunmhúinteoireacht.

Socrúchán Scoile

Déanann mic léinn tréimhsí de shocrúchán scoile i rith an dá bhliain den chúrsa. Sa chéad bhliain déantar socrúchán trí seachtaine i scoil lán-Ghaeilge (scoil Ghaeltachta nó scoil lán-Ghaeilge) i seimeastar 1 agus i seimeastar 2. Sa dara bliain déantar socrúchán coicise i suíomh oideachais speisialta lán-Ghaeilge agus déantar socrúchán deich seachtaine i scoil lán-Ghaeilge príomhshrutha (scoil Ghaeltachta nó scoil lán-Ghaeilge).

Gaeltacht

Mar chuid den Mháistreacht Ghairmiúil san Oideachas, ní mór do mhic léinn am a chaitheamh, de ghnáth dhá thréimhse choicise, sa Ghaeltacht. Ní mór do mhic léinn siollabas teanga saincheaptha a dhéanamh chun an inniúlacht ar an teanga riachtanach a bhaint amach chun an cúrsa a dhéanamh agus le múineadh i scoil lán-Ghaeilge.

Céard iad na roghanna eile a bheidh agam?

Tabharfaidh roinnt céimithe faoi staidéar breise iarchéime eile san oideachas. Leis na cáilíochtaí breise seo tá féidearthachtaí gairmiúla eile ann mar aistritheoir, mar cheannaire curaclaim, mar phríomhoide, mar oideoir múinteoirí, nó tuilleadh deiseanna.



★ STUDENT VOICE

“I love that you can have a chat with your lecturer, and that most of them know us all by name. There is a real sense of community, and I think it finds its way into the lectures and the learning environment too.”

Further Education

★ Module Listing Pg 65 ➔



Recognised by the Teaching Council, this course is intended to equip students with a range of knowledge and skills related to the profession of teaching in Further Education and Training settings.

What is the Professional Diploma in Education (Further Education)?

The Professional Diploma in Education (Further Education) (PDE-FE) is an initial teacher education programme that equips students with the knowledge and skills required for an effective and meaningful teaching career in the Further Education and Training (FET) sector.

This innovative and transformative level 8 programme offers students a rich learning experience by combining blended learning and independent study with extensive practical teaching placements.

The programme is accredited by Trinity College Dublin and recognised by the Teaching Council for Route 3 (Further Education) registration. The PDE-FE can be completed full-time in one year, or part-time over two years, thus offering adult learners the flexibility they require.

Who is the Course For?

This course is tailored to meet the academic and professional requirements of aspiring teachers, while also enhancing and strengthening the aptitudes of educators already working in the sector. Given the blended and innovative delivery of this programme, applicants should be highly motivated and self-driven, and possess solid command of technologies commonly used for teaching and learning such as Microsoft Office and virtual learning platforms like Moodle.

What will I study?

Our comprehensive curriculum combines foundational and professional studies with an intensive educational placement situated in FET and community education providers in the Republic of Ireland. During this time, students apply their knowledge while developing their practical teaching skills in the classroom as they complete 30 observation and 100 teaching hours on QQI - accredited further education courses.

How is the course assessed?

The course uses a wide array of assessment methods which allow students to showcase their andragogical knowledge and aptitudes, including written assignments, introspective reflective journals, presentations, group projects, and online portfolios.

What are my career opportunities?

This programme enables graduates to embark on a rewarding teaching career within the diverse field of adult education and qualifies them for Route 3 (Further Education) registration with the Teaching Council. Our graduates teach and inspire adult learners in a wide variety of settings, including Post Leaving Certificate (PLC) programmes, Colleges of Further Education, SOLAS training centres and Youthreach, and in community education settings.



STUDENT VOICE

“I am truly grateful for the guidance and support offered by the lecturers who got to know us on a first name basis; I could knock on the door of the lecturers, and they always responded to my queries.”

Intercultural Learning and Leadership

★ Module Listing Pg 66 ➔

This is an innovative and unique course for educators who want to examine the complexities of teaching in a diverse and globalised world. Participants will be prepared to take on leadership roles in their schools and workplaces, bringing the skills of a critical intercultural educator to support learners in achieving their potential. This programme has been endorsed by the Centre for School Leadership and is recognised as being suitable for aspiring leaders, new senior leaders, established school leaders and system leaders in Irish education.

Who is the course for?

Educators who want to engage with the opportunities and challenges of teaching in a diverse and globalised world. The course aims to equip participants with the threshold academic knowledge to undertake educational leadership, while engaging in a critical examination of race, language diversity, and religious diversity in educational settings.

What will I study?

Participants will study four discrete modules in first year: schools and diversity; inclusion and intercultural learning; school leadership in diverse settings; teaching English as an additional language; and religious diversity and intercultural education. In year 2, students have the opportunity to focus on one of these areas in greater depth, develop research skills and prepare a dissertation on a topic relevant to intercultural education.

How is the course assessed?

Types of assignment include essays, case studies and contributions to discussion forums in year 1, followed by a research proposal and dissertation in year 2. Students who successfully pass the four taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Intercultural Learning and Leadership.

What are my career options?

Graduates of the course will be well prepared for many leadership and management roles in schools, including principalships. Graduates will be well placed to offer professional development for teachers or to work with pre-service educators on the topic of intercultural education. Furthermore, graduates could contribute to the field of intercultural education by presenting conference papers and writing journal articles.



★ STUDENT VOICE

“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 with me long after the end of the sessions.”

Visual Arts

★ Module Listing Pg 67 ➔

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

What is the Master in Education Studies (Visual Arts)?

Graduates will have the ability to critically appraise and reconceptualise approaches, and to break out of established patterns in order to explore things in different ways. In addition, they will acquire the expertise to contribute to local, national or international communities of practice within arts and education.

Who is the course for?

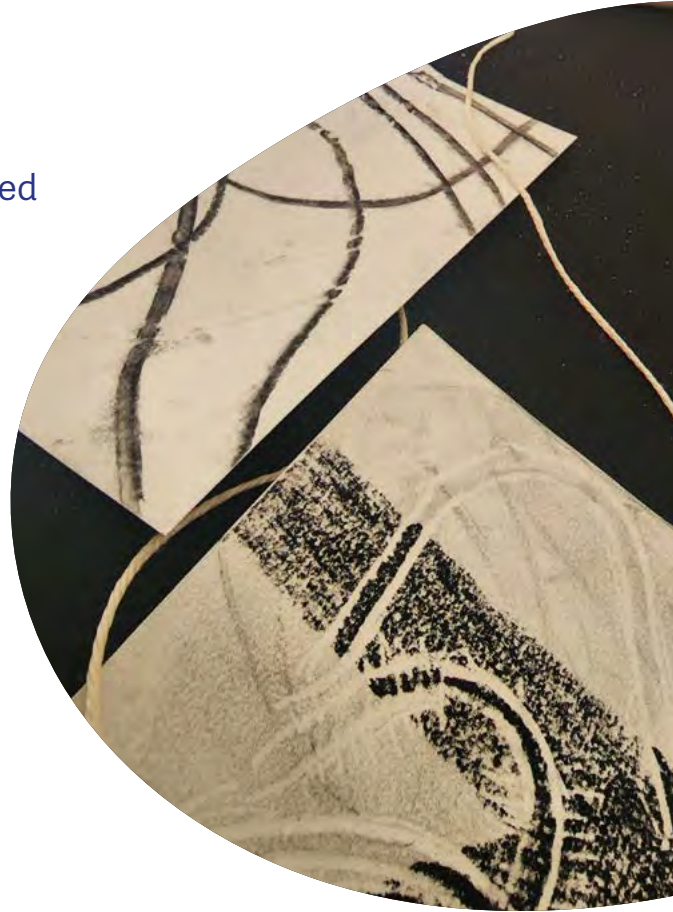
This course is for those who have a particular interest in visual arts and the intersection of arts and education. It is also open to primary teachers, 'teaching' artists, artist-teachers working in socially engaged practices who wish to acquire critical understanding about learning in, through and from visual arts. The course is also open to other educators or professionals who employ visual arts as a methodology for learning in diverse educational contexts and wish to evolve their practice in imaginative and integrated ways.

What will I study?

In year 1, participants will study four discrete modules consisting of a common core module and three specialist visual arts education modules. In year 2, students focus on an area of interest related to visual arts within Education Studies in greater depth, develop research skills and prepare a dissertation on a topic relevant to visual arts education.

How is the course assessed?

Assessment is linked to the modular nature of the course and consists of a variety of assessment methods in year 1 followed by a research proposal and dissertation in year 2. Students who successfully pass the four taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Visual Arts.





STUDENT VOICE

“I had a very positive experience of the Masters in Early Childhood Education. The lecturers were extremely knowledgeable and supportive and the content sparked a passion for further learning in this area.”

Early Childhood Education

★ Module Listing Pg 68 ➔



This programme offers a unique and intellectually stimulating learning experience, equipping participants with a deep theoretical understanding and critical awareness of contemporary issues in early childhood education.

Who is the course for?

For primary teachers, early childhood educators and those working with young children in the area of advocacy. This course does not qualify graduates as educators in early years.

What will I study?

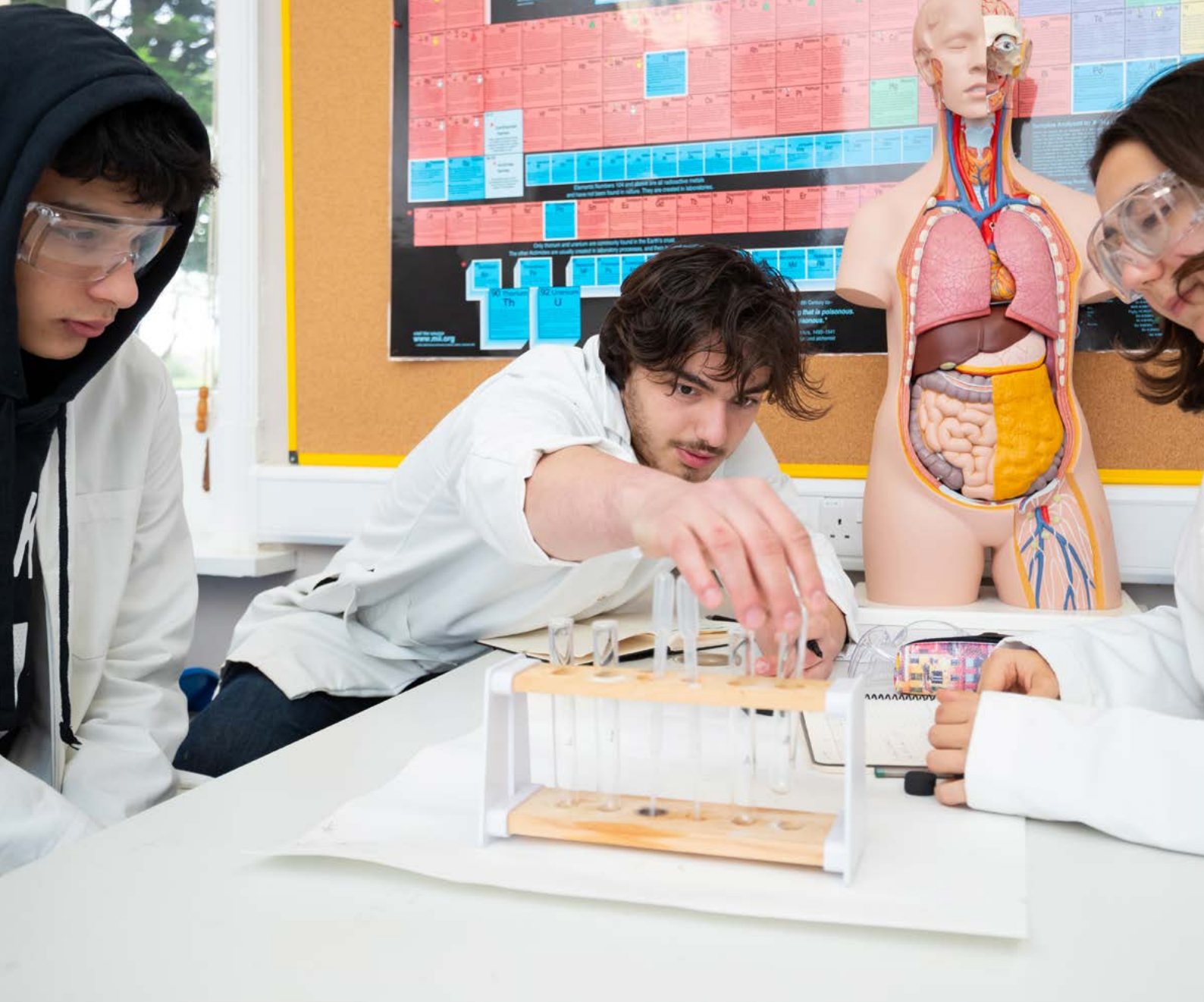
Participants will be encouraged to think critically and to reflect on their practice. They will examine the research on play, language and other areas of children's learning and will share their ideas and develop shared understandings with other students through online forums. They will explore and critically evaluate the philosophical and pedagogical stance of various early childhood thinkers. They will initiate a research project on the area of play. There will be an opportunity to work on group assignments and make oral and written presentations. Learning will be facilitated in face-to-face and online settings.

How is the course assessed?

The course consists of assignments in the form of essays, oral presentations and project work in year one. This is followed by a research proposal and dissertation in year two. Students who successfully pass the four taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Early Childhood Education.

What are my career options?

Graduates of this programme find the qualification beneficial in achieving promotion and career change. This includes school principalship or management of an early childhood education setting. Graduates are well placed to offer professional development for practitioners in primary schools and in early childhood education settings. Graduates could engage in policy work or apply for positions in the Inspectorate of the Department of Education and Youth or in early years professional organisations such as Early Childhood Ireland. Graduates sometimes choose to continue their studies to doctoral level and then work in the academic field.



★ STUDENT VOICE

“A key feature of the course is to build a community of inquiry among participants, with a focus on collaborative tasks both online and face-to-face.”

Inquiry-Based Learning

★ Module Listing Pg 69 ➔

This is an innovative and unique Masters course that taps into the widespread and growing interest in inquiry-based learning at all levels of education, from early childhood to higher education.



What is the Master in Education Studies (Inquiry-Based Learning)?

Despite the growing interest in this area, few opportunities exist in Ireland for students to study for a Masters degree where most of the credits are awarded for study and research in inquiry-based learning (IBL). This course aims to rectify this. The course is framed to provide clear interaction between theory and practice. A key feature of the course is to build a community of inquiry among participants, with a focus on collaborative tasks.

Who is the course for?

This programme is designed to support professionals across the spectrum of education from early years to adult. IBL is an excellent way to mediate the redeveloped Irish primary curriculum and to make connections across curricular areas. The programme is also aimed at educators in other settings, including cultural and heritage institutions, outdoor education centres and government agencies.

What will I study?

In year 1, students will study four discrete modules consisting of a common core module and three specialist IBL modules. In year 2, students focus in greater depth on an area of interest related to IBL within education studies, develop research skills and prepare a dissertation on a topic relevant to inquiry-based learning.

How is the course assessed?

Assessment is linked to the modular nature of the course. A range of assessment methods are used, informed by the principles of inquiry. These include critical reflections, inquiry journals and collaborative projects in Year 1, followed by a research proposal and dissertation in year 2. Students who successfully pass the four taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Inquiry-Based Learning.



★ STUDENT VOICE

“I really liked the fortnightly lectures, discussions and chats. The lecturers were very kind and helpful. The best part was having the opportunity to study alongside a great bunch of like-minded teachers.”

Primary Mathematics Education Online*

★ Module Listing Pg 70 ➔

The Master in Education Studies (Primary Mathematics Education) is a fully online Masters course taught over two years. Practice and research in primary mathematics education provide the foundation of this course.

What is the Master in Education Studies (Primary Mathematics Education)?

The Master in Education Studies (Primary Mathematics Education) prepares participants to advance primary mathematics education by building an online community where participants will interact with fellow teachers from a range of locations and diverse school settings. Course content follows an online, interactive approach where synchronous and asynchronous classes are designed to promote collaboration, build knowledge and encourage students to interact effectively in a digital environment.

Who is the course for?

This course appeals to primary school teachers with an interest in mathematics education and teachers who aspire to or currently work as mathematics leaders, as teacher educators at initial or in-service levels, or as inspectors with the Department of Education and Youth. Although designed for primary teachers in Ireland, the online delivery of the course means that suitably qualified teachers from other countries may apply for a place.

What will I study?

Students will take six discrete modules in first year:

- > 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
 - > Leadership in Primary Mathematics Education
- In year 2, students focus on one of these areas in greater depth, develop research skills and prepare a 15,000-word dissertation on a topic of choice, relevant to primary mathematics education.

How is the course assessed?

Assessment is linked to the modular nature of the course. It consists of a variety of assessment methods in year 1 followed by a research proposal and dissertation in year 2. In order to progress to year 2, students must successfully pass assessments for each of the six modules in Year 1. Students who successfully pass the six taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Primary Mathematics Education.

* Typically, this programme is offered in alternate years. Contact admissions@mie.ie for details.



STUDENT VOICE

“Whether it’s the surroundings,
the courses, or the MIE community,
you’ll love every aspect of life here.”

Christian School Leadership (Online)

★ Module Listing Pg 71 ➔

The Master in Education Studies (Christian School Leadership) is an innovative and unique Masters course, delivered online, that draws on research, principles and practice in school leadership of Christian schools. The course is framed to provide clear interaction between formation and theory, reflection and practice. A key feature of the course is to build an online community among students as an integral aspect of forming professional leaders for Christian education. This course is endorsed by the Centre for School Leadership.



What is the Master in Education Studies (Christian School Leadership)?

The course provides the skills necessary for leadership, management and governance and offers a theological and spiritual background to help appreciate, support and develop a faith-based ethos within a school in a pluralist context.

Who is the course for?

The course is designed for primary and post-primary teachers who wish to pursue their own academic and professional development. The course is open to applicants from Ireland and abroad.

What will I study?

In year 1, students will study six discrete modules in a range of aspects relating to leadership, management and Christian theology and spirituality. In year 2, students focus on an area of interest related to faith-based educational leadership, develop research skills and write a dissertation.

How is the course assessed?

Assessment is linked to the modular nature of the course and consists of a variety of assessments in year 1, followed by a research proposal and dissertation in year 2. Students who successfully pass the six taught modules (60 credits) may exit the programme with a Postgraduate Diploma in Christian School Leadership.



Further Education (Online)

★ Module Listing Pg 72 ➔

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. *

Who is the Course for?

The programme attracts 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.

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, develop research skills and write a dissertation.

How is the course assessed?

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

How is the course 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

* This course does not qualify graduates to register with the Teaching Council for Route 3 (Further Education). Please see Pg. 41 instead.

MES Bursaries & Scholarships*

Marino Institute of Education is pleased to announce four scholarships and bursaries for our Masters in Education Studies degree programmes

01 MIE Trust Fund Bursary

Master in Education Studies (Christian School Leadership)

Applicants for this course 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 to the course.

02 MIE Alumni Fee Scholarship

At MIE we very much hope our graduates continue to have an active and beneficial relationship with us throughout their lives and careers, and we 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 MIE MES programme will qualify for an Alumni Scholarship for years 1 & 2 of the programme. The scholarship will contribute 20% of tuition fees for the following MES programmes:

- › 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)
- › Master in Education Studies (Primary Mathematics Education)
- › Master in Education Studies (Further Education)

03 MIE Community of Learners Scholarship

If one or more colleague(s) from your school or organisational setting successfully register for an MES programme, you and your colleague(s) can gain a 20% discount from your tuition fees for years 1 & 2 of the programme.

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

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

- › 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)
- › Master in Education Studies (Primary Mathematics Education)
- › Master in Education Studies (Further Education)
- › Master in Education Studies (Christian School Leadership)

* MES applicants can avail of only one of the bursaries or scholarships above. For more information, please visit www.mie.ie/postgrad



Module Listings Information



Bachelor in Education Primary Teaching

★ Course Description Pg 18



Year 1

School Placement

- › Middle Classes

Foundation Studies

- › Philosophical & Historical Understandings of Education 1
- › Psychology in Education
- › Equality Studies

Learning period in the Gaeltacht

Curriculum Studies/ Methodologies

- › English Methods/Múineadh na Gaeilge
- › Mathematics Methods/Social & Environmental Education (SEE)
- › Physical Education/Social, Personal & Health Education (SPHE)
- › Arts Education (Visual Arts)
- › Religious Education

Professional Studies/The Practice of Teaching

- › Teaching & Learning 1 (Approximations of Practice)
- › Professional Studies

Subject Knowledge/Content Knowledge

- › English/Irish Language, Literacy & Literature

Year 2

School Placement

- › Senior Classes

Foundation Studies

- › EAL/Modern Foreign Languages
- › Curriculum & Assessment/ Technology and Digital Learning
- › Inclusive & Special Education 1 (SEN)
- › Sociology

Learning period in the Gaeltacht

Curriculum Studies/ Methodologies

- › English Methods/Múineadh na Gaeilge
- › Mathematics Methods/Science, Technology & Engineering (STE)
- › Arts Education (Drama)

Professional Studies/ The Practice of Teaching

- › Digital and Inquiry-Based Learning in the Classroom
- › Inclusive & Special Education 2
- › Professional Studies

Subject Knowledge/Content Knowledge

- › English/Irish Language, Literacy & Literature

Year 3

School Placement

- › Early Years Education

Foundation Studies

- › Early Childhood Education
- › Research Methods

Subject Knowledge/Content Knowledge

- › Mathematics

Curriculum Studies/Methodologies

- › Literacy Education (English)
- › English Methods/Múineadh na Gaeilge
- › Mathematics Methods/SEE & STE
- › Arts Education (Music)
- › PE/SPHE

Professional Studies/The Practice of Teaching

- › Teaching & Learning 2/Psychology of Education
- › Communicative Competence in Irish for School and Community/Teagasc Cruthaitheach Teanga
- › Professional Studies

Year 4

Advanced School Placement

- › Linked to research dissertation

Foundation Studies

- › Philosophical & Historical Understandings of Education 2

Professional Studies/The Practice of Teaching

- › Teacher as a Knowledgeable Professional (Mathematics)
- › Inquiry in SEE and STE
- › Professional Studies

Elective*

Choose from:

- › Creating a Culture of Reading in the Primary Classroom
- › Creative Language Teaching: Co-teaching and Content and Language Integrated Learning (CLIL)
- › Space to Grow: School Gardens, Outdoor Learning and Education for Sustainability
- › The World in the Classroom

- › Supporting Learning with Special Educational Needs in all School Settings
- › Supporting Early Literacy in DEIS Schools
- › Traditional Arts and Cultural Literacy
- › Leadership in Primary Arts Education
- › Physical Education: Inclusion, Integration and Innovation

- * *Not all elective modules may be available in any given year.*
- * *Modules are subject to change.*

General Information

CAO Codes: CM001/CM002 (Gaeltacht applicants only)

- › Duration: 4 years full-time
- › Award level: NFQ Level 8
- › ECTS Credits: 240

Minimum entry requirements

- › No. of Leaving Cert Subjects: 6
- › Min no. of higher-level subjects: 3 (Min Grade H5)
- › Min of grade O6/H7 in three other subjects
- › Minimum grades: Maths – H7/O4, English – H7/O4, Irish – H4*

Mature Applicants

For information on applying as a mature applicant, please refer to page 74.

Note for CM002 Applicants

- › *Minimum grade for Irish for CM002 applicants is H3
- › Applicant details are forwarded to the Department of Education and Youth to determine eligibility for this entry route.
- › To check eligibility for the Gaeltacht entry route you can check if your Eircode falls within that Gaeltacht Language Planning Area by visiting Amharcóir Pleanála Teanga (data.gov.ie/showcase/amharc-ir-plean-la-teanga-gis-language-planning-viewer-gis)

Bachelor in Education through the Medium of Irish Primary Teaching

★ Course Description Pg 20



Year 1

School Placement

- › School Placement I/Professional Studies: Middle Classes

Foundation Studies

- › Historical Understandings of Education
- › Psychology in Education
- › Equality Studies

Learning Period in the Gaeltacht

Curriculum Studies/ Methodologies (Content and Language Integrated Learning)

- › English Methods & Irish Methods
- › Social & Environmental Education (SEE) and Maths Methods 1
- › Physical Education/Social, Personal & Health Education (SPHE)
- › Visual Arts and the Arts (Music, Drama)
- › Religious Education

Professional Studies/ The Practice of Teaching

- › Teaching & Learning 1 (Approximations of Practice)
- › Professional Studies

Subject Knowledge/ Content Knowledge

- › English & Irish (Language, Literacy and Literature)

Year 2

School Placement

- › School Placement II/Professional Studies: Senior Classes

Foundation Studies

- › Language Study/Modern Foreign Languages (MFL)
- › Teaching through the Medium of Irish
- › Curriculum & Assessment/Technology & Digital Learning
- › Inclusive Education & Special Education Needs 1
- › Sociology

Learning Period in Gaeltacht

Curriculum Studies/ Methodologies (Content and Language Integrated Learning)

- › English Methods & Irish Methods
- › Science, Technology and Engineering (STE)/ Maths Methods 2
- › Drama and the Arts (Visual Arts, Music)

Professional Studies/ The Practice of Teaching

- › Digital and Inquiry-Based Learning in the Classroom
- › Inclusive Education & Special Education Needs 2

Subject Knowledge/ Content Knowledge

- › English & Irish (Language, Literacy and Literature)

Year 3

School Placement

- › School Placement III/Professional Studies: Infant Education

Foundation Studies

- › Early Childhood Education
- › Research Methods

Curriculum Studies/ Methodologies (Content and Language Integrated Learning)

- › English Methods & Irish Methods
- › Literacy Education (English)
- › Maths Methods 3/SEE & STE
- › Music and the Arts (Visual Arts, Drama)
- › PE/SPHE

Professional Studies/The Practice of Teaching

- › Teaching & Learning 2/ Psychology of Education
- › Communicative Competence in Irish for School and Community/ Teaching through Irish

Subject Knowledge/ Content Knowledge

- › Maths

School Placement

- › School Placement IV/Professional Studies
- › 10 Week Extended School Placement in Gaeltacht

Foundation Studies

- › Historical and Philosophical Understandings of Education

Professional Studies/The Practice of Teaching

- › Teacher as a Knowledgeable Professional (Mathematics)
- › Reflection on Professional Practice (e-portfolio – part of school placement module)
- › Inquiry in SEE and STE

- › Dissertation (e.g. Irish-Medium Education, Immersion Education, Bilingualism, Gaeltacht Education, Early Childhood Education through the Medium of Irish, Irish Literature, Inclusive Education, Sociology)

Elective*

Choose from

- › PE - Inclusion, Integration and Innovation.

- › Supporting Learners with Special Educational Needs in all School Settings
- › Traditional Arts and Cultural Literacy

- › Leadership in Primary Arts Education

** Not all elective modules may be available in any given year.*

** Modules subject to change.*

General Information

- › CAO Codes: CM003/CM004 (Gaeltacht applicants only)
- › Duration: 4 years full-time
- › Award Level: NFQ Level 8
- › ECTS Credits: 240

Minimum entry requirements

- › No. of Leaving Cert subjects: 6
- › Minimum no. of higher-level subjects: 3 (H5 at least but also specific minimum requirements for Irish, English and Mathematics)
- › Minimum of grade O6/H7 in three other subjects
- › Specific Minimum Requirements: Irish – H3 and TEG* - B1, English -H7/O4, Mathematics – H7/O4
- › *TEG (Teastas Eorpach na Gaeilge) Level B1 Full Exam (Pass 50%) to be obtained by every student. Marino Institute of Education will reimburse students for the TEG fee if they successfully complete the TEG examinations and register on the Bachelor in Education through the Medium of Irish in Marino Institute of Education. For more information on the TEG examinations see www.teg.ie/oid
- › Students who undertake the February TEG examinations must send a certified copy of their results to the Admissions Office, Marino Institute of Education, Griffith Avenue, Dublin D09 R232. For more information on dates, please visit www.mie.ie/teg_b1

Mature Applicants

Mature applicants must apply through the CAO by 5.15pm on 1 February. A mature student must be 23 years or over on 1 January in the year of intended entry. In mid-March, all mature applicants will be emailed by the MIE Admissions Office. Any applicant who wishes to be assessed on mature grounds will be advised to complete a 'Mature Student Supplementary Application Form' and return it directly to the Admissions Officer, Marino Institute of Education, Griffith Ave, Dublin D09 R232. The closing date for return of application forms will be 31 March. Eligible applicants will be called for an interview and Oral Irish test. For queries regarding mature entry, please email admissions@mie.ie

Note for CM004 applicants

Applicant details are forwarded to the Department of Education and Youth to determine eligibility for this entry route.

To check eligibility for the Gaeltacht entry route you can check if your Eircode falls within that Gaeltacht Language Planning Area by visiting Amharcóir Pleanála Teanga

(data.gov.ie/showcase/amharc-ir-plean-la-teanga-gis-language-planning-viewer-gis)

Baitsiléir san Oideachas trí Mheán na Gaeilge

Bunmhúinteoireacht

★ Course Description Pg 22



Bliain 1

Socrúchán Scoile

- › Socrúchán Scoile I/Staidéir Ghairmiúla: Meánranganna

Bonnstaidéar

- › Tuiscintí Stairiúla ar an Oideachas
- › Síceolaíocht an Oideachais
- › Léann an Chomhionannais

Tréimhse Foghlama sa Ghaeltacht

Léann an Churaclaim/Modheolaíochtaí (Foghlaim Chomhtháite Ábhair agus Teanga)

- › Múineadh an Bhéarla/Múineadh na Gaeilge
- › Múineadh na Matamaitice/Oideachas Sóisialta agus Imshaoil (OSI)
- › Corpoideachas/Oideachas Sóisialta Pearsanta agus Sláinte (OSPS)
- › Na hAmharcealaíona agus na hEalaíona (Ceol, Drámaíocht)
- › Oideachas Reiligiúnach

Léann Gairmiúil/Cleachtas Múinteoireachta

- › Teagasc & Foghlaim 1 (Garchleachtas)
- › Staidéir Ghairmiúla

Eolas ar Ábhar

- › Teanga, Litearthacht agus Litríocht an Bhéarla/na Gaeilge

Bliain 2

Socrúchán Scoile

- Socrúchán Scoile II/Staidéir Ghairmiúla: Meánranganna

Bonnstaidéar

- › Léann Teanga/Nuatheangacha lasachta (NTI)
- › Curaclam & Measúnú/Foghlaim Dhigiteach
- › Oideachas Ionchuimsitheach & Riachtanais Oideachais Speisialta 1
- › Socheolaíocht

Tréimhse Foghlama sa Ghaeltacht

› Léann an Churaclaim/Modheolaíochtaí (Foghlaim Chomhtháite Ábhair agus Teanga)

- › Múineadh an Bhéarla/Múineadh na Gaeilge
- › Eolaíocht, Teicneolaíocht agus Innealtóireacht (ETI)/Múineadh na Matamaitice
- › Drámaíocht & na hEalaíona (Na hAmharcealaíona, Ceol)

Léann Gairmiúil/Cleachtas Múinteoireachta

- › Foghlaim Dhigiteach agus Foghlaim ar bhonn Fiosraithe sa Seomra Ranga
- › Oideachas Ionchuimsitheach & Riachtanais Oideachais Speisialta 2

Eolas ar Ábhar

- › Teanga, Litearthacht agus Litríocht an Bhéarla/na Gaeilge

Bliain 3

Socrúchán Scoile

- › Socrúchán Scoile III/Staidéir Ghairmiúla/Ranganna Sóisearacha

Bonnstaidéar

- › Oideachas Luath-Óige
- › Modhanna Taighde

Léann an Churaclaim/Modheolaíochtaí (Foghlaim Chomhtháite Ábhair agus Teanga)

- › Oideachas Litearthachta (Béarla)
- › Múineadh an Bhéarla/Múineadh na Gaeilge
- › Oideachas Sóisialta Imshaoil agus Eolaíochta (OSIE)/Múineadh na Matamaitice
- › Ceol & na hEalaíona (na hAmharcealaíona, Drámaíocht)
- › Corpoideachas/OSPS

Léann Gairmiúil/Cleachtas Múinteoireachta

- › Teagasc & Foghlaim 2 (Garchleachtas)/Síceolaíocht an Oideachais
- › Cumas Cumarsáide sa Ghaeilge don Scoil agus do Phobal na Scoile /Ag Múineadh trí Ghaeilge

Eolas ar Ábhar

- › Matamaitic

Bliain 4

Socrúchán Scoile

- › Socrúchán Scoile IV/Staidéir Ghairmiúla Ardsocrúchán Scoile (10 seachtaine sa Ghaeltacht)

Bonnstaidéar

- › Tuisintí Fealsúnacha ar an Oideachas

Léann Gairmiúil/Cleachtas Múinteoireachta

- › An Múinteoir mar Ghairmí Eolach (Matamaitic)
- › Staidéir Ghairmiúla
- › Fiosrúchán san OSI agus ETI

- › Miontráchtas (m.sh. Oideachas trí Mheán na Gaeilge, Tumoideachas, Dátheangachas, Oideachas Gaeltachta, Oideachas Luath-Óige trí Mheán na Gaeilge, Litríocht na Gaeilge, Oideachas Ionchuimsitheach, Socheolaíocht)

Cúrsaí Roghnacha*

- › Corpoideachas – Ionchuimsitheacht, Comhtháthú agus Nuálaíocht
- › Ag Tacú le Foghlaimeoirí a bhfuil Riachtanais Speisialta Oideachais acu i ngach Suíomh Scoile
- › Na hEalaíona Traidisiúnta agus Litearthacht Chultúrtha

- › Ceannaireacht in Oideachas Ealaíon na Bunscoile

** ní bheidh gach modúl roghnach ar fáil gach bliain*
** d'fhéadfadh athrú teacht ar na modúil*

Eolas Ginearálta

- › Cóid CAO: CM003/CM004 (iarratasóirí Gaeltachta amháin)
- › Fad an Chúrsa: 4 bliana lánaimseartha
- › Léibhéal Gradaim: Leibhéal 8 de réir an Chreata Náisiúnta Cáilíochtaí
- › An Corás Eorpach Aistrithe Creidiúna (ECTS): 240 creidmheas

Íosriachtanais Iontrála

- › Líon na n-ábhar Ardteistiméireachta: 6
- › Íosmhéid ábhair ardleibhéil: 3 (H5 ar a laghad ach féach íosriachtanais ar leith thíos don Ghaeilge, don Bhéarla agus don Mhatamaitic)
- › O6/H7 mar íosriachtanas i dtrí ábhar eile.
- › Íosghráid ar Leith – Gaeilge: H3 agus TEG*: B1 Scrúdú Iomlán (Pasmharc 50%), Béarla: H7/O4, Matamaitic: H7/O4. Íocfaidh Institiúid Oideachais Marino an táille TEG ar ais do scoláirí rathúla sna scrúduithe TEG a chláraíonn ar an mBaitsiléir san Oideachas trí Mheán na Gaeilge in Institiúid Oideachais Marino. Chun níos mó eolais a fháil faoi TEG féach www.teg.ie/oid
- › Beidh ar mhic léinn a thugann faoi scrúduithe TEG mhí Feabhra cóip dheimhnithe dá dtorthaí a sheoladh chuig An Oifigeach Iontrálacha, Institiúid Oideachais Marino, Ascaill Uí Ghríofa, Baile Átha Cliath DO9 R232. Le haghaidh tuilleadh eolais, téigh chuig www.mie.ie/oid

Iarratasóirí lánfhasta

Caithfidh iarratasóirí lánfhasta iarratais a bheith istigh acu tríd an Lár-Oifig Iontrála (CAO) faoi 5.15 i.n. ar an 1 Feabhra. Caithfidh mac léinn lánfhasta a bheith 23 bliain d'aois nó os a chionn ar 1 Eanáir na bliana ina bhfuil an mac léinn ag iarraidh an cúrsa a thosú. I lár mhí an Mhárta, cuirfidh Oifig Iontrálacha IOM ríomhphost chuig iarratasóirí lánfhasta. Aon iarratasóir atá ag iarraidh go ndéanfar measúnú ar a (h)iarratas mar iarratasóir lánfhasta, iarrfar air/uirthi "Foirm Iarratais Fhorlíontach ar Mhúinteoireacht Bhunscoile (Baitsiléir san Oideachas Trí Mheán na Gaeilge)" a chomhlíonadh agus a sheoladh chuig an Oifigeach Iontrálacha, Institiúid Oideachais Marino, Ascaill Uí Ghríofa, Baile Átha Cliath DO9 R232. Is é an spriocdháta le foirmeacha iarratas a bheith ar ais ná an 31 Márta. Tabharfar cuireadh d'iarratasóirí a shásaíonn na riachtanais freastal ar agallamh mhic léinn lánfhasta agus tabhairt faoi scrúdú cainte sa Ghaeilge. Le haghaidh tuilleadh eolais, cuir ríomhphost chuig admissions@mie.ie

Nóta d'iarratasóirí CM004

Cuirtear sonraí gach iarratasóra ar aghaidh chuig an Roinn Oideachais agus Óige le dearbhú gur féidir úsáid a bhaint as an mbealach iontrála seo. Le dearbhú go bhfuil tú incháilithe do Bhealach Iontrála na Gaeltachta, is féidir dearbhú go bhfuil d'éirchód laistigh de na Limistéir Pleanála Teanga Gaeltachta ag Amharcóir Pleanála Teanga (data.gov.ie/showcase/amharc-ir-plean-la-teanga-gis-language-planning-viewer-gis)

Bachelor in Science Education Studies

Year 1

- › Foundation Studies of Education
- › Introduction to Educational Psychology
- › Adult Education
- › Education & the Arts (Nurturing Creativity)
- › Communication for Education
- › Transitioning to Higher Education
- › Educational Leadership: Underpinnings of Practice
- › Inclusive & Special Education 1
- › Technology for Teaching & Learning 1
- › Work Placement 1

Year 2

- › Contemporary Education, Politics and Society
- › Programme Design & Development
- › Adolescence
- › Education & Culture (Literature)
- › Development Education
- › Intercultural Education
- › Education for Sustainable Development
- › Educational Leadership: Management, Purpose and Practice
- › Inclusive & Special Education 2
- › Work Placement 2

Year 3

- › Understanding Irish Education Policy
- › Psychology of the Child
- › Philosophy of Education
- › Childhood
- › Education & Sports (Inclusion, diversity and diversion)
- › Evidence in Education
- › Assessment & Evaluation
- › Research Methods 1
- › Educational Leadership: Learning, Development and Change
- › Inclusive & Special Education 3
- › Work Placement 3

Year 4

- › Workplace Cultures and Competencies
- › Professional Studies
- › Comparative Education
- › Technology for Teaching and Learning 2 (Blended module)
- › Internship
- › Research Methods 2
- › Dissertation

General Information

- › CAO Code: CM010
- › Duration: 4 years full time
- › Award level: NFQ Level 8
- › ECTS Credits: 240

Minimum entry requirements

- › No. of Leaving Cert subjects: 6
- › Min no. of higher level subjects: 2 (Min Grade H5)
- › Min of grade O6/H7 in four other subjects
- › Minimum grades: Maths – H7/O6, English – H7/O6, Other Language – H7/O6
- › Minimum CAO Points Requirement: 315
- › English Language Requirement: Please visit www.mie.ie/english_language

QQI/FET/FETAC requirements

MIE welcomes applications for entry to the B.Sc. in Education Studies from candidates who hold a Full Level-5 Major award in a wide variety of subject areas, with distinctions in at least 5 modules. For further information please visit www.mie.ie/qqi or contact admissions@mie.ie

Advanced entry

Students who have successfully completed one or more years in a similar full-time course at degree level may apply for advanced entry to the B.Sc. in Education Studies course. Such places are limited, and applicants must meet all the minimum entry requirements of the course and attend an interview. Please contact admissions@mie.ie for further information.

Bachelor in Science Early Childhood Education

★ Course Description Pg 26



Year 1

- › Psychology and the Developing Child
- › Curriculum & Pedagogical Perspectives: Aistear and Síolta
- › International Policy and Best Practice in Early Childhood Education
- › Health, Wellbeing and Developing Movement Skills 1.
- › Awakening the Senses: Creativity and the Visual Arts
- › A Nurturing Pedagogy in ECE
- › Literacies in the Early Years: Language Acquisition
- › Field Placement 1
- › Special Educational Needs 1
- › Elective*

Year 2

- › Understanding Childhood in Context
- › Constructions of Childhood 1: Historical and Cultural Constructions of Childhood.
- › Learning Theories in ECE
- › Early Childhood Education: Policy and Practice
- › Health, Wellbeing and Developing Movement Skills 2
- › Music, Drama and Integrated Arts
- › Inclusion and Diversity in the Early Years
- › Early Mathematical Awareness
- › Field Placement 2
- › Special Educational Needs
- › Elective*

Year 3

- › Constructions of Childhood 2: Sociological Constructions
- › Curriculum & Pedagogical Perspectives: Interactions & Relationships
- › Curriculum & Pedagogical Perspectives: Learning through Play 2
- › Legal Context of Early Childhood Education
- › The Inner Landscape of the Child
- › Inquiry-Based Learning & Environmental Care
- › Inclusion & Culture: Identity and the Self
- › Early Literacies
- › Field Placement 3
- › Research Proposal
- › Elective*

Year 4

- › Digital Play and Creative Technologies
- › Leadership and Management in ECE
- › Organisation, Learning and Skills for ECE
- › Children's contexts: Effective Communication and Partnership with Parents
- › Field Placement 4
- › Research Dissertation

Electives*

Choose from:

- › Multilingualism and EAL in ECE
- › Financial Management in Education
- › Early Childhood Education through the Medium of Irish
- › Immersion Education in ECE
- › Nutrition and Healthy Eating
- › Universal Design for Learning in ECE
- › The UNCRC and ECE: A Rights Based Approach to Early Childhood
- › Relational Reflexivity for Education
- › Holistic Education for Early Childhood Settings
- › Transitions from Preschool to Primary School

**Not all elective options are offered every year.*

General Information

- › CAO Code: CM020
- › Duration: 4 years full time
- › Award level: NFQ Level 8
- › ECTS Credits: 240

Minimum entry requirements

- › No. of Leaving Cert subjects: 6
- › Min no. of higher level subjects: 2 (Min Grade H5)
- › Min of grade O6/H7 in four other subjects
- › Minimum grades: Maths – H7/O6, English – H7/O6, Other Language – H7/O6
- › Minimum CAO Points Requirement: 315
- › English Language Requirement: Please visit www.mie.ie/english_language

QQI/FET/FETAC requirements

MIE welcomes applications for entry to the B.Sc. in Early Childhood Education from candidates who hold a Full Level-5 Major award in a wide variety of subject areas, with distinctions in at least 5 modules. For further information please visit www.mie.ie/qqi or contact admissions@mie.ie

Advanced entry

Students who have successfully completed one or more years in a similar full-time course at degree level may apply for advanced entry to the B.Sc. in Early Childhood Education course. Such places are limited, and applicants must meet all the minimum entry requirements of the course and attend an interview. Please contact admissions@mie.ie for further information.

Pathway A Modules

Core Modules

- › English for Academic Purposes
- › Mathematics

Elective Modules

Students will take **two** of these modules. The choice of elective modules determines which undergraduate courses students are eligible to progress to:

- › Business
- › Economics
- › Sociology
- › Political Science

Pathway B Modules

Core Modules

- › English for Academic Purposes
- › Mathematics

Elective Modules

Students will take **two** of these modules. The choice of elective modules determines which undergraduate courses students are eligible to progress to:

- › Physics
- › Chemistry
- › Biology
- › Introduction to Programming

General Information

- › Duration: 1 year full-time
- › Award level: NFQ Level 6
- › ECTS credits: 70
- › Awarding Body: Trinity College Dublin, the University of Dublin

- › Eligibility: only non-EU candidates who have not sat the Irish Leaving Certificate Programme may apply.

Minimum entry requirements

- › For English Language requirements please visit www.mie.ie/english_language
- › For country-specific entry requirements please visit www.mie.ie/ifp

Professional Master of Education

Primary Teaching

★ Course Description Pg 30



Year 1 – Teaching/Learning

School Placement/ Professional Studies

- › School Placement (including Professional Studies)
- › Teaching and Learning (Approximations of Practice)

Foundation Studies

- › Psychology/Early Childhood Education
- › Research Methods

Curriculum Studies/Subject Knowledge

- › English Methods/Subject Knowledge
- › Irish Methods/Subject Knowledge
- › Mathematics Methods/Wellbeing 1 (PE/SPHE)
- › Maths Competency/Wellbeing 2 (PE/SPHE)
- › Religious Education

- › Social and Environmental Education & Science, Technology and Engineering: Shared Approaches and Methodologies
- › Arts Education (Visual Arts, Drama, Music)

Year 2 – Theory/Practice

School Placement/ Professional Studies

- › Advanced School Placement
- › Advanced Professional Studies
- › Developing Digital Learners

Foundation Studies

- › Education Theory & Practice (Philosophy/History, Sociology/ Psychology)
- › Research Thesis

Curriculum Studies/Subject Knowledge

- › Arts Education (Integrated Arts & Music/Drama)
- › Inclusive Education
- › Children's Literature : Theory & Practice & Teaching in Irish-medium settings

General Information

- › Duration: 2 years full-time
- › Award Level: NFQ Level 9
- › ECTS Credits: 120

Minimum Entry Requirements

- › An honours degree (level 8 with honours II.2 result or higher) or a major award at level 9 or 10 and the following Leaving Certificate (or equivalent) Grades. Maths – O4/H7, English – O4/H7, Irish – H4
- › 65% or above in Teastas Eorpach na Gaeilge (TEG) level B1 in oral Irish examination.*

* Requirement may be revised

Mháistreacht Ghairmiúil san Oideachas

Bunmhúinteoireacht

Conair lán-Ghaeilge

★ Course Description Pg 35



Bliain 1 Teagasc/Foghlaim

Socrúchán Scoile/Staidéir Ghairmiúla

- › Socrúchán Scoile (Staidéir Ghairmiúla mar chuid de seo)
- › Teagasc agus Foghlaim (Garchleachtas)

Bonnstaidéar

- › Síceolaíocht/Oideachas Luath-Óige
- › Modhanna Taighde

Staidéar Curaclaim/Cumas san Ábhar

- › Múineadh an Bhéarla/Cumas sa Bhéarla
- › Múineadh na Gaeilge/Cumas sa Ghaeilge

- › Múineadh na Matamaitice/Folláine 1 (Corpoideachas/OSPS)
- › Cumas sa Mhatamaitic/Folláine 2 (Corpoideachas/OSPS)
- › Oideachas Reiligiúnach
- › OSI agus ETI: Cuir Chuige Comhroinnte agus Modheolaíochtaí
- › Oideachas na nEalaíon (Na hAmharcealaíona, Drámaíocht, Ceol)

Bliain 2 Teoiric/Cleachtas

Socrúchán Scoile/Staidéir Ghairmiúla

- › Ardsocrúchán Scoile
- › Staidéir Ghairmiúla
- › Foghlaimoírí Digiteacha a Fhorbairt

Bonnstaidéar

- › Teoiric agus Cleachtas Oideachais (Stair/Fealsúnacht/ Síceolaíocht/ Socheolaíocht)
- › Tráchtas

Staidéar Curaclaim/Cumas san Ábhar

- › Oideachas na nEalaíon (na hEalaíona Comhtháite & Ceol/ Drámaíocht)
- › Oideachas Ionchuimsitheach
- › Litríocht do Pháistí: Teoiric & Cleachtas & Ag Múineadh i Suíomhanna lán-Ghaeilge

Eolas Ginearálta

- › Fad: 2 bhliain lánaimseartha
- › Leibhéal Gradaim: Leibhéal 9 de réir an Chreata Náisiúnta Cáilíochtaí
- › An Córas Eorpach Aistrithe Creidiúna (ECTS): 120 creidmheas

Íosriachtanais Iontrála

- › Céim onóracha (leibhéal 8 le toradh II.2 nó níos airde) nó mórghradam ag leibhéal 9 nó 10 agus na Gráid Ardteistiméireachta seo a leanas (nó a chomhionann); Matamaitic O4/ H7, Béarla O4/H7, Gaeilge H4
- › Ní mór d'iaratasóirí 65% nó níos airde a bhaint amach sa scrúdú iomlán TEG B1 Gaeilge

1 Year Full-Time Delivery

- › Historical and Philosophical Understandings of Education
- › How Adolescents and Adults Learn
- › Approaches to Teaching, Learning and Special Education
- › Technology Enhanced Learning
- › Educational Placement I
- › Group Management and Organisation for Learning
- › Contemporary Issues in Education
- › Module and Programme Design and Evaluation
- › Development of a Reflective Stance in a Specialised Area
- › Educational Placement II

2 Year Part-Time Delivery

Year 1

- › How Adolescents and Adults Learn
- › Technology Enhanced Learning
- › Educational Placement I
- › Group Management and Organisation for Learning
- › Module and Programme Design and Evaluation
- › Development of a Reflective Stance in a Specialised Area

Year 2

- › Historical and Philosophical Understandings of Education
- › Contemporary Issues in Education
- › Educational Placement II
- › Approaches to Teaching, Learning and Special Education

General Information

- › Duration: 1 year full-time or 2 years part-time
- › The academic year runs from late August until mid-May
- › Delivery: Blended (online and face-to-face delivery)
- › Award level: NFQ Level 8
- › ECTS credits: 60

Minimum entry requirements

- › An honours degree (level 8) OR an ordinary degree (level 7) plus a minimum of three years' experience in a setting which is relevant to the candidate's qualifications

- › On review of applications, suitable applicants will be invited to attend an interview
- › English Language Requirement: please check www.mie.ie/english_language

Other information

Financial support through SUSI may be available to eligible candidates taking the 1-year full-time learning option. SUSI funding is not available to students on the part-time course. Due to the use of online learning and synchronous and asynchronous online lectures, it is important that all students have access to a stable internet connection and a personal computer/laptop.

Master in Education Studies

Intercultural Learning and Leadership

★ Course Description Pg 38



Year 1

Module 1 – Schools and Diversity, Inclusion and Intercultural Education

- › Aspects of culture and individual cultural backgrounds
- › Approaches to understanding diversity in society and education
- › Policy, legislation and literature impacting on culture and education
- › Effective teaching and learning strategies for the diverse classroom
- › The inclusive school: building a shared sense of community

Module 2 – School Leadership in Diverse Settings

- › School leadership: Concepts and paradigms

- › Learning-centred leadership
- › Ethical leadership
- › Distributed leadership
- › School leadership: Practitioner perspectives

Module 3 – Teaching English as an Additional Language: An Intercultural Approach

- › Linguistic diversity in the context of intercultural education
- › The role of oral language in the development of English language proficiency
- › Literacy: supporting the development of English language proficiency
- › Developing a whole-school and community approach to teaching English as an additional language.
- › Assessment & Evaluation

Module 4 – Religious Diversity and Intercultural Education

- › Religious Diversity in the context of intercultural education
- › Key pedagogical principles underpinning the religious dimensions of intercultural education
- › Encounters with the 'other'; entering into interreligious dialogue
- › Learning from the experience of others
- › Developing a whole-class and whole-school approach to religious diversity and intercultural education

Year 2

Dissertation Module

- › Research methodologies and research ethics
- › The research design process
- › Research proposal
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90

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 or who meet the professional experience, but have only a level-7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate.
- › English Language Requirement: please check www.mie.ie/english_language

Year 1

Module 1 – Introduction to Education Studies

- › Pedagogy, learning styles and pedagogical tact
- › Character, compassion, care empathy and flourishing
- › Well-being and critical thinking in education
- › Postgraduate reading and writing

Module 2 – Visual Arts, Inspiration and Imagination

- › Inspiration for visual arts
- › Theory, practice and challenges pertaining to teaching 'making and responding' to drawing
- › Changing ideologies and paradigms in visual arts education
- › Theory, practice and challenges pertaining to teaching 'making and responding' to painting

- › Visual arts and imaginative thinking
- › Theory, practice and challenges pertaining to teaching 'making and responding' to print

Module 3- Visual Arts, Ideation and Integration

- › Ideation in visual arts and planning for visual arts
- › Theory, practice and challenges pertaining to teaching 'making and responding' to collage
- › Visual arts integration: Rationale, taxonomy, pearls and perils
- › Theory, practice and challenges pertaining to teaching 'making and responding' to textiles
- › Interdisciplinary skills from visual arts

- › Theory, practice and challenges pertaining to teaching 'making and responding' to construction

Module 4 – Visual Arts, Innovation and Inclusion

- › Inclusion in teaching visual arts
- › Theory, practice and challenges pertaining to teaching 'making and responding' to clay
- › ICT, visual arts and teaching visual arts
- › Theory, practice and challenges pertaining to teaching 'making and responding' to graphic design
- › Innovation in visual arts education
- › Theory, practice and challenges pertaining to teaching 'making and responding' to new media

Year 2

Dissertation Module

- › Research methodologies and research ethics
- › The research design process
- › Research proposal
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90

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 or who meet the professional experience, but have only a level-7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate.
- › English Language Requirement: please check www.mie.ie/english_language

Master in Education Studies

Early Childhood Education

★ Course Description Pg 42



Year 1

Module 1 – Early Childhood Education: Policy and Practice

- › International best practice and early childhood education
- › Early childhood education policy and practice in Ireland
- › Theory and practice of play in early childhood education
- › Critiquing Aistear as a play-based curriculum framework
- › Role of the practitioner in developing the self-regulated learner

Module 2 – Psychology of Early Childhood Education

- › Key concepts and debates in psychology of early childhood
- › Learning theories: How do young children learn?
- › Emotional and behavioural development in early childhood
- › Early childhood in context
- › Assessment & Evaluation

Module 3 – Language and Literacy in Early Childhood Education

- › Literacy as social practice
- › Emergent literacy
- › Oral language development
- › Formal and informal literacy skills
- › The role of story in early years education

Module 4 – Inquiry-Based Learning

- › Key philosophical underpinnings and history of inquiry-based learning
- › Key pedagogical principles underpinning inquiry-based learning models
- › Creating and resourcing an inquiry-based environment
- › Assessment in inquiry-based learning
- › Inquiry-based learning exemplified in mathematics and science

Year 2

Dissertation Module

- › Research methodologies and research ethics
- › The research design process
- › Research proposal
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90

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 or who meet the professional experience, but have only a level-7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate.
- › English Language Requirement: please check www.mie.ie/english_language

Master in Education Studies

Inquiry-Based Learning

★ Course Description Pg 44



Year 1

Module 1 – Introduction to Education Studies

- › Pedagogy, learning styles and pedagogical tact
- › Character, compassion, care empathy and flourishing
- › Well-being and critical thinking in education
- › Postgraduate reading and writing

Module 2 – Learning through Inquiry

- › Inquiry and the learner
- › Inquiry-based teaching
- › Nurturing a culture of inquiry
- › Assessment in inquiry-based learning

› Module 3 – Promoting Inquiry-Based Learning through Creative Technologies

- › Theory and pedagogy of developing inquiry-based learning through the application of technology in education
- › Accessing education resources online appropriate for creating and resourcing IBL environment
- › Experimentation with digital tools and toys to enrich children's collaboration and inquiry
- › Assessment of inquiry-based learning supported by digital technologies

› Module 4 – Inquiry-Based Learning and the Environment

- › Inquiry in the natural environment
- › Inquiry in the built environment
- › Environmental inquiry in public spaces and for public debate
- › Pedagogical opportunities for and assessment of environmental inquiry learning

Year 2

Dissertation Module

- › Research methodologies and research ethics
- › The research design process
- › Research proposal
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90

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 or who meet the professional experience but have only a level-7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate.
- › English Language Requirement: please check www.mie.ie/english_language

Master in Education Studies

Primary Mathematics Education

Year 1

★ Course Description Pg 46



Module 1 – Understanding Primary Mathematics Education

- › Introduction to primary mathematics education
- › Academic skills for mathematics education research
- › Theory of learning in primary mathematics education
- › Epistemological frameworks in mathematics teaching
- › The role of mathematics in the world
- › The role of social context in mathematical education

Module 2 – Contemporary Issues in the teaching and learning of Primary Mathematics

- › Mathematisation
- › Contemporary approaches to problem-solving
- › Perspectives on the teaching of geometry to children
- › Integrated approaches to mathematics education
- › Using technology in mathematics education
- › STEAM education in primary schools

Module 3 – Inclusive Primary Mathematics Education

- › Inclusion in primary mathematics education
- › Social justice in the primary mathematics classroom
- › Culturally responsive mathematics pedagogy
- › Diverse approaches to teaching and learning in primary mathematics
- › The role of technology in inclusive mathematics practices
- › Inclusive assessment practices in the primary mathematics classroom

Module 4 – Mathematics Learning Difficulties and Interventions

- › Learning difficulties and primary maths education
- › Dyscalculia
- › Mathematics anxiety and developing a growth mindset
- › Assessments to identify primary mathematics learning difficulties
- › Interventions to improve primary mathematics (Early mathematical awareness)
- › Universal design for learning

Module 5 – Differentiation and Challenges in Primary Mathematics

- › Tasks in primary mathematics education
- › Models of differentiation
- › Diagnostic assessment in primary school mathematics
- › Combining challenges and differentiation in practice
- › Professional development in primary mathematics education
- › Evaluating cases of instruction in diverse settings and advising on strategies for improvement

Module 6 – Leadership in Primary Mathematics Education

- › What is leadership in primary mathematics education?
- › The relationship between policy and change in primary mathematics
- › Mathematics education leadership models
- › Extending pedagogy
- › Establishing professional learning communities
- › Leadership and learning using lesson study

Year 2

Dissertation Module

- › Research methods in education
- › Research design and ethics in education research
- › Constructing a research proposal
- › Independent research
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NQF Level 9
- › ECTS Credits: 90
- › Delivery online (synchronous and asynchronous, on mid-week evenings GMT)

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 required to satisfy the course admission committee, through an interview process and a written academic assignment, that they have the ability to complete and benefit from the course and are resident in a time zone that is compatible with full participation on the course.

- › English Language Requirement: please check www.mie.ie/english_language

Master in Education Studies

Christian School Leadership

Year 1

★ Course Description Pg 48



Module 1 – Leadership in Education

- › Psychology of leadership
- › Emotional and relational competence for leadership
- › Group dynamics

Module 2 – Leadership and Theology

- › Introduction to theology
- › Christian anthropology
- › Ethics and social justice

Module 3 – Leadership and Spirituality

- › Contextualising Christian spirituality for leadership
- › The practice of spiritual leadership
- › Contemporary expressions of spirituality

Module 4 – Education Legislation and Governance of Christian Schools

- › Comparative examination of education legislation
- › The impact of legislation in crafting essential legal policies
- › Governance of schools

Module 5- Leadership Management

- › Key constructs and issues in educational leadership and management
- › Leading teaching and learning
- › Models of engagement of school stakeholders

Module 6- Leadership of a Christian School

- › Leading the sacramental and liturgical life of a school
- › Leading a Christian school
- › Christian schools and inclusive schools: responding to social movements

Year 2

Dissertation Module

- › Research methods in education
- › Research design and ethics in education research
- › Constructing a research proposal
- › Independent research
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90
- › Delivery online (synchronous and asynchronous, on mid-week evenings GMT)

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 required to satisfy the course admission committee, through an interview process and a written academic assignment, that they have the ability to complete and benefit from the course and are resident in a time zone that is compatible with full participation on the course.
- › English Language Requirement: please check www.mie.ie/english_language

Master in Education Studies Further Education

★ Course Description Pg 50



Year 1

Module 1 - Theoretical Perspectives on Further Education

- › Conceptualisations of teaching and learning
- › Equality, diversity and inclusion in FE
- › Leading lifelong learning

Module 2 – Teaching & Learning in Further Education

- › Theories of adult learning and teaching
- › Special educational needs for adults
- › UDL in Further Education

Module 3 - Policy & Practice in Further Education

- › The Irish FE landscape
- › Further Education policy and governance
- › The structure & administration of FE in Ireland

Module 4 – Leadership and Management

- › What is educational leadership?
- › Developing educators
- › Leading and managing educational change

Module 5 – Innovation in Curriculum Design

- › What is curriculum design?
- › Promoting equality in FE through the curriculum
- › Curriculum assessment and evaluation

Module 6 – Supporting Communities of Reflective Practice

- › Advanced understandings of reflective practice
- › Understanding PLC's and collaborative reflection
- › Facilitating communities of reflective practice

Year 2

Dissertation Module

- › Research methods in education
- › Research design and ethics in education research
- › Constructing a research proposal
- › Independent research
- › Dissertation

General Information

- › Duration: 2 years part-time
- › Award level: NFQ Level 9
- › ECTS Credits: 90
- › Delivery online (synchronous and asynchronous, on mid-week evenings GMT)

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 required to satisfy the course admission committee, through an interview process and a written academic assignment, that they have the ability to complete and benefit from the course and are resident in a time zone that is compatible with full participation on the course.

- › English Language Requirement: please check www.mie.ie/english_language



How to Apply

CAO

Applicants for the undergraduate courses must apply to the CAO by 1 February.

Mature Students

Students who are 23 years of age, or over, on 1 January of the year of entry to the Institute, may apply for entry to the Bachelor in Education (Primary Teaching), Baitsiléir san Oideachas – Trí Mheán na Gaeilge, the BSc in Education Studies or the BSc in Early Childhood Education on mature grounds. Mature applicants apply to the CAO by 1 February.

Professional Master of Education (Primary Teaching)

The Department of Education sanctions this course on an annual basis and details of this are carried in the national press. Contact admissions@mie.ie for further information.

Taught Masters Courses

Applicants to the Master in Education Studies courses apply online through the MIE application centre (<https://appcentre.mie.ie>). Contact admissions@mie.ie for further information.

Professional Diploma in Education (Further Education)

Applicants to the Professional Diploma in Education (Further Education) apply online through the MIE application centre (<https://appcentre.mie.ie>). Contact admissions@mie.ie for further information.

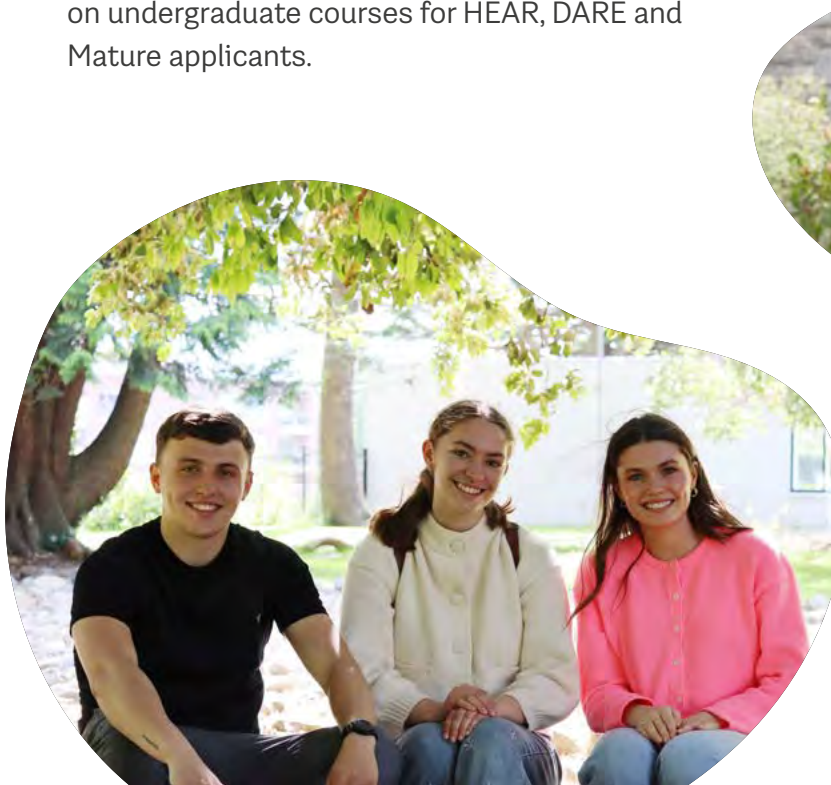
Fees

The Bachelor in Education (Primary Teaching) and the Baitsiléir san Oideachas trí Mheán na Gaeilge (Bunmhúinteoireacht) are covered by the Free Fees initiative which means that most students will only pay the annual student contribution charge

The Bachelor in Science courses are self-funded courses that do not qualify under the Free Fees initiative. At the time of publication, the 2026-27 tuition fee for these courses is €3000 per annum, payable by the student. Contact the Institute directly for details of fees for these courses in 2027-28.

HEAR/DARE

Marino Institute of Education participates in both HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education). Places are reserved each year for students on the B.Ed., B.Oid, and B.Sc. courses who are eligible for HEAR or DARE. MIE reserves up to 20% of places on undergraduate courses for HEAR, DARE and Mature applicants.



Student with Disabilities

The Institute welcomes applications from students with disabilities and endeavours to assist all students to realise their potential as professional educators by offering a range of supports, including reasonable accommodations. In supporting the participation of students with disabilities in courses that confer eligibility to practise as a teacher or other educator, the Institute strives to balance principles of inclusiveness with the high standards and duty of care required of educators. The Institute has a disability service which provides advice and support to students with disabilities. Support available to students with disabilities includes:

- › Needs assessments to determine any additional learning requirements
- › On-campus orientation for students eligible for DARE access prior to commencing their course
- › Assistive technology training and support
- › Pre-placement planning and support
- › Liaison with your tutors/lecturers to help arrange accessible course materials
- › Extended library loans
- › UNILINK: a practical occupational therapy service for students who may be experiencing mental health difficulties, or have a physical disability or significant ongoing illness.

Students with a disability may apply through the Disability Access Route to Education (DARE). For further information, please contact the Access and Disability Liaison Officer at **access@mie.ie**



! Every effort has been made to ensure that the information in this prospectus is accurate. However, errors and changes may occur and readers are encouraged to visit the online edition (**www.mie.ie/prospectus**) of the prospectus for occasional updates.

Visit Us

By bus

The 73 bus connects MIE with the city centre (5 minute walk to TCD and O'Connell Street). The 73 bus travels close to Heuston Station (8-minute walk). The N2 bus also connects MIE with both Clontarf Road DART Station and Heuston Station directly.

By car

MIE is situated on Griffith Avenue between the Drumcondra Road and the Malahide Road, within easy reach of the M50.

By DART

The nearest DART station at Clontarf Road is accessible via the N2 bus route directly opposite the campus and is also a 15 minute walk from the Institute.

Tours of our campus are available by appointment. Please email registrars@mie.ie to arrange a visit.





- ★ Marino Institute of Education
- 73 Bus Route (partial)
- N2 Bus Route
- 1. 73/N2 Bus Stop
- 2. Clontarf/Dublin Bay
- 3. M50
- 4. East Link
- 5. Clontarf Rd DART
- 6. IFSC
- 7. Connolly Station
- 8. Customs House
- 9. Busáras
- 10. Trinity College
- 11. O'Connell St
- 12. Mater Hospital
- 13. Croke Park
- 14. St Anne's Park
- 15. Heuston Station



@MarinoInstitute
#ThisIsMIE

Admissions Office

01 805 7742
admissions@mie.ie

Access Office

01 805 7752
access@mie.ie

Campus Accommodation

01 254 2248
mie@eber.life
www.eber.life

www.mie.ie
www.tcd.ie



Trinity College Dublin
The University of Dublin

Degree and Diploma courses offered by Marino Institute of Education are accredited by Trinity College Dublin, the University of Dublin

