The M.Ed in Leadership and Management in Education offers participants the opportunity to undertake a general study of the theory and practice of educational leadership and management.

**Aims of the course**

The course aims at enabling participants to understand and critique theories and practices of educational leadership and management in light of current research and professional experience. The integration of theory and practice is central to the course.

**Who is the course for?**

The course is suitable for recognized teachers at primary, post-primary, and tertiary levels as well as for suitably qualified persons with an interest in educational leadership and management.

**Structure**

The course has a taught component and a research component. It may be taken on a full-time or part-time basis. The taught component comprises of four modules each including 20 hours of direct contact time. The dissertation year is research-based. The full-time, one year option requires students to complete the taught modules as well as research-based dissertation. The part-time option allows students to undertake the taught component over a one year or two year period, with a minimum of two modules in a year. This is followed by a one year research component. Each module generally requires students to attend classes on two weekends: Friday night and all day Saturday. Independent learning, at personal as well as group/collaborative level is actively encouraged.

**Contact details**

Course administrators:  
Ms. Keara Eades and Ms. Catherine Minet  
master.education@tcd.ie  
+353-1-896 1290 / 3568
The Taught Modules

Module 1: Leadership and Management in Education: An Introduction (LMIE)

This introductory module examines the concepts of leadership and management in education. The aims of this module is to introduce participants to the theory and practice of leadership and management with specific reference to the field of education, and to explore the purpose(s) of education and schooling as well as the principles that underpin educational practice. The differences between leadership and management are examined both in theory and practice. The range of contemporary issues explored in this module include strategic planning, management systems and the leadership and management of change as integral to educational practice.

Module 2: Leading and Managing Human Relations in Education (LMHR)

Based on the premise that organisation’s greatest resource is its people, this module aims to deepen participants’ understanding of the theory, and an appreciation of the practices, for leading people. In exploring the broad concepts of community, culture and social capital the emphasis in this module is on intertwining theory with reflective practices thus incorporating the personal in professional development. The transformational dimensions of leadership and management are central to this module. Experiential learning is facilitated through further exploration of personal and interpersonal skills viewed through the theoretical and practical lens of: systems thinking and problem solving, motivation, conflict management, personality type theories and emotional intelligence.

Module 3: Leading and Managing Learning in Schools: Student Learning and Professional Learning (LMLS)

The core purpose of educational leadership and management is to promote learning – both student learning and professional learning. This module is designed to explore the leadership and management of learning in educational organisations and schools. Participants are introduced to theories of learning as a basis for understanding the role of leadership and management in schools. In examining student learning the current policy and practice including curriculum design and implementation, is critically reviewed. In exploring professional development, the key themes are professionalism, accountability and quality assurance. Models of professional development are examined in light of key principles of professionalism, and research evidence. Finally the concept of school, or institution as a professional learning community is critically appraised.

Module 4: Leadership and Management in Education: Legal Issues (LMEL)

In looking at the statutory framework within which education is exercised in the Irish context, this module explores the nature of existing Irish educational structures. Participants are introduced to the broad principles of the Irish legal system and the processes of judicial review as they impinge on the leadership and management of schools. In familiarizing participants with the principles of natural justice and appraising the role of the teacher in the common law system, the module examines the education related provision of the Constitution of Ireland 1937. Raising the profile of human rights and equality of opportunity in the provision of education is a guiding principle of this module.

Assessment

Each of the four modules is individually assessed. The integration of theory and practice is emphasized. Full details regarding specific method of assessment are provided at the beginning of each module.