



M Ed IN LEADERSHIP OF WELLBEING IN EDUCATION PROGRAMME

Mary Immaculate
College, Limerick



MIC
MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

M Ed IN LEADERSHIP OF WELLBEING IN EDUCATION PROGRAMME

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The promotion of wellbeing is gaining an increased profile in many settings, including education. Hence the importance and relevance of the *M Ed in Leadership of Wellbeing in Education*. This programme is intended to provide participants with the skills to assume leadership positions in the promotion of wellbeing in educational settings and the wider community. The programme will demonstrate ways in which wellbeing can be promoted across the curriculum, recognising the impact of the hidden curriculum and the role of the many key stakeholders in education. The promotion of teacher wellbeing will also be a significant aspect of the programme with participants being facilitated to reflect on how they internalise the concept in their own lives. In addition, participants will be enabled to conduct high level research in relation to wellbeing in education, thus providing themselves with a strong evidence base for future school initiatives.

PROGRAMME STRUCTURE

The *M Ed in Leadership of Wellbeing in Education* is a two-year part-time programme. This level 9 programme will be delivered in a blended format. Participants will attend face-to-face lectures/workshops on Saturdays in year 1 and will also participate in online classes. As part of the programme, participants will attend one residential weekend in Delphi Adventure Resort, Leenane, Connemara.

Participants will also be required to engage weekly with a range of research papers, podcasts, videos and/or reflective exercises as part of the programme. The online content is delivered through the Moodle platform in MIC. Participants will be required to complete formal assessment tasks and a dissertation prior to the award of the *M Ed in Leadership of Wellbeing in Education*.



PROGRAMME AIMS:

The aims of the programme are to:

- Provide participants with enhanced leadership skills required to promote wellbeing in education settings
- Empower and encourage participants to understand and adapt their role in fostering the wellbeing of their students
- Facilitate the application of the learning from the programme to participants' own lives
- Foster awareness of national and international research in the area of wellbeing and wellbeing in education
- Facilitate engagement in high-level, original research projects.

TYPICAL PROGRAMME OUTLINE:

Semester One:	Semester Two:
Critical Analysis and Reflection on Wellbeing (1) Introducing Wellbeing into Education: A thematic approach (1) Wellbeing for Identity, Belonging and Citizenship	Critical Analysis and Reflection on Wellbeing (2) Introducing Wellbeing into Education: A thematic approach (2) Leadership of Wellbeing in Education
Research Methods (1)	Research Methods (2)
Semester Three:	Semester Four:
Dissertation	Dissertation

BENEFITS OF STUDYING FOR AN *M Ed IN LEADERSHIP OF WELLBEING IN EDUCATION*

- The programme will enable participants to achieve a greater understanding of the concept of wellbeing and to apply it to their professional and personal lives.
- The programme will enhance critical skills, including leadership, reflection, planning, communication, personal effectiveness and team work.
- The programme will allow participants to explore various approaches and methodologies relating to the promotion of wellbeing in education.
- The programme will facilitate consolidation between the educational setting and the wider community in the promotion of wellbeing.



ENTRY REQUIREMENTS::

Applicants should have at least a second class honours (2.2, minimum) primary degree (Level 8, NFAQ) in a relevant or cognate discipline that incorporates a substantial education component.

It is expected that applicants should have a minimum of two years' experience as a teacher whose work incorporates a significant focus on wellbeing and related fields.

Places on the programme will be offered based on the above, viz. qualifications, performance at interview (if applicable), language proficiency level (if applicable), and application form.

Please note that this programme is limited to a maximum of fifteen participants per cohort.

CONTACT INFORMATION

For further programme information please contact:

Dr Gerard Farrelly,
Course Leader,
M.Ed in Leadership of Wellbeing in Education,
E: Gerard.Farrelly@mic.ul.ie

Or

Caroline Coyne,
Coordinator, Taught Postgraduate Programmes,
E: Caroline.Coyne@mic.ul.ie

For application details please contact:

Admissions@mic.ul.ie
T: +353 61 204348/204929



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www.mic.ie

