# EDCN847

## Human Resource Management in Education

S1 External 2014

*Education*

# Contents

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# General Information

Unit convenor and teaching staff
Unit Convenor
Norman McCulla
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Credit points
4

Prerequisites
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd
or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or
PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth
to Five Years)

Corequisites

Co-badged status

Unit description
Strategic management of human resources is a key responsibility of leaders at all levels of
educational organisations. Participants extend their understanding of the nature and inter-
relationships of strategic human resource management functions (including recruitment,
induction, continuing professional development, leadership development, performance
management, succession planning and legislative compliance) and critically reflect on how
these contribute to the development of productive work environments and attainment of
organisational goals.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

On successful completion of this unit, you will be able to:

> Demonstrate an understanding of the scope of the HRM and HRD practices in education
> contexts
> Deconstruct and critique a range of HRM and HRD policies and practices in schools and
> other education workplaces

Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# Assessment Tasks

| Name | Weighting | Due |
|------|-----------|-----|
| Online Seminars | 20% | Fortnightly |
| Reflective Journals | 40% | 21 April and 9 June |
| Major Assessment Task | 40% | 26 May |

## Online Seminars

Due: **Fortnightly**
Weighting: **20%**

Online seminars related to topics in each of 7 learning Modules

On successful completion you will be able to:
• Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts

## Reflective Journals

Due: **21 April and 9 June**
Weighting: **40%**

On successful completion you will be able to:
• Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
• Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces

## Major Assessment Task

Due: **26 May**
Weighting: **40%**

The major assessment task relates to identifying, analysing and resolving a HRM problem in the school/workplace/jursidiction chosen by the student.

On successful completion you will be able to:
• Deconstruct and critique a range of HRM and HRD policies and practices in schools and

other education workplaces

- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# Delivery and Resources

**The Modules will assume that you have your own copy of the required text:**

**Nankervis, A., Compton, R., Baird, M., and Coffey. J. (2011).** *Human Resource Management: Strategy and Practice.* **Melbourne. Cengage. (Seventh edition).**

**You will need regular access to a computer and the Internet.**

# Unit Schedule

| Wk | Week beginning | Module | On-campus session | Learning Activity | Assessment Task |
|---|---|---|---|---|---|
| 1 | 3 March | 1 | | LA1 | |
| 2 | 10 March | 2 | | LA2 | |
| 3 | 17 March | 2 | | LA2 | |
| 4 | 24 March | 3 | | LA3 | |
| 5 | 31March | 3 | | LA3 | |
| 6 | 7 April | 4 | | LA4 | |
| 7 | 14 April | 4 | *Mid-semester break* | LA4 | |
| 8 | 21 April | 5 | *Mid-semester break* | LA4 | *Reflective Journal Part A* due Monday, 21 April |

| 9 | 28 April | 5 | | LA5 | |
| 10 | 5 May | 5 | | LA5 | |
| 11 | 12 May | 6 | | LA6 | |
| 12 | 19 May | 6 | | LA6 | |
| 13 | 26 May | 7 | | LA7 | **Major Assignment due** *Monday 26May* |
| 14 | 2 June | 7 | | LA7 | |
| 15 | 9 June | | | *Unit Evaluation* | ***Reflective Journal Part B*** *due Monday, 9 June* |
| | | | | | |

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy  http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

## Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

### Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

## Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

## IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

# Graduate Capabilities

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by

the literature and relevant to the context of their school/workplace/organisation.

# PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.

# PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcomes

- Deconstruct and critique a range of HRM and HRD policies and practices in schools and other education workplaces
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of their school/workplace/organisation.