EDCN847

Human Resource Management in Education

S1 Online 2015

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
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Contact via +61 2 98508650
Room 908 Building C3A
Arranged by telephone or email

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 PGCertSpEd or MTeach(Birth to
Five Years) or GradCertEdS or GradCertHEd or GradDipIndigenousEd or MIndigenousEd

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/

or 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
Six Online Discussions	30%	Weeks 11, 13, 15, 18, 20, 22
Six Reflective Journals	30%	13 April ; 1 June
Major Assessment Task	40%	19 May

Six Online Discussions

Due: **Weeks 11, 13, 15, 18, 20, 22**
Weighting: **30%**

Online discussions and related activities provide opportunities to contribute observations, readings and commentary to support the learning of the whole group.

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/ or other education workplaces

Six Reflective Journals

Due: **13 April ; 1 June**
Weighting: **30%**

Six reflective journals of no more than 500 words each provide an individual point of synthesis for each of the Modules in response to a set question one each. Reflective Journals for Modules 2-4 are submitted on 13 April; Modules 5-7 on 1 June.

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/ or other education workplaces

Major Assessment Task

Due: **19 May**
Weighting: **40%**

The major assessment task centres on a self-chosen topic related to workplace, organisational or national Human Resource Management and Development policy and/or practice. Support for defining the topic and structuring the essay is provided in the unit.

On successful completion you will be able to:

- Deconstruct and critique a range of HRM and HRD policies and practices in schools and/or 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 unit is available online with face-to-face options available for internal and international students.

The core text and required text is:

Nankervis, A., Baird, M., Coffey. J., & Shields, J. (2014). *Human Resource Management: Strategy and Practice.* Melbourne. Cengage. (Eighth edition)

It is available through the Macquarie University Co-operative Bookshop. To order:

- phone the Macquarie University branch on: (+61 2) 9850 7618
- email: macq@coop-bookshop.com.au or
- go directly to the Bookshop website to order: http://www.coop-bookshop.com.au

All other learning resources are accessed online through the Modules and/or through the online resources of Macquarie's library.

Unit Schedule

The schedule for completion of on-campus sessions, learning activities, and assessment tasks, associated with each module is as follows:

2015 Week	Week beginning	Module	On-campus session	Learning Activity	Assessment Task
9	23 February	**1**	E6A 116 24 Feb, 5-7pm	LA1	
10	2 March	**2**		LA2	

11	9 March	**2**		LA2	
			10 Mar, 5-7		
12	16 March	**3**		LA3	
13	23 March	**3**	24 Mar, 5-7	LA3	
14	30 March	**4**		LA4	
15	6 April	**4**	*Mid-semester break*	LA4	
16	13 April	**5**	*Mid-semester break*	LA4	**Reflective Journal Part A** *due Monday, 13 April*
17	20 April	**5**	21 Apr, 5-7	LA5	
18	27 April	**5**		LA5	
19	4 May	**6**	5 May, 5-7	LA6	
20	11 May	**6**		LA6	
21	18 May	**7**	19 May, 5-7	LA7	**Major Assignment** due *Monday 19 May*
22	25 May	**7**		LA7	
23	1 June		2 June, 5-7	***Unit Evaluation***	**Reflective Journal Part B** *due Monday, 1 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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 - 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 outcome

- 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

- Six Online Discussions
- Six Reflective Journals
- Major Assessment Task

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/or 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

- Six Online Discussions
- Six Reflective Journals
- Major Assessment Task

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/ or 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

- Six Online Discussions
- Six Reflective Journals
- Major Assessment Task

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

- Deconstruct and critique a range of HRM and HRD policies and practices in schools and/ or 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 task

- Major Assessment Task

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/ or 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

- Six Online Discussions
- Six Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of the scope of the HRM and HRD practices in education contexts
- 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

- Six Online Discussions
- Six Reflective Journals
- Major Assessment Task

Changes from Previous Offering

The readings in each of the Modules are updated annually to include the most recent policy developments nationally and internationally in related areas.