EDCN847

Human Resource Management in Education

S2 Evening 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff Convenor Norman McCulla norman.mcculla@mq.edu.au Contact via +61 2 98508650 Building X5B Room 272 By email or telephone appointment.
Credit points 4
Prerequisites Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHEd or PGDipHEd or PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit
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 and development functions (including recruitment, induction, continuing professional development, leadership development, performance management, succession planning and legislative compliance) and critically reflect on how these contribute to productive work environments, the formation of professional learning communities, and the 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 strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts

Deconstruct and critique a range of HRM and HRD policies and practices in education

workplaces drawing on the relevant literature

Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

General Assessment Information

1. Extensions of time for the submission of the assignment will be granted only in special circumstances. Applications for such extensions must be made in accordance with the Macquarie University Disruptions to Study Policy (see http://www.mq.edu.au/policy/docs/disruption_studies/policy.html). In particular, all applications for special consideration need to be made online via AskMQ (http://ask.mq.edu.au). The Professional Authority Form (PAF) is the officially required documentation, which must be completed by a registered health professional or professional within Macquarie University Campus Wellbeing and Support Services. A copy of the PAF is available online: http://www.mq.edu.au/policy/docs/disruption_studies/Form_Disruption to Studies_PAF.pdf.
2. Late assignments will be penalised at a rate of 5% of the maximum mark for an assignment for each day it is late. The late penalty does not apply when an extension of time has been granted.
3. It should be noted that late assignments cannot be accepted for grading after marked assignments have been returned.
4. Students are responsible for periodic back up of any digital work during the creation of an assignment. In case of system failure students will be provided with reasonable time compensation commensurate with the amount of time that the system was down. All students must keep a digital copy of their assignments so that in case of system failure the assignment can be resubmitted.
5. Students should keep strictly within the stated length or word limit, and students may be penalised for exceeding this limit. Reference lists are not included in the word count. Appendices are not included in the word count, though it is at the marker's discretion as to whether information in appendices is taken into account for determining grades so please ensure all essential information is included in the main body of the submission.
6. The Department of Educational Studies Referencing Procedures must be adopted. These requirements are based on the APA style. Online guides are provided via the unit website to support students with their referencing.
7. Assignment feedback will be provided on a marked up version of the assignment file. Feedback will include the assessment of performance in relation to the assignment criteria as well as qualitative feedback in the form of comments. Overall student

performance on assignments will be reported using a grade.

8. If you wish to appeal against your grade you must first contact the marker within one week of a marked assignment being returned. If you remain concerned you should arrange to meet with the Unit Convenor.
9. It is particularly important that students note that by submitting their assignment they are acknowledging that their work is original. Remember assignments must be your own work. Plagiarism is a serious offense.

Feedback on task performance will be provided via the Gradebook in iLearn. Additionally, feedback will be provided through Turnitin in the form of performance in relation to the assignment criteria, as well as qualitative feedback in the form of comments. Overall student performance on assignments will be reported using a grade.

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar Discussions	30%	No	Fortnighly
Reflective Journals	30%	No	25 Sept and 10 Nov
Major Assessment Task	40%	No	22 October

Seminar Discussions

Due: **Fortnighly**
Weighting: **30%**

Contributions to six seminars either online (for Online students) of face-to-face (for Evening students)

On successful completion you will be able to:

- Demonstrate an understanding of the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts

Reflective Journals

Due: **25 Sept and 10 Nov**
Weighting: **30%**

Two sets of Reflective Journals of no more than 1500 words each covering Modules 2-4 and 5-7 respectively.

On successful completion you will be able to:

- Demonstrate an understanding of the scope of strategic Human Resource Management

(HRM) and Human Resource Development (HRD) practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature

Major Assessment Task

Due: **22 October**
Weighting: **40%**

A piece of sustained writing of between 2500 and 3000 words that identifies, analyses and seeks to resolve a problem in an aspect of HRM or HRD practice in the workplace, organisation or jurisdiction.

On successful completion you will be able to:

- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

Delivery and Resources

It will be assumed that you have your own copy of the required text:

Nankervis, A., Baird, M., Coffey. J., & Shields, J. (2017). *Human Resource Management: Strategy and Practice.* Melbourne: Cengage. (Ninth edition)**.**

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

Unit Schedule

The learning objectives for EDCN847 are to provide opportunities for participants to extend their understanding of the inter-relationships of strategic human resource management and development functions (including recruitment, induction, continuing professional development, leadership development, performance management, succession planning and legislative compliance) and critically reflect on how these contribute to productive work environments, the formation of professional learning communities, the welfare and development of staff and, ultimately, to the attainment of organisational goals for improved student learning. These aspects are encompassed in 7 Modules.

Module 1: Introduction
Module 2: Human Resource Management- Issues & Challenges in Organisational Practice

Module 3: Human Resource Planning:- Work Design, Recruitment, Selection and Induction
Module 4: Creating and Maintaining a Productive Work Environment- Developing Continuous Learning among Staff
Module 5: Creating and Maintaining a Productive Work Environment- Managing Staff Performance, and Professional and Career Development
Module 6: Legislative Framework for Human Resource Management- Industrial Relations, Awards and Agreements, EEO and WH&S
Module 7: Issues in Human Resource Management in Education

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 the participant's school/early childhood centre/workplace or organisation.

Assessment task

- 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 strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

Assessment tasks

- Seminar Discussions
- 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

- Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

Assessment tasks

- 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 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 the participant's school/early childhood centre/workplace or 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 strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

Assessment tasks

- Seminar Discussions
- 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 strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of the participant's school/early childhood centre/workplace or organisation.

Assessment tasks

- Seminar Discussions
- Reflective Journals
- Major Assessment Task

Changes from Previous Offering

The contents of this unit are updated annually in line with developments in the HRM and HRD literature and administrative changes in Australian education.

Teaching Philosophy

EDCN847 is a seminar-based unit. Participants bring to it a wide and rich array of experiences in education workplaces. The Unit is centred on the premise that the expertise of all of us is greater than that of any one of us, so the sharing of experiences, observations, insights, readings and resources is important in relation to a number of topics we will be discussing throughout the Unit. We progress through these sequentially as outlined above. In so doing, we aim for a breadth of understanding to be developed among participants but also depth of understanding in relation to a participant-defined area of specific interest and/or professional need.