



# EDCN847

## Human Resource Management in Education

S2 Online 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Contact via +61 2 98508650

29 Wally's Walk, Room 272

By email or telephone appointment.

Credit points

4

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed 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:

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

2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
3. 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**

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

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### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

**Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-plan-ning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

**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](https://ask.mq.edu.au). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<b>Seminar Discussions</b>	30%	No	Fortnightly

Name	Weighting	Hurdle	Due
Reflective Journals	30%	No	29 Sept and 8 Nov
Major Assessment Task	40%	No	20 October

## Seminar Discussions

Due: **Fortnightly**

Weighting: **30%**

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

On successful completion you will be able to:

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

## Reflective Journals

Due: **29 Sept and 8 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:

- 1. Demonstrate an understanding of the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- 2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature

## Major Assessment Task

Due: **20 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:

- 3. 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 (in print or electronic version) 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 the Macquarie University library.

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit. It is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to *iLearn*.

## 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. A key element of the unit is also the capacity to critique the alignment and implementation of these organisational constructs in educational contexts.

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

## Learning and Teaching Activities

### Online Seminars

Online seminars in each of the modules provide valuable opportunities for participants to share professional experiences, insights and readings.

### Reflective Journals

Reflective journals provide opportunities for participants to summarise key findings arising from seminar discussions.

### Major Essay

The major essay provides an opportunity to explore an area of professional interest and/or need in some depth within the overall learning outcomes of the unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- 3. 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**

- 1. Demonstrate an understanding of the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- 2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- 3. 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**

- 2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- 3. 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**

- 3. 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**

- 1. Demonstrate an understanding of the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- 2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- 3. 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

- 1. Demonstrate an understanding of the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts
- 2. Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces drawing on the relevant literature
- 3. 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 organisational literature, administrative changes in Australian education, and the recent literature on teacher development, leadership and school/organisational improvement.

## Department of Educational Studies Procedures

### Department of Educational Studies Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

### Unit Expectations

- Students are expected to read the relevant prescribed readings before contributing to seminar discussions.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* address
- Other iLearn communication functions

## Evening Students

1. The on-campus seminars scheduled for those enrolled as Evening students are essential to student engagement and learning. Attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.
2. On-campus seminars are held from 6-8pm in Room 210, 4 Wally's Walk on 8 August, 22 August, 5 September, 3 October, 17 October and 31 October.
3. Prior to the seminars, you should have read the prescribed readings, summarised the main points, and made a note of key terms and definitions. Prepare any discussion questions of your own that you wish to share.
4. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with the unit's requirements on a weekly basis.

## Teaching Philosophy

EDCN847 is a seminar-based unit. Participants bring to it a wide and rich array of experiences in education workplaces both in Australia and from overseas.. Over the years these have included primary and secondary schools, early childhood centres, the armed services, nursing and the law. 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.