



EDST8470

Human Resource Management in Education

Session 2, Online-flexible 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

John De Nobile

john.denobile@mq.edu.au

Credit points

10

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) 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:

ULO1: Understand the scope of strategic Human Resource Management (HRM) and Human Resource Development (HRD) practices in education contexts

ULO2: Deconstruct and critique a range of HRM and HRD policies and practices in education workplaces

ULO3: Construct a plan for the improvement of an aspect of HRM or HRD practice justified by the literature and relevant to the context of a school/early childhood centre/

workplace or educational 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 or .pdf 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 the correct file has been uploaded, that their submission has been successful, and that it 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.
- 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.

- **Late Assessment Submission Penalty**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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-planning-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
HD (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.
D (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.
Cr (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.
P (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
F (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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

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](#). For more information visit [ask.mq.edu.au](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar Participation	25%	No	Final Post: 04/11/2022
Reflective Journals	25%	No	19/09/2022
Major Assessment Task	50%	No	07/11/2022

Seminar Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **Final Post: 04/11/2022**

Weighting: **25%**

Participation in and contributions to 5 online discussion forums or seminars (1500 words).

On successful completion you will be able to:

- Understand 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

Reflective Journals

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 25 hours

Due: **19/09/2022**

Weighting: **25%**

A critical reflection is required for up to 2 modules. Each entry summarises outcomes of readings, seminars or online forums in response to a stimulus question (1500 words total: Approximately 750 words per entry).

On successful completion you will be able to:

- Understand 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

Major Assessment Task

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **07/11/2022**

Weighting: **50%**

An individual essay of between 2500 and 3000 words with the focus determined in consultation with the unit convenor and developed within a required scaffold.

On successful completion you will be able to:

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

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

The following text is prescribed for this unit:

Nankervis, A., Baird, M., Coffey, J., & Shields, J. (2020). Human Resource Management: Strategy and Practice (10e). South Melbourne: Cengage Learning Australia. ISBN: 9780170421843

Structure

The unit comprises six modules. There will be four online seminars. There are 3 assessment tasks. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Information about the unit iLearn site

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, including a reading template and guide to seminars and modules 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. Modules and seminar slides are available in iLearn.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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. OneHelp is the online IT support service for both students and staff. Unit guide EDST8470 Human Resource Management in Education https://unitguides.mq.edu.au/unit_offerings/131984/unit_guide/print 8
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.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Unit Schedule

A more detailed schedule will be provided in iLearn. Below is an outline of the 6 modules and timeline of study.

Module 1 Introduction to Human Resource Management (Wks 1-3)

Module 2 Human Resource Planning (Wks 4-5)

Module 3 Creating and Maintaining a Productive Work Environment I (Wks 6-7)

Module 4 Creating and Maintaining a Productive Work Environment II (Wks 8-9)

Module 5 Legislative Framework for HRM (Wks 10-11)

Module 6 Issues in HRM in Education (Wks 12-13)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

The 5Rs Framework

At Macquarie University we aim to produce graduates who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie's 5R's framework which helps develop our graduates to be:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

In this unit you will learn using the 5Rs framework in the following ways:

RESILIENT	
REFLEXIVE	Engaging critically with research / policy and reflect on professional context and experience, with view to improvement or development of practice.
RESPONSIVE	Responding to the reflexive feedback of others in discussions and reflective tasks.

READY TO LEARN	
RESEARCH ENGAGED	The importance of research based practice and making evidence based decisions for leadership practice in context.

Wattamattagal Campus: Acknowledgment of Country

The Macquarie School of Education recognizes the Darug people as the traditional custodians of the land upon which we learn and teach. In particular, we would like to acknowledge the Wattamattagal clan of the Darug Nation, the traditional custodians of the land on which Macquarie University lies, whose customs have nurtured and continue to nurture the land on we which are meeting and learning. The totem of the Wattamattagal clan is Wallumai, a black snapper fish that has been described this as a “shy but clever fish who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives.”¹

¹ Walanga Maru. Accessed from

<https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples>