

DEPARTMENT of Education  
COURSE OUTLINE – Winter 2026

ED2510(A3 & B3): Introduction to the Profession of Teaching – 3 (3-0-4) 105 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

|               |                |         |                         |
|---------------|----------------|---------|-------------------------|
| INSTRUCTOR:   | Sandy McDonald | PHONE:  | TBD                     |
| OFFICE:       | H214           | E-MAIL: | amcdonald@nwpolytech.ca |
| OFFICE HOURS: | By appointment |         |                         |

CALENDAR DESCRIPTION: An introductory investigation of the school context from the vantage points of students, teachers and others involved in education. The course includes 3 hours of on-campus work each week and 30-40 hours of field experience in both elementary and secondary classrooms over the term.

**Note:** Students are advised to free one half-day a week in order to complete the field experience requirement.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

- Police Information Check AND Child Intervention Record Check (prior to beginning your classroom observation),
- Access to the NWP myClass site,
- Access to NWP email,
- Handouts and Website resources as assigned,
- A Journal and/or an e-portfolio, and
- A laptop and/or smart phone and internet access.

DELIVERY MODE(S): On-Campus

## LEARNING OUTCOMES:

- Explain the difference between classrooms as places for “teaching” versus places of “learning.”
- Discuss multiple instructional strategies to support student intellectual, social, and personal development.
- Describe how to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
- Compare the roles of the Alberta Teachers’ Association and the Alberta Ministry of Education.
- Identify and describe how the historical and sociological legacy of education impacts current student learning.
- For a given instructional situation, give examples of formal and informal assessment strategies to evaluate student learning.
- Ensure the continuous intellectual, social, and physical development of the learner.

## FIELD EXPERIENCE

The Field Experience Observation opportunities consist of TWO five-week rounds of school visits, one in an elementary setting and one in a secondary setting. During each round:

- ED2510 students will spend a minimum of 15 hours at each assigned school.

Notes:

- Observation hours are based on Instructional Hours.
- Mentor teachers must be contacted by the student in the first week of each practicum.

School observation hours must be successfully completed to pass the course.

## TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.alberta.ca>.

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

## EVALUATION:

|                                          |      |
|------------------------------------------|------|
| Personal Philosophy (Paper)              | 10%  |
| In-Class Presentation (Solo/Duo)         | 10%  |
| Round One Journal/Report                 | 15%  |
| In-Class Presentation (Group)            | 20%  |
| Round Two Journal/Report                 | 25%  |
| Final Assessment: Professional Portfolio | 20%  |
| Total                                    | 100% |

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit IF your grade is less than C-.

| Alpha Grade | 4-Point<br>Equivalence | Percentage Conversion<br>(unless otherwise specified in the Course Outline) | Descriptor |
|-------------|------------------------|-----------------------------------------------------------------------------|------------|
| CR          | N/A                    | 75-100                                                                      | Credit     |
| NC          | N/A                    | 0-74                                                                        | No Credit  |

## **IMPORTANT NOTE: This is a Credit/No Credit course.**

### In order to receive credit in ED2510:

- 1) Students must successfully complete BOTH placements of the field experience, as evidenced by:
  - a) handing in a timesheet signed by each mentor teacher attesting to the successful completion of practicum hours,
  - b) achieving a grade of at least 60% (C-) on the observation journals,
- 2) Maintain consistent attendance for ED2510 lectures. Please see Student Responsibility section of this outline for more details.
- 3) Achieve an overall grade of at least 75% (B).

**Important:** ED2510 consists of three hours of in-class instructional seminar time each week and appropriate completion of field experience. Failure to complete both the classroom and field experience portions will result in no credit.

## Course Schedule/Tentative Timeline Winter 2026

| Dates                     | Topic and Readings                                                                                                                                                                                                                                                                                                                                                                                                                                              | Important Dates/Information                                                                                                |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Week 1<br><br>Jan 5 - 9   | Introduction to Class                                                                                                                                                                                                                                                                                                                                                                                                                                           | Practicum Info Due<br>Police Information<br>Check/Vulnerable Sector<br>Check/Child Intervention<br>Record Check Due (asap) |
| Week 2<br><br>Jan 12 - 16 | Philosophy of Education/Pedagogy<br><br>Readings:<br><a href="#"><i>Chapter 2 Pedagogy of the Oppressed</i></a><br><a href="#"><i>Excerpt from Chapter 5 The Courage to Teach</i></a><br><a href="#"><i>“Questionable Assumptions About Schooling”</i></a>                                                                                                                                                                                                      |                                                                                                                            |
| Week 3<br><br>Jan 19 - 23 | Observation Journal Prep/Role of the Teacher/Current Issues in Education<br><br>Readings/Videos:<br>Observation Journal Preparation<br><a href="#"><i>“Supporting Reflection and Reflective Practice in an Initial Teacher Education Programme: and Exploratory Study”</i></a><br><br>Role of the Teacher:<br><a href="#"><i>“Doing Small Things with Great Love”</i></a><br>(from <i>Stories of the Courage to Teach</i> )<br><br>Current Issues in Education: | Round One Observation<br>Practicum Begins (Jan 19)                                                                         |



|                           |                                                                                                                                                                                                                                                                                                                 |                                                             |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                           | <a href="#">"How Do Teachers' Political Views Influence Teaching About Controversial Issues?"</a> (from National Council for the Social Studies)<br><a href="#">"Screens, Schools, and the Future of Childhood"</a> : (Truth for Teachers Podcast)<br><a href="#">"Do Schools Kill Creativity"</a> (TEDEd Talk) |                                                             |
| Week 4<br><br>Jan 26 - 30 | Short Range Planning/Indigenous Education<br><br>Readings:<br><br>Short Range/Lesson Planning<br><a href="#">"How We Teach"</a> (from <i>Focus</i> )<br><br>Indigenous Education<br><a href="#">Treaty Texts Treaty No. 8</a> (Gov of Canada)<br><a href="#">Education for Reconciliation</a> (Gov of Canada)   | Solo Lesson Info Due<br>Philosophy of Ed Paper Due (Jan 30) |
| Week 5<br><br>Feb 2 - 6   | Assessment and Feedback<br><br>Readings:<br><a href="#">"Setting the Stage"</a> (from <i>A Repair Kit for Grading</i> )<br><a href="#">On Assessment (Part 1)</a> (Blog)<br><a href="#">On Assessment (Part 2)</a> (Blog)                                                                                       |                                                             |
| Week 6<br><br>Feb 9 - 13  | Solo Lessons                                                                                                                                                                                                                                                                                                    |                                                             |
| Week 7<br><br>Feb 16 - 20 | Winter Break                                                                                                                                                                                                                                                                                                    |                                                             |
| Week 8<br><br>Feb 23 - 27 | Solo Lessons                                                                                                                                                                                                                                                                                                    | Round One<br>Observation Practicum Ends                     |

|                           |                                                                                                                                                                            |                                                                                                                                 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Week 9<br>Mar 2 - 6       | Regroup and Refocus/Current Issues in Education/Group Lesson Prep/Curriculum<br><br>Readings:<br><a href="#">Ministerial Order on Student Learning</a> (Alberta Education) | Round Two Observation Practicum Begins (Mar 2)<br>Round One Observation Journal Due (Mar 5)<br>Teachers' Convention (Mar 5 – 6) |
| Week 10<br>Mar 9 - 13     | Group Lesson Prep/Curriculum                                                                                                                                               | Group Lesson Info Due                                                                                                           |
| Week 11<br>Mar 16 - 20    | Best Practices<br><br>Readings:<br>“ <a href="#">What Makes a Great Teacher?</a> ” (from <i>Mindset</i> )                                                                  |                                                                                                                                 |
| Week 12<br>Mar 23 - 27    | Diversity in Learning/History of Education in Alberta<br><br>Readings:<br><a href="#">History of Education in Alberta Homework Assignment</a>                              |                                                                                                                                 |
| Week 13<br>Mar 30 – Apr 3 | Group Lessons                                                                                                                                                              | Round Two Observation Practicum Ends (Apr 3)                                                                                    |
| Week 14<br>Apr 6 - 10     | Teacher Certification and Professional Growth/Wrap - up                                                                                                                    | Round Two Journal Due (Apr 9)                                                                                                   |
| Apr 13                    | Last Day of Classes                                                                                                                                                        |                                                                                                                                 |
| Apr 16                    | Final Exams                                                                                                                                                                | Portfolio Due (TBD)                                                                                                             |

\*Note: These discussion topics/dates may be modified, and/or other topics may be added.

STUDENT RESPONSIBILITIES (on campus):

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course does not have a textbook and depends heavily on in-class discussion and activities, attendance at all sessions is critical to the student's success in the course. A student who misses more than six classes will be required to meet with the instructor to discuss further progress in the course. For example, we encourage students who are ill with COVID to stay home to avoid the spread of COVID. In case of illness or emergency, notify me as soon as possible. If you are unable to attend a particular class, it is your responsibility to find out what was missed.

If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please contact via email or after class to arrange a meeting at an alternate time.

If you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you should notify me immediately, preferably one day in advance. A message may be sent to my e-mail (the best way to contact me) [mmatheson@nwpolytech.ca](mailto:mmatheson@nwpolytech.ca) together with a phone number where you can be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that you were physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond your control.

It is expected that all students will display a professional attitude and behaviour in the classroom and online. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, constructive response to criticism, and arriving on time.

All assignments must be submitted electronically (on myClass) and must follow APA format. A support document for APA is available in the Learning Resource Centre within the Learning Commons or on-line. It is particularly important to save a copy of any and all work submitted for credit or grading.

## STUDENT RESPONSIBILITIES (in local schools):

Students will spend a minimum of 30 hours in local schools. A professional attitude and behavior are expected at all times. Specific expectations will be discussed in class.

## STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**\*\*Note:** all Academic and Administrative policies are available on the same page.

## Additional Information:

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved (e.g., use of ChatGPT or other AI), students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked above in this outline) may be applied.