

Department of Education

Course Outline - Fall 2026

ED 2510 NGPS Cohort

Introduction to the Profession of Teaching - 3 (3-0-4) 105 Hours for 15 Weeks
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 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 present and future generations.

INSTRUCTOR: Mr. Ian Baxter
OFFICE: N/A
OFFICE HOURS: By Appointment

Phone: 780 622 9290
EMAIL: IBaxter@nwpolytech.ca

CALENDAR DESCRIPTION:

This course provides an introductory investigation of the school context from the vantage point of students, teachers and others involved in K-12 education. The course includes both lectures and 30-40 hours of field experience in 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:

- Alberta Education. (2023). Code of Professional Conduct for Teachers and Teacher Leaders.
- Alberta Education. (2023). Teaching Quality Standard
- Handouts and Website resources as assigned,
- A Journal and,
- A laptop and/or smart phone and internet access.

DELIVERY MODES: Virtual Delivery

Learning Outcomes:

Alberta Teaching Quality Standard (TQS)

The Bachelor of Education program prepares students for Interim Professional Certification with Alberta Education. Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED2510, students will:

1. Explain the difference between classrooms as places for “teaching” versus places of “learning.”
2. Recognize important aspects of being a pre-service teacher that continue to develop throughout one’s career including professional identity, professional wellness, reflective practice, and career-long learning.
3. Discuss multiple instructional strategies that support Students’ intellectual, social, and personal development.
4. Describe how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. Compare the roles of the Alberta Teachers’ Association and the Alberta Ministry of Education.
6. Identify and describe how the historical and sociological legacy of education impacts current student learning.
7. Recognize the need for learning activities that ensure the continuous intellectual, social and physical development of the learner.
8. Practice decision-making on formal and informal assessment strategies to evaluate student learning in given instructional situations.
9. Demonstrate awareness of the competencies and indicators of the Teaching Quality Standard, including how teachers and pre-service teachers are upheld to a professional Code of Conduct, in order to successfully complete field experience.

FIELD EXPERIENCE:

The Field Experience observation opportunities consist of two five-week school placements that normally include one in an elementary setting and one in a secondary setting. During each placement, ED2510 students must complete a minimum of 15 hours at each assigned school. The field experience hours must be successfully completed to receive credit for this course.

Notes: The scheduling of the field experience is based on the school’s instructional hours. Mentor teachers must be contacted by the students in the first week of each placement.

Transferability:

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

<https://transferalberta.alberta.ca/>

**** For courses with alpha (letter) grading, a 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.**

EVALUATIONS:

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 Equivalence	Percentage Conversion (unless otherwise specified in the Course Outline)	Descriptor
CR	N/A	60 - 100	Credit
NC	N/A	0 - 59	No Credit

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

To receive credit in ED2510:

1. Students must successfully complete two field experience placements as evidenced by:

- a. Submitting a timesheet signed by each mentor teacher attesting to the successful completion of the placement hours
 - b. Achieving a grade of at least 60% (C-) on the Field Experience Journals
2. Maintain adequate attendance for ED2510 lectures to ensure field experience preparation. Failure to adequately complete both the lecture and field experience portions of this course will result in no credit.
3. Achieve an overall grade of at least 60% (C-).

Course Schedule/Tentative Timeline Fall 2026

Dates	Topics and Readings	Important Dates/Information
Sept. 3	Introduction to Class	Practicum Info Due
Sept. 8-10	Philosophy of Education/Pedagogy Freire-Chapter-2-from-Pedagogy-of-the-Oppressed-copy.pdf  Excerpt from Learning in Commu...	
Sept. 15-17	Philosophy of Education/Current Issues in Education/Role of the Teacher Readings/Videos: Current "Without Final Exams, Are Students Really Learning" (The Current Podcast) "Screens, Schools, and the Future of Childhood" : (Truth for Teachers Podcast) "Do Schools Kill Creativity" (TEDEd Talk) Role of the Teacher: "Doing Small Things with Great Love" (from Stories of the Courage to Teach)	
Sept. 22-24	Observation Journals/Short Range Planning/Indigenous Education	Round One Begins (Sept. 22) Solo Lesson Info Due (Sept 24)

	Readings: Observation Journal Preparation “Supporting Reflection and Reflective Practice in an Initial Teacher Education Programme: and Exploratory Study” Short Range/Lesson Planning “How We Teach” (from <i>Focus</i>) Indigenous Education Treaty Texts Treaty No. 8 (Gov of Canada) Education for Reconciliation (Gov of Canada)	Philosophy of Ed Paper Due (Sept 24)
Sept. 29 - Oct. 1	Assessment and Feedback Readings: “Setting the Stage” (from <i>A Repair Kit for Grading</i>) Ministerial Order on Student Learning (Alberta Education) On Assessment (Part 1) (Blog) On Assessment (Part 2) (Blog)	National Day of Truth and Reconciliation (Sept 30)
Oct. 6-8	Solo Lessons	
Oct. 13-15	Solo Lessons	Thanksgiving (October 12)
Oct. 20-22	Regroup and Refocus/Current Issues in Education/Group Lesson Prep/Curriculum	Round 1 Ends (Oct 23)
Oct. 27-29	Group Lesson Prep/Curriculum/Long Range Planning	Round 2 Begins (Oct 26) Group Lesson Info Due (Oct 27)

		Round One Journal Due (Oct 30)
Nov. 3-5	Best Practices Readings: “ What Makes a Great Teacher? ” (from <i>Mindset</i>)	
Nov. 10-12	Fall Break	
Nov. 17-19	Diversity in Learning/History of Education in Alberta Readings: History of Education in Alberta Homework Assignment	
Nov. 24-26	Alberta Education/Regroup and Refocus/ Current Issues in Education	
Dec. 1-3	Group Lessons	Round 2 Ends (Dec 4)
Dec. 8-10	Teacher Certification and Professional Growth/Wrap up	
Dec. 15-17	Exams	Portfolio Due (Dec 17)

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

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. At all times students must adhere to the Code of Conduct established by both Northwestern Polytechnic and Northern Gateway Public Schools.

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
<https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

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

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 three classes will be required to meet with the instructor to discuss further progress in the course. 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) IBaxter@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.