

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

ED2510/ED2520/ED2530

ED2510: Introduction to the Profession of Teaching – 3 (3-0-2.5) 82.5 Hours for 15 Weeks

Note: ED2520 and ED2530 have different classroom observation expectations

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: Mr. Sandy McDonald

PHONE: 780-539-2761 (office)

OFFICE: A203-1

E-MAIL: amcdonald@nwpolytech.ca

OFFICE HOURS: Before or after class, or scheduled as required

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 plan availability for one half-day per week in order to facilitate completion of the field experience requirement.

PREREQUISITE(S): None

COREQUISITE(S): None

REQUIRED MATERIALS:

- Students are advised to have an Internet-connected device during class to take notes, work on assignments, connect to myClass, and access online resources
- Alberta Education. (2023). Code of Professional Conduct for Teachers and

Teacher Leaders.

- Alberta Education. (2023). Teaching Quality Standard

DELIVERY MODE(S): In-person

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 <http://www.transferralberta.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:

In-class Participation (ongoing throughout the course)	10%	
Personal Philosophy of Education Paper (due Oct 22)	10%	
In-class Mini-Lesson Delivery (delivered mid-Oct)	15%	
Practicum Observation Journal Paper – Round 1 (Oct 22)	20%	
Practicum Observation Journal Paper – Round 2 (Dec 3)		20%
Summative Professional Portfolio Website Final Assignment (TBD)	25%	
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	0-60	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:

Week	Focus / Topics/ Concepts	Learning Activities	Required Readings and Lecture Resources (all readings and resources in myClass)	Due Dates
1 Sept 1-3	Course Introduction	Student/Faculty introductions Practicum handbook review Students complete practicum information form Students prepare to submit Police Intervention with Vulnerable Sector record check and Child Intervention Check	Course outline Practicum Handbook PIC/VSC forms (online)	All required paperwork submitted by September 9
2 Sept 7-10	Developing a personal philosophy of education Understanding the differences between teaching and learning	Exploring historical and current perspectives on public K-12 education	Friere – The Pedagogy of the Oppressed Eisner – Questionable Assumptions about Schooling	
3 Sept 14-17	Understanding expected teacher practice and conduct Preparing to complete Observation Journals	Exploring the role of the teacher and school and classroom organization and operations	Alberta's Education Act Alberta's Teacher Quality Standard (TQS)	Round 1 Observations begin Sept 14



Week	Focus / Topics/ Concepts	Learning Activities	Required Readings and Lecture Resources (all readings and resources in myClass)	Due Dates
			Alberta's Teacher Code of Professional Conduct	
4 Sept 21-24	Teacher planning and pedagogy	Defining student- centered pedagogy Exploring the basic elements of lesson planning Understanding the importance of choosing effective teaching strategies	Teacher lesson plan template Fisher and Frey – The gradual release of responsibility	
5 Sept 28-Oct 1	Introduction to Alberta's Program of Studies, curriculum, and learner outcomes	Exploring the role of curriculum in establishing expected learning outcomes for students	New Learn Alberta curriculum website	Personal Philosophy of Education Paper Due October 2
6 Oct 5-8	Formative Assessment and providing students effective feedback to improve learning	Exploring how student learning progress is monitored and ways to provide students feedback on their learning	Alberta Assessment Consortium	
7 Oct 12-15	Mini-lesson delivery in class	Student-led instruction		
8 Oct 19-22	Mini-lesson delivery in class Mid-point review of course learning outcomes	Student-led instruction		Round 2 observations begin Oct 19 Round 1 Journals due October 23
9 Oct 26-29	Teacher reflective practice Personal and professional growth planning	Exploring teacher actions to support continuous professional growth and development	Dylan William – Exploring Teacher Reflective Practice	



Week	Focus / Topics/ Concepts	Learning Activities	Required Readings and Lecture Resources (all readings and resources in myClass)	Due Dates
10 Nov 2-5	Review of round 1 observations	Sharing and debriefing personal observations from practicums		
11 Nov 16-19	Portfolio preparation and exploring current events in education in Alberta	Exploring portfolio creation as a tool for professional growth Understanding expectations re: final portfolio assignment	Website creation tools (ex. Canva, Google Sites, Wix, etc.)	
12 Nov 23-26	The evolution of K-12 education in Alberta	Understanding the history of, and evolving nature of Alberta's public education system	Alberta's Education Act	
13 Nov 30-Dec 6	Course summary and review of learning outcomes	Summarizing the course and reviewing the learning outcomes		Round 2 journals due December 4
14 Dec 7-10	Final review of course learning outcomes and course wrap up			Summative professional portfolio website due date TBD

STUDENT RESPONSIBILITIES: Students are reminded of the following advice and expectations for their in-class behaviour and their behaviour in school during observations with their mentor teachers:

IN-CLASS

- Students should visit myClass regularly to check for announcements and watch their NWP email addresses regularly for emails from the instructor.
- Students are expected to attend on-time and to be prepared for every class. Over the course of the semester, expect to use approximately 1-2 hours of personal time for every hour of class time to ensure they are prepared for in-class activities.
- There is no textbook for this course, and in-class learning activities are essential to mastering the learning outcomes for the course. Attendance will be taken daily.
Should a student miss 4 classes, they will be required to meet with the instructor to discuss their progress.

- Students will work almost daily in pairs or small groups and are expected to contribute and interact appropriately with their fellow students.
- The most effective way to communicate with the instructor is in person, before or after class. Outside of class time, the most effective way to communicate is via NWP email addresses.
- Questions, concerns, and worries should be brought to the instructor's attention immediately. Concerns about meeting assignment deadlines should be shared with the instructor as soon as possible. Assignments not submitted on time without notification may not be accepted.
- All written assignments are to be submitted electronically using myClass and must be in Adobe PDF format and structured using American Psychological Association (APA) format. Resources to support APA format will be provided and reviewed in class.

IN LOCAL SCHOOLS

- Review and understand the expectations outlined in the Observation Practicum handbook to ensure you understand expected student observation teacher behaviour.
- Successful observation practicum students communicate effectively and in timely fashion with their mentor teachers.
- Successful observation practicum students display initiative to learn and follow all school rules in general and specific classroom rules established by their mentor teachers.
- Successful observation practicum students are inquisitive and seek to connect what they learn in class to what they observe in their placements.
- A **minimum** of 30 hours of observation are required in each round of placements for ED2510 (students in ED2520 or ED2530 will have different hours).
- Every effort will be made to provide each student with one round in elementary (kindergarten to grade 6) and one round in secondary (grade 7-12).
- **NOTE** that school schedules differ from NWP student schedules. Students are responsible to plan to meet the 30-hour minimum requirement. Pay attention to calendars, as not all school divisions have the same school year calendar and **note that local schools often have non-instructional days for students on Mondays and Fridays**. It is advised to avoid those days when planning your visits.

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.