

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

ED2510: Introduction to the Profession of Teaching – 3 (3-0-2.5) 82.5 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: Dr. Matthew Kierstead
OFFICE: TBD

PHONE: 780-915-8741

E-MAIL:
mkierstead@nwpolytech.ca

OFFICE HOURS: By appointment

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.

Class times: Tuesdays, 18:00–21:00 (6:00 p.m. – 9:00 p.m.). Classes are delivered on-line synchronously, with one in-person class each month at the Fort Vermilion School Division central office.

PREREQUISITE(S): None

COREQUISITE(S): None

REQUIRED MATERIALS: A current Police Information Check with Vulnerable Sector Search

Alberta Education. (2023). Code of Professional Conduct for Teachers and Teacher Leaders.

Alberta Education. (2023). Teaching Quality Standard

Alberta Teachers' Association. Declaration of Rights and Responsibilities for Teachers.

Students are also required to have or obtain, at their own expense:

- ☐ A current Police Information Check with Vulnerable Sector Search. Must be submitted to the instructor before the first day of Round One. Processing can take several weeks — apply ASAP
- ☐ Access to the NWP myClass site and NWP email.
- ☐ A journal and/or e-portfolio.
- ☐ A laptop and/or smartphone with internet access.
- ☐ Handouts and website resources as assigned.

DELIVERY MODE(S):

- ☐ In-person once a month at the Fort Vermilion School Division central office
- ☐ On-line synchronous via Microsoft Teams for all other classes
- ☐ In-person for the practicum experience (in assigned schools)
- ☐ Students who are unable to travel to Fort Vermilion complete a designed independent activity on each of the four in-person dates, submitted through myClass, and attend every other class through Teams. No component of this course requires physical attendance, and no student is disadvantaged by attending on-line.

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.

Alignment of assessments to learning outcomes and the Teaching Quality Standard

Assessment	Learning Outcome(s)	TQS Competency
Personal Philosophy (Paper)	1, 2	2 – Engaging in Career-Long Learning
In-Class Presentation (Solo/Duo)	3, 4, 7	3 – Demonstrating a Professional Body of Knowledge
Round One Journal / Report	1, 3, 4, 7	1 – Fostering Effective Relationships; 4 – Establishing Inclusive Learning Environments
In-Class Presentation (Group)	3, 4, 7, 8	3 – Demonstrating a Professional Body of Knowledge; 4 – Establishing Inclusive Learning Environments
Round Two Journal / Report	1, 2, 6, 8	2 – Engaging in Career-Long Learning; 5 – Applying Foundational Knowledge about First Nations, Métis and Inuit
Final Assessment: Professional Portfolio	2, 5, 6, 9	2 – Engaging in Career-Long Learning; 5 – Applying Foundational Knowledge about First Nations, Métis and Inuit; 6 – Adhering to Legal Frameworks and Policies

FIELD EXPERIENCE:

The Field Experience observation opportunities consist of two five-week school placements consisting of one in an elementary setting and one in a junior/senior high setting. Students may state which setting they would prefer first. 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.

Fall 2026 placement rounds:

- ☐ Round One: Monday, September 21 – Friday, October 23, 2026
- ☐ Round Two: Monday, October 26 – Friday, December 4, 2026 (the Fall Break week of November 9–13 is not a placement week)

Students are responsible for making up any missed visits, including those falling on holidays or school professional development days, before the end of that round.

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.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:

Assessment	Weight	Due
Personal Philosophy (Paper)	10%	Fri, Sept 25, 2026
In-Class Presentation (Solo/Duo)	10%	Week 5 in person (Oct 6) / Week 6 on-line (Oct 13)
Round One Journal / Report	15%	Fri, Oct 30, 2026
In-Class Presentation (Group)	20%	Week 9 in person (Nov 3) / Week 10 on-line (Nov 17)
Round Two Journal / Report	25%	Fri, Dec 11, 2026
Final Assessment: Professional Portfolio	20%	Final assessment period (Dec 12–19, 2026)
Total	100%	

All submitted work is due by 11:55 p.m. on the date shown and is submitted through myClass in APA format unless otherwise stated.

Specifications for the observation journals — length, number of entries, entry structure and submission format — are set out in the ED2510 Assessment Package, available in myClass.

Formative (ungraded) checkpoints. The following are required course activities that are not separately weighted. They are assessed within the graded items shown above, and failure to submit them may delay or prevent completion of a graded item:

- ☐ Practicum Information Form — Week 1
- ☐ Police Information Check with Vulnerable Sector Search — before Round One begins
- ☐ Solo/Duo Lesson Information — Week 3
- ☐ Group Lesson Information — Week 8
- ☐ Teaching Resources Assignment (annotated bibliography) — Week 10; assessed within the Portfolio Bibliography criterion
- ☐ History of Education in Alberta homework — Week 10; assessed in class
- ☐ Timesheets and Professional Growth and Conduct forms — submitted with each Round journal
- ☐ Professional Growth Plan — Week 13; one page, submitted to myClass, required and not separately weighted

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:

- Students must successfully complete two field experience placements as evidenced by:
 - Submitting a timesheet signed by each mentor teacher attesting to the successful completion of the placement hours
 - Achieving a grade of at least 60% (C-) on the Field Experience Journals
 - A Field Experience Journal graded below 60% may be revised once and resubmitted within seven days of being returned. A resubmitted journal is capped at 60%. A journal still below 60% after resubmission means the field experience requirement has not been met.
- Maintaining attendance in ED2510 lectures sufficient to prepare for field experience, as defined in the Student Responsibilities section below. Failure to adequately complete both the lecture and field experience portions of this course will result in no credit.
- Achieve an overall grade of at least 60% (C-).

COURSE SCHEDULE/TENTATIVE TIMELINE:

Class / Date	Focus / Topics / Concepts	Learning Activities	Required Readings and Lecture Resources	Due Dates
1 Tue Sept 8 In person — FVSD central office (on- line:	Introduction to the course; professional identity and the profession of teaching. Practicum preparation: observation journals, timesheets, the	Course and practicum orientation; portfolio walkthrough	Observation Practicum Handbook 2025-26; Alberta Education, Code of Professional Conduct for Teachers and Teacher Leaders	Practicum Information Form due. Police Information Check — apply ASAP.



Class / Date	Focus / Topics / Concepts	Learning Activities	Required Readings and Lecture Resources	Due Dates
Independent activity)	Professional Growth and Conduct form, and the Professional Portfolio.			
2 Tue Sept 15 On-line	Philosophy of education and pedagogy	Small-group discussion; philosophy paper workshop	Freire, Pedagogy of the Oppressed, Ch. 2; Palmer, The Courage to Teach, Ch. 5 (excerpt); "Questionable Assumptions About Schooling"	
3 Tue Sept 22 On-line	Observation journals; short-range and lesson planning; Indigenous education	Observation journal modelling; lesson plan template; treaty study	Observation Journal Preparation; "Supporting Reflection and Reflective Practice in an Initial Teacher Education Programme"; "How We Teach" (Focus); Treaty No. 8 texts (Gov. of Canada); Education for Reconciliation (Gov. of Canada)	Round One begins Mon, Sept 21. Solo/Duo Lesson Information due. Personal Philosophy paper due Fri, Sept 25.
4 Tue Sept 29 On-line	Current issues in education; the role of the teacher	Listening/viewing response; current-issues seminar	"Without Final Exams, Are Students Really Learning" (The Current); "Screens, Schools, and the Future of Childhood" (Truth for Teachers); "Do Schools Kill Creativity" (TED); "Doing Small Things with Great Love" (Stories of the Courage to Teach)	National Day for Truth and Reconciliation Wed, Sept 30 — no classes
5 Tue Oct 6 In person — FVSD central office (on-line: independent activity)	Solo/Duo mini-lessons	Student-led mini-lessons and peer feedback	—	In-Class Presentation (Solo/Duo) — in person this class; on-line cohort presents over Teams in Week 6 (Oct 13). Lesson plans due today for both cohorts.
6 Tue Oct 13 On-line	Assessment and feedback	Assessment case studies; grading simulation	"Setting the Stage" (A Repair Kit for Grading); Ministerial Order on Student Learning (Alberta Education); "On Assessment" Parts 1 and 2	Thanksgiving Mon, Oct 12 — no classes
7 Tue Oct 20 On-line	Regroup and refocus; current issues; group lesson preparation; curriculum	Group lesson planning workshop	Alberta Programs of Study (selected)	Round One ends Fri, Oct 23
8 Tue Oct 27 On-line	Curriculum and long-range planning	Long-range plan mapping activity	Guide to Education (Alberta Education), selected sections	Round Two begins Mon, Oct 26. Group Lesson Information due. Round One Journal, Timesheet and Professional Growth and Conduct form due Fri, Oct 30.



Class / Date	Focus / Topics / Concepts	Learning Activities	Required Readings and Lecture Resources	Due Dates
9 Tue Nov 3 In person — FVSD central office (on- line: independent activity)	Group mini-lessons	Group mini-lessons and peer feedback	—	In-Class Presentation (Group) — in person this class; on-line cohort forms its own groups and presents over Teams in Week 10 (Nov 17). Lesson plans due today for both cohorts.
— Tue Nov 10 —	Fall Break — no classes (Mon Nov 9 – Fri Nov 13)	—	—	No placement visits this week
10 Tue Nov 17 On-line	Diversity in learning; history of education in Alberta	Group lesson debrief; history timeline activity	History of Education in Alberta homework assignment	Teaching Resources Assignment due. History of Education homework due.
11 Tue Nov 24 On-line	Alberta Education and the Alberta Teachers' Association; regroup and refocus	Comparative roles activity; current- issues seminar	Alberta Teachers' Association, Declaration of Rights and Responsibilities for Teachers; Education Act (selected sections)	Last day to withdraw from Fall courses: Fri, Nov 27
12 Tue Dec 1 In person — FVSD central office (on- line: independent activity)	Best practices; teacher efficacy and pedagogical content knowledge	Portfolio work session	Dweck, "What Makes a Great Teacher?" (Mindset); Shulman (1987) on pedagogical content knowledge	Round Two ends Fri, Dec 4
13 Tue Dec 8 On-line	Teacher certification, the Teaching Quality Standard and professional growth; course wrap-up	Professional growth plan drafting; portfolio review	Alberta Education, Teaching Quality Standard	Round Two Journal, Timesheet and Professional Growth and Conduct form due Fri, Dec 11. Last day of Fall classes Wed, Dec 9.
Final Dec 12–19 —	Final assessment period	Portfolio submission	—	Professional Portfolio due — exact date set by the Registrar

*Note: Topics, readings and dates may be modified, and other topics may be added. Any change will be announced in class and posted to myClass.

The Fall 2026 term runs 15 weeks (Wed, Sept 2 – Wed, Dec 9). Because this section meets on Tuesday evenings and the Fall Break week of November 9–13 falls on a Tuesday, the term yields 13 class meetings. Any additional contact hours required will be arranged as asynchronous work posted to myClass.

STUDENT RESPONSIBILITIES:

Attendance

Assigned readings and exercises should be completed before the class for which they are listed, except in Week 1. This course has no textbook and depends heavily on in-class discussion, activities and practicum preparation, so attendance at all sessions is critical. A student who misses more than four classes will be required to meet with the instructor to discuss their progress, and may be assigned No Credit, since the lecture component prepares students for the field experience. On-line classes are synchronous: students are expected to join at 18:00, remain for the full session, and participate actively. Joining late, leaving early, or logging in without participating will be recorded as an absence. If you are ill, notify the instructor as soon as possible. If you are unable to attend a class, it is your responsibility to find out what was missed.

Assignments and late work

If you foresee that you will be unable to complete an assignment by the scheduled date because of illness or emergency, notify the instructor immediately and preferably at least one day in advance, by e-mail to mkierstead@nwpolytech.ca, with a phone number where you can be reached, so an alternative date can be arranged where feasible. Work submitted after the due date without prior arrangement will receive a grade of zero, unless you can show that you were physically or mentally unable to give notice because of sudden illness, emergency, or unavoidable circumstances beyond your control.

All assignments must be submitted electronically through myClass and must follow APA format. An APA support document is available in the Learning Resource Centre within the Learning Commons and online. Keep a copy of all work submitted for credit or grading.

Professional conduct

All students are expected to display a professional attitude and behaviour in the classroom, online and in schools. This includes reliability, respect for and cooperation with fellow students and the instructor, attention to fellow students' questions and the instructor's response, determination to achieve first-class work while meeting deadlines, constructive response to criticism, and arriving on time. Students are guided by the Alberta Code of Professional Conduct for Teachers and Teacher Leaders and the Alberta Teachers' Association Declaration of Rights and Responsibilities for Teachers.

Responsibilities in local schools

Students will spend a minimum of 30 hours in local schools across the two placements. While in schools, students are guests in the mentor teacher's classroom and must be under the supervision of the mentor teacher at all times. Students must follow all school rules, including those governing dress, arrival and departure times, cell phone use and visitor sign-in. Detailed expectations are set out in the ED2510 Observation Practicum Handbook and will be discussed in class.

Confidentiality and privacy. Anything a student sees, hears or reads in a school about a student, family or staff member is confidential. Observation journals must not identify individual students or staff; use initials or pseudonyms. Do not photograph students, remove student work from the school, or discuss placements on social media.

Duty to report. Under Alberta's Children First Act and Child, Youth and Family Enhancement Act, every adult has a legal duty to report a reasonable belief that a child is being abused or neglected. If you have such a concern, report it immediately to your mentor teacher and the school principal,

and notify the course instructor. Do not investigate it yourself, and do not treat the confidentiality expectation above as a reason to stay silent.

If a problem arises during a round, discuss it with your mentor teacher. If the matter cannot be resolved, or if the concern involves the mentor teacher, contact the course instructor directly.

ACCESSIBILITY AND STUDENT SUPPORTS:

Northwestern Polytechnic is committed to providing an accessible learning environment. Students who require academic accommodations should contact Accessibility Services through Student Services as early in the term as possible, and speak with the instructor once accommodations are in place. Accommodations cannot be applied retroactively. Students who require accommodations in a school placement should speak with the instructor before Round One begins so arrangements can be discussed with the school.

Students experiencing difficulty in this course are encouraged to contact the instructor immediately for assistance. NWP also offers counselling, tutoring, the Learning Commons and Indigenous student supports through Student Services.

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.

Additional Information:

Use of generative artificial intelligence.

In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort (for example, use of ChatGPT or other AI tools), 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 may be applied.

The reflective observation journals are an account of what you personally observed and thought during your placements. Generative AI must not be used to draft them.

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, tablets, scanning pens, electronic dictionaries and similar devices) during class and during assessments

