

Job Posting: Posting Detail**Posting:** T1819-017

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Counsellor	Learning Services	Continuing	1.0000	Counselling	Elementary

Unique Position Descriptors:**Requirement(s):**

The successful candidate will possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience, excellent interpersonal, communication and collaborative skills and the ability to work with other professionals including school based teams.

Additional Information:[Close](#)

Job Posting: Posting Detail**Posting:** T1819-018

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Counsellor	Learning Services	Temporary Assignment	0.4000	Counselling	Elementary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019, or the return of the incumbent.

Requirement(s):

The successful candidate will possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience, excellent interpersonal, communication and collaborative skills and the ability to work with other professionals including school based teams.

Additional Information:

Job Posting: Posting Detail

Posting: T1819-071

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	Learning Services	Temporary Assignment	1.0000		Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. Reporting to the District Principal of Learning Services, the District Helping Teacher Secondary will work as part of a team focused on visioning, promoting and supporting success for all learners. The successful applicant will assist both school-based and district staff in maximizing resources and staffing to support the diverse learning needs of students through a collaborative approach. The assignment includes being an active member of a team of district helping teachers with a focus on providing coordinated support to schools.

Requirement(s):

- Ability to actively listen, engage in dialogue and plan collaboratively.
- Experience collaborating with colleagues on various projects.
- Demonstrated ability to work effectively as part of a team requiring good interpersonal and organizational skills.
- Master of Education (preferred but not required); experience working in the role of school-based Support Teacher
- Experience working and teaching in a variety of subject areas with a demonstrated ability to effectively plan, integrate and implement curriculum.
- Thorough understanding and demonstration in practice of differentiating instruction and implementing universal design principles in multiple ability classrooms.
- Thorough understanding of the use of technology to engage students and promote student learning and achievement.
- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups.
- Supporting the work of school-based Support Teachers and Classroom Teachers with individual education program planning and implementation.
- Assisting staff and school teams with collaborative approaches to supporting classroom learning in an inclusionary model.
- Supporting schools and classroom teachers with implementation of strategies that address student learning at the universal, targeted and intensive levels.
- Supporting teachers in the area of differentiated instruction.
- Supporting teachers with communication models such as taking into consideration information from class reviews in the development of Individual Education Plans.
- Assisting Support Teachers and Classroom Teachers to develop and view Positive Behaviour Plans within a classroom context and for individual students.
- Facilitating the development and writing of safety plans for students.
- Working with schools to assess behavioural and social emotional needs within their school and possibly assisting schools with implementing school-wide plans.

Additional Information:

- Providing information to teachers regarding in-service and Pro-D opportunities.
- Working with teams to provide mentorship and appropriate resources and supports.

- Supporting staff with development of plans for students transitioning to Grade 8 and adulthood.
- Consulting and collaborating with SSS professional itinerant staff in supporting teaching and student learning.
- Facilitating professional learning opportunities such as the Support Teacher Meetings and both district and school-based Pro-D opportunities.
- Working with provincial programs (POPARD, POPFASD, PISP, SET BC) in supporting schools.

[Close](#)

Job Posting: Posting Detail**Posting:** T1819-072

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	No Specified Location	Temporary Assignment	1.0000	Elementary	Elementary Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 4, 2018 to June 30, 2019 the district will be hiring a complement of full time Temporary Priority Teachers Teaching on Call at Elementary and Secondary. As a Temporary Priority Teacher Teaching on Call you must be available for call out each instructional day of the month and must participate in all Non Instructional Days. There will be a daily call out by the Automated Dispatch System or by the Dispatch Desk until you have been able to secure a dispatch at a specific school for the day. There may be situations where the District may place you into a position, which you are considered qualified for, for extended periods of time, if the district is unable to fill the position through the post and fill process. If you secure a Priority Teacher on Call position and apply to other opportunities as they become available in subsequent rounds your status will remain the same prior to securing this position until the start of the school year.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail**Posting:** T1819-073

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Librarian	District Itinerants	Temporary Assignment	0.5710	Library	

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. Reporting to an Assistant Superintendent, the District Teacher Librarian position supports teacher librarians in their daily work as well as District initiatives such as the library learning commons model, literacy initiatives, the curation of digital resources and teacher inquiry co-planning.

Specifically, the District Teacher Librarian would:

- Mentor and support teacher librarians, including training new teacher librarians;
- Collaborate with and support teacher librarians as they implement the learning commons model, including library physical space redesign;
- Implement appropriate technology for the learning commons model, and support teacher librarians in its use and management;
- Liaise with the district IT department to implement, manage and troubleshoot all technology and software related to district libraries;
- Liaise with The Library Corporation to manage and troubleshoot the LS2 library management system;
- Support teachers in implementing the redesigned BC Curriculum;
- Develop, maintain and promote digital portals for subscription based online resources, and for curated online resources that support the redesigned curriculum;
- Liaise with Helping Teachers to ensure an integrated, team approach to supporting teachers.

Requirement(s):

- Have a Bachelor Degree in education; library studies course work would be considered a strong asset;
- Be a current teacher librarian or have recent experience as teacher librarian;
- Be comfortable supporting and trouble-shooting a variety of library-related technologies;
- Have experience in literacy instruction with a wide variety of grade levels and familiarity with children's and young adult literature;
- Have experience working with adult learners including facilitating workshops, action research groups and inquiry groups.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-074

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000		Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. This position will be part of a team of exceptional educators who will provide leadership in instructional and assessment practices. Reporting to an Assistant Superintendent, this position will support and assist teachers and schools in the implementation of new curriculum and engage today's learners through effective assessment and instructional practices. The District Helping Teacher, Secondary, will work as part of a team focused on success for all learners through a collaborative approach.

Duties Include:

- Form and lead networks of teachers to collaborate and share information and research based best strategies for improved student learning.
- Work with teachers and department heads with a goal to: Support teachers with resources and strategies to engage all learners ; Improve instructional practice ; Implement new curriculum
- Provide support and assistance to teachers in effective assessment and evaluation practices including assessment 'for learning', 'as learning' and 'of learning'
- Planning and presenting workshops throughout the year.
- Provide information to teachers regarding in-service/professional development opportunities.
- Co-planning and co-presenting with other helping teachers and itinerant staff with a focus on providing coordinated support to school teams and school staffs.
- Plan for and facilitate connections within and between schools.

Requirement(s):

- Experience working as a mentor and collaborating with colleagues on various projects.
- Masters of Education (preferred but not required);
- Experience working and teaching at the secondary level in a variety of subject areas with a demonstrated ability to effectively plan, integrate and implement curriculum.
- Understanding and demonstrated application of criterion referenced assessment and effective grading practices.
- Demonstrated understanding of 'assessment for', 'assessment as' and 'assessment of'
- Thorough understanding and demonstration in practice of inquiry learning, differentiating curriculum and universal design principles and how to plan in multiple ability classrooms for diverse learners.
- Thorough understanding of the use of technology to engage students and improve student learning and achievement.

- Experience working with adult learners including facilitating workshops, action research groups, inquiry groups.
- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.

Additional Information:

[Close](#)

Job Posting: Posting Detail**Posting:** T1819-075

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	Safe and Caring Schools	Temporary Assignment	1.0000	Counselling	Elementary Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. This position will be part of a team of educators who provide leadership to our schools. Reporting to the Vice Principal of Safe and Caring Schools, this position will primarily support and assist school counsellors in their school based counselling roles and practice. The District Helping Teacher will work as part of the helping teacher collaborative team.

Duties include but are not limited to the facilitation and coordination of the following:

- SOGI K to 12
- Development of a counsellors' handbook
- Updating of protocols, policies, and forms
- Provision and coordination of training
- Strengthening connection with community partnerships
- Consulting and debriefing
- Coordinating pro-d
- Supporting new counsellors
- Sharing information and research- based best practice

Requirement(s):

- Experience collaborating with colleagues
- Masters in Counselling Psychology or equivalent
- Teaching Certification – experience at both elementary and secondary is preferred
- Experience working with adult learners including facilitating groups
- Ability to work as part of a team requiring organizational and interpersonal skills

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-076

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000	Literacy	K-3 Primary Grades

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019.

The District Helping Teacher Early Learning - Literacy will report to the Assistant Superintendent and will work closely with the other Early Learning-Literacy Helping Teachers, other District Helping Teachers, itinerant staff, community members and schools to support teachers and school staff to provide support for early learning initiatives with a specific focus on early literacy.

The District Helping Teacher Early Learning – Literacy will:

- Maintain and enhance current reading initiatives (including the District Literacy Initiatives, and the continued development of the District Literacy framework).
- Facilitate discussion with teachers, school administrators, district staff and other stakeholders, to identify strategies and evidence-based practices that are effective in teaching reading/literacy and assist with implementing these in collaboration with classroom teachers;
- Work with other helping teachers to provide direct support to schools that will be part of the early literacy learning and to those schools that have literacy goals in their growth plans;
- Champion literacy, primary and new curricular initiatives in the District, coordinate or offer in-service and Pro-D activities;
- Assist with developing a way to track and intervene in order to support literacy acquisition in all children;
- Assist in mentoring kindergarten/primary teachers and supporting the early learning networks;
- Represent SD42 at regional and local network meetings where applicable;
- Review data, both at the school and district level, and collaborate with other district staff to develop, coordinate and implement intervention strategies to support all learners;
- Collaborate with the Early Learning Facilitator to provide support to other early learning activities and initiatives as needed;
- Support primary teachers in implementing effective formative assessment strategies that reaches all learners (i.e. Early Primary Reading Assessment);
- Co-planning and co-presenting with other helping teachers and itinerant staff with a focus on providing coordinated support to school staffs;
- Support teachers in implementing the new Ministry curriculum by providing in-service, co-teaching, in class support etc., with particular emphasis on supporting primary teachers;
- Plan for and facilitate connections within and between schools.

Requirement(s):

- Bachelor of Education Degree in elementary education with a focus on primary education;
- Experience working and teaching at the primary level with a demonstrated ability to teach children using play based project based activities;
- Thorough knowledge and understanding of practices to promote and support the development of young children including current instructional and assessment/evaluation practices;
- Comprehensive knowledge of effective reading strategies and practices;
- Demonstrated ability to move the philosophy of inclusion into daily classroom practice;

- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups;
- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-077

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000	Literacy	K-3 Primary Grades

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019.

The District Helping Teacher Early Learning - Literacy will report to the Assistant Superintendent and will work closely with the other Early Learning-Literacy Helping Teachers, other District Helping Teachers, itinerant staff, community members and schools to support teachers and school staff to provide support for early learning initiatives with a specific focus on early literacy.

The District Helping Teacher Early Learning – Literacy will:

- Maintain and enhance current reading initiatives (including the District Literacy Initiatives, and the continued development of the District Literacy framework).
- Facilitate discussion with teachers, school administrators, district staff and other stakeholders, to identify strategies and evidence-based practices that are effective in teaching reading/literacy and assist with implementing these in collaboration with classroom teachers;
- Work with other helping teachers to provide direct support to schools that will be part of the early literacy learning and to those schools that have literacy goals in their growth plans;
- Champion literacy, primary and new curricular initiatives in the District, coordinate or offer in-service and Pro-D activities;
- Assist with developing a way to track and intervene in order to support literacy acquisition in all children;
- Assist in mentoring kindergarten/primary teachers and supporting the early learning networks;
- Represent SD42 at regional and local network meetings where applicable;
- Review data, both at the school and district level, and collaborate with other district staff to develop, coordinate and implement intervention strategies to support all learners;
- Collaborate with the Early Learning Facilitator to provide support to other early learning activities and initiatives as needed;
- Support primary teachers in implementing effective formative assessment strategies that reaches all learners (i.e. Early Primary Reading Assessment);
- Co-planning and co-presenting with other helping teachers and itinerant staff with a focus on providing coordinated support to school staffs;
- Support teachers in implementing the new Ministry curriculum by providing in-service, co-teaching, in class support etc., with particular emphasis on supporting primary teachers;
- Plan for and facilitate connections within and between schools.

Requirement(s):

- Bachelor of Education Degree in elementary education with a focus on primary education;
- Experience working and teaching at the primary level with a demonstrated ability to teach children using play based project based activities;
- Thorough knowledge and understanding of practices to promote and support the development of young children including current instructional and assessment/evaluation practices;
- Comprehensive knowledge of effective reading strategies and practices;
- Demonstrated ability to move the philosophy of inclusion into daily classroom practice;

- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups;
- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-078

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000	Literacy	K-3 Primary Grades

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019.

The District Helping Teacher Early Learning - Literacy will report to the Assistant Superintendent and will work closely with the other Early Learning-Literacy Helping Teachers, other District Helping Teachers, itinerant staff, community members and schools to support teachers and school staff to provide support for early learning initiatives with a specific focus on early literacy.

The District Helping Teacher Early Learning – Literacy will:

- Maintain and enhance current reading initiatives (including the District Literacy Initiatives, and the continued development of the District Literacy framework).
- Facilitate discussion with teachers, school administrators, district staff and other stakeholders, to identify strategies and evidence-based practices that are effective in teaching reading/literacy and assist with implementing these in collaboration with classroom teachers;
- Work with other helping teachers to provide direct support to schools that will be part of the early literacy learning and to those schools that have literacy goals in their growth plans;
- Champion literacy, primary and new curricular initiatives in the District, coordinate or offer in-service and Pro-D activities;
- Assist with developing a way to track and intervene in order to support literacy acquisition in all children;
- Assist in mentoring kindergarten/primary teachers and supporting the early learning networks;
- Represent SD42 at regional and local network meetings where applicable;
- Review data, both at the school and district level, and collaborate with other district staff to develop, coordinate and implement intervention strategies to support all learners;
- Collaborate with the Early Learning Facilitator to provide support to other early learning activities and initiatives as needed;
- Support primary teachers in implementing effective formative assessment strategies that reaches all learners (i.e. Early Primary Reading Assessment);
- Co-planning and co-presenting with other helping teachers and itinerant staff with a focus on providing coordinated support to school staffs;
- Support teachers in implementing the new Ministry curriculum by providing in-service, co-teaching, in class support etc., with particular emphasis on supporting primary teachers;
- Plan for and facilitate connections within and between schools.

Requirement(s):

- Bachelor of Education Degree in elementary education with a focus on primary education;
- Experience working and teaching at the primary level with a demonstrated ability to teach children using play based project based activities;
- Thorough knowledge and understanding of practices to promote and support the development of young children including current instructional and assessment/evaluation practices;
- Comprehensive knowledge of effective reading strategies and practices;
- Demonstrated ability to move the philosophy of inclusion into daily classroom practice;

- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups;
- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-079

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000	Literacy	Intermediate 4-7
				Library	Intermediate 4-7

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019.

The District Helping Teacher Intermediate Literacy (0.8) and Aboriginal Library (0.2) will report to the Assistant Superintendent and will work closely with the Early Literacy Helping Teachers, other District Helping Teachers, itinerant staff, community members and schools to support school staffs in providing support for early learning initiatives with a specific focus on intermediate literacy.

The District Helping Teacher Intermediate Literacy and Aboriginal Library will:

- Maintain and enhance current reading initiatives that apply to the intermediate classroom;
- Facilitate discussion with teachers, school administrators, district staff and other stakeholders, to identify strategies and evidence-based practices that are effective in teaching reading/literacy and assist with implementing these in collaboration with intermediate classroom teachers;
- Work with other helping teachers to provide direct support to schools that will be part of the literacy learning network and to those schools that have literacy goals in their growth plans;
- Champion literacy and new intermediate curricular initiatives in the District;
- Coordinate and offer in-service and Pro-D activities;
- Assist with developing a way to track and intervene in order to support literacy acquisition in all children;
- Assist in mentoring intermediate teachers;
- Represent SD42 at regional and local network meetings where applicable;
- Review data, both at the school and district level, and collaborate with other district staff to develop, coordinate and implement intervention strategies to support all learners;
- Collaborate with the other Literacy Helping teachers to provide support to other early learning activities and initiatives as needed;
- Support intermediate teachers in implementing effective formative assessment strategies that reaches all learners (i.e. Intermediate Reading Assessment);
- Have a knowledge of Aboriginal perspectives and content and resources available and a willingness to learn more deeply;
- Co-planning and co-presenting with other Helping Teachers, Aboriginal Resource Teachers and itinerant staff with a focus on providing coordinated support to school staffs;
- Work in the Aboriginal Library for 0.2 FTE to support access of the library resources and collaborate with school Teacher Librarians.

Requirement(s):

- Bachelor of Education Degree in elementary education;
- Experience and/or coursework as a Teacher Librarian is an asset but not required;
- Experience working and teaching at the intermediate level with a demonstrated ability to teach children using effective literacy strategies and inquiry;
- Thorough knowledge and understanding of practices to promote and support the development of children including current instructional and assessment/evaluation practices;
- Comprehensive knowledge of effective reading strategies and practices for a variety of student learners;
- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups;

- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-080

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher Aboriginal Education	Aboriginal Education	Continuing	1.0000	Elementary	Elementary

Unique Position Descriptors:

The teacher in this position's goal is the success for our aboriginal learners. Primarily, this role provides support in the elementary school settings. The successful candidate should possess the following:

- A proven interest and ability to work with and advocate for students of aboriginal ancestry.
- Knowledge of and experience with aboriginal cultures, community and traditional learning and teaching styles.
- Ability to collaborate with Aboriginal Support Workers, Child Care Workers, Teachers, Administrative Officers and the student's support network.

The successful candidate should have experience with the Redesigned Curriculum, Formative Assessment, Inquiry, and Early and Late Literacy/Intervention programs. As well, it would be an asset if the candidate has library training.

Requirement(s):**Additional Information:**

Applicants are advised that pursuant to "Special Program" approval of Section 42(3) of the Human Rights Code by the BC Human Rights Commission, preference may be given to applications of Aboriginal Ancestry. Applicants of Aboriginal Ancestry should clearly indicated their ancestry/status on their application.

Close

Job Posting: Posting Detail

Posting: T1819-081

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher Aboriginal Education	Aboriginal Education	Temporary Assignment	1.0000	Elementary	Elementary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. The teacher in this position's goal is the success for our aboriginal learners. Primarily, this role provides support in the elementary school settings. The successful candidate should possess the following:

- A proven interest and ability to work with and advocate for students of aboriginal ancestry. Knowledge of and experience with aboriginal cultures, community and traditional learning and teaching styles.
- Ability to collaborate with Aboriginal Support Workers, Child Care Workers, Teachers, Administrative Officers and the student's support network.
- The successful candidate should have experience with the Redesigned Curriculum, Formative Assessment, Inquiry, and Early and Late Literacy/Intervention programs.

As well, it would be an asset if the candidate has library training. While this is posted as a temporary position, the successful candidate does not have to reapply each year. It is until the return of the incumbent.

Requirement(s):**Additional Information:**

Applicants are advised that pursuant to "Special Program" approval of Section 42(3) of the Human Rights Code by the BC Human Rights Commission, preference may be given to applications of Aboriginal Ancestry. Applicants of Aboriginal Ancestry should clearly indicate their ancestry/status on their application.

Close

Job Posting: Posting Detail**Posting:** T1819-082

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Safe and Caring Schools	Temporary Assignment	1.0000	Elementary	Elementary Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019. This assignment is for a Safe and Caring Schools teacher and includes the delivery of the Safe and Caring School Curriculum (personal safety, substance use prevention education, Mental Health preventative education and SEL), participation in pilot prevention education curriculums and co-teaching the Safe and Caring School Curriculum.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail

Posting: T1819-084

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Speech and Language	Learning Services	Temporary Assignment	0.4000		

Unique Position Descriptors:**Speech and Language Pathologist, Temporary Assignment**

Effective September 1, 2018 to June 30, 2019.

The successful candidate will have:

- Experience working within the elementary and secondary school context;
- Outstanding communication, collaboration and interpersonal skills;
- Ability to work collaboratively with school based teams and families;
- Knowledge and experience working with students with autism spectrum disorders and students who require augmentative communication systems;
- Ability to be flexible and creative.

Days of work to be determined.

Requirement(s):

The successful candidate will possess:

- A Master's Degree in Speech and Language Pathology;
- Membership in the College of Speech and Hearing Health Professionals.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-088

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Garibaldi Secondary	Continuing	0.5710	Foods & Nutrition Drama	Grades 9/10 Grade 8

Unique Position Descriptors:

This assignment includes 3 Blocks of Foods & Nutrition and 1 Block of Drama 8, on a Day 2/4 Schedule (Tuesday and Thursday and every other Friday).

Requirement(s):**Additional Information:**

Job Posting: Posting Detail**Posting:** T1819-091

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Garibaldi Secondary	Continuing	1.0000	Science	Grade 8
				Math	Grade 8
				Math A&W	Grade 11
				Math	Grade 11
				Science	Grade 10
				Math	Grade 9

Unique Position Descriptors:

This assignment includes Math 8, 9, 11 and 11 A&W, and one block of Science 10.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail

Posting: T1819-109

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Occupational Therapist	Learning Services	Temporary Assignment	1.0000		

Unique Position Descriptors:**Occupational Therapist**

This position is effective from September 1, 2018 to June 30, 2019, or return of the incumbent.

Requirement(s):

- Work to promote, maintain and develop the skills needed by students to be functional in a school setting.
- Provide services to children with orthopedic, neurological muscular, spinal, joint or sensory dysfunction, as well as those with cognitive and complex neuro-behavioural disorders.
- Provide services that may include assessment, consultation, program planning and assistance in diagnosis, treatment and equipment selection/adaptation.
- Review reports, interview parents or guardians, observe and assess the learner's needs and consult/collaborate with educational staff and/or appropriate medical personnel.
- Conduct appropriate in-service training sessions.
- Coordinate support services provided by community agencies and service groups.

Qualifications:

- A Master's Degree in Occupational Therapy
- Registration or eligibility for registration and possession of a current license with the College of Occupational Therapists of BC

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-110

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Occupational Therapist	Learning Services	Temporary Assignment	0.4000		

Unique Position Descriptors:**Occupational Therapist**

Effective September 1, 2018 to June 30, 2019.

Requirement(s):

- Work to promote, maintain and develop the skills needed by students to be functional in a school setting.
- Provide services to children with orthopedic, neurological muscular, spinal, joint or sensory dysfunction, as well as those with cognitive and complex neuro-behavioural disorders.
- Provide services that may include assessment, consultation, program planning and assistance in diagnosis, treatment and equipment selection/adaptation.
- Review reports, interview parents or guardians, observe and assess the learner's needs and consult/collaborate with educational staff and/or appropriate medical personnel.
- Conduct appropriate in-service training sessions.
- Coordinate support services provided by community agencies and service groups.

Qualifications:

- A Master's Degree in Occupational Therapy
- Registration or eligibility for registration and possession of a current license with the College of Occupational Therapists of BC

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-119

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Garibaldi Secondary	Continuing	1.0000	Counselling	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018.

Requirement(s):

- Applicants are required to have a Master's Degree in Counselling Psychology coupled with successful classroom teaching experience.
- Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.
- Core duties include personal counselling and support, mediation and liaison, critical incident involvement, group counselling, academic counselling and career counselling.
- Further core duties involve responsibility for coordination for emergency referrals, referrals for students to community agencies, school to school transitions, liaison with RCMP, career post-secondary days, organize SAT/ACT/TOEFL/CPT/LPI and entrance tests for post-secondary.
- Applicants should have ability to work with outside agencies including understanding integrated case management.
- Applicants should have knowledge and understanding of what an effective school based team looks like and how to organize and operate it.
- Applicants should have knowledge of the Ministry requirements for the full Grade 8-12 secondary school program and ability to complete all Ministry documentation necessary to satisfy graduation requirements and to assist students in completing scholarship and bursary applications.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-122

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	1.0000	French	Grade 8
				French	Grade 9
				French	Grade 10

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 2 blocks French 8, 3 blocks French 9 and 2 blocks French 10.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-123

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Teach ELL (Auth Loc)	Continuing	1.0000	English Language Learners	Elementary

Unique Position Descriptors:

Effective September 1, 2018. As this is an itinerant position, the successful candidate may be assigned to support ELL students in one or more schools. Applicants must meet Ministry of Education criteria to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Requirement(s):

The successful candidate will possess an Elementary or Secondary Education degree from a recognized university and specialized education for ELL specialist teachers. A combination of the following is required:

- Successful classroom experience;
- Experience adapting instruction to meet the diverse language needs of students;
- Successful completion of post-secondary academic coursework in the following areas (TEFL/TESL are considered minimal qualifications):
 - Second Language Methodology and Applied Linguistics;
 - First and Second Language acquisition/learning;
 - Assessment/testing theory and practice.

A combination of the following would be considered assets:

- Cross-cultural understandings;
- Sensitization and strategy training or coursework;
- Multicultural studies.

Preference will be given to candidates who fully meet qualification standards while consideration may be given to candidates who are currently enrolled in a recognized ELL specialist program.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-125

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Garibaldi Secondary	Temporary Assignment	0.8570	English Social Studies	Grade 9 Grade 10

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019, or return of the incumbent. This assignment includes 2 blocks English 9 and 4 blocks Social Studies 10.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail

Posting: T1819-126

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Garibaldi Secondary	Continuing	0.8570	Special Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, 1 of the 6 blocks of SPED will be to support Gifted students.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- *severe behaviour,*
- *physically dependent,*
- *moderate to profound intellectual disabilities,*
- *physical disabilities and chronic health impairments,*
- *autism,*
- *mild intellectual impairment.*

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EAs.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-127

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Thomas Haney Secondary	Continuing	1.0000	Special Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes working with low incidence students.

Requirement(s):**The successful candidate will possess the following:**

- Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.
- A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- Designing, adapting and modifying curriculum;
- Writing, implementing and evaluating positive behaviour support plans and strategies;
- Writing, implementing and evaluating IEP's;
- Assessment (including level B tests);
- Teaching functional life skills; collecting behavioral and educational baseline and progress data;
- Using technology to support student needs and coordinating and facilitating the work of EA's.

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-128

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Samuel Robertson Tech	Continuing	1.0000	Music	Grades 8-12 Secondary
				Social Studies	Grade 9
				Science	Grade 9

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes the Grade 8 Guitar rotations, 1 block School of Rock, 2 blocks Grade 9-12 Guitar, 2 blocks Social Studies 9 and 1 block Science 9.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-129

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	0.5710	Technological Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 1 block Robotics 8, 2 blocks of Metal 9/10 and 1 block of Wood 9/10 on a Day 1/3 schedule.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-130

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	1.0000	Foods & Nutrition	Grades 8-12 Secondary
				Physical Education	Grades 8/9
				Leadership	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 4 blocks of Foods 9/10, 2 blocks of PE 9 and 1 block of Link Crew.

Requirement(s):

Link Crew Certification would be an asset.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-131

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	0.7140	Math	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 2 blocks Math 10 Foundations, 2 blocks Math 11 A&W and 1 block Math 9.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-133

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	1.0000	Special Education	Grade 9

Unique Position Descriptors:

Effective September 1, 2018. Westview has an inclusive model where SPED is offered in regular classrooms. It is expected that the successful applicant will be able to provide support in a collaborative model where students are fully integrated into regular classes.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail

Posting: T1819-134

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	1.0000	Special Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, this assignment will primarily provide Grade 10-12 Support. Westview has an Inclusionary Model where support teachers will work in regular classrooms.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-135

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Temporary Assignment	1.0000	English	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019, this assignment includes 3 blocks of English 9, 2 blocks of English 10, 1 block of English 11 and 1 block of English 12.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-136

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Temporary Assignment	1.0000	Yoga	Grades 8-12 Secondary
				Math	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1st to October 26th, 2018, or return of the incumbent. This assignment includes 3 blocks of Yoga 11/12, 2 blocks of Math 8, and 2 blocks of Math 10 Foundations.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail

Posting: T1819-138

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Westview Secondary	Continuing	1.0000	Special Education	Grade 8

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes working in Westview's Inclusionary Model, where the SPED teacher will work with Grade 8 teachers and support students in regular classes.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-139

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Special Education	Grades 8/9

Unique Position Descriptors:

Effective September 1, 2018, this assignment is in our Journey program. The successful applicant will work with Grade 8 and 9 students (approximately 15) on all core areas. There is ample opportunity for community outings and life skill development. A working knowledge of IEP's is essential.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-140

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Earth Science	Grade 11
				Science	Grade 10
				Science	Grade 9
				Geology	Grade 12

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 2 blocks of Science 9, 2 blocks of Science 10, 2 blocks of Earth Science 11 and 1 block of Geology 12.

Requirement(s):**Additional Information:**

Job Posting: Posting Detail**Posting:** T1819-141

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Temporary Assignment	1.0000	Science	Grade 10
				Science	Grade 9
				Math	Grade 9
				Leadership	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1st to November 2nd, 2018, or the return of the incumbent. This assignment includes 2 blocks of Math 9, 2 blocks of Science 9, 2 blocks of Science 10 and 1 block of Leadership.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail**Posting:** T1819-142

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Accounting	Grades 11/12
				Information Technology	Grades 11/12
				Information Technology	Grade 8
				Technological Education	Grades 10/11

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes Information Technology in several combined classes including Drafting, Business Info Management and Programming. Please call for further descriptions.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail

Posting: T1819-143

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Special Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018, This assignment includes case management with a required knowledge of IEP's and the inclusive SPED delivery model.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-145

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Math	Grade 8
				Math A&W	Grade 11
				Math A&W	Grade 10

Unique Position Descriptors:

Effective September 1, 2018, this position includes 2 block of Math 8, 2 blocks of Math A&W 10 and 3 blocks of Math A&W 11.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail**Posting:** T1819-146

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Temporary Assignment	1.0000	French Planning 10	Grades 9/10 Grade 9

Unique Position Descriptors:

Effective September 1, 2018 to June 30, 2019, or return of the incumbent. This assignment includes 6 blocks of junior level French courses and one block of Career Education 9.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail**Posting:** T1819-147

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	1.0000	Physical Education	Grade 8
				Physical Education	Grade 9
				Physical Education	Grade 10
				Science	Grade 8
				Science	Grade 9

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes French Immersion Science 8, French Immersion PE 8-10 and English Science 8 and 9.

Requirement(s):**Additional Information:**

Job Posting: Posting Detail**Posting:** T1819-148

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	0.5700	French	Grade 8
				French	Grade 11

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 1 block French 8 and 3 blocks French 11, on a Day 1/3 schedule.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail**Posting:** T1819-149

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	1.0000	Human Services	Grades 11/12
				Foods & Nutrition	Grade 8
				Foods & Nutrition	Grade 9
				Foods & Nutrition	Grade 10
				French	Grade 8

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 1 block of French 8, 2 blocks of Foods 8, 1 block of Foods & Nutrition 9, 2 blocks of Foods & Nutrition 10 and 1 block of Human Services 11/12, which is actually Family Studies 11/12.

Requirement(s):**Additional Information:**

Close

Job Posting: Posting Detail**Posting:** T1819-150

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	0.8570	Math	Grades 8/9
				Social Studies	Grade 9
				Earth Science	Grade 11

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 2 blocks Math 8/9, 2 blocks Social Studies 9 and 2 blocks Earth Science 11. This assignment can be combined with a one block posting.

Requirement(s):**Additional Information:**[Close](#)

Job Posting: Posting Detail

Posting: T1819-151

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	1.0000		Elementary Grades 8-12 Secondary

Unique Position Descriptors:

District Helping Teacher - Mentoring Program

Effective September 1, 2018 to June 30, 2019, or return of the incumbent. Reporting to the Assistant Superintendent the District Helping Teacher - Mentoring Program will be an active member of a team of district helping teachers and will be part of promoting and visioning around building success for all learners within the district.

The successful applicant will assume overall responsibilities to coordinate the district mentorship program and implement the long standing goals of this program:

- To provide personal and professional support to beginning teachers in their first year(s) of classroom work;
- To provide support to experienced teachers who make a significant change in their assignment;
- To provide support to experience teachers who wish to renew their skills and strategies;
- To provide support to teachers returning from a leave.

Requirement(s):

Qualifications/academic knowledge/experiences:

- Demonstrated ability to actively listen, engage in dialogue and plan collaboratively.
- Masters of Education (preferred but not required); successful experience working as a mentor and collaborating with colleagues on various projects.
- Thorough understanding and demonstration in practice of current instructional and assessment/evaluation practices.
- Demonstrated ability to move the philosophy of inclusion into daily classroom practice.
- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups.
- Demonstrated ability to work effectively as part of a team requiring excellent interpersonal and organizational skills.
- Demonstrated ability to manage a budget and work independently.

Additional Information:

Duties will include:

- Supporting teachers in the classroom with resources, strategies and mentoring connections.
- Planning and presenting workshops throughout the year.
- Providing TTOCs with support systems and resources, including orientation.
- Organizing presenters for workshop series.
- Connecting mentors and mentees across the district from K-12 and providing support.

- Leading and supporting the school mentoring reps.
- Involvement with the SD42 student inclusive reporting.
- Co-planning and co-presenting with other helping teachers and itinerant staff with a focus on providing coordinated support to school teams and school staffs.
- Plan for and facilitate connections within and between schools.

Close

Job Posting: Posting Detail

Posting: T1819-152

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Secondary	Continuing	1.0000	Special Education	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2018.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.*
- *A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour,
- physically dependent,
- moderate to profound intellectual disabilities,
- physical disabilities and chronic health impairments,
- autism,
- mild intellectual impairment.

Skills should include:

- *Designing, adapting and modifying curriculum;*
- *Writing, implementing and evaluating positive behaviour support plans and strategies;*
- *Writing, implementing and evaluating IEP's;*
- *Assessment (including level B tests);*
- *Teaching functional life skills; collecting behavioral and educational baseline and progress data;*
- *Using technology to support student needs and coordinating and facilitating the work of EA's.*

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information:

Close

Job Posting: Posting Detail**Posting:** T1819-153

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Continuing	1.0000	Math	Grade 11
				Math A&W	Grade 11
				Calculus	Grades 11/12

Unique Position Descriptors:

Effective September 1, 2018, this assignment includes 2 blocks of Math 10 and 5 blocks of Math 11, including two Foundation blocks and 3 Precalc blocks.

Requirement(s):**Additional Information:**

Close