

Job Posting: Posting Detail

Posting: T2627-001

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Albion Elementary	Continuing	1.0000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026.

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-002

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Davie Jones Elementary	Continuing	0.2000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Fridays.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-003

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Eric Langton Elementary	Continuing	0.4000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Wednesday and Friday.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-004

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Eric Langton Elementary	Temporary Assignment	1.0000	French Immersion	Grade 1/2

Unique Position Descriptors:

Effective September 1, 2026 to June 30, 2027 or return of incumbent.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-005

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Eric Langton Elementary	Continuing	1.0000	French Immersion	Grade 2/3

Unique Position Descriptors:

Effective September 1, 2026.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-006

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/Support/SPED	Eric Langton Elementary	Continuing	1.0000	French Immersion Support Teaching	K-7

Unique Position Descriptors:

Effective September 1, 2026.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

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 Student Support 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 function life skills; collecting behavioral and education 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:

Job Posting: Posting Detail

Posting: T2627-007

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Fairview Elementary	Continuing	0.1000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Wednesday AM.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-008

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Glenwood Elementary	Continuing	0.1000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Friday PM.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail**Posting:** T2627-009

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Hammond Elementary	Continuing	1.0000	Montessori	Kindergarten/Grade 1

Unique Position Descriptors:

Effective September 1, 2026.

The successful applicant should possess: Early Childhood Education training and experience. A clear understanding of the characteristics of the Kindergarten learner. Training, background and knowledge in the implementation of early literacy and early intervention programs.

Requirement(s):

- Certification with the Teacher Regulation Branch.
- A commitment to, and implementation of, the Montessori philosophy.
- Priority and preference will be given to candidates possessing certification accredited through MACTE, AMS, AMI, NAMC, CAMSV or equivalent.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-010

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/Support/SPED	Laity View Elementary	Continuing	0.6000	French Immersion Support Teaching	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Tuesday, Thursday and Friday.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

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 Student Support 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 function life skills; collecting behavioral and education 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:

Job Posting: Posting Detail

Posting: T2627-011

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Laity View Elementary	Continuing	0.4000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Tuesday and Thursday.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-012

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Laity View Elementary	Temporary Assignment	0.4000	French Immersion	Grade 2/3

Unique Position Descriptors:

This is a job share effective September 1, 2026 to June 30, 2027 for Thursdays and Fridays.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-013

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Laity View Elementary	Temporary Assignment	1.0000	French Immersion	Grade 1/2

Unique Position Descriptors:

Effective September 1, 2026 to June 30, 2027 or return of incumbent.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-014

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Laity View Elementary	Temporary Assignment	0.2000	French Immersion	Grade 6/7

Unique Position Descriptors:

This is a job share effective September 1, 2026 to June 30, 2027. Assignment work day is preferably Tuesday or Thursday. French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-015

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Laity View Elementary	Continuing	1.0000	French Immersion	Grade 2/3

Unique Position Descriptors:

Effective September 1, 2026.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-016

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Elementary	Temporary Assignment	1.0000	French Immersion	Grade 5/6

Unique Position Descriptors:

Effective September 1, 2026 to **March 5, 2027** or return of incumbent.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-017

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Elementary	Temporary Assignment	1.0000	French Immersion	Kindergarten/Grade 1

Unique Position Descriptors:

Effective September 1, 2026 to **December 31, 2026** or return of incumbent.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

The successful applicant should possess: Early Childhood Education training and experience. A clear understanding of the characteristics of the Kindergarten learner. Training, background and knowledge in the implementation of early literacy and early intervention programs.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-018

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Pitt Meadows Elementary	Continuing	1.0000	French Immersion	Grade 4/5

Unique Position Descriptors:

Effective September 1, 2026.

French proficiency required and knowledge of French Immersion methodology, literacy and numeracy.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-019

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Websters Corners Elementary	Continuing	0.2000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Tuesdays.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-020

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/English Lang Learners	Whonnock Elementary	Continuing	0.1000	English Language Learners	K-7

Unique Position Descriptors:

Effective September 1, 2026. Assignment works Tuesday AM.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-021

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Counsellor	Safe and Caring Schools	Continuing	0.8000	Counselling	K-7

Unique Position Descriptors:

Effective September 1, 2026.

Requirement(s):

Consideration will be given to applicants enrolled in or possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience; outstanding communication and interpersonal skills with other professionals including school based teams; and is able to work as part of a strong collaborative team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-022

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Counsellor	Safe and Caring Schools	Temporary Assignment	0.2000	Counselling	K-7

Unique Position Descriptors:

Effective September 1, 2026 until June 30, 2027.

Requirement(s):

Consideration will be given to applicants enrolled in or possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience; outstanding communication and interpersonal skills with other professionals including school based teams; and is able to work as part of a strong collaborative team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-023

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Counsellor	Safe and Caring Schools	Temporary Assignment	0.4000	Counselling	K-7

Unique Position Descriptors:

Effective September 1, 2026 until return of incumbent, but not beyond June 30, 2027.

Requirement(s):

Consideration will be given to applicants enrolled in or possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience; outstanding communication and interpersonal skills with other professionals including school based teams; and is able to work as part of a strong collaborative team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-024

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Counsellor	Safe and Caring Schools	Temporary Assignment	1.0000	Counselling	K-7

Unique Position Descriptors:

Effective September 1, 2026 until return of incumbent, but not beyond June 30, 2027.

Requirement(s):

Consideration will be given to applicants enrolled in or possess a Master's Degree in Counselling Psychology or equivalent, combined with successful elementary classroom teaching and counselling experience; outstanding communication and interpersonal skills with other professionals including school based teams; and is able to work as part of a strong collaborative team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-025

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Continuing	1.0000	Literacy Literacy	K-7 Grades 8/9

Unique Position Descriptors:

Effective September 1, 2026.

The District Literacy Helping Teacher will:

- Maintain and enhance current reading initiatives (including the development and implementation of K to 3 screeners);
- 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 in early literacy learning and with those schools that have literacy goals in their growth plans;
- Champion literacy, primary and curricular initiatives in the District, coordinate and offer in-service and pro D activities district-wide on pro D days, and during and/or outside instructional time;
- Assist with developing a way to assess and support literacy acquisition in all children;
- Assist in mentoring teachers in literacy instruction and assessment;
- Update and moderate literacy learning resources and ideas on the SD42 Spark website.
- 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 with a focus on priority populations (Indigenous students, students with disabilities and diverse abilities, and children in care);
- Support teachers in implementing effective formative assessment strategies that reaches all learners;
- 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;
- Oversee and implement pilots and systems for effective literacy intervention;
- Plan for and facilitate connections within and between schools.

Requirement(s):**Qualifications/academic knowledge/experiences:**

- Bachelor of Education Degree in elementary education;
- Experience working and teaching at the elementary grade levels with a demonstrated ability to teach children using play-based and project-based activities.
- Experience in early learning and teaching in primary is an asset

Additional Information:

Job Posting: Posting Detail

Posting: T2627-026

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Continuing	1.0000	Literacy Literacy	K-7 Grades 8/9

Unique Position Descriptors:

Effective September 1, 2026.

The District Literacy Helping Teacher will:

- Maintain and enhance current reading initiatives (including the development and implementation of K to 3 screeners);
- 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 in early literacy learning and with those schools that have literacy goals in their growth plans;
- Champion literacy, primary and curricular initiatives in the District, coordinate and offer in-service and pro D activities district-wide on pro D days, and during and/or outside instructional time;
- Assist with developing a way to assess and support literacy acquisition in all children;
- Assist in mentoring teachers in literacy instruction and assessment;
- Update and moderate literacy learning resources and ideas on the SD42 Spark website.
- 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 with a focus on priority populations (Indigenous students, students with disabilities and diverse abilities, and children in care);
- Support teachers in implementing effective formative assessment strategies that reaches all learners;
- 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;
- Oversee and implement pilots and systems for effective literacy intervention;
- Plan for and facilitate connections within and between schools.

Requirement(s):**Qualifications/academic knowledge/experiences:**

- Bachelor of Education Degree in elementary education;
- Experience working and teaching at the elementary grade levels with a demonstrated ability to teach children using play-based and project-based activities.
- Experience in early learning and teaching in primary is an asset

Additional Information:

Job Posting: Posting Detail

Posting: T2627-027

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Occupational Therapist	Learning Services	Temporary Assignment	0.8000		

Unique Position Descriptors:

Effective September 1, 2026 until return of incumbent, but not beyond June 30, 2027.

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:

Job Posting: Posting Detail

Posting: T2627-028

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	Learning Services	Temporary Assignment	1.0000		

Unique Position Descriptors:

Effective September 1, 2026 until June 30, 2027.

Reporting to the Director of Instruction, the District Helping Teacher Elementary 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.

Duties include:

- 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 Behaviour Support 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.
- 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 developing plans for students transitioning to Kindergarten and Grade 8.
- Consulting and collaborating with Learning Services 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.
- Coordination and support with District Behaviour Team placements.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2627-029

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

Unique Position Descriptors:

Effective September 1, 2026 until June 30, 2027.

This Counselling role includes Grades 8 -12 Counselling, Careers 9, International Counselling and International Liaison

Applicants are required to have a Master's Degree in Counselling Psychology coupled with successful classroom teaching experience.

Requirement(s):**Additional Qualifications:**

- the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.
- the ability to work with outside agencies including understanding integrated case management.
- the knowledge and understanding of what an effective school based team looks like and how to organize and operate it.
- the 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.

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.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-030

Position	Location	Assignment Type	Hours/FTE	Subject	Level
School Psychologist	Learning Services	Continuing	1.0000		

Unique Position Descriptors:

Effective September 1, 2026.

Requirement(s):

The School Psychologist will be responsible for the psycho-educational assessment of students in the district and interpretation up to and including Level C Educational, Psychological and Behavioural tests. The School Psychologist will demonstrate outstanding communication and interpersonal skills with other professionals and be able to work as part of a strong collaborative team.

The successful candidate will:

- Be qualified to administer and interpret up to and including Level C Educational, Psychological, and Behavioural Tests;
- Have demonstrated ability in collaborating with school-base and/or district personnel to gather classroom-based data, and design or implement instructional and/or behavioural support strategies;
- Demonstrate outstanding communication and interpersonal skills with other professionals including school-based teams and is able to work as part of a strong collaborative team;
- Possess demonstrated experience working in the education system and/or a teaching certificate.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-031

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

Unique Position Descriptors:

Effective September 1, 2026

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;

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:

Job Posting: Posting Detail

Posting: T2627-032

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	Learning Services	Temporary Assignment	0.5000		

Unique Position Descriptors:

Effective September 1, 2026 until June 30, 2027.

The District Helping Teacher will report to the Director of Learning Services and will work with students requiring behaviour intervention/support.

The District Helping Teacher will:

- support the school staff in completing necessary documents for ministry designation
- be the referral person for the ministry category gifted (P)
- assist in providing school teams with methods of improving the efficiency of collecting the documentation that is necessary
- join school-based teams to support staff with strategies and plans for students, and support for the referral process

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

Job Posting: Posting Detail

Posting: T2627-033

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Maple Ridge Secondary	Temporary Assignment	1.0000	English Language Learners	Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2026 until return of incumbent, but not beyond June 30, 2027.

Requirement(s):

Applicants must meet Ministry of Education requirements to teach ELL, and be able to work collaboratively with school staff and the larger elementary ELL team.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-034

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

Unique Position Descriptors:

Effective September 1, 2026

Requirement(s):**Requirements:**

- 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.
- the ability to work with outside agencies including understanding integrated case management.
- the knowledge and understanding of what an effective school based team looks like and how to organize and operate it.
- the 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.

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.

Additional Information:

Job Posting: Posting Detail

Posting: T2627-035

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	District Itinerants	Temporary Assignment	0.4000	French Immersion	K-7 Grades 8-12 Secondary

Unique Position Descriptors:

Effective September 1, 2026 until June 30, 2027.

The District French Immersion Helping Teacher will report to the FRIMM Principal and Coordinator. They will work closely with teachers, staff, administrators and schools to maintain and enhance current French language program initiatives K-7 and support all French immersion schools and staff through leadership, collaboration, and professional development processes. These service encompass multiple and varied areas of responsibility on a district-wide basis.

- 1) The District French Immersion Helping Teacher will facilitate discussions with teachers, school administrators, staff and other stakeholders. Collaboratively identifying inclusive and effective strategies in teaching French Immersion and Core French;
- 2) Work with other district helping teachers and district coordinator of French programs to provide direct support to schools in French Immersion;
- 3) Be an advocate for French Immersion. Support the growth and needs of the French Immersion Program;
- 4) Liaise with Canadian Parents for French to support home and school connection and share resources and opportunities available locally and provincially for parents and students in French Immersion;
- 5) Offer mentoring to teachers in French language instruction and assessment; during and/or outside of instructional time; to provide information to teachers regarding professional development opportunities in the area of French Immersion and Core French;
- 6) Co-plan and co-present with other helping teachers and the coordinator of French programs with a focus on providing coordinated support to French Immersion school teams and school staffs;
- 7) Promote an emphasis on oral language, literacy, and differentiation in K-12 French Immersion classes;

Requirement(s):

- Bachelor of Education Degree in Education
- 5 years recent related experience working and teaching at the elementary grade levels with a demonstrated experience as a subject matter expert teaching French Immersion.
- Fluent in French (written and spoken)
- Knowledge of French program curriculum, current FI research and knowledge of district online resources and other online resources
- Demonstrated leadership skills
- Ability to foster a team environment, to problem solve and elicit creative solutions Demonstrated ability to work effectively and collaboratively with all educational staff requiring sound interpersonal, communication, and organizational skills
- Demonstrated skills in decision making
- Demonstrated technology skills
- A valid BC Teaching Certificate