

Job Posting: Posting Detail

Posting: T2526-411

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|-----------------------------|-----------------|-----------|------------|-----------|
| Teacher | Websters Corners Elementary | Continuing | 1.0000 | Elementary | Grade 4/5 |

Unique Position Descriptors:

Effective April 1, 2026.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2526-420

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------------------|---------------------------|----------------------|-----------|-------------------|-----------------------|
| Teacher/Support/SPED | SD42 Alternative (Connex) | Temporary Assignment | 0.4000 | Special Education | Grades 8-12 Secondary |

Unique Position Descriptors:

Effective as soon as possible until June 30, 2026 working Tuesdays & Thursdays.

The successful applicant would be providing support to school staff with the drafting and writing of IEPs and arranging documentation to support the coding of students. A very good knowledge of the IEP process and experience working with ministry identified student files would be an asset. In addition, understanding and having experience with the expectations regarding documentation requirements for students attending Type 3 schools would be an additional asset.

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: T2526-421

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|----------------------------------|----------------------|-----------|------------|-------|
| Teacher | Ci:tmexw Environmental Community | Temporary Assignment | 0.2000 | Elementary | K-7 |

Unique Position Descriptors:

Effective April 1, 2026 until return of incumbent, but not beyond June 30, 2026; may include a graduated return. Assignment works Thursday.

The successful applicant will provide preparation time coverage for classroom teachers while delivering engaging learning experiences for students across multiple grade levels. This role involves working with multi-age groups and supporting the school's focus on outdoor, land-based, and experiential learning. The Prep Teacher will plan and implement lessons that align with the BC Curriculum and complement the environmental focus of the school. The successful candidate will collaborate with staff, build positive relationships with students, and contribute to a safe, inclusive, and supportive learning environment. The ideal candidate will demonstrate flexibility, strong classroom management skills, and an interest in environmental education and outdoor learning. Experience working with diverse learners and multi-age groups is considered an asset.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2526-422

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|----------------------------------|-----------------|-----------|-----------------------------|-------|
| Teacher | Ci:tmexw Environmental Community | Continuing | 0.2000 | Collaboration Time Teaching | K-7 |

Unique Position Descriptors:

Effective April 1, 2026. Assignment works Wednesdays.

The successful applicant will provide preparation time coverage for classroom teachers while delivering engaging learning experiences for students across multiple grade levels. This role involves working with multi-age groups and supporting the school's focus on outdoor, land-based, and experiential learning. The Prep Teacher will plan and implement lessons that align with the BC Curriculum and complement the environmental focus of the school. The successful candidate will collaborate with staff, build positive relationships with students, and contribute to a safe, inclusive, and supportive learning environment. The ideal candidate will demonstrate flexibility, strong classroom management skills, and an interest in environmental education and outdoor learning. Experience working with diverse learners and multi-age groups is considered an asset.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2526-415

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|------------------------------|----------------------|----------------------|-----------|--------------------------------|------------------------------|
| Teacher Indigenous Education | Indigenous Education | Temporary Assignment | 1.0000 | First Nations First Nations | K-7 Grades 8-12 Secondary |

Unique Position Descriptors:

Effective as soon as possible until return of incumbent, but not beyond June 30, 2026 and may include a graduated return.

Posting is four elementary schools and one secondary including a portfolio with post secondary school trips. Requires direct support to students of ancestry directly in classrooms. Collaborate with classroom teachers and Indigenous Education Support Workers

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.

Requirement(s):

This position works in a variety of capacities primarily in elementary school settings for the success of the aboriginal learner.

The successful candidate will possess the following:

- A proven interest and experience/ability to work with and advocate for students of aboriginal ancestry;
- Experience and demonstrated knowledge with Aboriginal Cultures, Community and traditional learning and teaching styles such as, but not limited to: oral tradition, experiential learning, mentorships, community focus, relationship based;
- Ability to facilitate the development of strategies that will enhance the personal, social, cultural and educational development of Aboriginal students;
- Ability to provide leadership with interdisciplinary and integrated approaches to learning;
- Knowledge, understanding and sensitivity of the effects and impact on aboriginal students of cultural differences and the historical educational experience of the aboriginal population in BC;
- Ability to consult and assist Aboriginal Support Workers, Support Teachers, Classroom Teachers, Child Care Workers, Administrative Officers and any other members of the formal educational community in the growth of their capacity for diversification specific to meet the needs of Aboriginal learners.

Applicants should have strong interpersonal, communication and collaborative skills; expertise in a wide range of teaching and management strategies; knowledge of methods for evaluating and selecting instructional materials suitable for students with a variety of needs; ability to carry out a variety of assessments, including classroom observation, ability to contribute to the development, implementation, and evaluation of an IEP in manners consistent with the needs and learning styles of Aboriginal learners. Familiar with Early and Late Literacy/intervention programs an asset as is experience teaching side by side with other professionals.

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.

Additional Information: