

2026-27 STAFFING BULLETIN #1

Teachers applying for positions with special qualifications must provide proof of qualification at time of application.

Teachers interested in the following positions must state their intent by emailing a list of positions in priority order to hr@sd70.bc.ca. Please use Posting #s to identify the position(s) you are applying for. A confirmation email will be returned.

The closing date for this posting is 9:00am, Sept 11, 2026. **Teachers must prioritize their references where more than one posting is requested.**

THE FOLLOWING TEACHERS IN ORDER OF SENIORITY HAVE VOLUNTEERED TO BE SURPLUS, HAVE BEEN DECLARED SURPLUS OR HAVE BECOME SURPLUS PURSUANT TO ARTICLES E.21 AND C.5 OF THE COLLECTIVE AGREEMENT:

Name	Aggregate 2026-27	FTE Surplus	FTE Entitlement	Comments
MacInnis, Lana	88.21	0.5	0.5	
Woodfin, Nikole	77.21	0.1	0.1	
Maschak, Alysia	52	1.0	1.0	
Bodaly, Kathleen	47.579	0.45	0.45	
Davis, Carla	41.474	1.0	1.0	
Lazzeratto, Carmen	29	0.571	0.571	

AWARDED FROM SURPLUS PROCESS

Name	Aggregate 2026-2027	Awarded	Position	Location
McIver, Miranda	40.211	0.1	Grade 4/5	WCS
Herron, Alexandra	28 ²	0.143	3D Art	ADSS

FOR SPECIFIC DETAILS REGARDING THESE POSITIONS, PLEASE DIRECT INQUIRIES TO THE "CONTACT PERSON" LISTED BELOW:

Posting #	Location	FTE	Position	Term	Contact
1	District	1.0	District Inclusion Resource Teacher* ¹	2026-27	M. Bennett
2		0.5	School Counsellor* ² – West Coast	TROT	
3		0.5	Speech and Language Pathologist * ³ – West Coast	2026-27	
4	ADSS	1.0	Video Media 10/12, Hum 8, SS9, Photo 10-12 (Semester 1) Photo 10-12, Hum8, Eng9, Prep (Semester 2)	TROT	C. McAulay

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5		0.5	Indigenous Support Teacher ^{*4} (Afternoons)	TROT	C. McAulay
6		0.857	Lit10, 2D Art, Fine Arts8, CLE10 (Semester 1) New Media11, Fine Arts 8 (Semester 2)	TROT	
7	AES	0.2	Grade 1 French Immersion (not combinable with #8)	TROT	R. Souther
8		0.15	Grade 5 French Immersion (Monday and Tuesday)	TROT	
9		0.5	Grade 5/6	TROT	
10		0.5	Grade 6/7 (Tuesday – Friday)	TROT	
11	BCS	0.27	Indigenous Support Teacher ^{*4}	2026-27	R. Schmitt
12	DES	1.0	Grade 1/2	TROT	J. Badovinac
13	EALC	1.0	Competency Centered Cohort Teacher ^{*5} (Physical and Mental Health Wellness focus)	TROT	D. Maher
14	KFDC	1.0	Teacher/Advisor K-12 ^{*6}	2026-27	D. Maher
15	MES	1.0	PE, Music	TROT	S. Brown
16	TES	0.053	PE	TROT	M. Girard
17		1.0	Kindergarten	TROT	
18	UES	0.2	Kindergarten (Wednesdays)	TROT	C. Green
19	USS	1.0	Indigenous Support Teacher ^{*4} , Creative Writing 11/12, English 9, and English First Peoples 11	TROT	D. Ryan
20	WCS	0.5	Grade 2	TROT	D. Stone
21	WES	1.0	Grade 1/2	TROT	D. Homan

***1 DISTRICT RESOURCE TEACHER INCLUSION SUPPORT**

The District Inclusive Education Resource Teacher works as part of the District Student Services Team to support the implementation of district programs and services at schools. The role includes participation in Student Services district planning, consultation, mentoring and training of Inclusive Education Teachers, Education Assistants, and the coordinating of district services with other professionals.

The District Inclusive Education Resource teacher works to lead current and future district initiatives aimed at building an understanding of effective Inclusive Teacher practices and learner-centered environments to support diverse learners. They do so by facilitating professional learning opportunities, working side by side with teachers (classroom, Inclusion Support Teachers, Learning Assistance) as instructional coaches, and supporting Integrated Case Management teams for students with complex needs.

The person in this position will have comprehensive knowledge of current research and directions in Inclusive Education as well as BC Ministry of Education Legislation and Policies and how they best translate into excellent district practices.

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Duties:

- Promote meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Collaborate with teachers and learning support teachers to demonstrate how diverse learners can be considered in classroom programming and instruction aimed at all learners within the context of BC's redesigned curriculum.
- Support schools to use evidence-based practices, instructional and behavioural data, research, and professional knowledge to inform practice and improve learning outcomes for students with exceptionalities.
- Use principles of **Universal Design for Learning** in the development of all plans and programs.
- Use, and demonstrate how to use, principles of **Response to Intervention** to determine appropriate levels of support and intervention provided within classroom and school communities.
- Collaborate with multi-disciplinary teams, general and special education colleagues and with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
- Provide mentorship to new or nearly new school-based Inclusion Support Teachers.
- Work as a member of the **District Learning Services Team** to promote and deliver professional development for the purpose of continuous improvement of professional performance for general and special education teachers and educational assistants.
- Provide hands-on support to teach and model specific learning/teaching strategies with individual students, groups of students and/or whole classes.
- Promote the development of student independence using a variety of strategies that include the demonstration of prompt fading to increase student independence.
- Assisting in district screening for designation and reporting of students in Ministry defined categories; ensuring files meet district and ministry standards
- Participating in the development of district procedures and practices related to students with diverse needs
- Assisting with planning and delivering staff development programs for support-staff working with students who have unique needs
- Monitoring progress of students with complex profiles, in partnership with school and district staff
- Attending and mentoring school-based teams, facilitating resource allocation and services to schools and students
- Facilitation in District Partner role for Provincial Resource Programs designed to provide coordinated services for children and youth
- Liaising with pre-school and post-secondary services in the district and community which provide programs for students with diverse needs
- Writing professional reports; educational and risk assessment reports, meeting and planning reports etc.

Qualifications:

- Graduate Level qualifications in Inclusive/Special Education (Master's degree or Inclusive Education Post-Degree Diploma) including a valid BC Teaching Certificate
- Qualified to administer and interpret B testing
- 3-5 years' experience as an Inclusion Support Teacher with demonstrated competencies in planning and implementation of programs diverse student needs, including students with complex developmental and behavioral challenges across K-12 system.
- Comprehensive knowledge of current topics and research in Inclusive Education and their best application to practices in schools
- Experience in building successful inclusive learning environments
- Demonstrated excellent consultation, communication, and problem-solving skills
- Proven ability to co-ordinate, develop and facilitate staff development opportunities
- Extensive experience in writing IEPs, FBA, ISPT, Behavioral Support Plans, Safety Plans and implementing adaptive technologies for students with diverse needs
- A broad knowledge of diagnostic curriculum-based and norm-reference assessments used in the identification and instructional support planning.
- Demonstrated success training and mentoring educators
- Ability to work cooperatively and constructively with challenging teams and families in distress.

***2 SCHOOL COUNSELLOR**

School counsellors provide a continuum of preventative, developmental, remedial, and intervention service and programs and facilitate referral to community resources. The role includes counselling, school-based consultation, co-ordination and education.

Responsibilities:

- Provide individual, group and class work as both intervention and prevention service-face to face and possibly virtually.
- Promote personal and social development appropriate to developmental stages.
- Counsel students, families and the community to foster growth in students' self-esteem, individual responsibility and in skills such as decision making and social skills.
- Ameliorate factors which may precipitate problems for students.
- Enhance students' educational achievement through goal setting, assisting with the development of Portfolios, IEPs and activities such as the promotion of effective work and study habits.
- Provide appropriate interventions to assist students with school-related problems and issues.
- Provide direct instruction to student in areas such as peer helping, conflict resolution, social skills, and life skills.
- As an active member of the schools' School Based Teams, assist with access to and coordination of school, district, and other community services for students. Including information gathering, case management, referral and liaison among home, school and community.
- Knowledge of practical strategies to implement in the classroom to foster resilient learners and create a Trauma Sensitive Classroom
- Strategies to identify emotional and behavioural difficulties early – to understand obstacles to learning.
- Excellent written and oral communication skills an asset

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- Evidence of personal initiative and strong work ethic
- Willingness to be involved in professional development with an ongoing commitment to learn and implement new methodologies and strategies.
- Demonstrated ability to work collaboratively with students, parents and staff to enhance the school as a learning community.

Qualifications:

- A professional teaching certificate.
- A master's degree recognised by the College of Teachers in counselling psychology or a related discipline with a focus in counselling.
- BC Valid Drivers License
- Successful experience working with a variety of learners with learning/behavioural and emotional difficulties and other special needs designated students would be an asset.
- Training in non-violent crisis intervention – has taken non-Violent Crisis Intervention Training or Crisis Prevention and Intervention Training

***3 SPEECH LANGUAGE PATHOLOGIST**

The Speech Language Pathologist works as a member of school-based teams, problem solving and assisting schools to provide tiered services for students. Service is primarily focused on elementary students and the early years. The Speech Language Pathologists also plans and oversees the work of Communication Disorder Assistants (CDA)

The Speech Language Pathologist is a part of the district Student Services Department and collaborates to plan for the provision of effective non-categorical services to diverse students in the district.

Duties

- Collaborate and consult with members of School Based Teams at assigned schools.
- Liaise with teachers and paraprofessionals to plan, implement and coach Tier 1 strategies.
- Support student's communication skill development in small group settings.
- Provide direct support to students with intensive speech/language delays or disorders.
- Conduct formal and informal assessment as required, including district-wide Kindergarten screening.
- Work as a member of the Student Services department to enhance services and collaborate on evolving practices in district services.
- Provide training to Education Assistants and School teams on professional development days
- Adhere to codes of professional practice both for Speech Language Pathologists and the partnership with SLP As.
- Work collaboratively and communicate effectively with staff, students, parents and outside agencies as appropriate.

Qualifications:

- Experience working with students in pre-school and K through 12
- Experience working with students having complex needs in an educational setting
- A thorough knowledge of augmentative and alternative communication (AAC) systems
- Master's Degree in Speech Language Pathology
- Eligibility for registration or current membership with the College of Speech and Hearing Health Professionals of British Columbia (CSHBC)

***4 INDIGENOUS SUPPORT TEACHER**

The Indigenous Support Teacher plays a key role in promoting the success of Indigenous students by fostering an inclusive learning environment, incorporating Indigenous perspectives into the curriculum, and supporting students' academic, social, and cultural needs. This role involves working collaboratively with students, families, educators, and community partners to enhance Indigenous education and student achievement.

Responsibilities

- Provide academic and cultural support to Indigenous students.
- Advocate for Indigenous students within the school system
- Identify and address barriers affecting Indigenous students' learning and well-being
- Foster a sense of belonging by promoting Indigenous identity and pride
- Integrate Indigenous knowledge, perspectives, and teachings into the curriculum.
- Develop culturally responsive teaching strategies.
- Work closely with the schools ISW to support home communication
- Engage with Indigenous families to support student learning and well-being, discuss success and needs of Indigenous students and opportunities that may be available
- Develop and coordinate partnerships with Indigenous organizations and community resources.
- Support organization of cultural events, ceremonies, and land-based learning experiences.
- Willingness to meet in community with families

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- Collaborate with classroom teachers and other specialist teachers to advise, plan and assist in the teaching of diverse students promoting inclusion in all educational settings
- Creating and maintaining learning plans for Indigenous students
- Direct involvement in Indicators of Success

Qualifications

- A Bachelor of Education
- Successful classroom teaching experience
- Thorough understanding of local Indigenous Communities and the needs of students and parents in those communities
- Trauma informed and culturally responsive teaching practice
- Knowledge of and experience with implementing the First Peoples Principles of Learning
- Strong interpersonal and relationship-building skills.
- Knowledge of local rights holders and their protocols
- Cultural humility and a commitment to lifelong learning
- Ability to work collaboratively in a school and community setting.
- Effective communication and problem-solving skills.
- Passion for Indigenous education and student success.

***5 COMPETENCY CENTERED COHORT TEACHER – Physical and Mental Health Wellness**

The successful applicant will assume a position at the Eighth Avenue Learning Centre and teach a group of two classes (morning and afternoon) each with approximately 25 students in each session. The role will involve teaching academic courses through competency centered/action-based instruction to students in mixed grade groupings within a Physical and Mental Health and Wellness Pathway. The instructional model will consist of theme-based units that provide accessible and engaging learning opportunities that allow cross curricular credentialing and competency-centered assessment.

All classes will be composed of a broad range of learner profiles and ministry designations, which could include complex behavioral, learning, social-emotional, and mental health challenges. The successful applicant will also be required to actively case manage approximately 10 students in conjunction with the IST, create and maintain Competency Based Individual Education Plans, and liaise and outreach with community supports and families. This position is also responsible for creating lessons, collaborating with community agencies and guests, and implementing an in-class wellness program targeting self-advocacy and healthy living for students.

QUALIFICATIONS, ATTRIBUTES and EXPERIENCE

- Strong commitment to excellence in teaching and demonstrated ability to implement UDL framework to ensure accessible instruction to all learners.
- Comprehensive understanding of curricular and core competencies and demonstrated ability to create themed based cross curricular learning opportunities to students.
- Ability to design and implement a variety of competency-based assessment practices to measure and monitor student progress effectively.
- Embed and honour Indigenous Ways of Knowing into instructional planning and teaching practice
- Commitment to work with in school Youth Care Workers, Indigenous Support Workers and community agencies to provide collaborative outreach and supports for students.
- Strategies to identify learning difficulties early, understand obstacles to learning, and implement effective intervention to maximize academic success.
- Ability to demonstrate flexibility and responsiveness to the needs and demands of the profession of an alternative setting.
- Ability to work collaboratively with students, parents, and staff to enhance the school as a learning community.

Physical-Mental Health and Wellness Pathway Qualifications:

- Demonstrated integration of academic courses into action-based learning
- Course work or training in sexual assault prevention and awareness
- Additional coursework in counselling (psychology) and addictions
- English 10-12 including English First People's 12
- Workplace Math 10-11
- Science and Environmental Science 10-12
- Social Studies 10-12
- Foods 10-12
- Fitness and Conditioning 10-12
- Physical Health Education and Active Living 10-12
- Graphic and 2-D Art 11-12
- CLE 10 and CLC 12
- Independent Directed Studies 10-12
- Class 4 Driver's License is an asset
- Experience coordinating with local Indigenous communities to provide cultural learning opportunities for students
- Experience leading outdoor programs and wilderness excursions with students
- Experience developing and supporting clear and high standards of risk management and preparedness following all PRSD out of school learning experience policies and administrative procedures.

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***6 KACKAAMIN TEACHER/ADVISOR POSITION**

Job Description:

School District 70 Pacific Rim is seeking a full-time K-12 teacher/advisor to work in the Kackaamin Family Development Center as part of a multi-disciplinary team. The successful candidate will be working with vulnerable children and youth from our surrounding communities, British Columbia and Yukon.

The successful candidate will participate in cultural ceremonies on and off site and understand Intergenerational Trauma and the impacts of the Residential School Legacy. The teacher/advisor will have a willingness to learn and practice Indigenous Cultural Sensitivity and participate in ongoing professional development and training.

The teacher/advisor will plan and collaborate for students prior to intake, during our 6-week residential program and for after-care. The position will require flexible support for academic work provided by the children's home school, teaching other units and social and emotional care. We balance wellness and healing with academics. An understanding of mental health and child development is also a key competency for this position.

The successful candidate will align with our Kackaamin approach to care and policies. Please see <https://www.kackaamin.org/> and <https://www.kackaamin.org/learning-centre> for additional information about Kackaamin and the Learning Centre.

Qualifications:

Experience working with First Nations students
Willingness to learn trauma-informed teaching methods
A Valid BC Teaching Certificate
A Valid BC Driver's License