Staffing Bulletin #9
October 29, 2026

PLEASE POST

School District 70 Pacific Rim

2026-27 STAFFING BULLETIN #9 **Correction #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 12:00pm, Nov 3, 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 PURUSANT 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	
Davis, Carla	41.474	1.0	1.0	
Lazzeratto, Carmen	29	0.571	0.571	

The following positions have been awarded from **Staffing Bulletin 8:**

Posting #	Location	FTE	Position	Term	Awarded
1	District	1.0	School Counsellor *1	2026-27	
2	ADSS	0.5	Junior Math and Science (Semester 1)	TROT	
3	AES	0.05	Remedy/ELL *3	TROT	
4	WES	0.2	Kindergarten (Wednesdays)	TROT	M. Villette

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

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Posting #	Location	FTE	Position	Term	Contact
1	District	1.0	Elementary/Secondary Student Support Teacher - Port Alberni [*1]	2026-27	M. Bennett
2	District	1.0	District Lead – Career Education [*2]	2026-27	J. Atwal
3	UES	0.2	Grade 6/7	TROT	J. Jacobs
4	ADSS	0.5	Junior Math and Science (Semester 1)	TROT	C. McAulay
5	AES	0.05	Remedy/ELL [*3]	TROT	R. Souther
6		~~**0.5**~~ 0.55	Indigenous Support Teacher/**Remedy** [*4]	TROT	R. Souther

***1 ELEMENTARY/ SECONDARY - STUDENT SUPPORT TEACHER**

Required qualifications:

- Training and experience working with grade-level students.
- Experience with adapting materials, resources, assessments, and learning outcomes for student needs.
- Valid BC Teaching Certificate and familiarity with the BC Curriculum.
- Teaching category five or higher.

Preferred qualifications:

- A commitment to supporting a variety of learning needs.
- Experience/training in supporting the social-emotional learning needs of students.
- Committed to establishing and maintaining positive relationships with students, staff and parents.
- Committed to working as a member of a school team in support of students.

Key Responsibilities:

- will support students with various social emotional needs in schools
- participate in SBT
- liaise with teachers, Admin, families and community partners where appropriate
- maintain record keeping regarding work with students
- **other duties as assigned**

***2 DISTRICT LEAD – CAREER EDUCATION**

Reporting to the Director of Instruction, the District Lead – Career Education provides district-wide leadership and coordination of Career Education programs and initiatives. The position works collaboratively with school staff, students, families, post-secondary institutions, Skilled Trades BC, employers, Indigenous communities, and community partners to expand student access to career exploration, dual credit, trades training, work experience, and employment opportunities.

The position supports students at Alberni District Secondary School, Ucluelet Secondary School, and the Eighth Avenue Learning Centre in developing pathways to post-secondary education, trades training, and employment.

Key qualities, attributes and experiences include:

• Develop, implement, and evaluate district Career Education plans aligned with District priorities, student needs, and labour market opportunities.

• Coordinate and expand Dual Credit, Work Experience, Youth Work in Trades, Youth Train in Trades, and other career-related programs, including student recruitment, applications, placements, and registrations.

• Develop and maintain partnerships with post-secondary institutions, employers, Indigenous communities, and community organizations to create meaningful learning and employment opportunities.

• Coordinate Skilled Trades BC applications, registrations, funding requirements, and reporting.

• Organize and promote career fairs, hiring fairs, industry presentations, post-secondary events, and other career exploration activities.

• Develop and monitor the Career Education budget, administer funding and grants, and oversee expenditures and financial reporting.

• Ensure program documentation and safety records are maintained and available for audits.

• Provide guidance, resources, and professional learning to school-based staff.

• Experience with Career Education Software programs including MyWEX, The Dual Credit Management System (DCMS) and myBlueprint.

• Use student data, program outcomes, and stakeholder feedback to inform planning and continuous improvement.

• Promote equitable access to Career Education opportunities and collaborate with others to address barriers to student participation.

• Incorporate Indigenous Ways of Knowing, First Peoples Principles of Learning, cultural safety, equity, inclusion, and human rights into program planning and delivery.

Qualifications:

• Minimum five years of classroom teaching experience.

• Strong knowledge of BC Career Education curriculum, including Career Life Education 10 and Career Life Connections 12.

• Experience with Dual Credit programs and courses, Work Experience, Youth Work in Trades, Youth Train in Trades, and Skilled Trades BC programs.

• Experience developing partnerships with post-secondary institutions, employers, and community organizations.

• Experience using data to inform planning, evaluate programs, and support student success.

• Demonstrated leadership, organizational, project management, problem-solving, communication, interpersonal, and collaboration skills.

• Flexibility to attend meetings and events outside regular school hours, including occasional evenings and weekends.This position requires collaboration and occasional travel throughout the district and region, including to schools,post-secondary institutions, workplaces, and community locations

***3 ENGLISH LANGUAGE LEARNING SPECIALIST**

The English Language Learning Specialist works in collaboration with teachers and school resource teams at the school to support planning and delivery of services for English Language Learners.
The role includes case management of students meeting BC Ministry of Education criteria for English Language Learners, ensuring appropriate documentation and learning supports are in place, consultation with parents, school and district staff to provide a high level of services to students in inclusive settings.
The person in this position will have a comprehensive knowledge and experience of implementing excellent practices as they relate to students who have English as a second dialect or language, of evidence based classroom and inclusive education practices and be familiar with current BC Ministry of Education Legislation and Policies.

Responsibilities

- Plan for social and academic language competence
- Assist to create a school culture where an individual's first language and cultural heritage is valued
- Work with teachers in identifying resources that reflect students' own history, literature and culture.
- Facilitate strong working partnerships with parents and encourage active participation in their child's learning process
- Collaborate to implement practices that reflect current research with regard to effective practices in both ESL and ESD
- Appropriate assessment of students in speaking, listening, reading and writing both in terms of language performance and classroom functioning of the learner
- Planning for the development of basic language and content skills in academic subject areas

- Identifying other possible needs for services in addition to ELL (e.g. support services for special needs, counselling, services of a community worker, etc.)
- Collaborating with other professionals to monitor student progress
- Ensure reporting and services are in compliance with Ministry of Education eligibility criteria.

Qualifications

- Successful classroom teaching experience in the regular classroom including ELL students.
- Course-work or a diploma in ELL teaching covering a combination of the following areas:
  - Methodology and appropriate approaches for teaching ELL
  - Applied linguistics
  - First and second/additional language acquisition/learning
  - Cross cultural assessment/testing theory and practice
  - Cross cultural understanding, sensitization and strategy training or coursework
  - Multicultural studies
  - Adapting instruction to meet the diverse language needs of students

***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
- 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.