Staffing Bulletin #6
October 13, 2026

PLEASE POST

School District 70 Pacific Rim

2026-27 STAFFING BULLETIN #6 ***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 1:00pm Oct 16, 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	
Bodaly, Kathleen	47.579	0.45	0.45	
Davis, Carla	41.474	1.0	1.0	
Lazzeratto, Carmen	29	0.571	0.571	

The following positions have been awarded from **Staffing Bulletin 5:**

Posting #	Location	FTE	Position	Term	Awarded
1	District	1.0	School Counsellor *1	2026-27	
2	AES	0.35	Remedy	2026-27	E. McGibbon
3	DES	0.2	Remedy	2026-27	S. Goundar
4	HES	0.28	Remedy (Tuesday Full day & Wednesday AM)	2026-27	E. Nel
5	TES	0.11	Remedy (Monday AM)	2026-27	E. Vanderlee
6	WES	0.28	Remedy	2026-27	S. Fudge

7		0.38	Remedy	2026-27	J. Chase
8	WCS	0.1	Grade 4/5	TROT	M. McIver
9		0.1	Grade 2/3	TROT	E. Aujla
10		0.2	Student Support	TROT	E. Aujla
11		0.4	Indigenous Support Teacher*2	TROT	

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	School Counsellor *1	2026-27	M. Bennett
~~**2**~~	~~**AES**~~	~~**0.05**~~	~~**ELL** *2~~	~~**TROT**~~	**Rescind**
3	ADSS	0.6	Remedy (Shops)	2026-27	C. McAulay
4		0.143	Remedy (Cooking and English)	2026-27	
5		0.286	Remedy (Band)	2026-27	
6		0.8	Remedy (PHE8-12, Humanities) Semester 1	2026-27	
7		0.8	Remedy (Art, Drama, Humanities, Languages) Semester 1	2026-27	
8		0.8	Remedy (Math and Science) Semester 1	2026-27	
9	MES	0.09	Remedy (Tuesdays)	2026-27	S. Brown
10		0.08	Remedy (Tuesdays and Wednesdays AM)	2026-27	
11		0.12	Remedy (Thursdays AM)	2026-27	
12	WCS	0.4	Indigenous Support Teacher*3	TROT	D. Stone

***1 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 behavioral difficulties early – to understand obstacles to learning.
- Excellent written and oral communication skills an asset
- 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/behavioral 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

***2 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

***3 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.