



SCHOOL DISTRICT 78
FRASER-CASCADE
EVERYONE PULLING TOGETHER

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TEACHING VACANCY

Posting Date: June 18, 2024

INTERNAL POSTING No. 2024-025

DISTRICT 1.0 F.T.E. CONTINUING INCLUSIVE EDUCATION TEACHER - EARLY LITERACY SPECIALIZATION (ITINERANT)

Effective September 1, 2024

The District Inclusive Education Teacher with a specialization in Early Literacy will possess the skills and experience to work cooperatively and collaboratively with members of the school-based early learning team, Inclusive Education teachers and Administration and District staff to support the most vulnerable early learners in our schools. This position may also include working with Indigenous students and families on and off reserve.

In addition to the full responsibilities of an Inclusive Education Teacher, this role includes the responsibility of working collaboratively with classroom teachers to provide additional and increased depth of instruction in literacy for students. The intent of this model is to maintain the primacy of the learning community, supporting students within their learning environment. Support can take the form of individual, small group and/or team-teaching formats. To support this work, a strong foundation in early literacy is required.

The Inclusive Education and Early Literacy teacher will:

1. have a case load of identified students (who require reading intervention) and manage their Individual Education Plans, learning goals and attend School Based Team;
2. work in collaboration with the District staff to implement best practices and offer leadership in the area of inclusive education and early literacy;
3. maintain a current knowledge base of research in the foundational components of early literacy, including but not limited to: oral language development, phonological and phonemic awareness, play-based learning, reading, writing, etc.;
4. possess knowledge and understanding of Ministry documents and resources pertinent to early learning (e.g., The Early Learning Framework) as well as principles that foster learning, including First Peoples Principles of Learning;
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6. possess current knowledge of programs, support services, classroom resources, and issues

- related to vulnerable learners;
7. work collaboratively with primary teachers to provide additional literacy instruction and support to Kindergarten through Grade Three students in the foundational components of literacy;
 8. work collaboratively with teachers to implement District supported - targeted phonemic awareness instruction;
 9. work collaboratively with teachers to support classroom assessment models that guide instructional practice, including using District supported assessment tools (e.g., PM Benchmarks, Fountas and Pinnell etc.);
 10. perform record keeping tasks such as the collection and monitoring of data in order to help coordinate the student's programs and review progress with other staff and professionals.

MINIMUM ACADEMIC QUALIFICATIONS/EXPERIENCE:

- a) valid B.C. Teaching Certificate;
- b) Bachelor of Education degree or equivalent;
- c) Diploma of Inclusive Education or satisfactory teaching experience in a similar teaching position and training. Training may be acquired through successful completion of summer session courses prior to commencement of the duties of the vacant position;
- d) satisfactory Kindergarten and/or primary classroom teaching experience.

PREFERRED QUALIFICATIONS/EXPERIENCE:

- a) training and experience with reading intervention programs such as Reading Recovery, Loftier Learning Program and/or Orton Gillingham;
- b) knowledge, understanding of what a balanced literacy program consists of;
- c) knowledge, understanding and experience in early literacy and childhood development;
- d) knowledge, understanding of guided reading;
- e) competency in literacy assessment practices (running records - administrating and analyzing them);
- f) post-graduate courses or diploma in reading, early childhood education, or equivalent;
- g) training and/or experience as a Learning Assistance or Resource Teacher

REPORTING STRUCTURE:

The personnel in this position are accountable in the execution of their assigned duties to the principal of the school(s) to which they are assigned and to the District Vice Principal of Inclusive Education and Early Learning.

All District staff must be willing and prepared to work at both the elementary and secondary levels.

All itinerant based positions are district positions and the location (s) of assignments are determined by the Inclusive Education Department and may be changed subject to operational and student needs.

If you are applying to more than one position for which you hold qualifications, then please list the positions to which you are applying in order of preference and forward by

Thursday, June 20, 2024 4:00 pm

Email: hr@sd78.bc.ca