

Wednesday, April 4, 2018

STAFFING BULLETIN FOR 2017/2018 SCHOOL YEAR

PLEASE POST

Applications are invited from certified teachers for the following vacancies:

PLEASE NOTE: As per our “Internal Application Form”, and in an effort to consider your application fairly, it is **essential** when submitting your application, that you provide your qualifications. This includes a detailed list of your training, education and years of experience including grade levels, subject areas and other pertinent information that applies to the specific qualifications in the posting. **PLEASE DO NOT WRITE “SEE FILE”.**

Posting #	School	Position	FTE	Grade	Status	Start Date
360	Central	Teacher	0.2	Grade 2/3 - French Immersion	Temporary	April 9 to June 30, 2018, or until the full or gradual return of the incumbent
<ul style="list-style-type: none"> ➤ Native or native like fluency in both French and English ➤ Training and/or experience at the primary level ➤ Provision of instruction as required <p>Schedule - Friday</p>						

Posting #	School	Position	FTE	Grade	Status	Start Date
361	Hatzic Elementary	Teacher	1.0	Grade 6	Temporary	ASAP to June 30, 2018
<ul style="list-style-type: none"> ➤ Training and/or experience at the intermediate level ➤ Provision of instruction as required 						

Posting #	School	Position	FTE	Grade	Status	Start Date
362	West Heights	Teacher	0.60	Learning Support Teacher	Temporary	May 1, to June 30, 2018
<p>Qualifications</p> <ul style="list-style-type: none"> ➤ Bachelor’s or Master’s degree in Special Education or post-graduate diploma in Special Education ➤ Training and/or experience at writing and maintaining IEPs ➤ Recent successful training and experience in standardized Level A and B assessment ➤ Recent successful teaching experience at the elementary or middle grade level ➤ Strong interpersonal, communication and collaborative skills <p>Duties and responsibilities:</p> <ul style="list-style-type: none"> ➤ Act as case manager to support and plan interventions, facilitation of meetings, and the management of the IEP to meet the individual goals of students with both high and low incidence designations <p>Continued on next page</p>						

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- Fulfill policies and procedures as outlined in the Manual of Special Education Services: A Manual of Policies, Procedures and Guidelines
- Work in collaboration with teachers modeling instructional strategies for teachers, providing additional resources as well as providing additional instruction for students that have learning difficulties
- Assess student progress and write reports on attainment and progress as required
- Provision of specific, targeted teaching to individuals or groups requiring additional help
- Promote and support differentiated instruction at the classroom level
- Collect, monitor and disseminate student information as well as keep detailed records where needed
- Work collaboratively with district staff and other specialists to coordinate required information and services for students with special needs

Schedule – Monday, Tuesday, Friday

Hatzic Middle School Teaching Positions

Our school staff will collectively support all learners so they will achieve the essential learning outcomes by implementing Response to Intervention tiers and strategies. Staff will work collaboratively in partners, in departments and as a whole to maximize student achievement and to participate in a professional learning community and personal professional development. Effective formative and summative common assessments will form the foundation for assessment practices as well as intervention strategies.

The successful candidate will commit to effective middle school practices:

- Teachers will have an understanding of Middle School culture and philosophy as outlined in the document, “This We Believe, the sixteen characteristics of Middle School.”
- Working collaboratively with colleagues.
- Teachers will design and provide all students with timely formative and summative assessments that align with essential learning outcomes and monitor student progress effectively and communicate with parents in a timely manner.
- Teachers will implement effective and progressive classroom management strategies with diverse learners.
- Teachers will be involved in professional development with an ongoing commitment to learn and implement new methodologies and strategies.
- Teachers will work collaboratively with students, parents and staff to enhance the school as a learning community.

The successful candidate will also commit to the school and district objective of implementing Response To Intervention practices, including:

- Teachers will work in conjunction with staff to implement Response to Intervention strategies at Tiers 1, 2, and 3.
- Teachers will have a comprehensive understanding of curriculum, coupled with the ability to interpret curriculum appropriately to accommodate individual differences and incorporate personalized learning.

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- Teachers will work collaboratively with curricular partners on instructional strategies, implementing curriculum, meeting students' educational needs, analyze common assessment and, utilize the data to implement intervention strategies.
- Teachers will provide instruction during open and closed tutorials as determined in collaborative team meetings throughout the year.

Posting #	School	Position	FTE	Grade	Status	Start Date
363	HMS	Teacher	1.0	Grade 7/8/9 Leadership, PE, TTOC on Contract	Temporary	April 16 to June 30, 2018
<p>➤ Bachelor of Education at Intermediate or Middle School OR</p> <p>➤ Bachelor's degree – PE or related discipline</p> <p>➤ Recent successful experience teaching Leadership, PE, at the intermediate, middle or secondary school level</p> <p>➤ Provision of instruction as required</p> <p>➤ Must be willing to teach across the curriculum at the Middle school level</p> <p>➤ The successful applicant may be assigned to other schools during assigned TTOC on contract time depending on the availability of work on any given day</p> <p>➤ To provide instruction in the following:</p> <p>Leadership 7- 1 block Leadership 9- 1 block TTOC on Contract- 3 blocks PE 7 2 blocks</p>						

Applications with supporting documentation must be received by 4:00 pm, Wednesday, April 11, 2018

**Lynn Zeron – Human Resources
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