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## Review Job Posting

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# #2526-430 - 1.0 FTE Early Learning Success Teacher - Temporary Contract

ACTIVE

Job Code 4010722

Number of Applicants 0

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## Job Details

### Job Category

Teachers, Principals & Superintendents

### Closing Date

02/23/2026

### Employment Start Date

02/19/2026

### Job Type

Full Time

Contract

### Applicant Type

Internal Applicants

External Applicants

### Salary

TBD

### Employee Group

On Leave

Teacher 12 months

Teachers 10 months

### School/Location

Learning

### Posting Date

02/19/2026 03:08 PM PST/PDT

**Closing Date**

02/23/2026 03:30 PM PST/PDT

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## Job Description

**Posting #2526-430 School Board Office / Learning Department  
1.0 FTE in the area of Early Learning Success Teacher (Grade K-3)**

Position of Special Responsibility – Level 2

Schedule to be determined in consultation with the Director of Instruction, Learning

**This is a temporary contract position.**

This position is effective as soon as possible, and will continue until June 26, 2026, or until the return of the incumbent whichever comes first.

**While all applicants will be considered, preference will be given to qualified applicants who self-declare Indigenous ancestry.**

The starting annual salary for a school teacher position ranges from \$60,000 to \$110,000, with placement on the range based on the length of service and qualifications in accordance with the collective agreement. Positions of Special Responsibility receive an additional pay allowance in accordance with the collective agreement based on the levels 1, 2, or 3.

Please contact Luke Friesen, Director of Instruction for Learning, if you have any questions about this position.

**Qualifications:**

This position requires an enthusiastic, high energy and dedicated educator with the following qualifications and/or experience:

- Recognized degree in elementary education is required
- Graduate work and/or additional coursework in early learning, or curriculum development, instruction, and assessment **courses are** an asset
- BC Teaching certificate membership in the Teacher Regulation Branch and eligibility for Teacher Qualification Service card
- Personal teaching philosophy and pedagogy align with BC's Early Learning Framework
- Extensive experience as a primary classroom teacher with strong classroom routines and a commitment to **culturally responsive pedagogy**, inclusion, UDL and personalized learning
- Dynamic leadership experience with problem solving and conflict resolution skills
- Demonstrated ability to be curious about student learning and be responsive to student needs
- Proven ability to teach primary students literacy and numeracy through a comprehensive framework and workshop models

- Knowledge and experience using formative assessment tools to inform practice
- Experience and a deep understanding in using a concept-based, competency driven curriculum
- Knowledge and understanding implementing inquiry-based teaching and learning
- Knowledge of current practices that develop oral language and social emotional well-being in young children
- An understanding of **the K-12 Assessment and Reporting Guidelines** using proficiency language and strength-based feedback
- Knowledge and understanding of Indigenous ways of knowing and First Peoples Principles of Learning and experience imbedding into teaching
- Experience and skills working with families in a team approach to support student learning
- Excellent understanding of and experience facilitating adult learners through: coaching and mentoring teacher professional learning in one on one, small group, and large group settings
- Ability to make evidence-based decisions, analyze data, and use it to inform programming and practice
- Technical and creative skills to host virtual meetings, website design, digital publications
- Capacity to manage a budget
- Excellent writing and public speaking skills, outstanding organizational and planning abilities
- Self-directed with excellent time management skills

### **Roles and Responsibilities:**

This position will work under the direction of the **Director of Instruction for Learning** with the following responsibilities:

- Participate and collaborate as a member of the **Learning** Department, to support district-led initiatives and implementation of the district strategic plan to improve instruction and student learning
  - Coordinate projects with school staff, **the Director of Instruction for Learning.**
  - Participate and facilitate professional learning opportunities both inside and outside the instructional school day
  - Facilitate professional learning, model, and support K-3 teachers on current research, district initiatives and promising practices that focus on curriculum, teaching and learning to build capacity
  - Collaborate as a peer coach with teachers, in the development and implementation of instructional routines and practices that support the Early Learning Framework, inclusive practices, emerging literacy and numeracy
  - Support school Principals and school-based teams to develop and implement the school improvement process (data analysis, goal setting, action plans, etc.)
  - Support district and Ministry assessments
  - Work collaboratively with **Early Learning and Childcare**, Student Support Services, Indigenous Education Department, and school-based team/teachers to support students with emerging literacy and numeracy skills
  - Participate and/or facilitate after school family information meetings and work with community partner groups in providing early learning support
  - Remain current in the field through professional readings, seminars, workshops, and conventions as well as participation in regional and provincial development, as required, representing School District 22 (Vernon).
  - Be on the creative edge regarding developments in early learning and **K-3.**
  - Manage a budget
  - **Support other assigned duties as determined by the Director of Instruction for Learning.**
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