



QUALIFICATIONS FOR TEACHING POSITIONS IN BURNABY

Since 1986-06-01, teachers offered new contracts have been required to possess the necessary qualifications, as stated in writing by the Board, for a teaching position in the Burnaby School District. Subsequently, existing members of teaching staff wishing to change roles have also been required to demonstrate the necessary qualifications for the position. Effective 2019-07-01, the revised necessary qualifications for a teaching position in Burnaby include:

1. A Bachelor's degree or academic equivalent in an appropriate field of study;
2. A valid B.C. teaching certificate;
3. Knowledge of a broad range of effective instructional strategies in order to meet the diverse needs of all students;
4. Knowledge of consultative and collaborative strategies;
5. Recent, successful, substantive teaching or practica experience in the relevant subject area.

In addition to the foregoing generic qualifications, the necessary qualifications for specific teaching positions are indicated below. Where specific bona fide needs exist in a particular assignment, additional qualifications may be required.

In order to compensate for different course credit and unit systems used by different universities, the qualifications listed are defined operationally in terms of credits. For example: a course taken for one semester will equal 3 credits while a course taken for a full term is equal to 6 credits.

ELEMENTARY POSITIONS

KINDERGARTEN

- A Bachelor of Education degree in Elementary or academic equivalent
- A minimum of 18 credits in Early Childhood Education
- Kindergarten methodology courses

PRIMARY (Including K/1 or 3/4)

- A Bachelor of Education degree in Elementary or academic equivalent
- A major program concentration in the area of primary education. Course work which provides a balanced approach to literacy instruction including explicit teaching of decoding and reading fluency in the primary classroom (e.g. SFU EDUC 473W(4) or UBC LLED 310/320)
- Long practicum in Primary
- Primary methodology courses

INTERMEDIATE

- A Bachelor of Education degree in Elementary or academic equivalent
- A major program concentration in the area of intermediate education
- Long practicum in either Primary or Intermediate
- Intermediate methodology courses

SECONDARY POSITIONS

ENGLISH

- A Bachelor of Arts, Bachelor of Education degree or academic equivalent
- English courses at the 300/400 level equal to 18 credits relevant to the prescribed curriculum
- An English methodology course

MATHEMATICS

- A Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Bachelor of Education degree or academic equivalent
- Mathematics courses at the 300/400 level equal to 18 credits relevant to the prescribed curriculum
- A Mathematics methodology course

PHYSICAL EDUCATION

- A Bachelor of Physical Education, Bachelor of Human Kinetics, Bachelor of Education degree or academic equivalent
- Physical education courses at the 300/400 level equal to 18 credits relevant to the prescribed curriculum
- A Physical Education methodology course

SCIENCE

- A Bachelor of Science, Bachelor of Applied Science, Bachelor of Education degree or academic equivalent
- Science courses at the 300/400 level equal to 18 credits in subject areas such as Biology, Chemistry and Physics which are relevant to the prescribed curriculum
- A Science methodology course

SOCIAL STUDIES

- A Bachelor of Arts, Bachelor of Education degree or academic equivalent
- Social Studies courses at the 300/400 level equal to 18 credits in subject areas such as History, Geography, Economics and Political Science relevant to the prescribed curriculum
- A Social Studies methodology course

VISUAL AND PERFORMING ARTS POSITIONS

MUSIC ELEMENTARY

- A Bachelor of Music, Music Education degree or academic equivalent
- A major concentration in music education in an applicable area such as Orff (Level II) or Kodaly
- Course work and/or knowledge of choral music instruction for young voices
- A Music education teaching methodology course(s) in the relevant areas

MUSIC SECONDARY

- A Bachelor of Music, Music Education degree or academic equivalent
- A major concentration in music education in an applicable area such as instrumental or choral music
- Course work and/or knowledge of strategies for instruction in digital media for music
- A Music education teaching methodology course(s) in the relevant areas

ART

- A Bachelor of Fine Arts, Bachelor of Education degree or academic equivalent
- Art courses at the 300/400 level equal to 18 credits relevant to prescribe curriculum
- An Art methodology course

DANCE

- A Bachelor of Fine Arts, Bachelor of Education degree or academic equivalent
- Art courses at the 300/400 level equal to 18 credits relevant to prescribe curriculum
- A Dance methodology course

DRAMA

- A Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Education degree or academic equivalent
- Drama courses at the 300/400 level equal to 18 credits relevant to prescribed curriculum
- A Drama methodology course

APPLIED DESIGN, SKILLS AND TECHNOLOGY

BUSINESS EDUCATION

- A Bachelor Arts, Bachelor of Commerce, Bachelor of Education degree or academic equivalent
- Business courses at the 300/400 level equal to 18 credits relevant to prescribed curriculum
- Business education methodology course

HOME ECONOMICS

- A Bachelor of Home Economics/Foods and Nutrition, Bachelor of Education degree or academic equivalent
- Home Economics courses at the 300/400 level equal to 18 credits relevant to prescribed curriculum
- Home Economics methodology course

TECHNOLOGY EDUCATION

- A Bachelor of Education degree or academic equivalent
- Technology Education Diploma from BCIT or equivalent
- Technology Education methodology course

TRADE PROGRAMS

YOUTH TRAIN IN TRADES/YOUTH WORK IN TRADES TEACHER

- Teaching qualification in an appropriate trade or appropriate Industry certification applicable to the Industrial Certificate Program curriculum

LANGUAGES

FRENCH IMMERSION – ELEMENTARY

- A Bachelor of Education degree or academic equivalent
- Demonstrated fluency and facility (both oral and written) in French and English
- A major program concentration in the relevant area of primary or intermediate education.
- A French Immersion methodology course as well as a primary or intermediate methodology course

FRENCH IMMERSION – SECONDARY

- A Bachelor of Education degree or academic equivalent
- Demonstrated fluency and facility (both oral and written) in French and English
- Courses at the 300/400 level equal to 18 credits in subject specialty
- A subject specialty methodology course

LANGUAGES

- A Bachelor of Arts degree or academic equivalent
- Demonstrated fluency and facility in English and applicable second language
- Courses at the 300/400 level equal to 18 credits in a relevant language such as French, Spanish, German, Japanese or Mandarin
- A relevant methodology course

ENGLISH LANGUAGE LEARNERS

- A Bachelor of Arts, Bachelor of Education degree or academic equivalent
- Courses at the 300/400 level equal to a 30 credit Diploma program including 12 credits in linguistics (of which 6 credits relate to second language acquisition), plus 6 credits in ELL methodology and 6 credits in cross-culture education. Consideration will be given to applicants with UBC's LLED 489 (A & B) or 489 (C) and LLED 478 (A & B) or equivalent courses from other Universities.
- Two years of successful teaching experience in a regular program is preferred

LEARNING SUPPORT PROGRAMS

ALTERNATE EDUCATION

- A Bachelor of Education degree or academic equivalent
- Two years of successful teaching experience in a regular program
- Course designed to meet the diverse needs of students equal to a minimum of 30 credits. At least 18 credits of course work in dealing with the education of students with mental health and behaviour challenges or disorders, motivational techniques and Functional Behavioural Assessment and Positive Behaviour Support.
- Successful teaching experience at the elementary or secondary level

LEARNING SUPPORT SERVICES TEACHER

- A Bachelor of Education degree or academic equivalent
- A Masters of Special Education or completion of Diploma in Special Education (consideration given to those who have completed a minimum of 15 credits out of the required 30 credits for Special Education Diploma)
- Two years successful teaching experience in a regular program
- Courses designed to meet the diverse needs of exceptional learners equal to a minimum of 30 credits in the following areas: differentiated instruction, teaching children and youth with a variety of special needs, assessment/testing theory and practice (which includes Level B testing), strategies for adapting and modifying curriculum, teaching students with special needs in Inclusive settings, learning disabilities, giftedness, assistive technology or augmentative and alternative communication (AAC), Autism Spectrum Disorder (ASD), Functional Behavioural Assessment and Positive Behaviour Support and Universal Design For Learning (UDL)
- Demonstrated fluency and facility (both oral and written) in English and French when working in the French Immersion program
- Successful teaching experience at the elementary or secondary level

LEARNING SUPPORT SERVICES TEACHER – (Supporting Students with Complex, Multiple Needs ie ACCESS program)

- A Bachelor of Education degree or academic equivalent and a minimum of a Diploma in Special Education
- Two years successful teaching experience in a regular program and experience working with students with low incidence designations/students with complex, multiple needs
- Training and experience teaching students who have complex developmental disabilities including Autism, who may require instruction using a variety of different approaches such as Applied Behavioural Analysis, Verbal Behaviour and Social Thinking
- Courses designed to meet the diverse needs of exceptional learners equal to a minimum of 30 credits in the following areas: differentiated instruction, teaching children and youth with a variety of special needs, assessment/testing theory and practice including Level B testing, strategies for adapting and modifying curriculum, teaching students with special needs in Inclusive settings, learning disabilities, giftedness, augmentative and alternative technology (AAC) Autism Spectrum Disorder (ASD), Functional Behavioural Assessment and Positive Behaviour Support, Universal Design for Learning (UDL)

INDIGENOUS EDUCATION

- A Bachelor of Education degree or academic equivalent
- Two years of successful teaching experience in a regular program relevant to the applicable grade level, i.e. elementary or secondary
- Courses designed to meet the needs of indigenous students equal to 18 credits in areas such as: First Nations Studies, Political Science Indigenous peoples focus, History of Indigenous peoples, Indigenous Literature which are relevant to the prescribed curriculum or equivalent life experience
- methodology course related to Indigenous Education

OUT OF SCHOOL SUPPORT

- Please refer to qualifications for Learning Support Services

SPECIALTY PROGRAMS

LIBRARIAN

- A Bachelor of Education degree or academic equivalent
- Diploma in Teacher-Librarianship (equivalent to UBC's Diploma program) or Master of Library Science
- Knowledge of modern information technologies and computerized resource centre management systems

COUNSELLOR

- A Bachelor of Education degree or academic equivalent
- A Master's degree in Counselling or Counselling Psychology (equivalent to UBC or SFU's Master's degree)
- Successful teaching experience at the elementary or secondary level

DEAF AND HARD OF HEARING

- A Bachelor of Education degree or academic equivalent
- A Master's degree or Diploma in the education of the deaf and hard of hearing preferred
- Fluency in ASL
- Qualifications as required for elementary or secondary subject areas

VISION IMPAIRED

- A Bachelor of Education degree or academic equivalent
- A Master's degree specializing in the education of the visually impaired
- Graduate Diploma in Orientation and Mobility (O & M) is an asset
- Experience working in an inclusive setting

SCHOOL PSYCHOLOGIST

- A Master's degree in School/Education Psychology or related field with a focus on school psychology
- Possess or be eligible for certification in the B.C. Association of School Psychologists or be eligible to be registered with the College of Psychologists of BC

SPEECH AND LANGUAGE PATHOLOGIST

- A Master`s degree in Speech Language Pathology
- Related experience (preferably in an education environment)
- Proof of registration with the College of Speech and Hearing Health Professionals of BC (CSHHPBC)