

**DISTRICT, LEARNING SUPPORT TEACHER – TEMPORARY (1.00 FTE)**  
**effective to June 30, 2024**

The Burnaby School District is on the traditional territory of the Coast Salish Nations of Musqueam, Tsleil-Waututh and Squamish.

The Burnaby School District is the fourth largest in BC. The District operates 41 elementary and 8 secondary schools, including a range of district and provincial resource programs. The District supports and provides learning to 25,000 Kindergarten to Grade 12 (K-12) students and to more than 6,000 adult learners through our established Burnaby Community & Continuing Education program. With more than 100 languages spoken in the homes of its students, the District is one of the most culturally diverse in Canada.

As one of the largest, most progressive and diverse urban districts in the province, Burnaby provides comprehensive educational programs and services to a diverse population of 24,000 full-time and 17,000 part-time learners. The district operates 41 elementary and 8 secondary schools, plus a number of additional facilities.

Burnaby School District invites applications from qualified **Learning Support** Teachers effective immediately. The **District Learning Support Teacher** will work collaboratively with school teams and teachers with the overall goal of meaningfully including students with exceptional learning needs within the academic and social fabric of classrooms and schools. The District Learning Support Teacher will provide intensive and direct support to elementary and secondary schools with assessment, programming, and support strategies for students with exceptional learning needs. ***The Framework for Meeting the Needs of each Learner*** will be used as the foundation for promoting collaborative conversations at the school level, and enhancing student achievement for all learners, specifically those with exceptional learning needs.

**The successful candidate will**

- Promote meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Collaborate with teachers and learning support teachers to demonstrate how diverse learners can be considered in classroom programming and instruction aimed at all learners within the context of BC's redesigned curriculum.
- Support schools to use evidence-based practices, instructional and behavioural data, research, and professional knowledge to inform practice and improve learning outcomes for students with exceptionalities.
- Use principles of **Universal Design for Learning** in the development of all plans and programs.
- Use, and demonstrate how to use, principles of **Response to Intervention** to determine appropriate levels of support and intervention provided within classroom and school communities.
- Collaborate with multi-disciplinary teams, general and special education colleagues and with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
- Provide mentorship to new or nearly new school based Learning Support Teachers.
- Work as a member of the **District Staff Development Team** to promote and deliver professional development for the purpose of continuous improvement of professional performance for general and special education teachers and educational assistants.
- Provide hands-on support to teach and model specific learning/teaching strategies with individual students, groups of students and/or whole classes.
- Promote the development of student independence using a variety of strategies that include the demonstration of prompt fading to increase student independence.

### **Qualifications**

- Bachelor of Education Degree with a minimum of 5 years' experience as a classroom teacher and a minimum of 3 years' experience as a school-based learning support teacher.
- Graduate or advanced course work and relevant experience in teaching students who are exceptional.
- Graduate or advanced course work/training and experience with functional behavioural assessment, positive behaviour support planning and safety response planning.
- Well-developed interpersonal skills, including demonstrated ability to work effectively with diverse groups of people to motivate, consult and collaborate at the school and district level.
- Demonstrated ability to work collaboratively with individuals, teams and community agencies.
- Knowledge of individual learning differences and demonstrated ability to provide appropriate programming.
- A solid repertoire of evidence-based strategies for instructional programming.
- Familiarity with current research and practice in the areas of autism and learning disabilities.
- Demonstrated commitment to professional growth in evidence-based practices.
- Ability to use multiple types of assessment information to make educational decisions.
- Knowledge of current technologies to support students with special needs.
- Demonstrated ability to program for students who require curriculum modifications.
- BCBA Qualifications are an asset

### **Application Details:**

If you have the following qualifications, and are an passionate about public education, we welcome your application, please provide: cover letter, resume, a copy of your BC Teachers' Certificate, professional credentials, and a copy of your transcripts to [makeafuture.ca](https://makeafuture.ca)

Salary range for this position is \$57,972 to \$106,626

Only those persons selected for interviews will be contacted.

**The Burnaby School District values inclusion and embraces diversity as a strength. Our goal is for all individuals to feel a sense of belonging in a safe, supportive and welcoming community. We encourage applications from all qualified individuals, including Indigenous, Black, people of colour, all genders, LGBTQ2+ and persons with disabilities.**

Thank you for your interest in the Burnaby School District!