

<b>Position: Outreach Teacher</b>		
<p>Outreach Teachers provide supplemental service that is targeted to those students who are at various stages of engagement from regular programming due to social/emotional/learning needs. The role is to assist students to become engaged into regular classes.</p> <p>These educators are responsible for the delivery of individualized/self-paced and group instruction in collaboration with school-based teams, site based and itinerant staff, medical professionals, family members, and community agencies. Outreach Teachers are skilled in navigating the development and nurturing of relationships with vulnerable students with complex learning profiles and foster learning environments that support diversity, equity, justice, and inclusivity, modelling the Professional Standards for BC Educators.</p> <p>Students requiring outreach services may have very complex educational and social needs requiring intensive intervention; they may be wards of the court, living in group homes or foster care settings, or have complex family and/or living situations, or have complex neurodevelopmental profiles.</p> <p>Outreach program delivery may occur in a variety of settings that provide safe, low stimulus learning environments including but not limited to the school setting, group/foster/custodial homes, community agency sites or public spaces. Outreach teachers are required to travel to these sites to deliver instruction as required.</p> <p>Successful applicants for these positions will be determined through qualifications, experience, and the interview process.</p>		
<b>Functions</b>	<ul style="list-style-type: none"> <li>• Prepare instruction of courses for presentation to students as outlined in the BC Curriculum</li> <li>• Identify diverse needs and provide differentiated instruction according to NLPS Inclusion policies</li> <li>• Assess students according to NLPS assessment and reporting guidelines as well as Ministry reporting standards</li> <li>• Communicate student learning in on ongoing, timely and responsive manner according to NLPS assessment and reporting guidelines</li> <li>• Support educational, personal, social, emotional and career development of students</li> <li>• Collaborate with referring school-based team, itinerant staff, medical professionals, and community agencies in the implementation of individual support plans (IEPs) and/or student supportive plans</li> <li>• Oversee all aspects of student supportive plans to ensure goals and objectives are appropriate and effective; collaborate with school-based team to revise on a regularly scheduled or as needed basis</li> <li>• Liaise communication between school, home, and community agencies as appropriate</li> <li>• May be required to provide instructional supervision to Practicum Students and provide classroom direction to Education Assistants or Responsible Adults</li> </ul>	
<b>Employment Requirements</b>	<b>Professional Certification</b>	Certified through the BC Teacher Regulation Branch
	<b>Education and Training</b>	Bachelor's Degree in education or equivalent
	<b>Additional Requirements</b>	<p>Training and experience working with at-risk students, specifically those who are designated as requiring intensive behaviour supports and/or are experiencing challenges with mental health</p> <p>Extensive understanding and implementation of social/emotional learning and Trauma Informed Practice</p> <p>Demonstrated ability to consider and respond appropriately to the</p>

		<p>needs, feelings, and capabilities of others</p> <p>Demonstrated ability to create and maintain an environment that is caring, inclusive and supportive of all students</p> <p>Demonstrated ability to support interagency referrals, ongoing consultation, and programming support for vulnerable learners</p> <p>Demonstrated ability to be flexible and adaptable to changing circumstances</p> <p>Demonstrated ability to collaborate with others to achieve group goals and objectives</p> <p>Demonstrated ability to capture and maintain students' interest, effort, participation, and enthusiasm for both the context and process of learning</p> <p>Demonstrated knowledge of the BC Curriculum model and a concept/competency-driven curriculum</p> <p>Demonstrated ability to plan and organize for effective instruction differentiation, and assessment</p> <p>Demonstrated ability to utilize balanced assessment and feedback to improve student learning</p> <p>Possession of a vehicle and valid BC Driver's License</p>
	<p><b>Preferred Requirements</b></p>	<p>Master's Degree in Counselling, Special Education, or related discipline</p> <p>Training, experience, and/or demonstrated strong conflict management and crisis resolution skills</p> <p>Demonstrated strong professional judgement when supporting students</p> <p>Demonstrated ability to provide input and implement individualized educational programs for students with complex communication or functional programming needs</p> <p>Demonstrated understanding of the organization of, and access to services through community support agencies</p> <p>Demonstrated understanding and incorporation of Indigenous teachings and learnings</p> <p>Demonstrated alignment with site and district initiatives</p>
	<p><b>Additional Requirement for Elementary Settings</b></p>	<p>A minimum of three to five years successful classroom teaching experience at the elementary level</p>

	<b>Additional Requirement for Secondary Settings</b>	<p>A minimum of three to five years successful classroom teaching experience at the secondary level</p> <p>Strong Understanding of graduation pathways and requirements and learning standards across academic and elective courses (8-12)</p> <p>Demonstrated ability of instruction in a wide variety of subject areas including but not limited to Junior Humanities and STEM, as well as Senior Sciences, Math, English, Social Studies, and a variety of elective courses.</p>
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