

<b>Position: Teacher of Students with Visual Impairments (TSVI)</b>		
<p>Teachers of Students with Visual Impairments provide a coordinated and integrated set of supports for Students with Visual Impairments in school settings. Successful TSVIs can cope with ambiguity and rapidly changing demands; be knowledgeable of current curriculum goals and instructional practices; participate in on-going professional development/in-service in both regular and special education; and be committed to integration.</p> <p>TSVIs are committed to inclusive practices and work in collaboration with school-based team, site based and itinerant staff, medical professionals, family members, and community agencies, modelling the Professional Standards for BC Educators.</p>		
<b>Functions</b>	<ul style="list-style-type: none"> <li>• Assess and interpret student impairments for the development and implementation of supports while modelling inclusive practices</li> <li>• Work effectively with classroom teachers, education assistants, school-based team, and itinerant professionals in the development and implementation of programming in an integrated setting</li> <li>• Contribute to the completion of student Individual Education Plans (IEPs)</li> <li>• Provide instruction in Braille and/or orientation and mobility</li> <li>• Facilitate communication between school and itinerant staff, physicians, specialists, and outside support agencies</li> <li>• Coordinate assessments, requisition materials and equipment, repair and maintenance through the Special Education Resources Centre and other outside agencies</li> <li>• Implement services and provide suitable instruction as outlined in Ministry of Education requirements</li> <li>• Maintain records of contact, functionality of support equipment, and update of records of annual assessment as outlined in Ministry of Education guidelines</li> <li>• May be required to provide instructional supervision for Practicum Students, 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>	<p>A Bachelor's Degree in education or equivalent</p> <p style="text-align: center;">and</p> <p>A diploma in special education or equivalent with a focus in learners who are blind or visually impaired</p> <p style="text-align: center;">or</p> <p>A master's degree in the education of Learners who are blind or visually impaired</p> <p>Fluency in Braille</p>

	<p><b>Additional Requirements</b></p>	<p>Demonstrated knowledge of the BC Curriculum model and a concept/competency-driven curriculum</p> <p>Demonstrated ability to consider and respond appropriately to the needs, feels, and capabilities of others</p> <p>Demonstrated ability to plan and organize for effective instruction differentiation, and assessment</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 ability to create and maintain an environment that is caring, inclusive and supportive of all students</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 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>Orientation and Mobility Specialist certification</p> <p>Training and experience in the use and application of adaptive technology</p> <p>Demonstrated ability to work successfully with students with audio/visual impairments</p> <p>Demonstrated ability to create individualized educational programs for students with complex communication or functional programming needs</p> <p>Training in the administration of Functional Vision Assessments</p> <p>Demonstrated understanding and incorporation of Indigenous teachings and learnings</p> <p>Demonstrated alignment with school and district initiatives</p>
	<p><b>Additional Requirement for Elementary Settings</b></p>	<p>A minimum of two years successful classroom teaching experience at the elementary level</p>
	<p><b>Additional Requirement for Secondary Settings</b></p>	<p>A minimum of two years successful classroom teaching experience at the secondary level</p>