



## ***Oak and Orca Bioregional School***

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### **Special Education Teacher Position:**

The Special Education Teacher at Oak and Orca is responsible to students in both the on-site and home-learning programs. The ideal candidate will be adaptable to support in a variety of areas and will be ready to jump in to assist with children at a moment's notice. While there are many responsibilities listed below, not all are typically included in one position. Most staff have a blend of responsibilities based on their specific skills as well as the needs of the school.

### **General Responsibilities:**

- Teach or co-teach open classroom, workshops, silent reading, active play, and/or math groups
- Possibly teach in our Forest School, Pre-Primary, and/or Special Education programs
- Supervise and engage with students during recess, lunch, and out of school care
- Plan and run weekly field trips (often by bicycle)
- Support students to become active participants in their learning (planning, reflecting, etc.)
- Report non-judgmentally and anecdotally, including tracking the BC learning standards
- Manage student interactions in accordance with school culture/ethics/policies
- Attend consensus staff meetings
- General cleaning and maintenance of spaces
- Support the growth of our programs (e.g. developing curriculum for home-learning programs, marketing, responding to new inquiries, supporting new coworkers, community events, etc.)

### **Home-Learning Specific Responsibilities:**

- Teach all learning areas for K-9 students, and/or specific learning areas for 10-12 students
- Guide student learning through the co-creation of an evolving learning plan
- Provide individualized suggestions for a student's learning based on emergent needs
- Communicate with students and families through a variety of mediums (e-mail, Skype, phone...)

### **Special Education Specific Responsibilities**

- Provide support by working with SEAs and therapists (communicating at a distance with those working with home-learning students)
- Create and/or maintain Individual Education Plans (IEPs) for special education students, including tracking goals, assessments, etc.
- Facilitate digital and in-person meetings with parents, teachers, etc. to make decisions about supporting individual students
- Work with other special education staff to further develop our program
- Assist with workshops, field trips, open classroom, and other educational activities without seeming to provide one-on-one support exclusively to a particular student

**Position Details:**

*Term:* Most positions are permanent with a four month probationary period. Positions to cover a leave are non-permanent and are for the term of that leave. Temporary positions may also be available from time to time.

*Time off:* Three weeks split over Winter and Spring break, plus five week non-teaching period in summer. Further time off can be negotiated as unpaid.

*Note:* As with many other non-profits, we are unable to provide the types of wages and benefits we would like to. We are working together to raise wages and increase our capacity.

**The ideal candidate for the position will possess:**

- Current BC Ministry of Education Teachers Certificate through the Teacher Regulation Branch
- Training and experience with assisting special education students 4-18 years old; ECE, TA, etc.
- Experience with supporting home learning students
- Administrative, clerical, and organizational abilities
- Strong phone and written communication skills
- Strong computer skills (i.e. quick typist, comfortable using internet and database systems, comfortable learning new programs, able to provide families basic trouble shooting)
- Experience with alternative teaching practices that focus on child-directed learning
- Understanding of bioregionalism and respect for the importance of ecological literacy
- Willingness to be mentored in the philosophy of the school
- Cooperative and communication skills, initiative and enthusiasm
- Strong ability as a cyclist (i.e. able to pull loads as well as cycle distances)

**Skills and knowledge in the following areas would be an asset:**

- Creative arts, Second Languages, First Nations and Global Perspectives
- Swimming, Lifeguarding, Martial arts, Wilderness Skills
- Understanding of sciences and ecology
- Firm mathematical understanding
- Compassionate Communication
- Consensus Decision Making

**\*\* All staff are expected to use alternative transportation without a motor vehicle of any kind to get to work each day (ie bike, bus, walk, etc.).**