



The Cowichan Valley School District invites applications for the roles of Elementary Vice-Principal and Principal for French Immersion.

The district is in the beautiful Cowichan Valley on southern Vancouver Island, between Victoria and Nanaimo, serving communities from Saltair in the north to Spectacle Lake on the Malahat and west to the Lake Cowichan region. We are honoured to be learning on the ancestral and unceded territories of the Cowichan, Malahat, Stz'uminus, Penelakut, Halalt, Ts'uubaa-asatx and Lyackson peoples. The district serves approximately 8,300 students, including 1,600 who identify as Indigenous, across 23 school sites with an annual budget of over \$132 million. Further information is available at sd79.bc.ca.

The Opportunity

We seek instructional leaders who centre Indigenous Ways of Knowing and Being, reconciliation, and equity in school improvement. You cultivate inclusive, culturally responsive learning environments that honour Indigenous students, families, and communities; advance equitable outcomes for Priority Learners; and strengthen staff capacity in evidence based- instruction and assessment across disciplines.

Key Leadership Competencies

The successful leader demonstrates:

- **Visionary:** Communicates a clear, compelling direction focused on improved student learning and equitable outcomes; builds urgency that inspires collective action.
- **Energetic:** Sustains momentum, calibrates the pace of change, and engages in ongoing reflection about personal impact and growth.
- **Collaborative:** Builds trusting relationships; facilitates nonhierarchical communication; engages staff, students, families, and Indigenous partners in -code fining- change.
- **Systems Thinker:** Sees patterns across classrooms, schools, and district; accepts ambiguity; aligns structures and resources to remove barriers for learners.
- **Outward -Facing:** Models curiosity and inquiry; brokers partnerships and resources that enrich learning and well-being.
- **Politically Astute:** Navigates priorities across school and district; adapts influence strategies to context; maintains support for shared goals.
- **Pedagogical Leader:** Uses multiple forms of credible evidence to make decisions; keeps laser like focus- on instructional improvement and transformation.

Role Expectations

- **Advance Reconciliation & Indigenous Education**
Partner meaningfully with local First Nations and Indigenous communities; embed Indigenous

Ways of Knowing across curricula and school culture; ensure processes are relational, respectful, and restorative.

- **Lead the Student Improvement & Achievement Cycle**
Co-create ambitious, measurable goals; align professional learning; implement evidence-based instructional and assessment practices; analyze classroom, school, and district data; adjust strategies to accelerate growth for all learners—especially Priority Learners.
- **Elevate Literacy & Numeracy**
Implement tiered, responsive pedagogy and assessment to strengthen early and continuing literacy and numeracy; monitor progress with common assessments and classroom artifacts; close persistent gaps.
- **Champion Mental Well-Being**
Integrate social emotional learning, -trauma informed, and -neurodiversity affirming- approaches; strengthen connectedness and belonging; coordinate services with school and community partners.
- **Ensure Inclusion & Equity**
Reduce barriers through Universal Design for Learning and culturally sustaining pedagogy; apply human rights and SOGI inclusive practices; ensure equitable- access to programs, transitions, and pathways.
- **Build Collaborative Professional Cultures**
Lead collaborative inquiry cycles; coach and supervise for growth; provide actionable feedback focused on pedagogy, assessment, and learner success; celebrate improvement transparently.
- **Mobilize Resources & Partnerships**
Align people, time, and budget to priorities; engage families and community partners in learning; communicate progress clearly and often. (Aligned with the District Strategic Plan.)

Education/Experience

- Master's Degree in Administration, Educational Leadership, Curriculum, or other relevant areas.
- Proven leadership with respect to equity, reconciliation, and inclusion
- Valid Certificate of Qualification issued by the Teacher Regulation Branch
- Ideal candidate for Principal role would have 5 years successful teaching experience and 2 years Vice Principal experience in French Immersion. Vice Principal role would have a minimum of 5 years successful teaching experience in French Immersion.
- Bilingual (French/English)

The salary ranges for these positions are: Elementary Vice Principal \$130,901-\$138,313 and Elementary Principal \$149,228 – \$157,676 per year including a comprehensive benefits package including Pension.

To view the original posting, please visit Make a Future at <https://buff.ly/zcze0o9>.

How to Apply

Please submit one PDF containing your cover letter, detailed résumé with three supervisory references, a brief statement of philosophy, and any other relevant supporting documentation. Email your application to Jen Christenson, Manager of Human Resources, by 12:00pm on Thursday, April 23, 2026, at jchristenson@sd79.bc.ca. We appreciate all applicants, however, only those candidates selected for interviews will be contacted.

About the District

For more about our priorities and direction, please see the Cowichan Valley School District Strategic Plan.

<https://sd79.bc.ca/board-of-education/strategic-plan/>