REQUEST FOR PROPOSALS

Sessional Instructors (Contracted Services)

Multiple Positions — Term-Specific Course Engagements

Key Information

RFP Reference Number	WSB-WC-2026-SI-001
Date of Issue	November 25, 2026
Closing Date/Time	4:00 PM (Pacific), December 14th, 2026
Number of Positions	Multiple — sessional course engagements, assigned by term
Department	W̱SÁNEĆ College
Engagement Type	Independent contractor / term-specific sessional contract
Eligibility	Open — internal and external proponents; W̱SÁNEĆ community members are encouraged to apply
Submit documents to	Dr. Nick Stanger: nstanger@wsanecschoolboard.ca

1. Introduction and Background

1.1 About W̱SÁNEĆ College

W̱SÁNEĆ College is a post-secondary institution established by the W̱SÁNEĆ School Board to serve the educational needs of the four W̱SÁNEĆ Nations: Tsartlip (W̱JOŁEŁP), Pauquachin (BOḰEĆEN), Tsawout (SȾÁUTW̱), and Tseycum (W̱SÍ,K̲EM). W̱SÁNEĆ College is located on the Saanich Peninsula on the traditional territories of the W̱SÁNEĆ peoples on Vancouver Island, British Columbia.

1.2 Governance and Relationship to the W̱SÁNEĆ School Board

W̱SÁNEĆ College operates under the authority of the W̱SÁNEĆ School Board, which is governed by representatives of the four W̱SÁNEĆ Nations. The School Board is responsible for delivering educational programs and services across the W̱SÁNEĆ community, from early learning through post-secondary education. W̱SÁNEĆ College serves as the School Board's post-secondary arm, offering certificate, diploma, and degree programs in partnership with

Camosun College and the University of Victoria, and is grounded in W̱SÁNEĆ culture, language, and ways of knowing.

1.3 Community Served

The four W̱SÁNEĆ Nations are Coast Salish peoples whose territory encompasses the Saanich Peninsula, the surrounding waters, and the Gulf and San Juan Islands. W̱SÁNEĆ College exists to advance the educational aspirations of primarily W̱SÁNEĆ community members, and also local First Nations, Indigenous, and non-Indigenous students, to support the revitalization and transmission of SENĆOŦEN language, cultural knowledge, and self-determined governance.

2. Letter of Invitation

The W̱SÁNEĆ School Board, on behalf of W̱SÁNEĆ College, invites qualified individuals to submit proposals to teach one or more courses as Sessional Instructors in W̱SÁNEĆ College programs. This Request for Proposals (RFP) is issued in accordance with the W̱SÁNEĆ School Board Capital Projects, Tendering, and Service Contracts Policy (Section 260.8).

Sessional engagements are term-specific contracted services. They are not employment positions, are not covered by any collective agreement, and do not confer employee status, benefits, seniority, or union representation.

W̱SÁNEĆ College is committed to providing educational programs grounded in W̱SÁNEĆ language, culture, land-based learning, and community governance. Sessional Instructors deliver the approved curriculum for their assigned courses, support student learning and success, and teach in a manner consistent with W̱SÁNEĆ values, in collaboration with W̱SÁNEĆ Scholars, Elders, and knowledge keepers where appropriate.



3. Statement of Work Required

The successful proponents will be engaged as independent contractors to teach one or more assigned courses within a College program for a defined term, delivering the following scope of services:

3.1 Teaching and Learning

- Deliver assigned courses in accordance with the approved course outline, learning outcomes, and program requirements.
- Prepare lesson plans, learning activities, and materials appropriate to adult learners and to the course context, including land-based and community-based settings where applicable.
- Use teaching approaches that are relational, strengths-based, and responsive to the needs of W̱SÁNEĆ and other Indigenous adult learners.
- Incorporate W̱SÁNEĆ knowledge, perspectives, and SENĆOŦEN language into teaching as appropriate to the course, with guidance from the program lead, W̱SÁNEĆ Scholars, and knowledge keepers.
- Follow W̱SÁNEĆ protocol in the classroom and on the land, including the appropriate hosting of Elders, knowledge keepers, and guests.

3.2 Assessment and Student Success

- Assess student learning fairly and transparently, in alignment with the course outline; provide timely, constructive feedback.
- Maintain accurate records of attendance, participation, and grades, and submit final grades by required deadlines.
- Monitor student progress and communicate early with the program lead when a student may need additional support.
- Refer students to College supports (academic, personal, cultural) and participate in student success planning as requested.
- Be reasonably available to students outside class time for course-related questions, within the scope of the engagement.

3.3 Professional and Institutional Responsibilities

- Comply with W̱SÁNEĆ College, W̱SÁNEĆ School Board, and post-secondary partner policies including those relating to student conduct, privacy, safety, and field-based learning.
- Communicate promptly with the program lead regarding scheduling, absences, or concerns affecting course delivery.
- Participate in course-related meetings, orientation, and program debriefs as scheduled.
- Contribute to the review and improvement of the assigned course, including feedback on curriculum and materials at term end.
- Uphold a learning environment that is safe, respectful, and free of discrimination and harassment.
- Represent the organization in a professional and positive manner.

4. Required Qualifications

Proponents must demonstrate the following minimum qualifications:

- A credential relevant to the subject area, normally a Master's degree or higher; equivalent combinations of education, cultural knowledge, and professional or community experience will be considered and valued.
- Demonstrated experience teaching or facilitating learning with adults.
- Knowledge of, or demonstrated commitment to learning, W̱SÁNEĆ history, culture, and worldview, and to teaching in a decolonizing, learner-centred way.
- Strong communication, organization, and interpersonal skills.
- A current, satisfactory Criminal Record Check, including a Vulnerable Sector Search. This is College policy: all instructors must have one on file before teaching, without exception (see Section 8.3).

Preferred Qualifications

- Experience teaching in Indigenous post-secondary or community-based settings.
- Knowledge of SENĆOŦEN or experience supporting language revitalization.
- Experience with land-based or experiential education, including outdoor safety qualifications relevant to field-based courses.
- Lived experience within the W̱SÁNEĆ community or another Indigenous community.

Hiring Preference

Pursuant to Section 41 of the BC Human Rights Code, preference may be given to qualified proponents of W̱SÁNEĆ ancestry, followed by proponents of other Indigenous ancestry.

5. Proposal Evaluation Criteria

Proposals will be evaluated by a Selection Committee based on qualifications and education, teaching experience and adult learners, knowledge of W̱SÁNEĆ culture and First Nations pedagogies, and references. The proponent(s) who best meet the evaluation criteria shall be recommended for engagement, subject to W̱SÁNEĆ School Board approval.

6. Submission Requirements

Only proposals containing the following will be considered:

- Résumé or Curriculum Vitae and cover letter addressing how the proponent meets the required qualifications and assets, and identifying the course(s), subject area(s), or program(s) the proponent wishes to teach.
- Three (3) professional references (please provide telephone numbers and email addresses).
- Copies of relevant certificates and transcripts. Proponents qualifying through cultural knowledge or community experience may describe that knowledge and experience in their cover letter instead; the College does not require anyone to disclose knowledge they hold.

- A brief statement of teaching philosophy (maximum 2 pages) describing the proponent's approach to Indigenous education and culturally grounded pedagogy.
- A copy of a current Criminal Record Check, including a Vulnerable Sector Search, or confirmation that one has been applied for.
- Availability for the term(s) offered, including any limits on evening, weekend, or overnight field components.
- Additional supporting documentation as applicable.

Proponents are not asked to submit pricing or a proposed fee. Compensation is set by the College (see Section 8).

8. General Provisions

- All proposal documents will be treated confidentially until they are reviewed by the Selection Committee.
- The W̱SÁNEĆ School Board reserves the right to accept or reject any or all proposals.
- The W̱SÁNEĆ School Board reserves the right to hire outside professionals to assist in the evaluation process.
- Copies of all proposals and records of the evaluation process will be kept on file.
- The W̱SÁNEĆ School Board reserves the right to negotiate the terms of the final contract with the successful proponent(s).

9. Contact Information

For questions or clarifications regarding this RFP, please contact:

Nick Stanger MA, PhD
Associate Director
WSÁNEĆ College
W̱SÁNEĆ School Board
C: 250-816-7611
E: nstanger@wsanecschoolboard.ca

— End of RFP Document —

