



# Classroom Teacher



**Canterbury**  
World Ready

# From the Principal

Canterbury has a proud reputation as one of Queensland's largest and most progressive ELC-12 coeducational schools.

Established in 1987, in strong alignment with Anglican Church values, Canterbury has gone on to become a leading academic, sporting and music school, serving our growing community in Logan, the southern suburbs of Brisbane and the northern Gold Coast corridor.

We value and nurture our teachers and invite passionate and dynamic professionals to join our team.

Yours sincerely

**Daniel Walker**  
Principal and CEO



**1650**  
students

**315**  
staff

**38**  
years



# About Canterbury

Canterbury was established in 1987 as an academic school in the grammar school tradition.

There is an unrelenting focus in the school on all-roundedness in our students, reflecting that academics, sport, performing arts, service and leadership are core dimensions of a Canterbury education.

**Our motto:** Fortior Quo Paratior – *The Better Prepared, the Stronger.*

**Our vision:** To nurture and inspire confident, optimistic and compassionate young people who are World Ready.

The College is comprised of Early Learning, Junior School and Senior School campuses across 33 hectares.



## Our Values

The strength of our Community is built on:

### Integrity

Matching our words with actions and taking responsibility, even when no one is watching.

### Respect

Showing compassion, forgiveness, understanding and regard for all people and our environment.

### Gratitude

Being thankful stewards who show appreciation for what we have and who return kindness.

### Effort

Having the determination to improve, make contributions, and rise to the challenge.



# The Canterbury Way

## High Impact Learning Design

9 dimensions of practice  
 Deliberate use of the physical and digital resources to support teaching and learning  
 Knowledgeable and passionate teachers



## Professional Growth

- Early Career Teacher Program
- Communities of Practice
- Professional Learning
- Microsoft Showcase School
- Piccolos and Pedagogy
- Student Surveys

## Practice



## Space and Place

## Foundational Beliefs

- Holistic Wellbeing
- High Expectations
- Differentiation
- Quality Relationships
- Commitment to Improvement

# Position purpose

Teachers at Canterbury recognise that it takes energy, deep knowledge and imagination to be at their best in the classroom.

They are drawn to the profession because they believe it is a vocation and an opportunity to positively shape the future of the students they teach.

Ultimately, teachers here believe that 'raising the bar and closing the gap' in student achievement is their number one objective.

Teachers at Canterbury believe that they are life long learners themselves and model curiosity, an appetite for improvement and critical reflection.

They learn, refine, shape and add layers to their professional practice to be responsive to social and cultural changes. They do so because they know it adds value to the learning of their students. They are committed to helping students and families navigate ambiguity and complexity. They have expert knowledge in their field.

Teachers at Canterbury are fully immersed in the lives of their students. They look for ways to formally and informally mentor and positively impact students at the school. They know that the way to get the best out of their students is to know, understand and challenge them.

By committing to students, they build trust and respect from families. Teachers do this within a framework of very high expectations of student behaviour, engagement and academic progress.

Most importantly, teachers at Canterbury understand that their profession is a collaborative one. The best work happens when teams work together to improve curriculum, assessment and lesson design.

In this way, collaboration is always a quality improver. Teachers leverage the benefits of this collaboration to manage their workload and strengthen their practice.



**Canterbury**  
World Ready

**Within each standard, there are some extra elements that are articulated, which align with the high expectations culture of the College.**

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents and the community
8. Understands and commits to a contemporary independent school setting



# The role

**POSITION:** Classroom Teacher

**REPORTS:** **Senior School:** Head of Faculty  
**Junior School:** Head of Junior School  
**Early Learning Centre:** Head of Early Learning

**POSITION REVISED:** June 2024

Although the role of a classroom teacher is articulated by the Australian Institute for Teaching and School Leadership (AITSL), there are expectations of teaching in a leading independent school such as Canterbury that are fundamental to the role.

As a high-performing, contemporary independent school, teachers at Canterbury should align their professional practice towards 'Highly Accomplished' descriptors as articulated in the AITSL standards.

Therefore, the elements of this Position Description are aligned with 'Highly Accomplished' status. Although these are the articulated expectations, there is no expectation that teachers will apply for HALT accreditation with the QCT.



# Responsibilities

## Position responsibilities

### Know students and how they learn

# 1

At Canterbury, understanding our heterogenous student population, cultural factors, motivational factors, gender-related differences in engagement and learning are essential to the work of a classroom teacher.

- 1.1 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
- 1.2 Expand understanding of how students learn using research and workplace knowledge
- 1.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
- 1.5 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
- 1.6 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.

### Know the content and how to teach it

# 2

At Canterbury, knowing the curriculum (and the real-world knowledge base that it is derived from) but also knowing how that curriculum can be best organised, sequenced and delivered using the College's instructional framework, The Canterbury Way, is essential to the success of classroom teachers. The College's expectation is that teachers do more than attend to their own practice; they work as a dynamic member of a team to contribute to the advancement of teaching and learning in the College.

- 2.1 Support colleagues (Faculty or teaching team) using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
- 2.2 Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs, lessons and activities which assist in the upskilling of colleagues and teams.
- 2.3 Actively contribute to the teaching team on an ongoing basis, implementing learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
- 2.4 Providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language.
- 2.5 Implement effective teaching strategies to improve students' literacy and numeracy achievement.
- 2.6 Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.



# Responsibilities

## Position responsibilities

### Plan for and implement effective teaching and learning

# 3

At Canterbury, teaching and learning design is captured in the Canterbury High Impact Learning Design documents (CHILD) which is the core work of classroom teachers, working collaboratively and with a continuous improvement lens. These teaching and learning plans are aligned with The Canterbury Way.

- 3.1** Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
- 3.2** Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.
- 3.3** Engage collaboratively with the teaching team to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- 3.4** Engage collaboratively with the teaching team to create, select and use a wide range of resources, including ICT, to engage students in their learning.
- 3.5** Select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. These are often referred to as the microskills of teaching.
- 3.6** Engage collaboratively with the teaching team to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.
- 3.7** Engage collaboratively with the teaching team to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

### Create and maintain supportive and safe learning environments

# 4

At Canterbury, this is achieved by diligent and unrelentingly high expectations on classroom behaviour, routines and engagement. These approaches will be reinvented and reappraised in keeping with the unique nature of every class. Supportive environments prioritise child safety, inclusion and differentiated approaches to learning design.

- 4.1** Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
- 4.2** Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.
- 4.3** Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.
- 4.4** Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.
- 4.5** Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

The College supports the rights of children and young people and is committed to the safety and wellbeing of students enrolled at the College. Canterbury teachers must display a robust commitment to adhere to the College's policies and procedures relevant to student care and protection.



# Responsibilities

## Position responsibilities

Assess, provide feedback and report on student learning

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Assessment at Canterbury could be pre-testing, diagnostic, formative or summative. Progress and gaps are communicated to students and when required, their parents, to create strong trust between the school and families. MyCC captures assessment results which are shared in 'real time' through the year in advance of every semester reporting period. Students' 'Approach to Learning' is also monitored and reported upon four times per year.

- 5.1 Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.
- 5.2 Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.
- 5.3 Organise assessment moderation activities that support consistent and comparable judgements of student learning.
- 5.4 Engage collaboratively with the teaching team to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- 5.5 Construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Engage in professional learning

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At Canterbury, a program of professional development is planned within the teacher professional time allocated through the year. Supplementary opportunities arise regularly and a Professional Growth Framework ensures that teachers have yearly priorities related to their teaching that are given priority and attention.

- 6.1 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.
- 6.2 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.
- 6.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.
- 6.4 From time to time, participate in professional development days as a presenter and advocate, to inspire improved practice in others.
- 6.5 Through the Communities of Practice (CoPs) teams, be active and engaged in sharing practice and raising the bar of student achievement.



# Responsibilities

## Position responsibilities

**Engage professionally with colleagues, parents and the community**



At Canterbury, bringing parents and carers into the learning journey of each student is essential, which includes timely, honest and supportive communication as well as excellent instincts for the expectations of parents in independent schools.

- 7.1** Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.
- 7.2** Demonstrate responsiveness in all communications with parents/ carers about their children's learning and wellbeing.
- 7.3** Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

**Understands and commits to a contemporary independent school setting**



At Canterbury, our workforce understands that the independent school sector provides a holistic development of each student which requires teachers to be involved in student development opportunities and community engagement outside the classroom.

- 8.1** Commits to the holistic pastoral care of each student, including connections outside of the classroom context.
- 8.2** Takes a role in the cocurricular life of the College.
- 8.3** Attend Outdoor Education as required to ensure a quality experience for students.
- 8.4** Take up opportunities to mentor or develop students in leadership, social and emotional learning.
- 8.5** Be active as a participant or facilitator for service and volunteering projects.
- 8.6** Attend chapel services as programmed for students and staff and models the College's values based on our Anglican tradition.
- 8.7** Uphold the high expectations of students throughout the day. These expectations extend beyond the classroom to walking between classes, at breaks, before and after school.





## Core duties of a Canterbury teacher

The core duties of teachers at Canterbury are articulated in the Enterprise Agreement, notably Section 11, Schedule 1. Whilst these are never an exhaustive list of duties, they do represent the notional time allocations within the role, both inside and outside the classroom.

**Term time:** 39 weeks

**Non-directed, non-contact time:** 9 weeks

**Annual leave:** 4 weeks

A range of events and meeting attendance parameters are described in the Enterprise Agreement. However, the following are expectations of all teachers every year:

1. Be involved in the co-curricular program (Sport, Performing Arts, Activities, Clubs, Thoughtsports). All co-curricular involvement is paid, additional to salary.
2. Be actively engaged in a pastoral care role of students, including but not limited to a Form Teacher, mentor, coach.
3. Attend Outdoor Education as required to safely supervise and support students. An Outdoor Education allowance is payable to staff in recognition of the importance of these element of our educational program.

## Non-teaching time allocation

A teacher's professional (non-teaching time, often referred to as 'preparation and correction' time, specifically consists of:

- i. 20% of the full-time teaching load equivalent (e.g. in a 25 period timetable, 5 periods) is allocated towards teacher professional time. This allocation is reduced commensurately according to fractional teaching load.
- ii. Time required outside of the stipulated school day (8:15am to 3:30pm) to reasonably complete requirements of the role:
  - a. During term time in the mornings and evenings.
  - b. During the periods of school holidays described as 'non-directed, non-contact' time.



## Support for teachers

By way of recognising the professionalism of teachers in the classroom, the College takes many proactive steps to support teachers to allow them to focus on the core business of teaching and learning. These include, but are not limited to:

1. Constructing, renovating and refurbishing teaching spaces, staff professional spaces and general gardens and grounds maintenance which are befitting of a contemporary and dynamic modern independent school.
2. The provision of leading-edge technology, a 1:1 program from Years 4–12 and a strong emphasis on using information systems to assist in productivity gains.
3. Employing professional staff to complete a range of compliance and administrative duties associated with teaching, freeing up teachers to focus on learning.
4. Employing learning assistants as required, to support the work of teachers in the classroom.
5. Investing in a Learning Support team who provide specialised curriculum and assessment support for identified students in classes.
6. Investing in a stand-alone integrated health centre, Care Central, to administer medications, first-aid and counselling services, which provide excellent care for students.
7. Models of effective teaching and learning plans are produced to benchmark and assist teachers to understand expectations.
8. Utilising coaches and specialist instructors to support the delivery of the cocurricular program, alongside teachers.
9. Additional payments for any staff taking part in the cocurricular or outdoor education programs.
10. Flexible work arrangements within the overall expectations in the classroom.
11. A targeted professional development program offered within the hours of duty of the industrial agreement, with a generous provision for external PD in school and out of school hours.
12. A commitment to professional growth of all staff, which includes regular feedback, development opportunities, training and learning.
13. Proactive staff wellbeing measures which support teachers.

## Your application

Please include **only** the following in your application:

- » Cover letter (no longer than 2 pages);
- » Curriculum vitae (no longer than 4 pages) which summarises your key career achievements, focussing most closely on your current position;
- » Summary in your CV of your teaching experience (subjects, year levels etc);
- » Three professional referees, one of which should be your current Principal.

