



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

