

# Fortior Teaching Fellowship

**Fortior** (adj.) *latin* stronger



## Canterbury

In line with our motto, *The Better Prepared, The Stronger*, the **Canterbury Fortior Teaching Fellowship** provides final year education students with the best possible start to their teaching profession.

Fortior Fellowship recipients will be truly immersed in Canterbury College life during their final year of study, experiencing an authentic snapshot of a teaching career in a contemporary independent schooling context.

### Stronger...

- Connections to student life in an independent school setting.
- Skill sets in school operations and life beyond the classroom.
- Professional learning and staff development opportunities.

**Canterbury will offer one Primary (Junior School) and one Secondary (Senior School) Fortior Teaching Fellowship per year.**

## Fellowship Package Features

1. **One of two final year Practicums completed at Canterbury College.**
2. **A 350-hour paid placement during the final year of study with involvement in these College programs:**

- Outdoor Education
- Tutoring
- Exam Invigilation
- Lunchtime and After School Clubs
- Student Mentoring
- Term 4 Team Teaching
- Week 0 Attendance and Student Free Days

While the practicum component is not paid, these 350 hours are spread across the remainder of the year.

350 hours at \$39.00 per hour is a total remuneration of \$13,650 paid at a casual rate.

3. **Choice of involvement in one or more of these areas:**

- Co-curricular – Sport, Performing Arts, Thought Sports (Chess, Debating, eSports etc), Coaching.
- OSHC: Outside School Hours Care and Vacation Care.
- Canterbury Taipans Swimming, Tennis and Athletics Clubs – HelpDesk Attendant, Lifeguard etc.

4. **Priority Access, although not a guarantee, to appropriate teaching vacancies in the following year at Canterbury College.**

5. **Access to over 30 hours of programmed professional development within the school, including personalised CV and job application advice and coaching.**

6. **Support and mentorship from Canterbury's Early Career Teacher Coordinator.**

# From the Principal

Established in 1987 as a school in the Church of England tradition, Canterbury has evolved to become a leading academic, sporting and music school, serving our fast growing community in Logan, the southern suburbs of Brisbane, and the northern Gold Coast corridor.

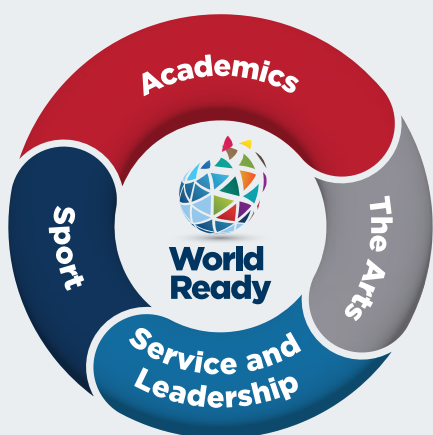
There is an unrelenting focus in the school on all-roundedness in our students, reflecting that academics, sport, performing arts, service and leadership are core dimensions of a Canterbury education.

**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.

**Mr Dan Walker**  
Principal  
Canterbury College



A Canterbury Education  
**Four Dimensions**

## 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.

Since  
**1987**

**33**  
Hectare  
Campus

**1,650**  
Students

**315**  
Staff

# Different Together

**At Canterbury, we're not all the same and that is our greatest strength.**

Regardless of your religious, gender, sexuality or cultural identity, you have a home at Canterbury.

We draw on these different life experiences, stories and values to learn from one another and to make our community stronger.



## Application Process

Please send your CV and one-page only Cover Letter which explains why you believe this Fortior Teaching Fellowship opportunity is right for you, and how you could add value to the Canterbury College community.

It should list the reasons for your interest in the Fellowship and your commitment to developing experience across all dimensions of a contemporary and independent school setting.

Please also include your most recent professional experience report.

**Applications and any queries should be directed to: Emma Crooks, Pre-Service and Early Career Teacher Coordinator at Canterbury College: Email – [e.crooks@canterbury.qld.edu.au](mailto:e.crooks@canterbury.qld.edu.au)**

# Testimonials



***“Being part of the ECT: Early Career Teacher program has been integral in supporting my transition into teaching life.***

Having a mentor has helped calm the daunting shift from being a preservice teacher to becoming a full-time teacher.

Emma Crooks has been wonderful in preparing and guiding me into the world of teaching.

The focus of the program on lesson observation and reflection meetings, has allowed me to broaden my knowledge on curriculum content, lesson planning, behaviour management, and student relationships.

Emma’s check-in meetings have been the highlight where she has provided support on student wellbeing, parent interactions, assessment knowledge, and more importantly – my own wellbeing.

The support I received from the ECT Program has been instrumental in my shift to a teaching career.”



***“The Early Career Teacher program at Canterbury College has made me feel supported and a valued member of their community – MY community.***

With the support and mentorship of Emma as the Program Coordinator, I’ve been empowered to try new things and never felt on my own.

A huge thank you to Canterbury College for kickstarting my career as a Secondary Teacher and helping me to be the best that I can be for my students.”



***“The Early Career Teacher program at Canterbury College has helped me immensely in my first year as a teacher.***

Their mentorship provided me with someone who checked in regularly, made sure I knew how to handle any tricky situations, and equipped me with the tools that I need to set me up for success.

Having someone also checking in on me as a person, and making sure I was looking after myself outside of school, was incredibly important as well.

I think it’s easy as a first-year teacher to get very caught up in trying to constantly do your best, and figure out how to be a good teacher, that your own wellbeing can be put to the side.

However, having an external figure checking to make sure I was also looking after myself, made sure that I didn’t burn myself out too much.

This meant my work didn’t suffer, and I was a better teacher in the classroom because of it.

Knowing exactly who to contact whenever I needed some advice was fantastic as well, and the fact that they were so willing to talk, meant I never felt guilty asking for help.”

