

# CPCO Principal Development Course AQ

## Module Writer/Review: 2026

**Effective July 6, 2026 – April 1, 2027**

Catholic Principals' Council of Ontario (CPCO) is seeking highly qualified current practising CPCO Associates or recently retired Non-Practising CPCO Associates (NPA) as a Module Writer/Reviewer for the **Principal Development Course Additional Qualification (PDC AQ)**.

The PDC AQ course is 125 hours. Each module represents 31.25 hours, which includes a 10-hour job embedded practicum.

### The PDC AQ Modules:

#### **Module 1 Catholic Leadership Grounded in Faith**

- Fostering Christ-centered leadership skill and approaches for Principals/Vice-Principals in Catholic schools today
- Enacting Gospel values and the Ontario Leadership Framework: Catholic School-Level Leadership (OCLF) to guide daily practice
- Refining the qualities of Catholic leadership through reflective practice

#### **Module 2 Leading Trauma Sensitive Schools**

- Understanding the impact of trauma on learners and their behaviour
- Building relational trust, a culture of safety, empathy and predictability using an identity affirming approach in Catholic schools
- Leading change through developing a strong sense of connectedness and belonging

#### **Module 3 Leading Equitable and Inclusive Schools**

- Equity is not the same as equal; respecting and honouring diversity and inclusion
- Building inclusive schools through relationships, belonging and culturally relevant and responsive pedagogy
- Building equity focused leadership skills through self-reflection and courageous conversations

**Module 4      Legal Obligations and Responsibilities of Principals/Vice-Principals**

- Maintaining safe and caring schools
- Upholding human rights, equity and inclusion
- Protecting Catholic identity while respecting legal rights

**Module 5      Principals and Vice-Principals as Instructional Leaders**

- Developing a clear vision for leading and learning grounded in faith, and gospel values
- Understanding, promoting, and supporting effective teaching and learning using evidence-based strategies and data informed decisions
- Building strong relationships that foster trust, collaboration and faith-based decision making

**Module 6      Leading Special Education Focused Schools**

- Developing the role of a leader to provide support, advocacy, inclusion, and attending to legal obligations including IEPs and IPRCs
- Establishing and fostering effective relationships and partnerships including community members and parents/guardians while working together to best meet the needs of the child/student
- Developing the leader's influence on Trauma-Sensitive Schools and its impact on ALL students' physical, social, emotional needs and spiritual well-being.

We are committed to supporting Catholic school leaders throughout the education system. As such, we seek input from a multitude of sources to identify, design, develop and deliver the learning and support needs of our Associates and colleagues. CPCO recognizes the value of job-embedded learning, sharing practices and the distributed leadership model of Principals sharing with Principals. We aim to ensure that professional learning offerings are equitable and provided within accessible environments, free from discrimination and harassment.

## Project Scope

This project invites Applicants to write one (or more) 31.25-hour PDC AQ Modul(s) designed for Principals and Vice-Principals in Catholic Schools **and** review two other PDC AQ Modules for SEA AQ Re-accreditation with the Ontario College of Teachers.

The PDC AQ is a self-directed, modular, on-line course that nurtures key leadership lessons for growth through personalized learning, grounded in faith, discernment, inquiry and self-reflection.

PDC AQ Candidates will explore:

- equitable and inclusive schools and system cultures,
- culturally responsive practices that honour the gifts of learners and support student well-being,
- ethical, spiritual, pedagogical and legal dimensions of leadership to develop knowledge, skills and professional capacity to lead and improve a Catholic learning community.

In addition to being AODA compliant, all resources and learning engagements are saved in a CPCO Google Drive and used in SEA AQ Google Classrooms. All project assignments and activities will promote equity, diversity, inclusivity, culturally responsive and relevant pedagogy and uphold the Ontario Human Rights Code.

## Responsibilities

### Timelines:

Writer/Reviewer Module Application Deadline: 9:00 am Tuesday, June 23, 2026

Writer/Reviewer Interview: Friday, June 26, 2026

Initial Meeting of all Module Writers/Reviewers via Zoom: Week of July 6, 2026

Module Writing Deadline: December 1, 2026

Module Review (2) Deadline: March 1, 2027

Module Final Edits Deadline: April 1, 2027

All meetings will take place virtually via Zoom.

The first project meeting will be with all Module Writer/Reviewers to:

- review the scope, sequence of this writing/reviewing,
- assign a CPCOpl Gmail accounts,
- and review the Google Drive Folder for each module.

Module Writer/Review responsibilities include:

- collaborating with CPCO to ensure deliverables are implemented effectively, within specified project timelines and in accordance with the standards and expectations of CPCO
- participating in project meetings
- reviewing and incorporating the expectations from the Ontario College of Teachers PDC AQ Guidelines into the writing of each module
- developing content as required for all expected deliverables with consideration of equity, diversity, inclusion, anti-oppression, anti-colonialism

- reporting back to CPCO as applicable
- referring any decisions that may require a change to the deliverables, timelines, or any other major issues to CPCO in a timely fashion.

## Selection Criteria

To qualify for consideration for this position, candidates must:

- be a current or recently retired Principal or Vice-Principal and current or past Practising Associate of CPCO;
- have expertise and knowledge in the module of interest for this application
- demonstrate a lead learner/co-learner stance as an educator
- have knowledge and commitment to anti-oppressive and anti-colonial environments including knowledge of anti-oppression frameworks
- have expertise in the development or review of professional learning or resources to ensure they reflect culturally relevant and responsive content for all adult learners
- have experience in developing content for all expected deliverables with consideration of equity, diversity, inclusion and anti-oppression and consideration of adult learning principles
- have a high level of comfort using a variety of digital tools to enhance learning
- demonstrate outstanding communication skills in writing
- proficient in using various office programs including G-suite (slides and docs) and the virtual platform Zoom

The following will be considered assets:

- Experience in both elementary and secondary panels.
- Experience in provincial projects

## Selection Process

Our selection team will review and assess all applications based on the identified success criteria. Candidates will be invited to take part in an online interview via Zoom meeting (with video) and will need to be available on **June 26, 2026**. This process also includes contacting references.

Applicants are asked to submit documents in one PDF file:

- Cover letter
- Curriculum vitae
- Module of Interest
- Contact information for two Superintendent references (one being your most current Supervisory Officer).

Please submit your complete application by email (Vanessa Kellow vkellow@cpco.on.ca) and include **“PDC AQ Module # and Title”** (i.e., PDC AQ Module 3 Leading Equitable and Inclusive Schools) in the email subject line.

This independent contractor position will begin in July 2026. The successful candidate will be contracted with CPCO, and recently retired applicants **must be or become a Non-Practising Associate of CPCO**. The first meeting will take place virtually in early July 2026.

Applications will be accepted until 9:00am on Tuesday, **June 23, 2026**.

**Only those applicants selected for an interview will be contacted by email by June 24 or 25, 2026. Virtual interviews will take place on Friday, June 26, 2026.**

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**Note:** To be eligible for an interview for this opportunity, submitted applications must be complete.

CPCO embraces diversity and is committed to creating an inclusive workplace that values diversity in the workplace. We are therefore happy to accommodate any individual needs in keeping with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. If you require accommodation in order to participate in the hiring process, please make your needs known in advance.

Catholic Principals' Council of Ontario (CPCO) is a voluntary, professional association for Principals and Vice-Principals in Ontario's 29 publicly funded English Catholic school boards. CPCO represents the needs and perspectives of local Principals/Vice-Principals in Catholic school boards and is their exclusive representative to the provincial government.