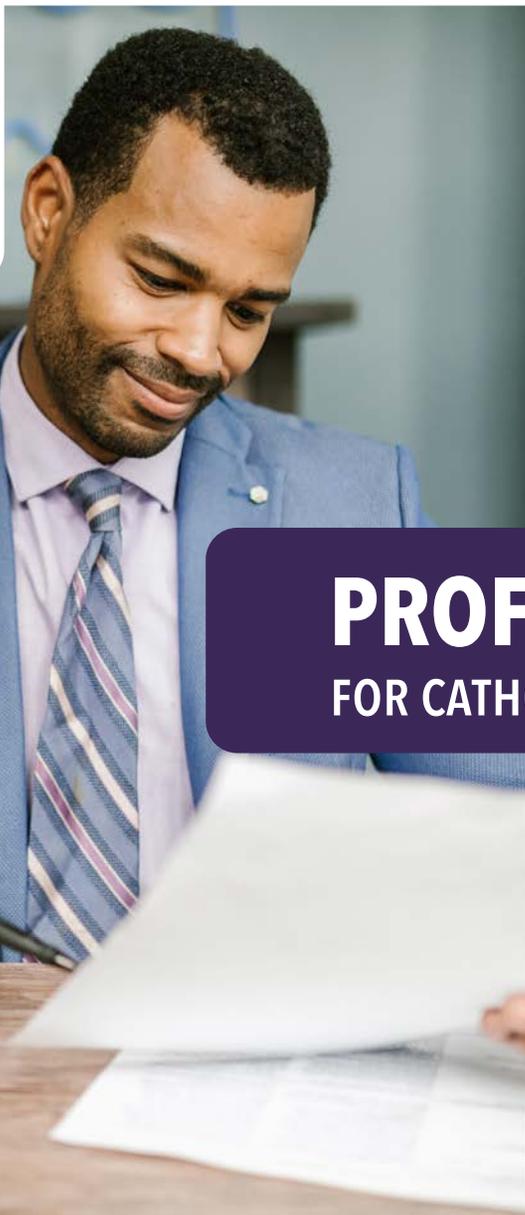


All presentations are available as "in-person" or "synchronous virtual" experiences.



PROFESSIONAL LEARNING

FOR CATHOLIC LEADERSHIP FORMATION 2022-23



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**All presentations are
available as "in-person"
or "synchronous virtual"
experiences.**

CPCO provides leadership formation opportunities for Catholic Principals, Vice-Principals and aspiring teacher leaders. Sessions develop knowledge and skills for leadership development, legal fundamentals and human resources management.

Sessions can be customized to accommodate 60-minute to full-day facilitations. We invite you to review the opportunities described in this brochure and consider how these workshops can support your local leadership formation and development strategy.

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



SEEKING POSITIVE SOLUTIONS Conflict Management through a Catholic Lens

Learning goals:

This two-part workshop guides participants on how to collaboratively seek effective solutions to challenging issues and problems while maintaining, and even strengthening, the relationships that are at the heart of any conflict. Guided by work from the Harvard Negotiation Project scripture and the tenets of our faith and, this workshop provides guideposts, language prompts and an explicit process specific for the educational context and supports the strengthening of robust, healthy relationships— both within our professional and personal lives. Respecting diverse perspectives through authentic engagement is key to seeking positive solutions.

Part 1 will consider 5 conflict-handling modes that make up the Thomas-Kilmann Conflict Mode Instrument. Participants will engage in a self-assessment to identify possible over- and under-use of each style,

and through a case study approach explore the value of each mode dependent on the situation or desired outcome. Discussions will explore how as school leaders, power and privilege impact situations of conflict and review how privilege and oppression are at play in any encounter.

Part 2 will share the Seeking Positive Solutions framework as a new way to work through conflict by focussing on listening first with the goal of uncovering the underlying interests that are at the root of the presenting issue. Participants are supported with guided questions and language prompts that enables them to recognize their position and privilege, setting them aside and focus energy on creating honourable space for others, even when emotions and passion run high. It brings to mind the moral imperative as Catholic education leaders to mitigate this by asking oneself “Who am I in relation to conflict?” Using a case study approach and breakout rooms, participants will practice how to navigate highly charged and emotional interactions in consideration of the power and privilege that is present.



CERTIFICATE SERIES:
**INCLUSIVE CATHOLIC LEADERSHIP AND
SPECIAL EDUCATION - SUCCESS FOR ALL**

This Certificate Series is comprised of 4 two-hour sessions. Each session will provoke leadership thinking through the lens of inclusion focusing on a leader's understanding of:

- Special Education and the Ontario Catholic Leadership Framework. Each participant will receive a certificate of completion.
- Opportunities to engage others in actualizing a Catholic school community dedicated to equity of access and outcomes for all students.

Using case studies, relevant Ministry documents and online resources to provoke reflection and discussion, this series is a high-level overview of the four modules of the CPCO Special Education for Administrators AQ. All presentation are available as "in-person" or "synchronous virtual" experiences.

Participants will receive a CPCO Certificate of Completion.

Session 1: Personal Leadership Resources

The Catholic leader will draw upon personal leadership resources to effectively enact inclusive leadership practices when considering how Special Education impacts the student, parents, teachers, support staff, and larger community.

Session 2: Securing Accountability

The Catholic leader will reflect on how to:

- Create conditions for student achievement and well-being
- Ensure accountability to students, parents, community, and board that reflect Catholic values and teachings
- Ensure that all students benefit from a high-quality inclusive education

Session 3: Developing the Organization / Building Relationships and Developing People

The Catholic leader will explore how to:

- Foster genuine trusting relationships with students accessing Special Education supports and services, families, staff and communities, guided by a sense of mutual respect and gospel values
- Affirm and empower others to work in the best interests of all students
- Build collaborative cultures and structures within the organization for success for all

Session 4: Setting Directions / Improving the Instructional Program

The Catholic leader will focus on how to:

- Build a shared vision to foster the acceptance of group goals and set and communicate high performance expectations
- Ensure high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction for all students, especially those accessing Special Education supports and services
- Manage the school effectively to promote learning for all and ensure that the Ontario Catholic School graduate Expectations are incorporated throughout the curriculum



**APPLYING OUR LEADERSHIP KNOWLEDGE
THROUGH SOLVING CASE STUDY ANALYSIS**

Carefully crafted case studies from real experiences solidify knowledge and expertise through in-depth analysis. By examining issues, considerations and workable solutions to situational challenges faced daily by Catholic leaders, participants will apply the skills and competencies outlined in the OCLF and the PLRs – and benefit by the collective wisdom of peers and colleagues. Building relationships, nurturing trust, equity leadership and creating a safe, inclusive and engaging environment will be interwoven throughout the seminar. This workshop can be customized to meet the local needs and current hot topics.

Learning goals:

- Practice problem-solving processes that are reflective, thorough, and effective
- Consider personal biases and perspectives in relationship to one's responses
- Examine the importance of relationships, follow-up and trust as part of a process
- Broaden one's problem-solving repertoire and peer network while focusing on hot topics
- Valuing and respecting diversity, equity and inclusion through case study analysis

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



BEING A RESILIENT LEADER - PART 1 WHAT MAKES A LEADER RESILIENT?

Research shows that resilience - the ability to function well in the face of adversity and to bounce back - is key for success and satisfaction in life. Resilient leaders do more than bounce back; they bounce forward.

This session explores the relationship between resilience, managing stress and mindfulness within the context of the Ontario Catholic Leadership Framework and the Personal Leadership Resources. Participants will deepen their understanding of crucial elements of resilience, reflect on their own level of resiliency and how it can be further strengthened.

Learning goals:

- Understand crucial elements of resilience
- Understand how resilience can help to better manage stress and support our well-being
- Examine strategies and skills to enhance one's own resilience

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



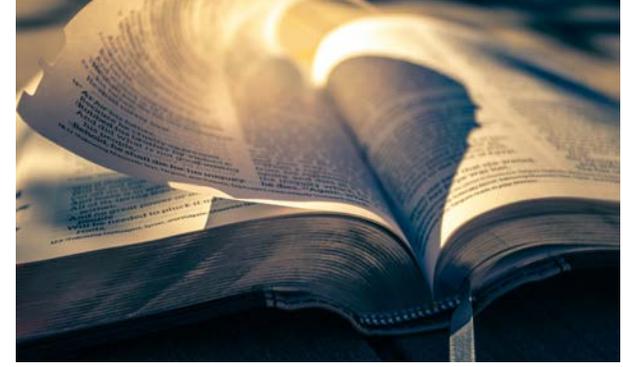
BEING A RESILIENT LEADER - PART 2 DEVELOPING A RESILIENT MINDSET

This workshop looks deeper into how our beliefs and thinking habits determine our level of resilience as Catholic leaders. This session explores the "ABC" connection - Adversities, Beliefs, and re-framing Consequences. Participants will have an opportunity to revisit their own beliefs, biases and thinking when faced with various adversities and reflect on how this affects their actions and emotional responses. Through reflection and dialogue participants will have the opportunity to identify areas of relative strengths and areas for growth.

Learning goals:

- Understand the connection between our adversities we experience, with our thinking habits and the consequences that arise from this connection
- To explore Common Thinking Traps and their connection to stress and resilience
- Examine strategies to develop our resilience by being mindful about our thought process

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



CATHOLIC LEADERSHIP & THE PERSONAL LEADERSHIP RESOURCES

Participants will unpack the OCLF's Personal Leadership Resources (PLRs) as part of the development of positive influence as a Catholic school leader. Participants will have an opportunity to examine their strengths and areas for growth within the PLRs and how they relate to the skills and competencies required for effective Catholic leadership to create safe, inclusive and engaging learning and work environments.

Learning goals:

- Deepen understanding of the PLRs as part of Catholic leadership
- Develop an understanding of how the PLRs can support the exercise of influence while valuing diversity and equity and mitigating power imbalance
- Examine ways to make use of the PLRs to facilitate the change process



COMPANIONS ON THE JOURNEY
Supporting Staff Well-Being through a Positive and Inclusive School Climate

This session explores current research on the importance of developing a positive school climate that values equity and diversity, and how this influences positive well-being for staff. Participants will have opportunities for dialogue and reflection and will leave with practical strategies to further develop best practices that foster a productive, fulfilling, inclusive and engaging workplace.

Learning goals:

- Understand the impact of developing a positive school climate
- Understand the role of the leader in nurturing a positive school environment
- Expand their knowledge of best practices which influences staff well-being
- Understand and strengthen culturally responsive school practices



COURAGEOUS CONVERSATIONS - PART 1
Preparing

Learn how to plan courageous and necessary conversations within the workplace and their effectiveness in helping the Catholic school community flourish. Participants will explore why we often tend to avoid having these conversations, the implications of avoidance, the impact of personal bias and the role of developing a trusting and safe environment. A variety of practical resources will be presented to support with the planning of effective, courageous conversations. Participants will apply the strategies discussed to personal case studies.

Learning goals:

- Understand the importance of courageous and necessary conversations as part of the skill set of an effective school leader
- Examine successful strategies including culturally responsive and relevant pedagogy for discerning, planning and engaging in courageous conversations
- Enhance personal self-awareness and self-efficacy in dealing with challenging conversations

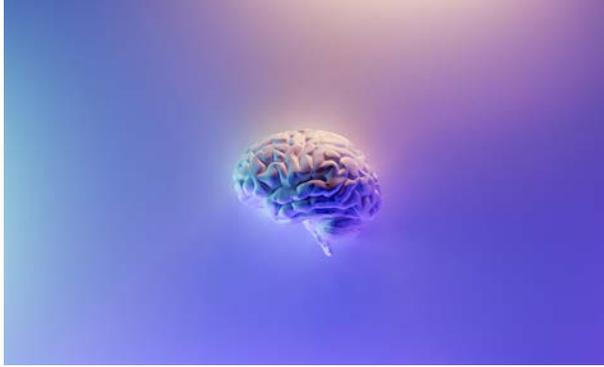


COURAGEOUS CONVERSATIONS - PART 2
Dancing through the Storm

In this follow up session the focus will be on the skills and strategies needed and utilized during the courageous conversation to support a positive and productive dialogue. Participants will delve into listening strategies, managing emotions effectively, identifying bias blind-spots, enhancing conversational agility skills and leadership influence through case studies.

Learning goals:

- Enhancing listening strategies, bias awareness and managing emotions
- Examine strategies and skills for enhancing conversational agility skills
- Understand how courageous and necessary conversations can provide an opportunity to enhance our leadership influence in our Catholic school communities



EMOTIONAL INTELLIGENCE **Foundations for Effective Catholic Leadership**

This session examines the importance of Emotional Intelligence (EI) and its role within effective leadership. Participants will have the opportunity to learn the elements of emotional intelligence as well as reflect on their personal emotional awareness and how EI can impact their day-to-day decisions and interactions. Culturally Responsive Leadership Pedagogy and Power Imbalance/Dynamics will be explored within this workshop.

Learning goals:

- Further enhance our understanding of Emotional Intelligence and its importance as a Personal Leadership Resource within the Ontario Catholic Leadership Framework
- Increase awareness of one's personal EI
- Gain an appreciation of the value/importance of being emotionally intelligent in the exercise of influence
- Apply EI skills to selected case studies



HABITS OF EFFECTIVE CATHOLIC SCHOOL LEADERS

Grounded in the work of Stephen Covey ("Seven Habits of Highly Effective People"), this session reflects on habits and strategies that can be employed to further increase the effectiveness of school leaders as they enact the Ontario Catholic Leadership Framework and build a school community that is equitable, inclusive and engaging. Participants will connect these habits and strategies to the Personal Leadership Resources and reflect on their areas of strengths and areas for growth.

Learning goals:

- Recognize and understand the habits and strategies used by effective and inclusive school leaders
- Heighten awareness of the importance of trusting relationships for successful Catholic school leadership
- Identify ways to effectively apply leadership habits into daily context
- Provide opportunity for reflection and development of one's personal leadership habits



BLENDING LIFE AND WORK

When it comes to finding that sweet spot of work/life integration - one size does not fit all! In this session, participants will have the opportunity to revisit their personal understanding of work-life balance and consider the concept of "blending or harmonizing work and life". The dialogue will focus on the importance of achieving personal and professional satisfaction in work/life strategies to manage stress and build a healthy lifestyle and the role of motivation for self and in others.

Learning goals:

- Develop an understanding of the importance of personal and professional satisfaction in one's work
- Identify strategies to manage stress and maintain perspective
- Appreciate the role of relaxation and personal time in leading a healthy lifestyle
- Discuss various strategies to help create a life of fulfillment and achievement

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



LEADING TO PROMOTE MENTAL HEALTH IN OUR CATHOLIC SCHOOLS

This session will help the Catholic School Leader prepare to lead their entire community with a focus on mental health promotion and wellness. Participants in this workshop will explore Ontario-created leadership resources available through School Mental Health Ontario and engage in professional dialogue about current mental health issues related to staff and families in their school community and investigate optimal leadership strategies to nurture healthy school climates for ALL.

Learning goals:

- Examine leadership strategies to support mentally healthy schools
- Understand the value of Personal Leadership Resources from the Ontario Catholic Leadership Framework (resilience, optimism and perceiving/managing emotions) when coping with mental health issues
- Recognize the need for a team approach that is culturally responsive in supporting the mental health needs in your Catholic School Community
- Identify factors critical to creating and sustaining health and well-being for ALL

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



LUMINA SPARK

Engage in Lumina Spark – a new generation of leadership development tools supporting individuals and teams to work more effectively, and the only one aligned with the Ontario Catholic Leadership Framework. Lumina deepens self-awareness effectively guiding leadership development for aspiring, newly appointed and experienced leaders. It avoids stereotyping, enabling clear, jargon-free communication about personal preferences, strengths and growth areas. A Lumina Portrait produces clear insights to guide effective collaboration. Participants will use the 65-page report during the half day debrief to explore the points below.

Learning goals:

- Increase self-awareness of leadership strengths, impact and growth areas
- Inform the Annual Growth or Performance Plan
- Deepen understanding of organizational and team culture
- Build on team strengths and balance gaps
- Develop adaptive communication skills for giving feedback and strategies to run effective meetings
- Explore implications for conflict management, resilience and equity leadership

CATHOLIC LEADERSHIP FORMATION: *Leadership Development*



EQUITY LEADERSHIP IN CATHOLIC SCHOOLS: RECOGNIZING POWER, PRIVILEGE AND OPPRESSION

This session is an opportunity consider positional leadership in Catholic education and indeed Ontario's Education History differently. Participants will consider dynamics like Power and Privilege and Positionality; and terms like Oppression and Settler Colonialism impact every interaction and relationship - and in this way build equity leadership capacity.

Learning goals include:

- Examining the historical development of public education in Ontario created through the lens of White, Anglo-Saxon Protestants resulting in a system of education that favoured some and not others.
- Considering how these roots created systemic blind spots, implicit bias and power imbalances that have been "baked into" our systems and their implications today.
- Make personal connections to power, privilege and oppression and what that means for positional leaders in Ontario's Catholic schools today.
- Engaging in case studies to highlight key learning



SERVANT LEADERSHIP **Pope Francis' Call to School Leadership**

How does the Servant Leadership model impact our decisions? How do we fulfill our roles as Catholic leaders and our responsibility to live our gospel values as demonstrated through our leadership style?

Through the words of Pope Francis and Jesus as model, participants will explore how decisions and daily interactions can promote the growth of a Catholic school culture whereby everyone is included and be successful.

Learning goals:

- Explore an understanding of what it means to be a servant leader in today's context
- Appreciate the role of the school leader in the faith development of the school community
- Identify strategies and structures that support Catholic service throughout the school community



THE COLLABORATIVE LEADER **Leading through Collaborative Cultures**

Using collaborative professionalism as a springboard, participants will have the opportunity to consider their practice through the study of the elements of effective collaboration, including: coaching and mentoring, mindful delegation and two-way feedback. Discussions will include strategies that position the administrator as an authentic co-learner who encourages professional growth, innovation within a Catholic environment of trust, an appreciation for life-long learning and a promoter of equity and inclusion for all.

Learning goals:

- Understand the importance of the pillars of collaborative coaching: Trust, Listening, Questioning, Mindful Delegation and Constructive Feedback
- Develop practical strategies to nurture a collaborative professional culture within our school communities
- Enhance our understanding of the benefits of professional collaboration and mentoring cultures
- Examine the elements of effective collaboration within the context of the Ontario Catholic Leadership Framework



TRUST: THE FOUNDATION OF LEADERSHIP

"Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships." Stephen Covey

Trust is the foundation of leadership and a necessary ingredient in building a collaborative, equitable and inclusive learning culture. School communities that foster trust enjoy a positive synergy that promotes success and well-being for everyone – embracing their unique narratives and diversity. Drawing from real life school experiences, participants will explore how they can build trust within their community and the impact it has on their ability to influence others that result in safe, inclusive and engaging learning and working environments.

Learning goals:

- Enhance understanding of what makes someone trustworthy
- Understand the impact trust has on the change process and collaborative learning
- Address ways to build trust and respect diversity of students, staff and parents
- Share and reflect on successful trust building practices



LEGAL FRAMEWORK FOR EDUCATORS

This session provides Principals and Vice-Principals with an overview of the legislation that guides the rights and duties of administrators, staff, students and parents.

Learning goals:

- Review the areas of law that affect the day-to-day operations of schools
- Provide administrators with information about the legal parameters and/or discretion for their decisions within the education context including a review of how anti-racism issues intersect with the role of the Principal.



LEGAL PROCEEDINGS IN EDUCATION

Administrators often do not have to deal with being “sued” until it happens. Using case studies, this offering provides Principals and Vice-Principals with information about how they might be involved in legal proceedings. The session reviews concepts such as being subpoenaed, acting as a witness, writing support letters and being the defendant or respondent in a legal proceeding.

Learning goals:

- Review of case law relevant to the Principal within grievance/arbitrations, Human Rights Tribunals, Ontario College of Teachers, Student Disciplinary Hearings among others
- Provide proactive and reactive advice for administrators when facing or dealing with legal proceedings



SOCIAL MEDIA FOR ADMINISTRATORS

The impact of social media in schools has greatly affected how administrators carry out their duties and conduct themselves in society. Using relevant case law, this session focuses on the different roles of a Principal and Vice-Principal within the social media context such as an employee, investigator and/or target.

Learning goals:

- Review relevant legal framework for social media including privacy, search and seizure, defamation, Ontario College of Teacher, employee conduct, among others
- Provide administrators with practical knowledge of their obligations and/or rights as it pertains to social media
- Provide best practices for working through issues related to social media



CATHOLIC LEADERSHIP IN CHALLENGING TIMES

Principals and Vice-Principals play increasingly important roles in Human Resources Management. This workshop will explore common challenges and related topics such as: labour relations, contracts as well as examine well-developed, successful practices. This exploration will include case inquiries. Effective, day-to-day relationship management is a key component to each of these workshops.

Learning goals:

- Learn about labour relations processes that help to develop positive work environments;
- Identify the various day-to-day issues that impact on the ability of Catholic administrators to effectively lead their school communities during challenging times
- Examine strategies that address the challenges and opportunities faced by Catholic administrators



MANAGING THE HEALTH AND WELL-BEING OF THE PRINCIPAL / VICE-PRINCIPAL

With more and more challenges affecting the every day work environment of the administrator, it is no surprise that the health and well-being of the Principal and Vice-Principal is being impacted. As administrators are being asked to deal with difficult parents, staffing concerns, student discipline and workload intensification, the levels of stress, sadness and anxiety are on the rise. This presentation provides information with respect to tools, resources and strategies that are available to CPCO Associates and their family members which may be of assistance when working through a difficult situation or high stress time.

Learning goals:

- Provide guidance on how to use the online Cognitive Behaviour Therapy (CBT) module developed by Starling Minds which assists with improving mental health
- Assist administrators with recognizing when they must seek assistance and provide referrals to relevant tools and strategies to manage workplace stressors



WORKPLACE CONDUCT INVESTIGATIONS

Managing staff concerns, allegations and misconduct requires Principals and Vice-Principals to understand board/employer policies, procedures which guide workplace conduct. There is an opportunity to explore the role of the Catholic school administrator in the investigation process. This workshop provides participants with current information related to harassment and bullying in the workplace and shares strategies to use when conducting workplace investigations to establish procedural fairness. The workshop will also offer strategies when you are a respondent to allegations. Relevant case studies are examined.

Learning goals:

- Enhance skills and knowledge central to conducting workplace investigations
- Deepen understanding of other factors that may be affecting the work
- Explore related resources to assist in conducting a proper workplace investigation
- Discuss methods that can be used when responding to an investigation



WORKPLACE HARASSMENT

Allegations of workplace harassment can happen in any environment. This workshop will explore the impact of Bill 132 and Bill 168 as they relate to violence and harassment in the workplace and the importance of proper communication and programs for protecting workers, conducting timely investigations and the handling of complaints and incidents as they relate to Principals and Vice-Principals. Critical to the issue is understanding the definition of workplace harassment and violence and what responsibility Catholic School administrators have in creating and maintaining a positive work environment for staff. This workshop will also explore steps that an administrator can take when they feel that they are experiencing harassment.

Learning goals:

- Review Bills 132 and 168 to establish commonalities
- Understand the definition of workplace harassment including sexual harassment
- Understand what harassment is and is not as experienced from various perspectives
- Deepen understanding of conducting workplace investigations



WORKPLACE VIOLENCE IN SCHOOLS

Under the Occupational Health and Safety Act (OHSA) Principals and Vice-Principals are required to assess and reassess the risks of workplace violence to ensure our schools are safe for all members of the community. This workshop will explore amendments to Bill 168 as it relates to protecting workers from workplace violence and harassment. Through the use of case studies, Principals and Vice-Principals will have an opportunity to examine and discuss a variety of scenarios. This will enhance problem-solving strategies when dealing with workplace violence.

Learning goals:

- Examine components and issues of workplace violence as it relates to the duties of the Principal/Vice-Principal
- Examine the relationship between the discipline provisions within the Education Act and the workplace violence regime within the OHSA.
- Examine the process related to conducting workplace violence risk assessments
- Understand the importance of documentation when conducting school-based investigations and the link to discipline



PERFORMANCE MANAGEMENT

Performance management and development is central to positive school effectiveness and improving student achievement and well-being. Using a progressive measures approach, this workshop provides participants with information and resources to effectively deal with concerns related to staff performance, conduct/misconduct and disability related matters, including but not limited to accommodations.

Learning goals:

- Enhance skills and knowledge to address issues related to staff performance and conduct
- Understand a progressive, multi-step approach that embeds our core values as a Catholic community into the process
- Understand how collective agreements and Terms and Conditions are linked to progressive discipline measures



CATHOLIC LEADERSHIP AND WELL-BEING

Within the Catholic education context, and through the use of authentic case studies, participants will be given the opportunity to explore ideas to manage workload, limit burnout and increase well-being.

Learning goals:

- Examine research on Principal workload and the link to Principal burn out
- Examine strategies that address the challenges and opportunities faced by Catholic administrators
- Examine preventative strategies to try to improve the physical and mental health of Administrators

Starling Build Resilient Minds.

Access to CPCO's One-on-One Coaching service or Starling Minds' Return-to-Health program is by referral only through the Support Services Team.

Please visit www.cpco.on.ca to explore the full range of face-to-face and virtual learning opportunities.

CONTACT US



For more information on *Catholic Leadership Formation - Leadership Development* seminars or to register, contact:

Luciana Cardarelli, Coordinator and AQ Registrar, Catholic Leadership Development Services, lcardarelli@cpco.on.ca

For more information on the *Catholic Leadership Formation - Legal Fundamentals* and *Human Resources Management* seminars, contact:

Damien Joseph, Administrative Support, djoseph@cpco.on.ca

Box 2325, Suite 3030, 2300 Yonge Street
Toronto, ON M4P 1E4

416-483-1556 phone, 1-888-621-9190 toll free

416-483-2554 fax, info@cpco.on.ca

www.cpco.on.ca



Become an even better leader: Take advantage of CPCO AQ Subsidy Opportunities

CPCO, together with OPC and ADFO, and in partnership with the Ministry of Education, is offering a limited number of course subsidies for:

- Principal's Qualification Program (PQP) Part 1 and Leadership Practicum - \$300 subsidy
- Any of the modules offered as part of the Principal Development Course AQ - \$300 subsidy
- Special Education for Administrators AQ - \$900 subsidy

Today, aspiring and positional leaders need to lead in culturally responsive ways to reduce barriers to student success - and this is especially true for students with special needs. The moral imperative is to lead Catholic schools, K-12, that are guided by faith and are characterized by anti-oppressive and anti-colonial environments which are accessible, inclusive and engaging.

CPCO AQ courses are designed to build leadership capacity that supports actualizing exactly this.

Subsidies are now available to eligible AQ candidates who register for any of the CPCO programs listed above until exhausted.

Subsidies will be awarded on a FIRST COME, FIRST SERVE BASIS.

To learn more, go to: <https://forms.gle/YRXnow1MCm2fapv8A>