



# PROFESSIONAL LEARNING

For Catholic Leadership Formation  
2024-2025



Serve. Advocate. Lead.



# TABLE OF CONTENTS

## LEADERSHIP DEVELOPMENT

Seeking Positive Solutions: Conflict Management through a Catholic Lens.....	3
Seeking Positive Solutions: A Framework that Mitigates Power Imbalance, Privilege and Advantage .....	3
Equity Leadership in Catholic Schools .....	3
Practical Tips and Strategies for Challenging Conversations Respectful of Race and Identity .....	4
Enacting Anti-Racist Leadership in Catholic Schools.....	4
Being a Resilient Leader: What Makes a Leader Resilient? - Part 1 .....	4
Being a Resilient Leader: Developing a Resilient Mindset - Part 2 .....	5
Catholic Leadership & The Personal Leadership Resources.....	5
Companions on the Journey .....	5
Courageous Conversations: Preparing - Part 1 .....	6
Courageous Conversations: Dancing through the Storm - Part 2 .....	6
Trust: The Foundation of Leadership .....	6
Blending Life and Work.....	6
Catholic Leadership to Support Mental Health with Cultural Humility.....	7
Lumina Spark .....	7
Emotional Intelligence .....	7
Habits of Effective Catholic School Leaders.....	8
Servant Leadership .....	8
The Collaborative Leader.....	8

## SUPPORT SERVICES & LEGAL FUNDAMENTALS

Support Services - Recent Trends and What We Do .....	9
Catholic Leadership and Wellness .....	9
Workplace Harassment .....	9
Workplace Investigations and Managing Complaints .....	10
Documentation and Investigations: The New Reality .....	10
Recognizing Equity Issues in our Role as Principal/Vice-Principal .....	10
Learning Through Case Studies .....	11
Legal Framework for Educators .....	11
Legal Proceedings in Education .....	11

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

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.

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



## SEEKING POSITIVE SOLUTIONS: Developing Effective Conflict Management Skills for Leadership in Catholic Schools

This session will consider 5 conflict-handling approaches 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.

### Learning goals:

- Exploring how as positional leaders, power and privilege impact situations of conflict
- Consideration of the pros and cons of each conflict management style
- Building leadership capacity and agility in the various approaches to conflict



## SEEKING POSITIVE SOLUTIONS: A Framework that Mitigates Power Imbalance, Unearned Privilege and Advantage

This session will share the Seeking Positive Solutions (SPS) framework as a 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 small group discussion, participants will practice how to navigate highly charged and emotional interactions in consideration of the power and privilege that is present – and support leadership development that seeks to dismantle oppression.

### Learning goals:

- Learning about the SPS framework based on the Harvard Negotiation Project
- Exploring how as positional leaders, power and privilege impact situations of conflict



## EQUITY LEADERSHIP IN CATHOLIC SCHOOLS: Recognizing Power, Privilege and Oppression

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

### Learning goals include:

- Examine 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
- Consider 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
- Engage in case studies to highlight key learning
- Enhance one's own resilience



## **PRACTICAL TIPS AND STRATEGIES FOR CHALLENGING CONVERSATIONS RESPECTFUL OF RACE AND IDENTITY**

This highly interactive session considers how, as leaders in diverse Catholic school communities engage in challenging conversations in ways that are identity affirming. Through case studies, text and practical tools and strategies, participants will leave this session ready to apply what they have learnt. All resources are shared electronically so participants can use them back at their sites with teams.

### **Learning goals include:**

- Understand how “difficult and necessary conversations”, which are part of the work as leaders in Catholic schools, can provide an opportunity to enhance our influence in our communities
- Strengthen equity leadership skills in dealing with challenging conversations that involve different identities such as race and position
- Examine relevant data and effective evidence-based frameworks and strategies as well as share best practices for leaders with colleagues



## **ENACTING ANTI-RACIST LEADERSHIP IN CATHOLIC SCHOOLS**

This session will focus on going beyond equity, diversity and inclusion awareness and focus on the actionable steps and strategies for Principals and Vice-Principals to enact anti-racist, anti-oppression leadership in Catholic Schools. Participants will engage in activities designed to identify and disrupt practices that disproportionately and negatively impact students who have been historically disadvantaged.

### **Learning goals include:**

- Explore personal racial identity
- Examine the concept of whiteness
- Develop a deeper understanding of the importance of being anti-racist rather than non-racist
- Promote well-being through centering leadership practices on understanding perspectives of communities that have been historically marginalized



## **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



## 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 the adversities we experience, with our thinking habits and the consequences that arise from this connection
- 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 & 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 knowledge of best practices which influences staff well-being
- Understand and strengthen culturally responsive school practices



## COURAGEOUS CONVERSATIONS - PART 1 Preparing

Participants will learn to effectively plan and navigate courageous workplace conversations to support the Catholic school community. The session will explore the reasons behind avoidance, personal biases, and the importance of fostering a trusting and safe environment. Practical resources will be provided to assist in planning effective conversations.

### Learning goals:

- Understand the importance of courageous conversations in effective leadership
- Explore strategies and teaching methods for initiating and participating in important discussions
- Enhance self-awareness and self-efficacy in dealing with challenging conversations

## COURAGEOUS CONVERSATIONS - PART 2 Dancing Through the Storm

This follow-up session focuses on skills and strategies for supporting positive, courageous conversations. Participants will work on listening strategies, managing emotions, recognizing bias, improving conversational agility, and influencing leadership 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 conversations can strengthen Catholic leadership influence



## 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



## 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 TO SUPPORT MENTAL HEALTH WITH CULTURAL HUMILITY

Learn about Ontario-based and evidence driven tools and strategies developed by School Mental Health Ontario to support the mental health of all, respecting culture and identity of each person. Participants will engage in professional dialogue about optimal leadership strategies and share best practices so as to nurture a healthy Catholic school climate for every student.

### Learning goals:

- Examine leadership strategies to support mentally healthy schools
- Dig deep into selected School Mental Health Ontario resources that can be used personally or with a team such as the “Cultural Humility Self-Reflection Tool for School Staff”
- 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



## 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



## 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 understanding of Emotional Intelligence and its importance as a Personal Leadership Resource within the Ontario Catholic Leadership Framework
- Increase awareness of 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



## 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 models, participants will explore how decisions and daily interactions can promote the growth of a Catholic school culture whereby everyone is included and 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





## **SUPPORT SERVICES - RECENT TRENDS AND WHAT WE DO**

This one hour workshop outlines the kinds of services that the CPCO Support Services Team provides to members. It is ideal for new administrators and CPCO locals that have never called upon Support Services to present to its membership. It lays a basis for future presentations by giving a sample of some of the possible Professional Development that we provide. Members will leave the session with a better understanding of what CPCO Provincial does for them

### **Learning goals:**

- Overview of current trends provincially
- Whether you're investigating or being investigated How to prepare for an investigation
- Provide employment guidance (retirement, terms and conditions, benefits)
- Demonstrate how an associate accesses wellness supports
- Walk through of the CPCO website pointing out key areas that associates need to know how to access

### **Session Length:**

One hour workshop – This may be offered to local Associations as their once-a-year free workshop.



## **CATHOLIC LEADERSHIP AND WELLNESS**

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 wellness.

### **Learning goals:**

- Explore the research on Principal workload
- 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

### **Session Length:**

One hour workshop – This may be offered to local Associations as their once-a-year free workshop.

\*This workshop can be extended to a half day workshop or a full day retreat with the addition of current case studies, allowing for greater discussion and member participation.



## **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 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
- Examine the impact of Social media on the workplace

### **Session Length:**

Minimum 2 hours



## WORKPLACE INVESTIGATIONS AND MANAGING COMPLAINTS

Managing staff concerns, allegations and misconduct requires Principals and Vice-Principals to understand board/ employer policies and procedures which guide workplace conduct. 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. We will also explore the process of investigations when P/VPs have a complaint filed against them and how to prepare and manage this stressful experience.

### Learning goals:

- Enhance skills and knowledge central to conducting workplace investigations
- Discuss methods that can be used when you are responding to an investigation
- Managing your well-being as you are guided through the investigation process

### Session Length:

Minimum 2 hours



## DOCUMENTATION AND INVESTIGATIONS: THE NEW REALITY

With the increasing complexity of the role of the Principal/Vice-Principal, it is important to understand the critical nature of documentation. Effective documentation will be necessary when facing complaints or allegations that arise from various workplace situations. When documentation is not available or is lacking, being successful in defending the Principal/Vice-Principal from such complaints may be compromised. This workshop will offer strategies to document decisions that are supportive of the Administrator's actions. Case studies will be examined as a tool for deeper discussion.

### Learning goals:

- Understanding what harassment is and what it isn't
- Understanding workplace investigations when a complaint is filed against a school administrator
- Discussing what is involved when there is a "restriction of duties"
- Investigation outcomes and the role of OCT

### Session Length:

Minimum 2 hours



## RECOGNIZING EQUITY ISSUES IN OUR ROLE AS PRINCIPAL/ VICE-PRINCIPAL

The role of the Principal/Vice-Principal is ever evolving as is our journey to diversity, equity, and inclusion awareness. The Administrator plays a pivotal role in ensuring all students have an equal opportunity to succeed. This session looks at the legislation and policies pertaining to equity in education and explores both conscious and unconscious biases. Participants will investigate tools for unlearning biases and gain insights into potential situations that may arise in their roles through case studies.

### Learning goals:

- Examine the legislation and policies within the context of Equity in Education
- Identify unconscious and conscious biases and how bias impacts decision-making and behaviours
- Understand the importance of unlearning biases and explore the use of tools to do so
- Define, identify and mitigate bias and equity issues using case studies

### Session Length:

Minimum 2 hours



### LEARNING THROUGH CASE STUDIES

This session, delivered by a Support Service Advisor(s) and legal counsel uses current case studies to illustrate the provincial trends in investigations in the province. The case studies are group-centered to allow small groups to interact with one another and discuss the issues at hand. Legal counsel follows up with current Canadian Case Law to illustrate the possible outcome to each scenario.

#### Learning goals:

- Examine real life and current challenges for Associates
- Develop ideas to help Associates avoid legal scenarios
- Help associates understand the possible consequences of their actions

#### Session Length:

Minimum 2 hours



### 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
- Review how anti-racism issues intersect with the role of the Principal
- Examine the issue of Privacy Breaches

#### Session Length:

Minimum 2 hours



### 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 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 and Student Disciplinary Hearings among others
- Provide proactive and reactive advice for administrators when facing or dealing with legal proceedings

#### Session Length:

Minimum 2 hours

# CPCO Additional Qualifications Courses

CPCO is a proud service provider for Additional Qualifications (AQ) courses accredited through the Ontario College of Teachers (OCT). Candidate feedback consistently praises the high quality of instructional leadership, engaging content and positive learning environments within AQ courses.

CPCO's AQ courses are designed and delivered by exceptional leaders in Catholic education. The AQ courses are relevant, research based and provide opportunities for rich dialogue and inquiry based professional learning grounded in our Catholic faith.

Each AQ course is 125-hours in length and is offered in multiple formats to appeal to all learners and lifestyles including fully online, face to face and blended formats.

## AQ COURSES & ACCREDITATION OPPORTUNITIES

- Principal's Qualification Program Part 1 & 2 <https://bit.ly/41KgLSE>
- Special Education for Administrators AQ <https://bit.ly/42MdC6j>
- Principal Development Course AQ <https://bit.ly/3MgLbWU>
- Master's Accreditation <https://bit.ly/3Wf4ZhT>



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](mailto:lcardarelli@cpco.on.ca)

For more information on the Catholic Leadership Formation – *Support Services & Legal Fundamentals* seminars, contact: Damien Joseph, Administrative Assistant/ Paralegal, [djoseph@cpco.on.ca](mailto:djoseph@cpco.on.ca)



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## 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://bit.ly/3rOI8eY>