

THE LEADERSHIP ROLE OF THE DIRECTORS GENERAL

A framework of reference for defining,
developing and consolidating this role together



Association des directions générales scolaires du Québec (ADGSQ)
Marie-Hélène Guay and Brigitte Gagnon

NON-OFFICIAL TRANSLATION

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School Superintendent Leadership: A Framework for Defining,
Developing and Strengthening Together

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1 // INTRODUCTION

In these years, as superintendents of Quebec's school service centers (SSCs) and school boards (SBs), we see our responsibilities and mandates tangibly changing. The transformation of school governance for French-language school service centers (Government of Quebec, 2020), the massive renewal of our association's membership and high social expectations for a school system anchored in rigorous and collaborative pedagogical and organizational development call for strong and innovative leadership. To date, however, in Quebec, there has been no national frame of reference describing our specific leadership as superintendents of service centers and school boards.

In 2020, in an effort to address this situation, the Association des directions générales scolaires du Québec (ADGSQ) partnered with professor-researchers **Marie-Hélène Guay** and **Brigitte Gagnon** of the Department of Education and Training Management at the University of Sherbrooke to implement an action research project (Guay & Gagnon, 2021). The following objectives underpinned this research:

1. To define, through the development of these Terms of Reference, the leadership of the service center and school board superintendents.
2. Update the network of **professional development activities**¹ of school branches in accordance with this framework.


Specifically, the action research was initiated and conducted by branches that are members of the ADGSQ's Professional Development Committee (PDC), namely:

- **Gaëlle Absolonne**, Director General of the Sir Wilfrid Laurier School Board
- **Yves Bédard**, Director General of the Centre de services scolaires de Rouyn-Noranda
- **Anthony Bellini**, coordinator of the Insertion microprogram at the University of Sherbrooke's academic directorate
- **Michel Bernard**, General Secretary of the ADGSQ in 2020-2021
- **Stéphane Chaput**, Assistant Director General of the Centre de services scolaires de Montréal
- **Chantale Cyr**, Executive Director of the Centre de services scolaires des Rives-du-Saguenay
- **Nadine Desrosiers**, Executive Director of the Centre de services scolaires de l'Estuaire
- **Dominique Lachapelle**, Executive Director of the Centre de services scolaires des Hautes-Rivières
- **Éric Lauzon**, Assistant Director General of the Centre de services scolaires Marguerite-Bourgeoys
- **Suzie Lucas**, Assistant Director General of the Centre de services scolaires de la Beauce-Etchemin
- **Normand Lessard**, General Secretary of the ADGSQ in 2021-2022
- **Alexandre Marion**, Director General of the Centre de services scolaires des Monts-et-Marées
- **Kathlyn Morel**, Executive Director of the Centre de services scolaires des Grandes-Seigneuries
- **Nadine Peterson**, Executive Director of the Centre de services scolaires des Portages-de l'Outaouais
- **Lisa Rodrigue**, Assistant Director General, Centre de services scolaires de la Région-de-Sherbrooke
- **Maude Trépanier**, Assistant Director General of the Centre de services scolaires des Chênes

These members engaged as practitioner-researchers, learners, coherence keepers, and intermediaries with their peers to define and strengthen their own leadership in order to define and help strengthen that of their community. Overall, the methodology of the action-research was carried out in the following way². First, the members of the CPDP participated in the review and analysis of professional experiences that are sources of pride and difficulties in their respective environments. They also defined and analyzed together their individual professional development projects. These first two operations made it possible to update the presuppositions about leadership and certain intentions and actions

¹ Words in green are defined in the glossary at the end of this document.

² See Guay and Gagnon (2021), Guay and Gagnon (2021b), Guay and Gagnon (2022), Guay, Gagnon, Chaput, Lachapelle, Lessard, and Peterson (2022) for specifications on the action research methodology behind this framework.



The CPDP then analyzed its findings against other Canadian frameworks for superintendent leadership in service centres and school boards.³ The CPDP then analyzed its findings by comparing them to other Canadian frameworks on the leadership of superintendents of service centers and school boards³. In addition, the CPDP informed its reflections and choices with recent syntheses of research on the **district effect** in school administration⁴. Finally, during regional and collective meetings, the members of the CPDP mobilized all of Quebec's school principals in discussions on their context of practice, their assumptions about leadership and their intentions and priority actions for updating it. These discussions made it possible to finalize the structure of this reference framework on leadership for Quebec school principals.

This frame of reference is intended to be a first shared and innovative vision of what we believe and aspire to be and to do, as school principals, in the current context. We believe that this is how we will be able to influence the realization of the mission of the Quebec school responsible for the educational success of students, youth and adults. This frame of reference will be useful in guiding our individual and collective professional development, that of the service centers and school boards and of education in Quebec.

In the following lines, the reference framework on leadership for the general managers of service centers and school boards is presented. It makes explicit our **presuppositions** with regard to leadership, the reading of our current **context** of practice, our **intentions** and the **actions** that we wish to prioritize, individually and collectively, in order to make these intentions a reality.

³ Alberta Education and College of Alberta School Superintendents (2018), British Columbia School Superintendents Association. (n.d), Ontario Leadership Institute (2013), Manitoba Association of School Superintendents (n.d.), and Newton, P., Herron, A., Reid, K., & Steeves, J. (2017). See Appendix 2 for an explanation of how these referents relate to this framework.

⁴ Anderson, E. and Young, M. (2018), Brandon, J., Hanna, P. Donlevy, K. and Parsons, D. (2017), Leithwood, K., Sun, J., and McCullough (2019), McCullough, C. and Leithwood, K. (2016), and Trujillo, T. (2013). See Appendix 2 for an elaboration of how these referents relate to this framework.



2// OUR PRESUPPOSITIONS AT THE LEADERSHIP PERSPECTIVE

A **presupposition** is a referent describing what a person or a group of people believe and consider to be true. It makes explicit the beliefs, values and theories of reference that inspire one's action. In the following lines, our presuppositions on leadership are presented.

2.1 Changing assumptions about educational leadership

The Indo-European root of the word "leadership", *leith*, means "to go forward". A leader or a group of leaders has the ability to lead, to lead, to influence and to create a world to which others want to belong.

The Association des directions générales des commissions scolaires du Québec (ADIGECS), now known as the Association des directions générales scolaires (ADGSQ), was created in 1972 (Moisset and Plante, 2004). Since then, the leadership of its members has long been seen as the ability to influence, through sustained attention **to compliance with rules and standards, the pedagogical and administrative practices within a school organization**, according to an established organizational chart and hierarchical roles. From this perspective, leadership has often been viewed as an individual principal's ability.

At the turn of the 1990s, the advent of collective concerns related to the optimization of processes and resources in societies and school organizations led to a change in the meaning of leadership. The notions of accountability and responsibility now permeate the Public Administration Act and the Education Act in Quebec. They gave rise to educational projects, agreements and strategic plans underpinned by organizational analyses and indicators. The leadership of the general management is then envisaged as a

The ability to influence through a sustained focus on compliance with rules and standards and, equally, **to achieve ambitious goals through the implementation of educational and administrative practices that have been shown to be effective by research within the organization**. In this perspective, leadership has often been described in terms of the individual competencies of top management.

Over the past decade, the meaning of leadership has broadened once again. Faced with many challenges in an increasingly complex environment, principals have seen and experienced, particularly through the CAR movement (ADIGECS, Fondation Lucie et André Chagnon and CTREQ, nd), the value of collaboration among themselves, within their respective organizations and with other stakeholders in Quebec education. In this sense, leadership is still seen as the ability of a leader or group of leaders to influence, through a sustained focus on compliance with rules and standards and the achievement of ambitious goals through the implementation of pedagogical and administrative practices that have been shown to be effective by research. However, it is now seen, just as much, as the ability to **steer the coherent development of the interdependent units of a school service center or school board, with internal and external stakeholders at the regional and national levels, on the basis of conscious intentions, actions and presuppositions adjusted to the context**. In this way, a school service center or school board, as a **learning organization**, can achieve its mission with respect to educational success. In this perspective, the leadership of the superintendents is now considered in terms of **competent and conscious professional action**, both individual and collective.

The following Table 1 summarizes the progressive broadening of branch leadership perspectives over the past several decades.

FROM THE YEAR 2000 ONWARDS COMPLEXITY CONTEXT		
FROM THE 1990S TRANSFORMATION CONTEXT		PRESUPPOSED Leadership = influencing the development of a learning organization
FROM THE 1960'S CONTEXT OF STABILITY SOUGHT	PRESUPPOSED Leadership = influencing the achievement of ambitious goals through proven effective instructional and administrative practices	INTENTIONS Mobilize, collaborate
PRESUPPOSED Leadership = influencing compliance with rules and standards, educational and administrative practices	INTENTIONS Perform, stand out	PRIORITY ACTIONS Long term systemic - Collaboration
INTENTIONS Ordering, securing	PRIORITY ACTIONS Medium-term strategy - Consultation	
PRIORITY ACTIONS Short term operational - Taxation		

Table 1: Progressive broadening of perspectives of school superintendent leadership over the past several decades.

2.2 A constructivist-developmental perspective on leadership

Branch leadership is considered here as competent and conscious professional action, both individual and collective. A branch, like the community of branches, is able to implement the priority **actions** most likely to influence the meaningful transformation of its organizational **context** based on conscious and explicit **intentions** and **assumptions**. Individually and collectively, the more we are able to read our context and design the competent actions we want to and can take, inspired by conscious and explicit intentions and presuppositions, the more we will be able to inspire competent and innovative actions for all educational leaders in Quebec, based on conscious and explicit intentions and presuppositions, for them too. Figure 1 on the next page summarizes this idea. In this way, we will contribute to the deployment of **learning organizations** that are essential to a strong education system in Quebec, i.e., organizations whose systemic and differentiated educational and management actions support the individual and collective development of people by, for and with them and, by the same token, organizational development as a whole.

Considered in this way as a competent and conscious professional action, both individual and collective, the leadership of general management can be put into

This echoes the constructivist-developmental theories of leadership⁵. Indeed, these theories are said to be **constructivist** in the sense that they allow us to describe how branches have progressively constructed and enriched the meaning of their leadership experience over time, as shown in Table 1 on the previous page. They are said to be **developmental** in the sense that they reflect the progressive broadening of the concerns of the branches with regard to their leadership and their growing ability to manage the complexity within and around them, as Table 1 also shows. From this perspective, leadership is not a stable individual characteristic, disposition, personality, skill or style. It is a way of being, doing and thinking of a leader, or a set of leaders, that develops and modulates itself according to the context and the individual and collective intentions and assumptions. In this sense, this perspective on leadership honors the different forms of leadership and the contributions of different leadership theories.

In this frame of reference, our perspective on leadership as a competent and conscious professional action inspired by constructivist-developmental theories explains our concern to make explicit, in the preceding lines, our **presuppositions** regarding leadership and, in the following lines, our vision of the current **context** of practice, our priority **intentions** and the **actions** that we consider essential to work, individually and collectively, in the service of education in Quebec

"As a competent and professional conscious, our leadership is a way of being, doing and thinking that develops and modulates itself in
Depending on the context, our individual and collective intentions and assumptions."

⁵ McCauley, Drath, Palus, O'Connor, and Barker (2006), Wagner et al. (2006), Kegan and Laskow-Lahey (2016), Baron (2007), Baron and Baron (2016), Drago-Severson (2009; 2018), Petrie (2014), Laloux (2015), Rooke and Torbert (2016), Guay and Gagnon (2019).

COMPETENT AND CONSCIOUS PROFESSIONAL ACTION

Guay and Gagnon (2019)

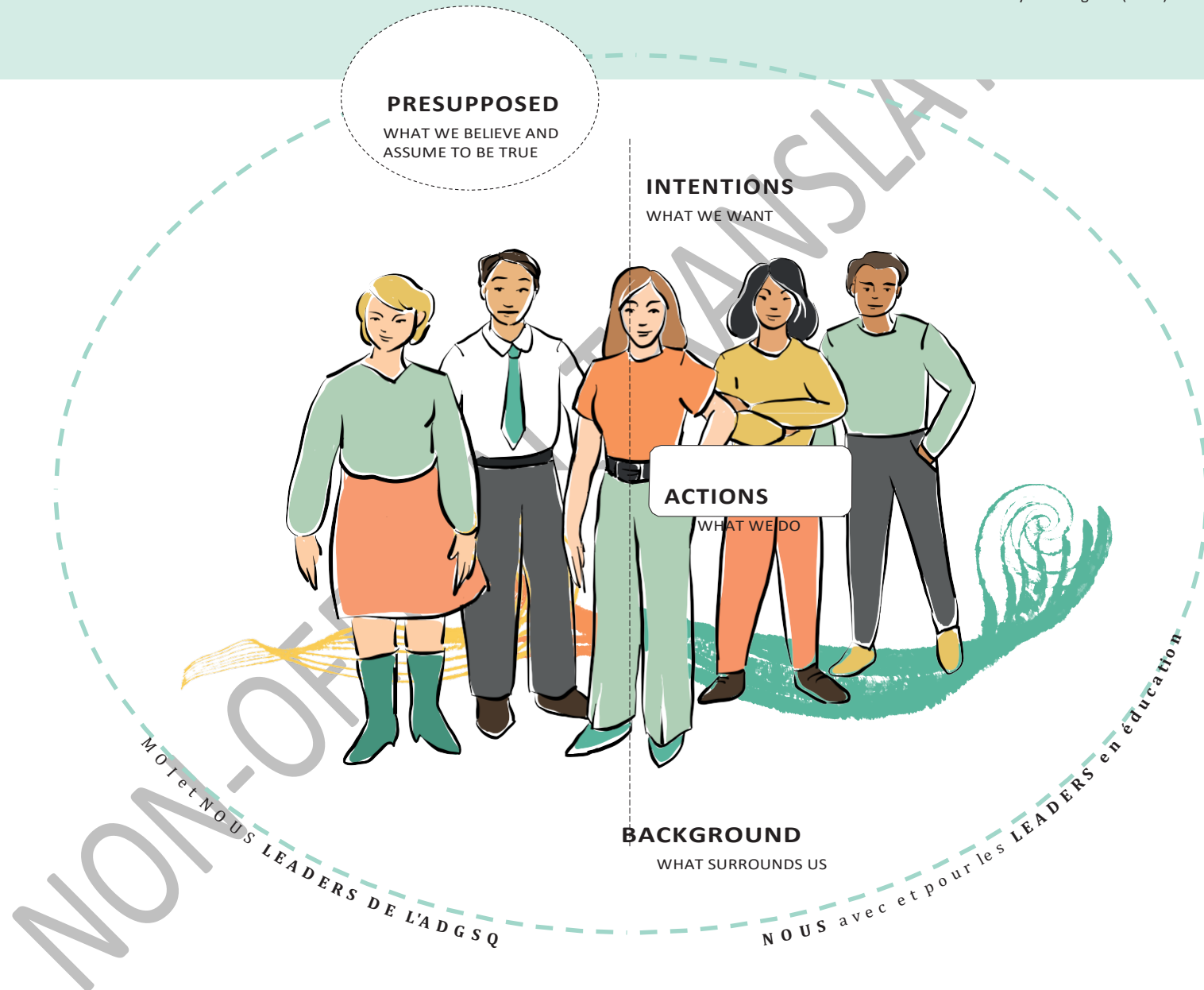


FIGURE 1: Competent and conscious individual and collective action by school principals to influence the actions of leaders in our organizations and in education in Quebec

3// THE CURRENT CONTEXT OF OUR LEADERSHIP

As the superintendent of a school service center or school board, we primarily provide leadership to and in collaboration with the **following internal and external stakeholders**:

INTERNAL STAKEHOLDERS OF OUR ORGANIZATION

- Other members of the Executive Board; Executive Board or Assistant Executive Board(s)
- Department(s)
- Facility/Center Director(s)
- Aspiring director(s) of a facility or center
- HSC or SC staff
- Members of the Board of Directors
- Members of the Council of Commissioners
- Members of Legislated Committees
- Members of foundations linked to one or more organizational units of the HSC or the SC
- Union and association partners

...

EXTERNAL STAKEHOLDERS AT REGIONAL, NATIONAL AND INTERNATIONAL LEVELS

- Community partners: city and municipal mayors, MPs, community organizations
- Partners of other CSS or CS
- Association des directions générales scolaires du Québec (ADGSQ)
- Quebec English School Boards Association (QESBA)
- Branch associations in other provinces
- Fédération des centres de services scolaires du Québec (FCSSQ)
- Quebec Ministry of Education
- Other ministries including Health, Family and Immigration
- Higher Education Council (HEC)
- Education Canada (EdCan)
- National Education Branches Network (NESN)
- Fédération nationale des conseils scolaires francophones (FNCSF)
- Center de transfert pour la réussite éducative du Québec (CTREQ)
- Universities and university researchers

...



As a branch, we provide leadership in the **following key contexts:**

- Meetings with the executive team
- Meetings of the general management and the departments
- Meetings with the general management, departmental management and the management of establishments and centers
- Board of Directors or Council of Commissioners meetings
- Legislated committee meetings: Commitment to Success Committee, Parents' Committee, Resource Allocation Committee, Management Advisory Committee, Human Resources Committee, Audit Committee, Governance and Ethics Committee, Transportation Advisory Committee, Special Needs Advisory Committee, Labour Relations Committees
- Committee meetings related to certain priority organizational projects
- Meetings with external stakeholders such as MPs, mayors, prefects or MRCs
- Meetings with socio-economic or community partners
- Meetings with other departments
- Community of practice or other form of professional development activity

...

Some CURRENT TRENDS are having a tangible impact on education and our leadership context as school principals, which is becoming increasingly complex and volatile, namely:

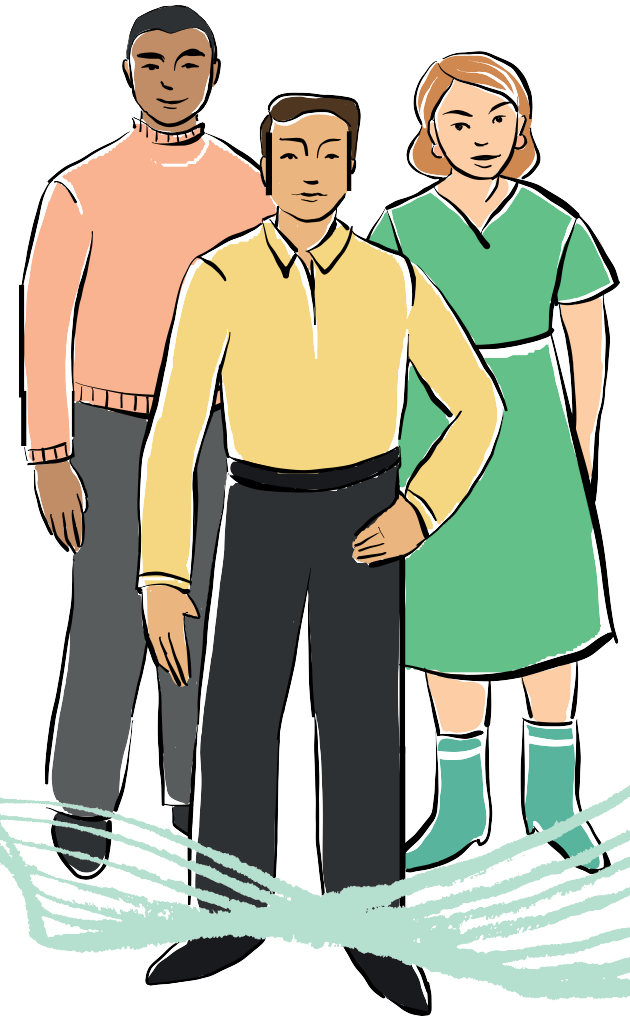
- students, youth and adults, with **increasingly specific** and diverse social and achievement **characteristics and prerequisites**;
- a **significant renewal of the various players in the education system** in the context of a shortage of manpower and specialized resources, including the branches themselves;
- a **significant evolution of digital technologies** that are transforming society and the world of work;
- **high social, economic and parental expectations of the school system**, which are often politicized and judicialized in the context of citizen participation, accentuated, among other things, by social media that relay momentary or short-term concerns;
- **tangible disparities in issues between** large and small English and French **school service centers or boards**, including, for example, declining versus hyper-growth clienteles and close ties to certain minority communities;
- a **transformation/evolution of school governance in Quebec** that redefines the mandates and responsibilities of the Ministère de l'Éducation, the Fédération des centres de services scolaires, school service centers, school boards and schools, and changes the specific roles of the English and French superintendents and how they exercise, together and respectively, their current and future authority in education
- numerous **operational management challenges arising from emerging societal issues** (e.g., pandemic, water, air and infrastructure quality, diversity inclusion, mental health issues, etc.)
- the need to transfer and reinvest an **increasingly solid reservoir of theoretical and professional knowledge** in education and **statistical data** to guide informed and rigorous reflection and action in the service of the educational success of students, youth and adults.

As a community of principals, we see a historic opportunity in the current context to make service centers and school boards major contributors to education in Quebec today and tomorrow. The following section outlines our specific intentions as a community of leaders.

4// OUR INTENTIONS AS A AS A COMMUNITY OF LEADERS

Individually and collectively, as leaders and CEOs of service centers and school boards, we want to:

- To maintain and improve the **differentiated educational success of all students**, youth and adults, and the development of a **quality public education system** with high standards;
- ensure the **well-being of staff and students** in Quebec schools;
- Update **best pedagogical and management practices** to **optimize and develop resources and processes** for **educational success**;
- to influence **coherent and innovative collective decisions** in education in Quebec at the ideological, pedagogical, organizational, budgetary and school governance levels at the regional and national levels
- be recognized as **key collaborators and strategic partners** in the development of education and the citizens of tomorrow at the regional, national and international levels;
- position service centers and school boards as **pillars of contemporary Quebec's development**, i.e., masters of concerted and promising actions that allow Quebecers to exercise and demonstrate a strong social and economic dynamism, here and elsewhere.



5// OUR PRIORITY ACTIONS INDIVIDUAL AND COLLECTIVE LEADERSHIP

As school principals, in the current context and based on the intentions described above, we have **to steer the coherent development of the interdependent units of a school service center or school board, with internal and external stakeholders at the regional and national levels, on the basis of intentions, actions and conscious presuppositions adjusted to the context, so that the organization, considered as a learner, assures its mission with respect to educational success.** To do this, we choose to prioritize, individually and collectively, the implementation of the following actions, in order to act with competence and awareness.

> DEVELOP LEADERSHIP

- LE MIEN
- THE LEADERS OF THE SCHOOL SERVICE CENTER OR SCHOOL BOARD
- THE SCHOOL SUPERINTENDENT COMMUNITY

> ENSURE THE CONTINUOUS UPDATING OF A **STRATEGIC VISION FOR SUCCESS**

> ORCHESTRATING **STRATEGIC PLANNING**, IMPLEMENTATION, REGULATION AND DISSEMINATION

> ESTABLISH AND FOSTER MEANINGFUL AND TRUSTING **COMMUNICATIONS** AND RELATIONSHIPS

> EMBODYING **COLLABORATION** AND ORGANIZING THE DEVELOPMENT OF A COLLABORATIVE CULTURE

Figure 2 summarizes our interdependent, individual and collective priority actions as superintendents of service centers and school boards. On a day-to-day basis, in a given context, these priority actions must be seen as inevitably mobilized and networked with each other in line with the specific assumptions and intentions of a branch in a given context.



Figure 2: Our interrelated individual and collective priority actions as service center and school board superintendents

PRIORITY ACTIONS

In the tables on the following pages, each priority action is defined and associated with specific **professional** and **theoretical knowledge**, essential to its implementation.

PROFESSIONAL KNOWLEDGE corresponds to the knowledge of HOW to concretely implement an action.

THEORETICAL KNOWLEDGE corresponds to knowledge about each action.

This professional and theoretical knowledge is presented in the form of a progression that allows a general management to imagine the knowledge it must, gains or seeks to develop and implement in order to steer the development of the inter-dependent units of its organization, according to its specific intentions and the particular characteristics of the context.

5.1

DEVELOP LEADERSHIP // LE MIEN

> Engage in their own leadership development.

COMPLEXITY IN A CONTEXT OF COMPLEXITY , TO DEVELOP A LEARNING ORGANIZATION		
TRANSFORMATION IN THE CONTEXT OF TRANSFORMATION, TO OPTIMIZE EFFICIENCY		
STABILITY IN A CONTEXT OF STABILITY, TO ENSURE COMPLIANCE WITH RULES AND STANDARDS		
Participate in training sessions, conferences, symposiums and associative, professional and ministerial events.	Analyze the elements of the context and the ways of doing things that promote or hinder his/her professional development. Set a professional development goal. Participate in one or more professional development activities that are demonstrated to be effective and consistent with his/her professional development goal.	To be aware of the elements of the context, its ways of being and doing, its intentions or its presuppositions that promote and hinder its professional development. Define, explain, implement and regulate a professional development project consistent with an individual and collective priority issue. Initiate or participate in collaborative professional development activities with leaders with similar needs and accept coaching as a learner. Define, raise awareness of and make explicit one's leadership model and its theoretical anchors.
Forms of power: Authority, leadership, politics, etc. Theories on leadership and the state of development of leaders and organizations: Conformist stage - Leadership model. Professional development methods: association training, mandatory university training, colloquium, conference, webinar. Distinction between delegation and accountability. Nature and characteristics of a succession plan.	Theories on leadership and the state of development of leaders and organizations: Performing stage - Leadership model. Professional development methods: community of practice, non-compulsory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool. Standardized tests to evaluate a leader.	Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages - Leadership model. Professional development methods: coaching circle, action research, co-development group, individual or team coaching, practice or critical incident analysis, shared readings, carousel workshops, world café, open forum, etc. Distinction between personal characteristics of a leader and the state of development of a leader.

PROFESSIONAL

THEORETICAL

5.2

DEVELOP LEADERSHIP //

THE LEADERS OF THE SCHOOL SERVICE CENTER OR SCHOOL BOARD

- > Support and oversee the development of strong leadership within the executive management team, the departments and branches, which is essential to the development of all members of the organization.

		COMPLEXITY
		IN A CONTEXT OF COMPLEXITY, TO DEVELOP A LEARNING ORGANIZATION
STABILITY	TRANSFORMATION	
IN A CONTEXT OF STABILITY, TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	IN A TRANSFORMATION CONTEXT, TO OPTIMIZE EFFICIENCY	
<p>Use a framework or frameworks to guide the development of leaders in the organization.</p> <p>Provide and evaluate professional development activities for leaders in the organization.</p>	<p>Develop a leadership development framework(s) consistent with the strategic vision.</p> <p>Structure and regulate a network of proven effective professional development activities that support the actualization of the strategic vision.</p> <p>In the context of supervision, ensure that leaders self-assess their developmental status and set a professional development goal to update their facility's educational project, service action plan, and HSC/CS strategic vision.</p> <p>Valuing leaders' ongoing professional development as a lever for organizational effectiveness.</p>	<p>As an executive management team, model leadership.</p> <p>Engage leaders in the creation of an evolving leadership development framework to support the updating of educational projects, service action plans, and the HSC/CS strategic vision.</p> <p>Design, live and self-regulate, with HSC/SC leaders, a small and differentiated network of collaborative professional development activities and spaces that have been shown to be effective, including the updating of strategic planning.</p> <p>In the context of supervision, accompany leaders in self-assessing their state of development and updating an individual and collective professional development project to update the educational project of their institution, the service action plan and the strategic vision of the CSS/CS.</p> <p>Be aware of one's own actions that may promote or hinder the professional development of leaders in the activities and professional development spaces experienced with and for them.</p> <p>Model the leadership expected within the organization.</p>
<p>Forms of power: Authority, leadership, politics, etc.</p> <p>Theories on leadership and the state of development of leaders and organizations: Conformist stage - Leadership model.</p> <p>Professional development methods: association training, mandatory university training, colloquium, conference, webinar.</p> <p>Distinction between delegation and accountability. Nature and characteristics of a succession plan.</p>	<p>Theories on leadership and the state of development of leaders and organizations: Performing stage - Leadership model.</p> <p>Professional development methods: community of practice, non-compulsory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool.</p> <p>Standardized tests to evaluate a leader.</p>	<p>Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages - Leadership model.</p> <p>Professional development methods: coaching circle, action research, co-development group, individual or team coaching, practice or critical incident analysis, shared reading, carousel workshops, world café, open forum, etc.</p> <p>Distinction between personal characteristics of a leader and the state of development of a leader.</p>

PROFESSIONAL

THEORETICAL

5.3

DEVELOP LEADERSHIP // THE SCHOOL SUPERINTENDENT COMMUNITY

- > Engage in leadership development for the community of school principals in Quebec.

		COMPLEXITY IN A CONTEXT OF COMPLEXITY , TO DEVELOP A LEARNING ORGANIZATION	
		TRANSFORMATION IN A TRANSFORMATION CONTEXT, TO OPTIMIZE EFFICIENCY	PROFESSIONAL
STABILITY IN A CONTEXT OF STABILITY , TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	Participate in ADGSQ actions or projects.	Participate in the definition of the ADGSQ's professional development vision and associated strategic planning. Contribute to the continuous updating of the network of collaboration and representation spaces of the ADGSQ.	
To be informed, attentive and supportive of the actions and projects of the ADGSQ.			THEORETICAL
Forms of power: Authority, leadership, politics, etc. Theories on leadership and the state of development of leaders and organizations: Conformist stage - Leadership model. Professional development methods: association training, mandatory university training, colloquium, conference, webinar. Distinction between delegation and accountability. Nature and characteristics of a succession plan.	Theories on leadership and the state of development of leaders and organizations: Performing stage - Leadership model. Professional development methods: community of practice, non-compulsory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool. Standardized tests to evaluate a leader.	Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages - Leadership model. Professional development methods: coaching circle, action research, co-development group, individual or team coaching, practice or critical incident analysis, shared readings, carousel workshops, world café, open forum, etc. Distinction between personal characteristics of a leader and the state of development of a leader.	

5.4

ENSURE THE CONTINUOUS UPDATING OF A STRATEGIC VISION FOR SUCCESS

- > Ensure the ongoing development of a strategic vision for the educational success of all students, rooted in knowledge professionals and theoretical knowledge from research.

		COMPLEXITY IN A CONTEXT OF COMPLEXITY , TO DEVELOP A LEARNING ORGANIZATION
TRANSFORMATION IN A TRANSFORMATION CONTEXT, TO OPTIMIZE EFFICIENCY		<p>Mobilize the organization's leaders in the continuous updating of a Commitment to Success Plan and educational projects that respect the legal frameworks and are anchored in :</p> <ol style="list-style-type: none"> 1) a solid analysis of the organization's strengths and vulnerabilities; and 2) a common network of theoretical and professional knowledge congruent with organizational values and orientations. <p>Engage the organization's leaders in the creation and consistent and ongoing maintenance of reference on learning, teaching, evaluation and management, rooted in previous professional and research knowledge.</p>
STABILITY IN A CONTEXT OF STABILITY , TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	<p>Develop and continuously regulate a Commitment to Success Plan that respects the legal frameworks and is anchored in :</p> <ol style="list-style-type: none"> 1) a solid analysis of the organization's strengths and vulnerabilities; and 2) a network of valid theoretical knowledge about learning, teaching, evaluation and management. <p>Use frameworks for learning, teaching, assessment, and management that are grounded in research-based knowledge for a common vocabulary and action.</p> <p>Initiate and ensure the outreach of pilot projects linked to the strategic vision, closely accompanied and regulated, to inspire further developments on a larger scale.</p>	
<p>Ensure management operations, including those related to the budget, staffing plan, infrastructure and the development of the Commitment to Success Plan, while respecting the legal frameworks.</p>		
<p>Theories of change in the context of stability seeking.</p> <p>Commitment to success plan: nature, objectives and legal definition process.</p>	<p>Theories of change in the context of transformation.</p> <p>Steps to define a strategic vision for success.</p> <p>Steps to analyze an organization and establish targeted expectations.</p> <p>Typologies of conceptions of success and learning.</p> <p>Synthesis of effective teaching, assessment and management practices.</p>	<p>Theories of change in the context of complexity.</p> <p>Distinction between the will, potential and capacity of leaders and organizations to develop.</p>

PROFESSIONAL

THEORETICAL

5.5

ORCHESTRATE STRATEGIC PLANNING, IMPLEMENTATION, REGULATION AND DISSEMINATION

- > Orchestrate strategic planning based on the strategic vision for success, its implementation, its regulation and its dissemination, respecting the legal frameworks and influencing the management of the associated human, material, financial and computer resources.

		COMPLEXITY IN A CONTEXT OF COMPLEXITY, TO DEVELOP A LEARNING ORGANIZATION	
TRANSFORMATION IN THE CONTEXT OF TRANSFORMATION, TO OPTIMIZE EFFICIENCY		<p>Engage and empower faculty and center directors and department directors in the collaborative development of interdependent action plans to support educational projects consistent with the strategic vision.</p> <p>To create and update resources, work methods and physical spaces that allow for the continuous regulation of interdependent action plans of the services on the basis of quantitative and qualitative data.</p> <p>Engage organizational leaders in updating, disseminating, and acknowledging the progress and challenges faced in implementing strategic planning.</p> <p>Differentiate the monitoring and supervision of action plans according to the prerequisites of the stakeholders involved.</p> <p>Delegate authority to decide on strategic objectives.</p> <p>Ensure that the professional knowledge generated within the organization is shared, enhanced, mobilized and archived on an ongoing basis.</p> <p>In the face of adversity, accept to prioritize the implementation of certain means and projects to take into account the context and stakeholders.</p>	
STABILITY IN A CONTEXT OF STABILITY, TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	<p>Consolidate, as a general management team, its competencies in strategic planning.</p> <p>Accompany each department in the development and deployment of an effective action plan, contributing to the realization of the strategic vision.</p> <p>Develop and adapt resources, work methods and physical spaces that allow for the continuous monitoring and regulation of the services' priority action plans on the basis of rigorous data.</p> <p>Disseminate and popularize the progress and challenges faced in the implementation of strategic planning based on evocative data.</p> <p>Delegate operational matters based on clear expectations of the strategic objectives being pursued.</p>		
	<p>Theories on the planning, implementation, regulation and dissemination of a strategic vision.</p> <p>Principles and tools for continuous improvement, collaborative management and project management (dashboards) - control room</p> <p>Distinction between strategic, tactical and operational expectations and operations.</p>	<p>Resources, spaces and archiving modalities for the sustainability of the professional and theoretical knowledge of the CSS/CS.</p>	

PROFESSIONAL

THEORETICAL

5.6

ESTABLISH AND FOSTER MEANINGFUL AND TRUSTING COMMUNICATIONS AND RELATIONSHIPS

- > Establish and foster meaningful and trusting communications and relationships, with and for internal and external stakeholders, particularly with the highest authorities in education in Quebec.

		COMPLEXITY IN A CONTEXT OF COMPLEXITY, TO DEVELOP A LEARNING ORGANIZATION
TRANSFORMATION IN A TRANSFORMATION CONTEXT, TO OPTIMIZE EFFICIENCY		<p>As an executive or executive management team, communicate and embody your leadership model.</p> <p>Involve stakeholders in the development and ongoing maintenance of a network of resources and communication spaces that allow for the creation of shared meanings regarding the strategic vision and planning.</p> <p>Analyze, take into account and make explicit the realities of the various stakeholders, including their issues, needs, values and intentions.</p> <p>Adjust language to the likelihood and state of professional development, both individual and collective, of the stakeholders.</p> <p>Dare to influence leaders in positions of authority over oneself and the organization.</p> <p>Evaluate their own professional communication actions and those of the organization's leaders and use them to clarify and express expectations.</p> <p>Dare to show authenticity, humility, patience and humor and educate and value such attitudes in the other.</p> <p>Experiment with communication in the "we" as well as in the "I".</p>
STABILITY IN A CONTEXT OF STABILITY, TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	<p>Structure a network of resources and spaces to communicate and regulate strategic vision and planning.</p> <p>Valuing the good work, both individual and collective, of stakeholders in relation to the strategic vision and planning.</p> <p>Prepare your communications.</p>	
<p>Inform the various stakeholders of institutional and governmental rules and standards.</p> <p>In GSCs, exercise the role of spokesperson as defined by the Public Education Act.</p>		
<p>The art of assertion, description, information and specification.</p> <p>In a GSC, knowledge of the nature and responsibilities of the spokesperson role as defined by the Education Act.</p> <p>Governmental apparatus and relationship to politics.</p> <p>Theories on political skills and networking.</p>	<p>Art of advice, framing, analysis, synthesis, demonstration and argumentation with audacity, aplomb, courage and conviction.</p> <p>Effective and strategic communication for</p> <ol style="list-style-type: none"> 1) position and promote themselves; and 2) position and promote your organization. 	<p>Art of questioning, contextualization, translation, deep listening to what is said and not said, feedback, silence, synchronization, reflection and metaphor.</p> <p>Welcoming and tolerating error, paradox, ambiguity and the insoluble in the moment.</p> <p>Awareness and suspension of one's judgments and presuppositions.</p> <p>Non-violent communication; expression of facts, feelings, needs and clear requests.</p>

PROFESSIONAL

THEORETICAL

5.7

EMBODY COLLABORATION AND ORGANIZE THE DEVELOPMENT OF A COLLABORATIVE CULTURE

- > Embodying collaboration and supporting the development of a collaborative culture with and for internal and external stakeholders, particularly with the highest authorities in education in Quebec.

		COMPLEXITY IN A CONTEXT OF COMPLEXITY , TO DEVELOP A LEARNING ORGANIZATION
STABILITY IN A CONTEXT OF STABILITY, TO ENSURE COMPLIANCE WITH RULES AND STANDARDS	TRANSFORMATION IN THE CONTEXT OF TRANSFORMATION, TO OPTIMIZE EFFICIENCY	<p>Involve themselves and their stakeholders in the ongoing actualization, evaluation, and adjustment of a network of collaborative structures that simultaneously support leaders' professional development and strategic planning.</p> <p>Identify the areas of influence and priority collaborative actions of the branch in line with the strategic vision and planning and ensure that a collaborative model is embodied there.</p> <p>Evaluate and consider one's own competent and collaborative professional actions and those of organizational leaders in clarifying and expressing expectations.</p> <p>Be willing to slow down, delegate and refrain from carrying out a mandate alone in order to consolidate collaboration within the organization.</p>
<p>Establish collaborative structures to support the professional development of leaders in specific areas.</p>	<p>Explain a shared vision of what collaboration is in the organization and value it.</p> <p>Ensure the deployment of a network of collaborative structures to simultaneously support leaders' professional development and strategic planning.</p> <p>Plan and facilitate collaborative meetings where everyone's intentions, roles, and responsibilities are made explicit in line with the success-oriented vision and strategic planning.</p> <p>Develop partnerships with external stakeholders to achieve strategic planning priorities.</p>	
<p>Clarification of the roles and responsibilities of the parties involved.</p>	<p>Distinction between cooperation and collaboration.</p> <p>Building an alliance in a collaborative context: needs, contributions, working arrangements.</p> <p>Theories on collaboration: nature, purposes, resources and enabling conditions, especially within a general management team.</p> <p>Stages of team development to set realistic expectations for collaboration.</p> <p>Partnerships with universities and knowledge mobilization.</p>	<p>Theories on the learning organization.</p> <p>A network of collaborative structures with interdependent agendas and intentions.</p>

PROFESSIONAL

THEORETICAL

6//OUR INDIVIDUAL AND COLLECTIVE PROFESSIONAL DEVELOPMENT

Our **professional development** corresponds to the development of our competent and conscious professional action as leaders. In this perspective, we privilege, individually and collectively, professional development activities:

- which are levers for priority developments within our organizations and in education in Quebec.
- that explicitly contribute to leadership development as described in this framework.
- which are carefully selected to allow for in-depth learning.
- which are differentiated according to the state of our development.
- that support the acquisition of resources, the mobilization of these resources in context, and our stepping back from our competent and conscious professional action.⁶

In this perspective, Table 2 on the following page presents an approach to inspire the definition, implementation and regulation of an individual or collective professional development project of the ADGSQ.

⁶ Appendix 2 summarizes the main professional development activities of Quebec school boards.



A PROFESSIONAL DEVELOPMENT PROJECT FOR A BRANCH OR BRANCH MANAGEMENT TEAM	AN ADGSQ PROFESSIONAL DEVELOPMENT PROJECT
1. Identify a priority development focus for the organization consistent with the Commitment to Success Plan and/or the results of the branch's annual performance review.	1. Identify a priority development object for the ADGSQ to achieve its mission, i.e.: <ul style="list-style-type: none"> • to promote the status and professional development of its members; • contribute, as a major player, to the development of public education in Quebec.
2. From the School Superintendent Leadership Framework, identify one or a few priority actions or resources that are critical and essential to achieving the above priority development of the organization.	2. In the Framework for School Superintendent Leadership, identify one or a few priority actions or resources that are critical and essential to the above priority development of the ADGSQ.
3. Inspired by these perceived essential actions or resources for the organization's development, formulate a professional development project in the following form: <i>How can I (we) strengthen X priority action in such and such a context, with such and such an intention because I (we) have such and such a presupposition(s) regarding leadership?</i>	3. Inspired by these actions or resources perceived as essential for the development of the ADGSQ, formulate a collective professional development project in the following form: <i>How can we consolidate X priority action in such and such a context, with such and such an intention, because we have such and such presuppositions regarding leadership?</i>
4. From the list of professional development activities (Appendix 2), identify one or more activities that could support the updating of the professional development project.	4. From the list of professional development activities (Appendix 2), identify one or more activities that could support the updating of the professional development project.
5. Frequently regulate the development project with leaders internal or external to the organization, particularly in the context of a coaching circle (Appendix 3).	5. Frequently regulate the development project with the Quebec branches through meetings and collaborative activities.

Table 2: An approach to inspire the definition, implementation and regulation of a professional development project for a branch, a branch management team or the ADGSQ.

7 // CONCLUSION

The **Framework for Leadership of Quebec's School Principals** highlights our assumptions about leadership, our current context of practice, our intentions and the actions we wish to prioritize, individually and collectively, to achieve these intentions. It was developed in the context of an action-research with and for us, members of the ADGSQ. In this sense, echoing what we believe and want in the current context, we have acted, learned and sought as collaborators in a learning organization. We have chosen to embody the competent and conscious professional action of contemporary leaders that we wish to see deployed in our service centers and school boards and, more broadly, in education in Quebec.

As our framework makes explicit, the creation and continuous adjustment of an individual or collective leadership model is an essential lever for the development of a leader and his or her organization. As an emerging learning organization, in a complex and volatile context, we choose to make it the foundation of our actions, our learning and our research. We will thus be able to keep this reference framework alive and evolving and hope that it will contribute to the positioning of service centers and school boards as pillars of youth and adult development in contemporary Quebec.



ANNEX 1

LINKS BETWEEN THE PRIORITY ACTIONS OF THE DIRECTORATES BRANCHES IN QUEBEC, BRANCHES IN OTHER PROVINCES, AND RESEARCH ON THE DISTRICT EFFECT

LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL BOARDS	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT <i>District effectiveness</i>
<p>LEADERSHIP DEVELOPMENT</p> <p>Ability to engage in one's own leadership development.</p>	<p>Modeling Commitment to Professional Learning (Alberta education and college of alberta school superintendents, 2018)</p> <p>Ethical Leadership (Newton, Herron, Reid & Steeves, 2017)</p>	<p>Learning through Superintendency teams (Brandon et al., 2017)</p>
<p>DEVELOP LEADERSHIP IN THE SCHOOL SERVICE CENTER OR SCHOOL BOARD</p> <p>Ability to support and oversee the development of strong leadership within the executive management team, departmental and facility directorates and centers essential to the development of all members of the organization.</p>	<p>Using a comprehensive approach to leadership, [Benchmark, Match, Succession Plan] (Ontario Leadership Institute, 2013)</p> <p>Sustaining Effective Instructional Leadership (Alberta Education And College Of Alberta School Superintendents, 2018)</p> <p>Provide on-the-job professional development opportunities (Ontario Leadership Institute, 2013)</p> <p>Determining the Professional Practice Rating (Manitoba Association Of School Superintendents, Nd)</p>	<p>Promoting Strong Instructional Leadership (Trujillo, 2013)</p> <p>Invest in Instructional leadership (Anderson & Young, 2018)</p> <p>Implement professional development for leaders and teachers (Anderson & Young, 2018)</p> <p>Place Importance on Personal and the roles they play (Anderson and Young, 2018)</p> <p>Job-embedded professional development provided for all members (McCullough & Lethwood, 2016; Leithwood, Sun, & McCullough, 2019)</p> <p><i>A comprehensive approach to leadership development</i> (McCullough & Lethwood, 2016; Leithwood, Sun, & McCullough, 2019)</p> <p>Scaffolding overall Instructional leadership (Brandon et al., 2017)</p> <p>Strengthening professional learning (Brandon et al., 2017)</p>
<p>DEVELOPING LEADERSHIP IN THE SCHOOL BOARD COMMUNITY</p> <p>Ability to engage in leadership development of the school board community in Quebec.</p>	<p><i>No explicit link to date</i></p>	<p><i>No explicit link to date</i></p>

LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL BOARDS	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT <i>District effectiveness</i>
<p>ENSURE THE CONTINUOUS UPDATING OF A STRATEGIC VISION FOR SUCCESS</p> <p>Ability to support the ongoing development of a strategic vision for the academic and educational success of all students, grounded in professional and research knowledge.</p>	<p>Establish and communicate a shared vision, mission, and goals based on high expectations for the profile of an educated person (Ontario Leadership Institute, 2013)</p> <p>Visionary Leadership (Alberta Education And College Of Alberta School Superintendents, 2018)</p> <p>Visionary Leadership (LEADS, 2017)</p> <p>Leadership and District Culture (British Columbia School Superintendents Association, Nd)</p> <p>Ensuring consistent instructional direction (Ontario Leadership Institute, 2013)</p> <p>Leading Learning (Alberta Education And College Of Alberta School Superintendents, 2018)</p> <p>Instructional Leadership (Manitoba Association Of School Superintendents, Nd)</p> <p>Leading Learning (British Columbia School Superintendents Association, Nd)</p> <p>Accessing external and internal expertise (Ontario Leadership Institute, 2013)</p>	<p>Having a Clear Mission or Vision (Trujillo, 2013)</p> <p>Having High Expectations for Students and Teachers (Trujillo, 2013)</p> <p>Have a District-wide Focus on student achievement (Anderson & Young, 2018).</p> <p>Use evidence for planning, learning and Accountability (Anderson and Young, 2018)</p> <p>Use proven approaches to curriculum and Instruction (Anderson and Young, 2018).</p> <p>Foster district-wide sense of efficacy (Anderson and Young, 2018)</p> <p>Focus District on Equity (Anderson and Young, 2018)</p> <p>Approach school improvement in a directed and strategic manner (Anderson & Young, 2018)</p> <p>Broadly shared mission, vision and goals (McCullough & Leithwood, 2016; Leithwood, Sun & McCullough, 2019)</p> <p>A coherent instructional guidance system (McCullough & Leithwood, 2016; Leithwood, Sun, & McCullough, 2019)</p> <p>Focusing on Student Success (Brandon et al., 2017)</p> <p>Enabling Engaging Instruction (Brandon, 2017).</p>
<p>ORCHESTRATE THE STRATEGIC PLANNING, ITS IMPLEMENTATION, ITS REGULATION AND ITS DISSEMINATION</p> <p>Ability to orchestrate the planning of strategic direction arising from the vision mentioned above, its implementation, its continuous anchored in data and its distribution, respecting the enca- and by influencing the development of resource management human, material, financial and IT associated.</p>	<p>Establish organizational processes that focus on improving Learning (Ontario Leadership Institute, 2013)</p> <p>Organisational Leadership (Newton, Herron, Reid And Steeves , 2017)</p> <p>Organisational Leadership (British Columbia School Superintendents Association, Nd)</p> <p>Increasing the capacity and commitment of school and board staff (Ontario Leadership Institute, 2013)</p> <p>Accountability (British Columbia School Superintendents Association, Nd)</p> <p>Harmonize budgets, structures, policies and procedures by personnel and time utilization with the mission, vision and goals of the School board goals (Ontario Leadership Institute, 2013)</p> <p>School Authority Operations and Resources (Alberta Education and College Of Alberta School Superintendents, 2018)</p> <p>Business & Finance (Manitoba Association Of School Superintendents, Nd)</p> <p>Human Resources Leadership (Newton, Herron, Reid & Steeves, 2017)</p> <p>Human Resources Development & Management (British Columbia School Superintendents Association, Nd)</p>	<p>Frequently Monitoring Progress (Trujillo, 2013)</p> <p>Facilitate alignment of the Infrastructure (Anderson and Young, 2018)</p> <p>Interpret and Initiate policy to align with change agenda (Anderson and Young, 2018)</p> <p>Use evidence for planning, learning and Accountability (Anderson and Young, 2018)</p> <p>Have an openness to and capacity to change (Anderson & Young, 2018)</p> <p>Use of evidence to inform decision making (McCullough and Leithwood, 2016; Leithwood, Sun, & McCullough, 2019)</p> <p><i>Learning-oriented improvement processes</i> (Leithwood, Sun and McCullough, 2019)</p> <p>Alignment of policies and procedures with district mission, vision and goal (Leithwood, Sun, & McCullough, 2019)</p> <p>Fostering Collective Efficacy (especially in terms of development structures) (Brandon et al., 2017)</p>

LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL BOARDS	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT <i>District effectiveness</i>
<p>ESTABLISH AND FOSTER MEANINGFUL COMMUNICATION AND RELATIONSHIPS AND TRUSTWORTHY</p> <p>Ability to establish and foster meaningful and trusting communications and relationships, both internally and with other external collaborators, particularly with senior educational authorities in Quebec.</p>	<p>Foster productive working relationships with staff and other stakeholders [school and board staff, community groups, parents, ministry] (Ontario Leadership Institute, 2013)</p> <p>Governance & Board Relations (Manitoba Association Of School Superintendents, Nd)</p> <p>Community Relations (Manitoba Association Of School Superintendents, ND)</p> <p>Staff Relation (Manitoba Association Of School Superintendents, ND)</p> <p>Building Effective Relationship (Alberta Education And College Of Alberta School Superintendents, 2018)</p> <p>Communication & Community relations (British Columbia School Superintendents Association, Nd)</p> <p>Policy and Governance (British Columbia School Superintendents Association)</p>	<p>Build and Maintain Good Communication, relationship, and, district culture (Anderson and Young, 2018)</p> <p>A policy-oriented board of trustees (McCullough & Leithwood, 2016; Leithwood, Sun, & McCullough, 2019)</p> <p>Productive relationships (internal system and school, parents, community groups, ministry) (McCullough & Leithwood, 2016; Leithwood, Sun & Mc- Cullough, 2019)</p> <p>Building Purposeful Professional Relationship (Brandon et al., 2017)</p>
<p>EMBODY COLLABORATION AND ORGANIZE THE DEVELOPMENT OF A COLLABORATIVE CULTURE</p> <p>Ability to embody collaboration and to organize the development of a collaborative culture within the organization and with other external collaborators, particularly with senior educational authorities in Quebec.</p>	<p>Team building (Newton, Herron, Reid & Steeves, 2017)</p>	<p>Productive relationships (internal system and school, parents, community groups, ministry) (McCullough & Leithwood, 2016; Leithwood, Sun & McCullough, 2019)</p> <p>Travelling the pathways of collaborative leadership learning (Brandon, 2017)</p>

APPENDIX 2 MAIN PROFESSIONAL DEVELOPMENT ACTIVITIES OF QUEBEC SCHOOL BOARDS

MAIN PROFESSIONAL DEVELOPMENT ACTIVITIES OF QUEBEC SCHOOL BOARDS	RESPONSIBLE PERSONS
Postgraduate Microprogram in Workforce Development for Directors General of Service Centres and School Boards	University of Sherbrooke
Post-graduate diploma for continuing education branches	University of Sherbrooke
Community of practice of teams of superintendents from several service centers and school boards	Fédération des centres de services scolaires du Québec in collaboration with the Professional Development Committee of the Association des directions générales scolaires du Québec
Annual Conference (May)	Branches in a specific region of Quebec each year
Training or collaborative activities related to priority issues, particularly in the context of the annual concerted regional meetings	Professional Development Committee of the Association des directions générales scolaires du Québec
Annual conference (November)	Fédération des centres de services scolaires du Québec in collaboration with the Professional Development Committee of the Association des directions générales scolaires du Québec
Coaching or mentoring	Retired or current branches Consultants
Other trainings Professional Doctorate in Education (University of Sherbrooke and University of Montreal) Graduate diploma or master's degree in public administration (École nationale d'administration publique) Leaders Program (Laval University) Programs of the School of Management (HEC Montréal) Institute of Leadership ...	Universities Other bodies

APPENDIX 3LIVING

A CIRCLE OF SUPPORT

The coaching circle is a professional development activity that brings together a group of leaders who collaborate to regulate their professional development projects and share professional and theoretical knowledge to support their updating. The approach proposed below, ideally carried out under the aegis of a coach, is freely inspired by Brassard's coaching circle (2018) and Payette and Champagne's (1997) and Champagne's (2021) co-development group.

STEPS	ACTIONS	TIME (60 minutes)
1. DISCONNECT	The coach clarifies or reminds participating leaders of the intentions and steps of the coaching circle.	10 minutes
2. VOL	<p>One of the leaders of the circle shares or reminds :</p> <ul style="list-style-type: none"> his professional development project; what he manages to be and do that is significant in his project; what he perceives to be difficult to be and to do in his project. <p>The leader makes a request of the employees:</p> <ul style="list-style-type: none"> I would be grateful if you could help me at 	10 minutes
3.	Collaborators ask clarifying questions to better understand the leader's experience and request.	5 minutes
4.	<p>The leader stands back to listen and take notes.</p> <p>The employees meet with each other. They reflect and formulate, out loud, reflective questions, observations, possible solutions, professional or theoretical knowledge likely to inspire the leader in the actualization of his development project.</p>	15 minutes
5. LANDING	<p>The leader is asked to reflect on what has been shared by the circle and what he or she intends to do with it.</p> <ul style="list-style-type: none"> In one sentence, what do I remember most about the exploration? In one sentence, what specifically am I committing to be or do less, better or differently? <p>All collaborators who participated in the circle do the same.</p> <ul style="list-style-type: none"> In one sentence, what do I resonate with in what was said, experienced, shared during the circle? In one sentence, what do I plan to do with it to strengthen my own leadership or professional development project? 	5 minutes
	<p>In one sentence, the leader makes explicit what he or she is committing to.</p> <p>Each employee does the same.</p>	15 minutes

LEXICO N



PROFESSIONAL DEVELOPMENT ACTIVITY

An individual or group activity that contributes to the development of competent and conscious professional action of a branch as described in this framework.

ACT AS A COMPETENT AND AWARE PROFESSIONAL

Ability to implement efficient actions that are most likely to influence the meaningful transformation of the organization based on conscious and explicit intentions and presuppositions adjusted to the context.

COLLABORATION

Intentional action by learning, interdependent, and willing individuals or organizations who dare to negotiate their assumptions and draw on research in planning and implementing collaborative and meaningful actions toward a common, co-defined goal.

COMMUNICATION

The process of creating common meanings within a group or an organization.

PROFESSIONAL DEVELOPMENT

Development of a competent and conscious action, individual or collective, i.e. a capacity to implement the efficient actions most likely to influence the significant transformation of organizations according to conscious and explicit intentions and presuppositions adjusted to the context.

DISTRICT EFFECT

Effect of the collective consisting of the superintendent, board of directors (or council of commissioners), departments, and school and center principals to federate coherent and meaningful actions toward educational success within the territory of a service center (or school board) (inspired by Leithwood, Sun, & Mc Cullough, 2019).

LEADERSHIP

Ability to lead the coherent development of interdependent units of a school service center or school board, with internal and external stakeholders at the regional and national levels, based on intentions,

of actions and conscious presuppositions adjusted to the context, so that the organization, considered as a learner, ensures its mission with regard to educational success.

LEADERSHIP MODEL

A simplified, schematic representation, either individually or collectively, of how leaders conceive of their competent and conscious professional actions, i.e., the priority actions they are willing and able to take in a given context, inspired by explicit intentions and presuppositions. Quasi-synonym: Leadership Framework.

LEARNING ORGANIZATION

An organization whose systemic and differentiated educational and management actions support the individual and collective development of people by, for and with them and, by the same token, the organizational development as a whole.

STAKEHOLDER

A physical or moral actor participating in or influencing the operations and development of the organization.

INTERNAL STAKEHOLDER

A physical or moral actor from within, participating in or influencing the operations and development of the organization. E.g., department managers, facility and center directors, professional staff, teachers, unions, etc.

EXTERNAL STAKEHOLDER

A physical or moral actor from the outside, participating in or influencing the actions and development of the organization. E.g.: mayors of municipalities, the Ministry of Education, suppliers, regional associations, etc.

STRATEGIC PLANNING

A process through which a leader or group of leaders establishes a comprehensive plan of priority actions to be implemented across interrelated organizational units, including departments, facilities and centers, to achieve the success-oriented vision. The result of this process.

PRESUPPOSED

A referent describing what a person or group of people consider true and believe, conceptualized in terms of reference theories and beliefs and values inspiring their action.

EDUCATIONAL SUCCESS

Educational success covers the three main vectors of the Quebec school's mission: to educate, to socialize and to qualify. It encompasses academic success, but goes beyond graduation and qualification by taking into account the full potential of the individual in his or her intellectual, cognitive, affective, social and physical dimensions, from the earliest age. Educational success also aims at the adoption of values and attitudes as well as the development of skills that will form a responsible citizen, ready to play an active role in the labour market, in his or her community and in society (MELS Educational Success Policy, 2017).

PROFESSIONAL KNOWLEDGE

Prescriptive knowledge resulting from the finalized transformation of a given professional situation on the basis of explicit presuppositions, which can inspire the transformation of other such situations on the basis of similar presuppositions. A professional knowledge provides an answer to a *Comment* in the following general form: *if you believe X (presuppositions) and you want Y (intention) in such and such a context, do or avoid X action(s)*. Quasi-synonyms: experiential knowledge, practical experience knowledge, action knowledge, prescriptive knowledge, etc.

THEORETICAL KNOWLEDGE

Descriptive knowledge resulting from an activity of comprehension of a given object, which allows to describe and explain its properties, laws and regularities.

VISION FOR SUCCESS

The process by which a leader or group of leaders establishes the long-term direction of the organization, which usually describes the vision, values, directions and goals of the organization. The result of this process. Related term: Commitment to success plan.

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