THE LEADERSHIP OF SCHOOL BOARD DIRECTOR GENERALS

A FRAME OF REFERENCE TO DEFINE, DEVELOP AND CONSOLIDATE IT TOGETHER

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Association des directions générales scolaires du Québec

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1 INTRODUCTION

In recent years, as director generals (DGs) of Quebec's school service centers (CSS) and school boards (SB), we have seen our responsibilities and mandates evolve tangibly. The transformation of school governance for French-language school service centers (Government of Quebec, 2020; 2023), the massive renewal of our association's membership and high social expectations for a school system anchored in rigorous, pedagogical and organizational developments call for strong, innovative leadership on our part. Yet, in Quebec, there was no national frame of reference describing our specific leadership as DGs of service centers and school boards.

In 2020, the Association des directions générales scolaires du Québec (ADGSQ) teamed up with professor-researchers Marie-Hélène Guay and Brigitte Gagnon from the Département de gestion de l'éducation et de la formation at the Université de Sherbrooke to implement an action-research project (Guay and Gagnon, 2021). The following objectives underlined by this research:

1. To define, through the development of this reference framework, the leadership of service center and school board Director Generals.

2. Update the network of professional development activities[1] of Director Generals in line with this reference framework.

3. Consolidate our shared understanding of DG leadership as described in our Framework regarding orchestrated actions for data-driven strategic planning and to establish and foster meaningful, trusting strategic communications and relationships.

4. Put this leadership into practice by developing our network of professional development activities, including our regional meetings.

5. Evaluate the impact of this implementation on our individual and collective professional development.

Specifically, the action-research was initiated and carried out by DGs members of the ADGSQ's Professional Development Committee (Comité de perfectionnement et de développement professionnel - CPDP), i.e. :

- Gaëlle Absolonne, DG, Centre de services scolaires Marie-Victorin
- Yves Bédard, retired DG of the Centre de services scolaires de Rouyn-Noranda
- Jean-Pierre Bédard, DG, Centre de services scolaires de Saint-Hyacinthe
- Anthony Bellini, Collaborator in support of training for the microprogram insertion at the Directorat General at the Université de Sherbrooke, 2018-2022
- Michel Bernard, ADGSQ Secretary General in 2020-2021
- Stéphane Chaput, Assistant DG, Centre de services scolaires de Montréal
- Chantale Cyr, DG, Centre de services scolaires des Rives-du-Saguenay
- Nadine Desrosiers, DG, Centre de services scolaires de l'Estuaire
- Isabelle Gilbert, Assistant DG, Centre de services scolaires de la Beauce-Etchemin
- Anne-Frédérique Karsenti, DG, Centre de services scolaires de Rouyn-Noranda
- Dominique Lachapelle, retired DG of the Centre de services scolaires des Hautes-Rivières
- Julie Lavigne, Assistant DG, Centre de services scolaires de Laval
- Sophie Laberge, Director of Legal Affairs and Secretary General, FCSSQ
- Éric Lauzon, Assistant DG, Centre de services scolaires Marguerite-Bourgeoys
- Suzie Lucas, DG, Centre de services scolaires des Navigateurs
- Sébastien Lecompte-Ducharme, Senior Research Advisor, FCSSQ
- Normand Lessard, ADGSQ Secretary General from 2021 to present
- Sébastien Malenfant, DG, Centre de services scolaires de La Jonquière
- Alexandre Marion, DG, Centre de services scolaires des Hautes-Laurentides
- Mary-Lou McCarthy, CAR Project Manager, FCSSQ
- Kathlyn Morel, DG, Centre de services scolaires des Grandes-Seigneuries
- Sandra Nicol, DG, Centre de services scolaires René-Levesque
- Nadine Peterson, DG, Centre de services scolaires des Portages-de-l'Outaouais
- Marylène Plante, Assistant DG, Centre de services scolaires des Bois-Francs
- Christian Provencher, Collaborator in support of training for the microprogram insertion at the Directorat General at the Université de Sherbrooke, since 2022
- Lisa Rodrigue, DG, Centre de services scolaires des Sommets
- Denise Simoneau, DG, Eastern Shores School Board
- Maude Trépanier, Assistant DG, Centre de services scolaires des Chênes

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

These CPDP members are involved as practitioner-researchers, learners, consistency guardians and mediators with their peers, to establish and consolidate their own leadership in order to define and help solidify the leadership of their community. Overall, the action-research methodology took the following form[2].

Firstly, CPDP members took part in a review and analysis of proud professional experiences and challenges encountered in their own communities. They also defined and analyzed their projects and individual professional development together. These first two actions uncovered assumptions about leadership and certain intentions and priority actions of DGs in their current professional context.

The CPDP then analyzed its findings by comparing them with other Canadian leadership frameworks for service centers and school board DGs[3].

The CPDP also explained its reflections and choices with recent research summaries on the district effect in school administration[4]. Finally, during regional and collective meetings, CPDP members mobilized all Quebec DGs to discuss their exercise context, their assumptions on leadership and their intentions and actions perceived as priorities.

These exchanges helped generate a first version of the reference framework for Quebec's school DGs in 2022.

From 2022 to 2024, in-depth discussions continued within the DG community, focusing on strategic planning and communication within service centers and school boards. This work has made it possible and necessary to distribute this updated edition of the leadership reference framework for DGs.

Our leadership frame of reference provides an in-depth vision of what we believe and aspire to be and do, as a priority, as DGs, in the current context. We believe that this is how we can influence the realization of the mission of Quebec schools, which are responsible for the educational success of students, young people and adults. This frame of reference is useful for guiding our individual and collective professional development, and that of Quebec's service centers, school boards and education system.

In the following lines, we present a frame of reference on leadership for DGs of service centers and school boards. It makes explicit our assumptions with regard to leadership, the interpretation of our current context, our intentions and the actions we wish to prioritize, both individually and as a team.

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2 See Guay and Gagnon (2021) for specifications on the action-research methodology behind this reference framework.
3 Alberta Education and College of Alberta School Superintendents (2023), British Columbia School Superintendents Association (2022), Ontario Leadership Institute (2013), Manitoba Association of School Superintendents (n.d.) and Newton, P., Herron, A., Reid, K. and Steeves, J. (2017). See Appendix 2 for an explanation of the links between these referents and the present framework.
4 Anderson, E. and Young, M. (2018), Brandon, J., Hanna, P. Donlevy, K. and Parsons, D. (2017), Dervarics, C. and O'Brien, E. (2019), Leithwood, K., Sun, J., and McCullought (2019), McCullough, C. and Leithwood, K. (2016) and Trujillo, T. (2013). See Appendix 2 for an explanation of the links between these referents and the present framework.

2 OUR ASSUMPTIONS ABOUT LEADERSHIP

An assumption is a referent describing what a person or group of people believe to be true. It makes explicit their beliefs, their values and their theories which inspire their actions. In the following lines, we present our assumptions on leadership.

2.1 The evolution of leadership assumptions in education

The Indo-European root of the word "leadership", leith, means "to go forward". A leader or group of leaders has the ability to lead by example, to follow through, 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 founded in 1972 (Moisset and Plante, 2004). Since then, the leadership of its members has long been seen as a capacity to influence, through sustained attention to the observance of **rules and standards, the practices of the company's management and administrative roles within a school organization, according to an established organizational chart and hierarchical roles**. From this perspective, leadership has often been seen as an individual skill of general management.

At the turn of the 1990s, the advent of collective concerns related to the optimization of processes and resources in companies and educational organizations led to a shift in the meaning given to leadership. The notions of accountability and responsibility now permeate the Public Administration Act and the Education Act. public education in Quebec. They give rise to educational projects, agreements and strategic plans underpinned by organizational analyses and indicators. General management's leadership is seen as a capacity to influence through sustained attention to compliance with rules and standards, **as well as the achievement of ambitious objectives through the implementation of research-proven teaching and administrative practices within the organization.** Leadership has often been described in terms of the individual skills of top management.

Over the past decade, the meaning of leadership has broadened once again. Faced with numerous challenges in the heart of an increasingly complex environment, DGs have perceived and experienced, notably through the CAR movement (ADIGECS, Fondation Lucie et André Chagnon and CTREQ, nd), the value of collaboration amongst 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 a group of leaders who influence, through sustained attention to comply to rules and standards, and to achieve ambitious goals through the implementation of pedagogical and administrative practices proven to be effective by research. Nowadays, **however, it is seen just as much as the ability to steer coherent development of the interdependent units of a school service center or school board, with** internal and external stakeholders **at regional and national levels, on the basis of conscious intentions, actions and assumptions adjusted to the context**. In this way, a school service center or school board, as a learning organization, can fulfill its mission in terms of educational success. From this perspective, the leadership of DGs is now seen in terms of competent, conscious, individual and collective professional actions.

Table 1 summarizes the gradual broadening of executive leadership perspectives over the last few decades.

FROM 2010 A **COMPLEX** CONTEXT

ASSUMPTIONS
Leadership: influencing the development of a learning organization

INTENTIONS
Mobilize, collaborate

PRIORITY ACTIONS
Systemic long term - Collaboration

THE YEARS 1990 **TRANSFORMATION** CONTEXT

ASSUMPTIONS
Leadership = influencing the achievement of ambitious goals through proven effective pedagogical and administrative practices

INTENTIONS
Perform, stand out

PRIORITY ACTIONS
Medium-term strategy - Consultation

FROM THE 1960S ONWARDS **STABILITY SOUGHT**

ASSUMPTIONS
Leadership = influencing compliance with rules and standards, pedagogical and administrative practices

INTENTIONS
Order, security

PRIORITY ACTIONS
Short-term operations - Taxation

TABLE 1: Progressive broadening of the perspectives of top management leadership over the last few decades.

2.1   Evolution of assumptions about educational leadership

DG leadership is considered here as a competent and conscious professional action, both individual and collective. A director general, like the community of DGs, can implement priority **actions** most likely to influence a significant transformation of its organization's **context**, based on conscious and explicit **intentions** and **assumptions**. Individually and collectively, the better we can read our context and design the competent actions needed and to be taken, who are inspired by conscious and explicit intentions and assumptions, the more we will be able to inspire competent and innovative actions from all of Quebec's educational leaders, based on conscious, explicit intentions and assumptions, for them too. Figure 1 on the following 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 who's systemic and differentiate educational and management actions, support the individual and collective development of people by, for and with them and, by the same token, organizational development.

Considered in this way as a competent and conscious professional action, both individual and collective, the leadership DGs can be echoed in constructivist-developmental leadership theories[5]. These theories are **constructivist** in the sense that they describe how senior managers have progressively constructed and enriched the meaning of their leadership experience over time, as shown in Table 1 on the previous page. They are **developmental** in the sense that they describe the gradual broadening of executive management's preoccupations with leadership, and their growing ability to manage complexity within and around themselves, as shown in the table below.

1. From this perspective, leadership is not a characteristic, disposition, personality, skill or style. It is a way of being, doing and thinking, that a leader or a group of leaders develops and modulates itself according to context and individual and collective intentions and assumptions. In this sense, this perspective on leadership honors the various forms of leadership and the contributions of different leadership theories.

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

> « As a competent and conscious professional, our leadership is a way of being, doing and thinking that develops and modulates itself according to the context, our intentions and our individual and collective presuppositions. »

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

COMPETENT, CONSCIOUS PROFESSIONAL ACTIONS

Guay and Gagnon (2019)

ASSUMPTIONS
WHAT WE BELIEVE AND
ASSUME TO BE TRUE

INTENTIONS
WHAT WE WANT

ACTIONS
WHAT WE DO

CONTEXT
WHAT SURROUNDS US

Me and **WE ADGSQ LEADERS**
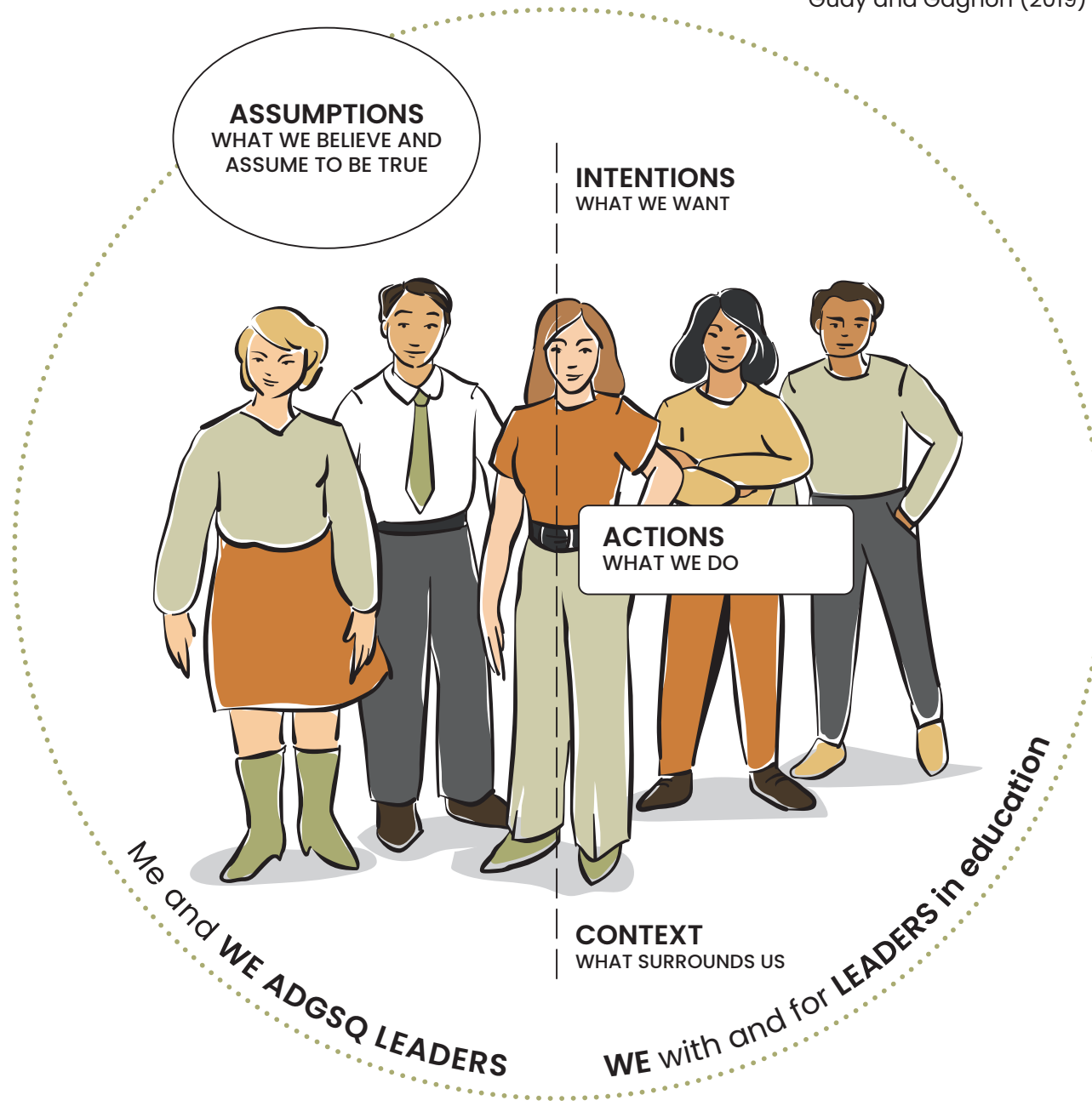
WE with and for **LEADERS** in education

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

3 OUR CURRENT LEADERSHIP CONTEXT

As DGs of a school service center or school board, we exercise our leadership primarily with and in collaboration with the following internal and external stakeholders:

OUR ORGANIZATION'S INTERNAL STAKEHOLDERS

- Other members of management; Director generals Assistant Director Generals
- Service department(s)
- School or center management
- Aspiring school or center manager
- CSS or CS staff
- Members of the Board of Directors
- Members of the Council of Commissioners
- Members of statutory committees
- Members of foundations linked to one or more CSS or CS organizational units
- Union and association partners

EXTERNAL STAKEHOLDERS AT REGIONAL, NATIONAL AND INTERNATIONAL LEVELS

- Community partners: mayors of cities and municipalities, members of parliament, community organizations
- Partners from other CSS or CS
- Association des directions générales scolaires du Québec (ADGSQ)
- Quebec English School Boards Association (QESBA)
- Branch associations from other provinces
- Fédération des centers de services scolaires du Québec (FCSSQ)
- Quebec Ministry of Education
- Other ministries including Health, Family and Immigration
- Higher Education Council (CSE)
- Education Canada (EdCan)
- Regroupement national des directions générales de l'éducation (RNDGÉ)

- Fédération nationale des conseils scolaires francophones (FNCSF)
- Center de transfert pour la réussite éducative du Québec (CTREQ)
- Universities and university researchers
- Media

As a Director General, we exercise our leadership in the following main contexts:

- DG team meetings
- Meetings with senior management and department heads
- Meetings with general management, department managers and school or center management
- Meetings of the Board of Directors or Board of Commissioners
- 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, Advisory Committee on Services for Special Needs Children, Labour Relations Committees
- Committee meetings related to certain priority organizational projects
- Meetings with external stakeholders such as MPs, mayors, prefects of MRCs
- Meetings with socio-economic and community partners
- Meetings with other ministries
- Meetings at regional branch tables
- Meetings with the media
- ADGSQ Annual General meeting
- FCSSQ study and expertise commissions
- Community of practice or other form of professional development activity

CURRENT TRENDS are having a tangible impact on education and the context in which we exercise our leadership as DGs, which are proving to be increasingly complex and volatile, i.e. :

- Students, young people and adults, with characteristics and prerequisites that are increasingly specific and diversified in terms of social status and success;

- A significant renewal of the various players in the education system in a context of shortage of labor shortage and specialized resources, including a tangible transformation of the DG community;

- Major developments in digital technologies, which are transforming society and the work environment;

- high social, economic and parental expectations toward the school system, which are often politicized and litigated in the context of citizen participation, accentuated by social media relaying momentary or short-term concerns;

- tangible disparities in issues between large and small English and French language school boards and service centers, including, for example, declining versus hyper-growth clienteles and close ties with 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, the centres de services scolaires, the school boards and the schools, and modifies the specific roles of the French and English DGs and the way they exercise, together and respectively, their current and future power in education;

- numerous operational management challenges arising from emerging societal issues (e.g. pandemics, water and air quality and infrastructure, inclusion of diversity, mental health issues, etc.);

- the need to mobilize data and theoretical and professional knowledge in education to guide informed and rigorous reflection and action in the service of educational success;

- Table 1 below summarizes the progressive broadening of branch leadership perspectives over recent decades.

As a community of DGs, we see in the current context a historic opportunity to make centers of services and school boards as major contributors to Quebec's education of today and tomorrow. The following section specifies our intentions as a community of leaders.

4 OUR INTENTIONS AS A COMMUNITY OF LEADERS

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

- maintain and improve the **differentiated educational success of all students, young people and adults**, and the development of a **high-quality public education system** with high standards;

- ensure the **well-being of staff and students** in Quebec schools;

- update **pedagogical and management best practices to optimize and develop resources and processes** for educational success;

- influence **coherent and innovative collective decisions** in Quebec education at the ideological, pedagogical, organizational, budgetary and school governance levels, regionally and nationally;

- be recognized as **key collaborators and strategic partners** in the development of education and tomorrow's citizens at regional, national and international levels;

- position service centers and school boards as **pillars of contemporary Quebec's development**, in other words, masters of concerted, promising actions that enable Quebecers to exercise and demonstrate strong social and economic dynamism, here and elsewhere.

5 OUR INDIVIDUAL AND COLLECTIVE PRIORITY ACTIONS AS LEADERS

As DGs, in the current context, and based on the intentions described above, we have to **steer 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, based on conscious intentions, actions and presuppositions that are adjusted to the context, so that the organization, considered as a learner, fulfills its mission with regards to educational success**.

To achieve this, we have chosen to prioritize, individually and collectively, the implementation of the following actions, to act with competence and conscience.

DEVELOP LEADERSHIP
- MINE
- SCHOOL SERVICE CENTER OR SCHOOL BOARD LEADERS
- COMMUNITY OF DGs

ENSURE THE CONTINUOUS UPDATING OF A STRATEGIC VISION FOCUSED ON SUCCESS

ORCHESTRATE, IMPLEMENT, REGULATE AND DISSIMATE STRATEGIC PLANNING

ESTABLISH AND FOSTER STRATEGIC COMMUNICATIONS AND MEANINGFUL, TRUSTING RELATIONSHIPS

EMBODY COLLABORATION AND ORGANIZE THE DEVELOPMENT OF A COLLABORATIVE CULTURE

Figure 2, which we have chosen to call the "North Star", summarizes our interdependent, individual and collective priority actions as DGs 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 one another in coherence with the specific assumptions and intentions of a DG in a given context.

STRATEGIC VISION FOCUSED ON SUCCESS

COLLABORATION

STRATEGIC COMMUNICATIONS

DEVELOP LEADERSHIP

MINE

SCHOOL SERVICE CENTER OR SCHOOL BOARD LEADERS

THE COMMUNITY OF SCHOOL SUPERINTENDENTS

STRATEGIC PLANNING

FIGURE 2 :   North star summarizing our individual and collective priority actions as DGs of service centers and school boards.

PRIORITY ACTIONS

In the following table, each DG's priority actions are presented in the form of progression. These progressions enable DGs to visualize what it must gain or look to develop and implement to steer the development of the interdependent units of its organization, according to its specific intentions and the characteristics of the context. By clicking on an action, you can access the professional and theoretical knowledge considered essential to its implementation. **PROFESSIONAL KNOWLEDGE** corresponds to **HOW** to concretely implement an action. **THEORETICAL KNOWLEDGE** corresponds to knowledge ABOUT each action.

PRIORITY ACTIONS	In a context of STABILITY to ensure compliance with the rules	In a context of TRANSFORMATION to optimize efficiency	In a context of COMPLEXITY to develop a learning organization
DEVELOP LEADERSHIP MINE	Know the frame of reference describing my professional action and participate in certain conferences, congresses or training courses.	Analyze the state of my professional action to identify a professional development objective and select an activity in line with it.	Consistent with the PEVR and a conscious leadership model, engage in a professional development project supported by collaborative activity with peers.
THAT OF SSC / CS	Use one or more frames of reference to guide the development of the organization's leaders, propose development activities and evaluate their success.	In line with the strategic vision, develop a or several leadership development frameworks, and structure and regulate a network of professional development activities.	In support of the updating of the strategic version of the SSC / SB, educational projects and department action plans, mobilize leaders in the design and regulation of an evolving leadership development reference framework and a limited and differentiated network of activities and collaborative spaces for professional development.
THAT OF DG COMMUNITY LEADERS	Be informed, attentive and supportive of the actions and projects of the Director Generals community.	Develop and continuously regulate a commitment to success plan that respects legal frameworks and is anchored in a solid analysis of the organization's strengths and vulnerabilities, and a network of valid theoretical knowledge on learning, teaching, evaluation and management.	Dare to contribute to the strategic positioning of the general management community to support its professional development and its contribution to education.
STRATEGIC VISION	Ensure management operations, including those related to the budget, staffing plan, infrastructure and development of the commitment to success plan, in compliance with legal frameworks.	Develop and continuously regulate a commitment to success plan that respects legal frameworks and is anchored in a solid analysis of the organization's strengths and vulnerabilities and a network of validated theoretical knowledge on learning, teaching, evaluation and management.	Mobilize the organization's leaders in the continuous updating of a commitment to success plan and educational projects that respect legal frameworks and are anchored in a solid analysis of the organization's strengths and vulnerabilities, and a shared network of theoretical and professional knowledge congruent with organizational values and orientations.
STRATEGIC PLANNING	Establish priority action plans for general management and departments to update the vision for success.	Support each department in drawing up and deploying an effective action plan, contributing to the realization of the strategic vision.	Mobilize facility and center managers and service managers in the concerted development of interdependent action plans to support educational projects in line with the strategic vision (organizational alignment).
STRATEGIC COMMUNICATION	Ensure that the various stakeholders are aware of the institutional and governmental rules and standards as well as the strategic vision and are committed to implementing them.	Structure a network of resources and spaces to communicate and regulate strategic vision and planning.	Collaboratively plan, implement and regulate a communications strategy that develops and mobilizes all stakeholders in updating the vision and strategic planning.
COLLABORATION	Set up structures to encourage consultation on specific issues.	Develop a network of collaborative structures to support leaders' professional development and strategic planning.	Involve ourselves and our stakeholders in the continuous updating, evaluation and adjustment of a network of collaborative structures that simultaneously support leaders' professional development and strategic visioning, planning and communication.

DEVELOPING LEADERSHIP : MINE

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
	• Analyze the contextual elements and ways of doing things that help or hinder your professional development, based on a frame of reference and/or tests.	• Identify strengths and difficulties without judging or comparing yourself. • Accept to be accompanied as a learner • Define and clarify one's leadership model and theoretical anchors • Transcend the perception of a lack of time to prioritize one's development • Be aware of the contextual elements, one's ways of being and doing, one's intentions or presuppositions that promote or hinder one's professional development • Prioritize certain development activities according to your prerequisites, your needs and those of the organization, including reading up on theoretical knowledge • Recognize the value of a balanced personal and professional life.
THEORETICAL KNOWLEDGE		
• 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: associative training, university training obligatory, colloquium, congress, 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: Performant stage - Leadership model. • Professional development: community of practice, non-mandatory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool. • Standardized leader assessment tests.	• Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages Leadership model. • Professional development methods: coaching circles, action research, co-development groups, individual or team coaching, practice or critical incident analysis, shared readings, carousel workshops, world café, open forum, etc. • Distinction between a leader's personal characteristics and a leader's state of development.

DEVELOPING LEADERSHIP: THAT OF CSS/CS LEADERS

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
	• In a supervisory context, ensure that leaders self-assess their state of development and set a professional development objective as a lever for updating their school's educational project, the department's action plan and the PEVR. • Valuing leaders' ongoing professional development as a lever for organizational effectiveness.	• Individually and/or as a general management team, develop a leadership model. • Model the leadership expected within the organization. • Become aware of one's own ways of being and doing, which can help or hinder the professional development of the organization's leaders. • In the context of supervision and/or coaching, individually or collectively, of leaders, support 1) the assessment of their state of development; 2) the definition of a professional development project; 3) the choice of relevant professional development activities and 4) the regulation and assessment of the effects of this project on them and their environment. • Make the intentions of each professional development activity explicit, in line with the leadership development reference framework and the PEVR • Accompany the integration of new leaders to ensure their gradual adherence to the strategic vision. • From a legacy perspective, prioritize the professional development of aspiring DGs and their access to the organization's professional knowledge network.
THEORETICAL KNOWLEDGE		
• 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: associative training, mandatory university training, colloquia, congresses, conferences, webinars. • 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: community of practice. non-mandatory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool. • Standardized leader assessment tests.	• Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages - • Leadership model. • Professional development methods: coaching circles, action research, co-development groups, individual or team coaching, practice or critical incident analysis, shared readings, carousel workshops, world café, open forum, etc. • Distinction between a leader's personal characteristics and a leader's state of development.

DEVELOPING LEADERSHIP: THAT OF THE DG COMMUNITY

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
	• Collaborate with other DG-DGAs or departmental executives from his or her CCS/CS and other CSS/CSs on regional and national projects and activities based on shared, explicit intentions. • Appropriate certain common theoretical frameworks to think and act coherently with and for our partners (e.g. CAR, FCSSQ, CPDP, MEQ, etc.), including the present reference framework. • Within the framework of these regional and national projects, embody the leadership described in this reference framework.	• Support self-assessment of leaders' development status, in line with the present reference framework. • Support the definition and ongoing regulation of a collective professional development activity or project. • Create strategic alliances with peers with similar presuppositions or with a leader in authority to bring this activity or collective professional development project to life. • Adjust or create physical and temporal spaces, work methods and tools to energize this activity or collective development project. • Identify and exploit opportunities for collaboration, communication and influence, in order to share and capitalize on the professional and theoretical knowledge of branch managers. • Forging alliances with external resources, researchers or facilitators, to support the deployment of a professional development activity or project. • Ask senior management to update and archive their individual and collective theoretical and professional knowledge of leadership.
THEORETICAL KNOWLEDGE		
• 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: associative training, mandatory university training, colloquia, congresses, conferences, 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: community of practice, non-compulsory university training, readings (effective theories and practices), certification linked to the use of a specific approach or tool. • Standardized leader assessment tests.	• Theories on leadership and the state of development of leaders and organizations: Pluralistic and evolutionary stages Leadership model. • Professional development: coaching circles, action research, co-development groups, individual or team coaching, practice or critical incident analysis, shared readings, carousel workshops, world café, open forum, etc. • Distinction between a leader's personal characteristics and a leader's state of development.

STRATEGIC VISION

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
	• Initiate and promote pilot projects, closely supervised and regulated, to inspire subsequent developments on a larger scale.	• Supporting the definition of concepts and frames of reference on the central objects relating to learning, teaching, assessment or management that underlie the PEVR. • Ensure that these definitions and frames of reference are rooted in the sector's previous professional knowledge or that derived from research. • Ensure that researchers, consultants and lecturers who collaborate with the organization anchor and contextualize their contribution by echoing the theoretical and professional knowledge already mobilized and significant within the organization. • In the face of adversity, revisit your own presuppositions and intentions, and those of the organization and its stakeholders, to identify areas of influence to prioritize.
THEORETICAL KNOWLEDGE		
• Theories of change in the context of stability. • Commitment to success plan: nature, objectives and legal definition process.	• Theories of change in the context of transformation. • Steps to define a strategic vision focused on success. • Steps for analyzing an organization and setting targeted expectations. • Typologies of conceptions of success and learning. • Synthesis of effective teaching, assessment and management practices.	• Theories of change in the context of complexity. • Distinguishing between the will, potential and development capacity of leaders and organizations.

STRATEGIC PLANNING

In the context of **STABILITY,** to ensure compliance with the rules	In the context of **TRANSFORMATION,** to optimize efficiency	In the context of **COMPLEXITY,** to develop a learning organization
PROFESSIONAL KNOWLEDGE		
• Identify priority resources/projects consistent with departmental targets and indicators. • Circumscribe a limited number of targets and indicators associated with these resources/projects. • Implement resources/projects. • Supervise departments and their operations based on precise guidelines and directives.	• As a general management team, consolidate skills in strategic planning • Clarify the shared meaning given to the concepts of PEVR and strategic plan within its CSS/CS. • Develop and adapt resources, work methods and physical spaces to enable ongoing regulation of priority action plans for services, based on rigorous data. • Disseminate and popularize the advances and challenges faced in implementing strategic planning on the basis of evocative data. • Delegate operational tasks on the basis of clear expectations regarding the strategic objectives pursued. • Anticipate potential pitfalls inherent in the implementation of priority resources/projects. • Use tools to regulate and monitor priority resources/projects in line with targets & indicators, with supporting evidence, to prioritize corrective actions.	• Create and update tools, working methods and physical spaces for the ongoing regulation of interdependent departmental action plans on the basis of quantitative and qualitative data • Engage organizational leaders in updating, disseminating and recognizing the progress and challenges faced in implementing strategic planning. • Differentiate action plan monitoring and supervision according to the prerequisites of the stakeholders involved. • Delegate authority to decide on strategic objectives. • Ensure that professional knowledge generated within the organization is shared, enriched, mobilized and archived on an ongoing basis. • In the face of adversity, agree to prioritize the implementation of certain resources/projects to take account of the context and stakeholders. • Ensure that the means/projects prioritized in the interdependent action plans of CSS/CSs, establishments and services are underpinned by shared presuppositions and intentions. • Raise awareness and educate stakeholders about the value of strategic planning and the resources required to implement it.
THEORETICAL KNOWLEDGE		
	• Theories on how to plan, implement, regulate and disseminate a strategic vision. • Principles and tools for continuous improvement, collaborative management and project management (dashboards) - Control room • Distinguish between strategic, tactical and operational expectations and operations.	• Resources, spaces and archiving methods to ensure the continuity of CSS's professional and theoretical knowledge.

STRATEGIC COMMUNICATION

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
• Exercise the role of spokesperson as defined by the Education Act.	• Enhance the value of individual and collective achievements by stakeholders in line with the PEVR • Refine certain communication tools and popularize priority frames of reference. • Prepare communications. • Create spaces and tools to share information in real time.	• Clarify the shared meaning of the concepts of strategic communication and communication plan. • Evaluate your own professional actions in terms of strategic communication and those of the organization's leaders. • Adjust language to the likelihood and state of individual and collective professional development of stakeholders. • Involve stakeholders in developing and updating a network of strategic communication spaces. • Dare to influence leaders in positions of authority over themselves and the organization. • Dare to demonstrate authenticity, courage, humility and patience, and nurture and value these attitudes in others. • Experiment with "we" as well as "I" communication. • Embody a model of non-violent communication. • Use and refer often to co-developed frames of reference, and reiterate their scope and components. • Often recount the origin and history of the organization and its priority projects. • Dare to make individual and collective difficulties explicit, and encourage other leaders to do the same. • Analyze the context and likelihood of the various stakeholders, including their issues, needs, values and intentions. • Clarify your positioning, key messages and communication objectives, specifically in line with the PEVR. • Frequently reiterate shared presuppositions and intentions, as well as the priority resources inherent in interdependent action plans for facilities and services, or in a priority project in progress.
THEORETICAL KNOWLEDGE		

• The art of assertion, description, information and specification.
 	
• In a CSS, knowledge of the nature and responsibilities of the spokesperson role as defined by the Education Act.
 	
• Government apparatus and the relationship to politics.
 	
• Theories on political skills and the art of networking.
	• The art of advising, framing, analyzing, synthesizing, demonstrating and arguing with boldness, aplomb, courage and conviction.
	
	• Effective and strategic communication for
	    1) position and promote yourself; and
	    2) position and promote your organization.
		• The art of questioning, contextualization, translation, deep listening to what is said and unsaid, feedback, silence, synchronization, reflection, reflection and metaphor.
		
		• Welcoming and tolerating error, paradox, ambiguity and the unsolvable in the moment.
		
		• Awareness and suspension of judgments and presuppositions.
		
		• Non-violent communication; expression of facts, feelings, needs and clear requests.

COLLABORATION

In the context of **STABILITY**, to ensure compliance with the rules	In the context of **TRANSFORMATION**, to optimize efficiency	In the context of **COMPLEXITY**, to develop a learning organization
PROFESSIONAL KNOWLEDGE		
	• Develop an annual calendar of collaborative meetings • Clarify and promote a shared vision of collaboration within the organization. • Plan and facilitate collaborative meetings in which intentions, roles and responsibilities, and operating standards are made explicit in line with the PEVR • Develop partnerships with external stakeholders to implement PEVR priority projects/methods.	• Identify the areas of influence and collaborative action that are priorities for senior management, in line with the PEVR, and ensure that they embody a model of collaboration • Evaluate one's own competent and conscious professional actions in terms of collaboration, and those of the organization's leaders, and take them into account when clarifying and expressing expectations • Agree to slow down, delegate and refrain from carrying out a mandate alone if one hopes to consolidate collaboration within the organization • Identify and preserve collaborative spaces free of political influence • Team up with collaborators to plan and run a collaborative structure, taking into account their respective strengths and what the context calls for. • Discuss and explicitly circumscribe the objects and projects that will or will not be worked on collaboratively • Contribute to the creation of spaces where the posture of learner, vulnerability and trust are valued.
THEORETICAL KNOWLEDGE		
• Clarification of stakeholders' roles and responsibilities.	• Distinction between cooperation and collaboration. • Building an alliance in a collaborative context: needs, contributions, working methods. • Theories on collaboration: nature, goals, resources and favorable conditions, particularly within a general management team. • Team development stages to set realistic expectations for collaboration. • Partnerships with universities and knowledge mobilization.	• Theories on the learning organization. • A network of collaborative structures with interdependent intentions and agendas.

6 OUR INDIVIDUAL AND COLLECTIVE PROFESSIONAL DEVELOPMENT

Our professional development corresponds to the development of our competent and conscious professional actions as leaders. With this in mind, we give priority, individually and collectively, to 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.

- Carefully selected 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 ability to step back from our competent and conscious professional actions[6].

With this in mind, 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 shows the current network of the main professional development activities of Quebec's school superintendents.

A PROFESSIONAL DEVELOPMENT PROJECT FOR GENERAL MANAGEMENT OR A GENERAL MANAGEMENT TEAM	AN ADGSQ PROFESSIONAL DEVELOPMENT PROJECT

1. Identify a priority development goal for the organization, in line with the Commitment to Success Plan and/or the results of the branch's annual performance evaluation.
 	
2. In the Leadership Framework for School Principals, identify one or a few priority actions or resources that are critical and essential to ensuring the above-mentioned priority development of the organization.
 	
3. Inspired by these actions or resources perceived as essential to the organization's development, formulate a professional development project in the following way: How can I (we) consolidate X priority action in such and such a context, with such and such an intention, because I (we) have such and such presupposition(s) with regard to leadership?
 	
4. From the list of professional development activities (Appendix 2), identify one or more activities that could support the updating of your professional development project.
 	
5. Frequently regulate the development project with leaders from within or outside the organization, notably within the framework of a support circle (appendix 3).
	1. Identify a priority development goal for ADGSQ to achieve its mission, i.e.:
	  • promote the status and professional development of its members;
	  • contribute, as a key player, to the development of public education in Quebec.
	
	2. In the Leadership Framework for School Principals, identify one or more priority actions or resources that are critical and essential to ensuring the above-mentioned priority development of the ADGSQ.
	
	3. Inspired by these actions or resources perceived as essential to ADGSQ's development, formulate a collective professional development project in the following form: 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?
	
	4. From the list of professional development activities (Appendix 2), identify one or more activities that could support the updating of your professional development project.
	
	5. Frequently regulate the development project with 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 DG, a general management team or the ADGSQ.

7 CONCLUSION

The Leadership Reference Framework of DGs highlights our work in **the Quebec school system** and sheds light on 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 as part of an action-research project carried out with and for ADGSQ members. 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 frame of reference makes explicit, the creation and ongoing adjustment of an individual or collective leadership model is an essential lever in the development of a leader and his or her organization. As an emerging learning organization, in a complex and volatile context, we have chosen to make this the foundation of our actions, learning and research. In this way, we can keep this frame of reference alive and evolving, and hope that it contributes to positioning service centers and school boards as pillars of youth and adult development in contemporary Quebec.

Appendix 1

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

LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL DGS (2024)	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT DISTRICT EFFECTIVENESS
DEVELOP YOUR LEADERSHIP	• Modeling Commitment to Professional Learning (ALBERTA EDUCATION AND COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS, 2023) • Ethical Leadership (NEWTON, HERRON, REID AND STEEVES, 2017) • Growing the Capacity of Self and Others (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022)	• Learning through Superintendency teams (Brandon, 2017) • Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust (Dervarics and O Brien, 2019)
DEVELOP THE LEADERSHIP SKILLS OF SCHOOL SERVICE CENTER OR SCHOOL BOARD LEADERS	• Using a holistic approach to leadership. [Repository, matchmaking, succession planning] (Ontario Leadership Institute, 2013) • Offer on-the-job professional development opportunities (Ontario Leadership Institute, 2013) • Determining the Professional Practice Rating (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS, nd) • Growing the Capacity of Self and Others (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022)	• Promoting Strong Instructional Leadership (Trujillo, 2013) • Invest in Instructional leadership (Anderson and Young, 2018) • Implement professional development for leaders and teachers (Anderson and Young, 2018) • Place Importance on Personal and the roles they play (Anderson and Young, 2018) • Job-embedded professional development provided for all members (McCullough and Leithwood, 2016; Leithwood, Sun and McCullough, 2019) • A comprehensive approach to leadership development (McCullough and Leithwood, 2016; Leithwood, Sun and McCullough, 2019) • Scaffolding overall Instructional leadership (Brandon, 2017) • Strenghtening professional learning (Brandon, 2017) • Effective school boards align and sustain resources, such as professional development, to meet district goals (Dervarics and O Brien, 2019) • Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts (Dervarics and O Brien, 2019)
DEVELOPING THE LEADERSHIP OF THE DG COMMUNITY	No explicit link to date.	No explicit link to date.

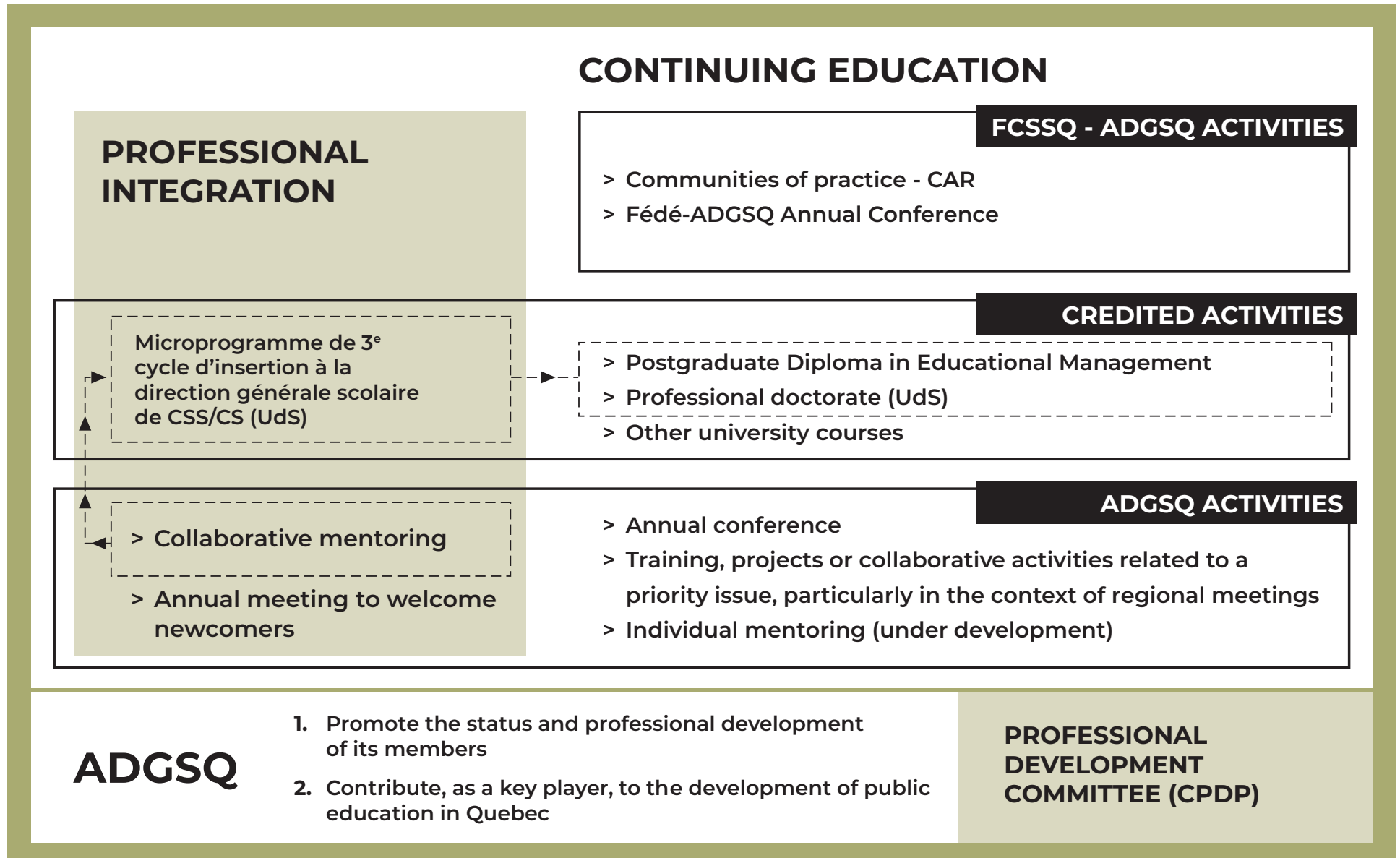| LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL DGS (2024)	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT DISTRICT EFFECTIVENESS
ENSURE THE CONTINUOUS UPDATING OF A STRATEGIC VISION FOCUSED ON SUCCESS	• Establish and communicate a shared vision, mission and goals based on high expectations for the profile of an educated person (Ontario Leadership Institute, 2013) • Visionary Leadership / Ensuring First Nations, Métis and Inuit Education for All Students (ALBERTA EDUCATION AND COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS, 2023) • Visionary Leadership (LEADS, 2017) • Aligning Structures with Vision for Learning/ Stewardship for the Future of All Children (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022) • Ensuring consistent pedagogical direction (Ontario Leadership Institute, 2013) • Leading Learning (ALBERTA EDUCATION AND COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS, 2023) • Instructional Leadership (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS. nd) • Accessing external and internal expertise (Ontario Leadership Institute, 2013)	• Having a Clear Mission or Vision (Trujillo, 2013) • Having High Expectations for Students and Teachers (Trujillo, 2013) • Have a District-wide Focus on student achievement (Anderson et Young, 2018) • Use evidence for planning, learning and Accountability (Anderson et Young, 2018) • Use proven approaches to curriculum and Instruction (Anderson et Young, 2018) • Foster district-wide sense of efficacity (Anderson et Young, 2018) • Focus District on Equity (Anderson et Young, 2018) • Approach school improvement in a directed and strategic manner (Anderson et Young, 2018) • Broadly shared mission, vision and goals (McCullough et • Leithwood, 2016; Leithwood, Sun et McCullough, 2019) • A coherent instructional guidance system (McCullough et Leithwood, 2016; Leithwood, Sun et McCullough, 2019) • Focusing on Student Success (Brandon, 2017) • Enabling Engaging Instruction (activer une instruction engageante) (Brandon, 2017) • Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision (Dervarics et O Brien, 2019) • Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels (Dervarics et O Brien, 2019)

LEADERSHIP FRAMEWORK FOR QUEBEC SCHOOL DGS (2024)	OTHER CANADIAN FRAMEWORKS FOR SCHOOL PRINCIPAL LEADERSHIP	RESEARCH ON THE DISTRICT EFFECT DISTRICT EFFECTIVENESS
ORCHESTRATE STRATEGIC PLANNING, IMPLEMENTATION, REGULATION AND DISSEMINATION	• Establish organizational processes focused on improving learning. [Fewer objectives with regulatory spaces and structures] (Ontario Leadership Institute, 2013) • Organisational Leadership (NEWTON, HERRON, REID AND STEEVES, 2017) • Increasing the capacity and commitment of school and school board staff to make informed decisions (Ontario Leadership Institute, 2013) • Align budgets, structures, personnel and time-use policies and procedures with the board's mission, vision and goals (Ontario Leadership Institute, 2013). • School Authority Operations and Resources (ALBERTA EDUCATION AND COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS, 2023) • Business & Finance (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS, nd) • Human Resources Leadership (NEWTON, HERRON, REID AND STEEVES, 2017) • Fostering a Culture of Curiosity and Inquiry (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022)	• Frequently Monitoring Progress (Trujillo, 2013) • Facilitate alignment of the Infrastructure (Anderson and Young, 2018) • Interpret and Initiate policy to align with change agenda (Anderson and Young, 2018) • Use evidence for planning, learning and Accountability (Anderson and Young, 2018) • Have an openness to and capacity to change (Anderson and Young, 2018) • Use of evidence to inform decision making (McCullough and • Leithwood, 2016; Leithwood, Sun and McCullough, 2019) • Learning-oriented improvement processes (Leithwood, Sun and McCullough, 2019) • Alignment of policies and procedures with district mission, vision and goal (Leithwood, Sun and McCullough, 2019) • Fostering Collective Efficacity (especially in terms of development structures) (Brandon, 2017) • Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement (Dervarics and O Brien, 2019)
ESTABLISH AND FOSTER STRATEGIC COMMUNICATIONS AND MEANINGFUL, TRUSTING RELATIONSHIPS	• Foster productive working relationships with staff and other stakeholders [school and board staff, community groups, parents, ministry] (Ontario Leadership Institute, 2013) • Governance & Board Relations (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS, nd) • Community Relations (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS, nd) • Staff Relations (MANITOBA ASSOCIATION OF SCHOOL SUPERINTENDENTS, nd) • Building Effective Relationship (ALBERTA EDUCATION AND COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS, 2023) • Contextual Literacy (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022)	• Build and Maintain Good Communication, relationship and district culture (Anderson et Young, 2018) • A policy-oriented board of trustee (McCullough et Leithwood, 2016; Leithwood, Sun et McCullough, 2019) • Productive relationships (internal system and school, parents, community groups, ministry) (McCullough et Leithwood, 2016; Leithwood, Sun et McCullough, 2019) • Building Purposeful Professional Relationship (Brandon, 2017) • Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals (Dervarics et O Brien, 2019)
EMBODY COLLABORATION AND ORGANIZE THE DEVELOPMENT OF A COLLABORATIVE CULTURE	• Teams building (NEWTON, HERRON, REID ET STEEVES, 2017) • Growing the Capacity of Self and Others (BRITISH COLUMBIA SCHOOL SUPERINTENDENTS ASSOCIATION, 2022	• Productive relationships (internal system and school, parents, community groups, ministry) (McCullough et Leithwood, 2016; Leithwood, Sun et McCullough, 2019) • Travelling the pathways of collaborative leadership learning (Brandon, 2017)

Appendix 2

PROFESSIONAL DEVELOPMENT ACTIVITIES NETWORK OF QUEBEC SCHOOL SUPERINTENDENTS.

CONTINUING EDUCATION

PROFESSIONAL INTEGRATION

FCSSQ - ADGSQ ACTIVITIES

> Communities of practice - CAR
> Fédé-ADGSQ Annual Conference

CREDITED ACTIVITIES

Microprogramme de 3e cycle d'insertion à la direction générale scolaire de CSS/CS (UdS)

> Postgraduate Diploma in Educational Management
> Professional doctorate (UdS)
> Other university courses

ADGSQ ACTIVITIES

> Collaborative mentoring

> Annual meeting to welcome newcomers

> Annual conference
> Training, projects or collaborative activities related to a priority issue, particularly in the context of regional meetings
> Individual mentoring (under development)

ADGSQ

1. Promote the status and professional development of its members
2. Contribute, as a key player, to the development of public education in Quebec

PROFESSIONAL DEVELOPMENT COMMITTEE (CPDP)

Appendix 3

LIVING A SUPPORT CIRCLE

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 co-development group (1997) and Champagne (2021).

STEPS	SHARE	TIME (60 minutes)
1. DECOLLAGE	the coach clarifies or reminds participating leaders of the intentions and stages of the coaching circle.	10 minutes
2. VOL	One of the circle leaders shares or reminds: • professional development project; • what he manages to be and do that is significant in his project; • what he finds difficult to be and do in his project. The leader addresses a request to the employees: • I would be grateful if you could help me at ….	10 minutes
3.	Employees ask clarifying questions to better understand the leader's experience and request.	5 minutes
4.	The leader stands back to listen and take notes. Employees get together. They reflect and formulate, aloud, reflective questions, observations, possible solutions, and professional or theoretical knowledge likely to inspire the leader in updating his development project.	15 minutes
5. LANDING	The leader is invited to reflect on what has been shared by the circle's collaborators, and what he or she intends to do with it. In one sentence, what do I take away from this exploration? In one sentence, what precisely am I committing myself to be or to do less, better or differently? All employees who took part in the circle do the same. In one sentence, how do I resonate with what was said, experienced and shared during the circle? In one sentence, what do I plan to do with it to consolidate my own leadership or professional development project?	5 minutes
	In one sentence, the leader makes explicit what he is committed to. Each employee does the same.	15 minutes

Lexicon

PROFESSIONAL DEVELOPMENT ACTIVITY
Individual or collective activity designed to contribute to the development of competent and conscious professional action by a branch as described in the present reference framework.

ACTING AS A COMPETENT AND AWARE PROFESSIONAL
Ability to implement efficient actions most likely to influence the organization's significant transformation, based on conscious and explicit intentions and presuppositions adjusted to the context.

COLLABORATION
An intentional act of learning, by individuals or learning organizations who dare to negotiate their assumptions and draw inspiration from research in planning and implementing concerted and meaningful actions in order to achieve a co-defined common goal.

STRATEGIC COMMUNICATION
The process by which a leader or group of leaders intentionally and purposefully take their place and speak out in the public sphere to enable the organization to realize its strategic, success-oriented vision. Key characteristics of strategic communication: 1) It is underlined by an analysis of the environment and the situation; 2) It is underlined by a communication plan; 3) It involves evaluating the different points of view of the beginning and end of targeted audiences. The main targets of strategic communication: to educate, mobilize, act effectively, represent and influence.

PROFESSIONAL DEVELOPMENT
Development of competent, conscious individual or collective action, i.e. the ability to implement efficient actions most likely to influence the significant transformation of organizations, based on conscious, explicit intentions and presuppositions adjusted to the context.

DISTRICT EFFECT
The collective effect of director general, the Board of Directors (or Board of Commissioners), departments and plant management in federating coherent and significant actions. to educational success in the territory of a service center or school board (inspired by Leithwood, Sun and Mc Cullough, 2019).

LEADER
Anyone who recognizes and chooses to exercise their power of influence within an organization.

LEADERSHIP
Ability to steer the coherent development of interdependent units of a school service center or school board, with parties involved in the process.

We work with internal and external stakeholders at regional and national levels, on the basis of conscious intentions, actions and presuppositions

adjusted to the context, to ensure that the organization, considered a learner, fulfills its mission with regard to educational success.

LEADERSHIP MODEL
Schematic and simplified representation, whether it be individual or collective, of the way in which leaders conceive of their competent and professional actions, i.e. the priority actions they are willing and able to take in a given context, inspired by explicit intentions and assumptions. Quasi-synonym: Leadership Framework.

LEARNING ORGANIZATION
An organization, who's systemic and differentiated educational and management actions support the individual and the collective development of people, for and with them, and in the same manner, develop organizations as a whole.

STAKEHOLDER
Physical or moral actor participating in or influencing the organization's operations and development.

INTERNAL STAKEHOLDER
Internal actors, whether they are physical or moral, who participate in or who influence the organization's operations and development. E.g.: department managers, facility directors, professional staff, teaching staff, unions, etc.

EXTERNAL STAKEHOLDER
External physical or moral actor, participating in or influencing the organization's actions and development. E.g.: municipal mayors, Ministry of Education, suppliers, regional associations, etc.

COMMUNICATION PLAN
Document defining the positioning, key messages, objectives, channels and tools for strategic communication by an organization's leaders.

PLAN D'ENGAGEMENT VERS LA REUSSITE (PEVR)
A planning tool that transparently informs the entire population of the School Service Center's or School Board's commitments to ensuring the educational success of all students, youth and adults, for a given period (MEQ, 2022). For the Ministère de l'Éducation (2022), a PEVR essentially describes the context in which the organization is evolving, its orientations and the objectives and indicators for measuring their achievement in line with ministerial expectations. In this sense, from our current point of view, the PEVR is generated by our actions in 1) continuously updating a success-oriented strategic vision and 2) orchestrating strategic planning, as defined in this frame of reference.

STRATEGIC PLANNING
Process by which a leader, or group of leaders, establishes, with supporting data, an overall plan of priority objectives to be achieved and means to be

implemented in the various interdependent organizational units in line with the success-oriented vision. Result of this process Related terms: Results-based management, continuous improvement, data culture, data leveraging, data-driven decision making.

PRESUPPOSED
Referent describing what a person or group of people consider to be true and believe, conceptualized in terms of reference theories and the beliefs and values inspiring their actions.

ORGANIZATIONAL CHANGE PROJECT
A focused and finalized set of actions by a leader or group of leaders to actualize the organization's success-oriented strategic vision.

PROFESSIONAL DEVELOPMENT PROJECT
A finalized and targeted set of actions by a leader or group of leaders to actualize their competent and conscious professional action in line with the organization's success-oriented strategic vision.

EDUCATIONAL SUCCESS
Educational success encompasses the three main vectors of the Quebec school system's mission: to educate, socialize and qualify. It encompasses academic success, but goes beyond graduation and qualification by taking into account a person's full intellectual, cognitive, affective, social and physical potential, from the earliest age. Educational success is also about the adoption of values and attitudes, and the development of skills that will make a citizen or a responsible citizen, ready to play an active role in the job market, in their community and in society (Politique de la réussite éducative du MELS, 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 situations of this type on the basis of similar presuppositions. Professional knowledge provides an answer to a comment in the following general form: if you believe X (presuppositions) and want Y (intention) in a given context, do or avoid X action(s). Quasi-synonyms: experiential knowledge, practical experience knowledge, action knowledge, prescriptive knowledge, etc.

THEORETICAL KNOWLEDGE
Descriptive knowledge derived from an understanding of a given object, enabling us to describe and explain its properties, laws and regularities.

VISION FOR SUCCESS
The process by which a leader or group of leaders establishes the organization's long-term direction, usually describing vision, values and orientations. Result of this process.

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