

CPD Members

Association of  
Administrators of English  
Schools of Quebec  
(AAESQ)

Association montréalaise  
des directions  
d'établissement scolaire  
(AMDES)

Quebec English School  
Boards Association  
(QESBA)

Association québécoise  
du personnel de direction  
des écoles  
(AQPDE)

Fédération des commissions  
scolaires du Québec  
(FCSQ)

Fédération québécoise des  
directions d'établissement  
d'enseignement  
(FQDE)

Ministère de l'Éducation,  
du Loisir et du Sport  
(MELS)

# **SKILLS-BASED TRAINING FOR IN-SCHOOL ADMINISTRATORS**

**2009-2010 INFORMATION DOCUMENT**

**August 2009**

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## INTRODUCTION

The Comité de perfectionnement des directions d'établissement d'enseignement (CPD) has prepared this information document for 2009-2010. This document replaces the one in effect in 2008-2009 and is entitled: "Skills-based training for in-school administrators"<sup>1</sup>. It should be noted that we are now entering the second year of considerable change in the CPD training policy for in-school administrators.

In effect, after assessing the current situation and training of in-school administrators, identifying future trends and reviewing the various types of training available, the CPD adopted a new vision in keeping with a professionalization process that embraces a skills-development approach based on three learning notions: acquisition or development of resources (internal or external), improvement of professional practice and development of distancing or reflexivity. This vision is described in more detail in the professionalization and competency section.

In light of the steps completed and based on the work, reflections and consultations conducted, the enduring commitment of the CPD is to encourage and support in-school administrators in their path toward professionalization in order to ensure their professional development. It is in this spirit that this document was developed.

This information document is intended for both Anglophone and Francophone principals and viceprincipals, referred to in this document as in-school administrators, and is available on the Internet only.

This document may be viewed onscreen or printed from the Website. The forms used must be completed, signed and returned to the CPD by the deadlines specified.

The purpose of this document is also to provide school boards with information so that applicants seeking funding may use it as a reference document, as needed, in their requests or inquiries pertaining to the training of in-school administrators.

The members of the CPD are at your disposal for any additional information or explanation regarding this document and its application.

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<sup>1</sup> This document is also published in French and is entitled *Vers une formation des directions d'établissement d'enseignement axée sur le développement des compétences*. Should an interpretation problem arise, the French version prevails.

## **TRAINING STRUCTURAL FRAMEWORK (Terms of Reference)**

### **1. LEGAL FRAMEWORK**

It should be noted that training is an integral component of the conditions of employment of educational administrators and, therefore, is governed by the regulations respecting the conditions of employment of the various categories of administrators.

Sections 120 and 121 of the Regulation respecting certain conditions of employment of senior staff of school boards and of the Comité de gestion de la taxe scolaire de l'île de Montréal dated March 2007 stipulate that:

“Professional improvement is intended to enable a senior staff member:

1. to acquire or increase the knowledge required in the performance of a duty prescribed by this Regulation within an organization;
2. to acquire new skills or develop new attitudes related to career development.

The Minister and the school boards must facilitate the participation of senior staff in various professional improvement activities.”

### **2. SHARING OF RESPONSIBILITIES AT THE PROVINCIAL LEVEL**

#### **2.1 THE COMITÉ CONSULTATIF NATIONAL DE PERFECTIONNEMENT DES GESTIONNAIRES SCOLAIRES (CCNPG)**

In this context and as prescribed in the ministerial document on decentralization dated February 1992, the role of the CCNPG is to:

- a) Define the general orientations and objectives concerning the professional development of educational administrators and the principles governing the allocation of the annual global amount to professional development activities.
- b) Keep abreast of the situation and planning of professional development activities for educational administrators.
- c) Ensure the coordination of certain provincial standards or parameters related to professional development activities.
- d) Make recommendations to the Minister that it deems pertinent with respect to the professional development of educational administrators.

The CCNPG was under the responsibility of the Ministère de l'Éducation (inactive for a number of years now).

## 2.2 SPECIFIC COMMITTEES

Since 1992, the Ministère de l'Éducation decided to decentralize in-service training activities for educational administrators, at the provincial level, in order to ensure that the associations representing educational administrators assume responsibility for these activities. The following specific committees were set up:

- the Comité de perfectionnement des directeurs généraux (CPDG) is responsible, on the one hand, for the professional development of directors general and, on the other hand, for programs of an organizational nature for school boards which may also concern inschool administrators;
- the Comité de perfectionnement des directions d'établissement d'enseignement (CPD);
- the Comité de perfectionnement des cadres des services et des gérants (CPCG).

The committees' mandate is to:

- a) Define the training orientations and objectives for their specific clientele.
- b) Plan annual in-service training activities.
- c) Allocate the necessary resources to in-service training activities in relation to the budget received.
- d) Oversee the delivery of in-service training activities.
- e) Assess the results.
- f) Evaluate the financial needs of their clientele.
- g) Advise the Minister with respect to the objectives and contents of in-service training activities specific to their clientele.

The following organizations have been designated as the managing bodies of the specific committees:

- the Fédération des commissions scolaires du Québec manages the CPDG;
- the Fédération québécoise des directions d'établissement d'enseignement manages the CPD;
- the Association des cadres scolaires du Québec manages the CPCG.

## 3. CPD

The CPD is responsible for planning and organizing training activities at the provincial level with the associations of in-school administrators, the federations of school boards and the Ministère on the basis of the resources allocated.

## CPD MEMBERS

Association of Administrators of English  
Schools of Quebec  
(AAESQ)  
*Robert Forget*

Fédération des commissions scolaires  
du Québec  
(FCSQ)  
*Annie Jomphe*

Association montréalaise  
des directions d'établissement scolaire  
(AMDES)  
*Marjolaine Dupuis*

Fédération québécoise des directions  
d'établissement d'enseignement  
(FQDE)  
*Louise Bissonnette*  
*Marie Boucher*  
*, president*  
*Paul Peterson, secretary*

Quebec English School Boards Association  
(QESBA)  
*Bernard Huot*

Association québécoise du personnel  
de direction des écoles  
(AQPDE)  
*Carl Barrette*

Ministère de l'Éducation, du Loisir et du Sport  
(MELS)  
*Martine Gauthier*  
*Denis Royer (substitute)*

## 4. BUDGET BREAKDOWN

In principle, the total budget allocated by the Minister is distributed in proportion to the clientele on the basis of the most recent official statistics of the Ministère.

The CCNPG may, however, agree on certain budgetary adjustments for specific cases. In the past, the adjustments were carried out, where applicable, prior to the distribution in proportion to the amounts.

The fiscal year of the Ministère is April 1 to March 31. However, in order to facilitate the organization and operation of the funding program, the CPD will plan and oversee the delivery of the subsidized training activities in relation to the school year, July 1 to June 30.

## **CURRENT SITUATION OF IN-SCHOOL ADMINISTRATORS**

In the 1990s, the issue of the autonomy of educational institutions resurfaced during the Estates General held in 1995 and 1996. Bill 180, which was adopted in December 1997 and which came into force in July 1998, amended the Education Act by proposing an important administrative and pedagogical restructuring of responsibilities of the school board to the educational institutions and a reorganization of decision-making mechanisms within those institutions. The restructuring may be summarized as follows: the delivery of educational services is the responsibility of the institutions, while the school board retains the responsibility for the organization of services within its territory and the control over the institutions. In reality, important responsibilities and powers are conferred on the institutions but are closely guided.

Over the past few years, the position of in-school administrator has become increasingly complex due to the fact that, among others, the numerous provisions governing institutions, including laws, are not solely applicable to the education sector. The complexity is partly explained by the immediate human environment, the number of persons involved in intervention efforts, the multiplication of services expected and the diversity of those involved in intervention efforts the majority of whom are not under the educational institution's administration. Complexity is also influenced by the nature of the characteristics and expectations of the student population as well as other administrative and social variables directly related to the position of in-school administrator.

In addition, the massive renewal of in-school administrators begun in 1998 will continue at a different rate for the next few years.

At the same time, the position of in-school administrator became part of a professionalization process through, in 2001, a regulation requiring that 30 graduate-level credits in management in preparation for the function of in-school administrator be acquired no later than five years in the post. Consequently, providing mentoring to administrators at the outset of their career and developing ongoing training became major preoccupations.

Lasly, in light of these considerations, it should be noted that in-school administrators must be constantly able to make the most appropriate decisions to ensure student success. This is quite a challenge!

## **PROFESSIONALIZATION AND COMPETENCY**

The CPD based its work and reflections on the following training guidelines for in-school administrators developed upon consultation of the works listed at the end of this section. It is hoped that these works can be a source of inspiration for inschool administrators as it is on the basis of these considerations and in this spirit that the CPD is pursuing its mission, while taking into account the context in which in-school administrators perform their duties as mentioned in this document.

Given the complex, uncertain and evolving structures as well as the multiple and diverse interactions of both individuals and organizations, there is a movement towards professionalization that will further meet the current requirements of a world of rapid change.

Professionalization is the social process by which an activity transforms itself into a true profession. The complexity requires an ongoing training and socialization process based on the highest skills deemed necessary for the performance of a quality professional activity. Thus, the concept of competency goes hand in hand with professionalism.

Individuals want to develop a professional identity that gives meaning to the knowledge and skills acquired and developed. Professionalism is the quality of an individual who performs a function with a high level of skill.

A profession is defined as a body of socially recognized practices and knowledge. However, a professional's identity is defined not only by a range of skills, but also by what he can achieve. He must demonstrate through his actions that he is able to effectively use his own personal resources and those of his environment in order to deal with the multiple and diverse professional situations that he encounters and to attain the intended results and clientele satisfaction. Competency is demonstrated through actions and goes beyond the knowledge acquired, not to mention the purpose and importance it carries. The development of skills focuses on the relevance and combination of knowledge required in a specific professional context.

The professionalization process to which in-school administrators refer aims to develop an individual's awareness of his own personal resources and those available to him in his environment so as to enable him to use a variety of skills of a relatively high level in his professional life. Similarly, it also aims to enable him to acquire the knowledge and practices useful in performing his duties.

A professional individual has the necessary skills, but has also attained a certain level of excellence and demonstrates autonomy and judgment in his professional activities. Autonomy means that he is not limited by the strict application of detailed norms, rules or programs, but has the latitude required in performing the duties of his position to deal with unforeseen situations and particular circumstances through adaptation and innovation, while respecting the ethics of the position. The professional individual is able to respond to a diverse set of situations, most of which are complex, requiring his professional judgment and skills.

A professional situation consists of a variety of duties and activities a person must effectively perform that are not only associated with his responsibilities but also enable him to work in collaboration with others and to perform other duties inside or outside his organization. Professional situations are authentic and consist of activities to be carried out at a given time.

Despite his proficiency, a professional individual is aware that his performance is linked to an ability for self-improvement and adaptation to the evolving contexts in which he acts and interacts.

Given the increasing importance of competency in management sciences and interpersonal relations, the notion of competency has been studied and described by researchers and others. As many of them have pointed out, competency may be defined as knowing how to act in a real situation.

Competency is not a state, but rather it is seen as a process. It is only recognized if the person is capable of building and adapting relationships based on the resources available, activities to be conducted and the outcome sought in a particular context. In each work situation, a person must build upon or adapt the resources required to reach a desired outcome.

### **Three notions of competency**

In keeping with these reflections, competency is based on the following three notions:

- internal and external resources acquired or developed;
- the professional practice (action) encompassing both the mobilization and combination of resources in an actual work situation;
- distancing or reflexivity creates an understanding from two perspectives: the situation at hand and the approach required to deal with it.

### **Levels of professionalism**

In light of the fact that professionalism is not static but dynamic in nature, it grows progressively with experience and may consist of several levels that are not necessarily in any sequential or chronological order, but vary, for the same person, from one domain of learning to another. For its purposes, the CPD has defined three levels: “beginner”, “experienced professional” and “expert”.

### **Professionalization opportunities**

In terms of training, the various learning situations of in-school administrators create professionalization opportunities that may focus on acquiring or developing resources, improving professional practice as well as developing distancing or reflexivity.

### **Nine guiding principles**

In its mission to encourage and support in-school administrators in their professionalization process so as to ensure their professional development, the CPD has the following guiding principles in keeping with the *implementation of a professionalization process*:

- consider the learner as the main actor in the pursuit of professionalization;
- be prepared to act efficiently in professional situations and not only acquire resources;
- be familiar with and subscribe to a system of reference aimed at developing the required skills;
- embark on a professionalization process geared at developing both individual and group growth;
- promote the development and implementation of individualized professionalization activities;
- propose a variety of professionalization opportunities rather than a single type of training;
- promote a work-study program focussed on professional work situations;
- promote collaboration among those involved in professionalization activities;
- self-evaluate and recognize the progress made in the professionalization process.

It should be noted that these principles might become an excellent framework for individuals and associations responsible for the training activities intended for inschool administrators.

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### **MELS reference document (Click on the link to consult the document.)**

[La formation à la gestion d'un établissement d'enseignement - les orientations et les compétences professionnelles : 2008-09-22](#)

## **ORGANIZATIONAL STRUCTURE OF THE CPD (Operating Rules)**

### **1. TRAINING ACTIVITIES**

Training is defined as any structured professional activity designed to specifically enable an in-school administrator to acquire skills required to perform his duties. The activities may be theoretical, practical or both and may deal with the acquisition or development of resources, improvement of professional practice or development of distancing or reflexivity. They may, among others, take the form of professional meetings, university courses, analyses of practices, support, peer support networks, work-context projects or actual work-related situations, drafting of theses, briefs or discussion papers or missions or trips for educational purposes. For funding application purposes, the activities are divided into three main areas:

- group activities of associations of in-school administrators (professional meetings);
- individual or group applications for introductory training for the role of principal;
- individual or group applications for professionalization activities. (See aforementioned options.)

### **2. BASIC PRINCIPLES**

Taking into consideration the notion of professionalization mentioned earlier, the CPD adopted the following operating principles.

#### **.1 Distribution of resources among the areas of training**

In the spirit of the CPD, approximately 55% of the financial resources available will be allocated to group applications from associations of in-school administrators; about 25% will be allocated to those related to introductory training for the role of principal and about 20% will be allocated to the remaining applications. However, depending on the funding applications received or particular requests, the CPD may modify the distribution with a view to better adapt to reality.

## **.2 Shared funding responsibility**

In keeping with its primary mission and given the scarcity of available funds, it has become more and more evident that the CPD will not finance the entire cost of the training activities based on its funding criteria but will require employers or applicants to assume their responsibilities and to finance the remaining costs of the projects of which they will also reap the benefits. Should the requests greatly exceed the financial resources, the CPD will be required to allocate grants based on a certain percentage of costs only. Details will be conveyed to the applicants in the CPD's reply.

## **.3 Submission of claims**

To consider a funding application, CPD requires that it comply with the eligibility criteria outlined below.

## **.4 Grants allocated on the basis of the nature of the projects rather than the place of origin**

Given the importance of maximizing the resources available, the CPD would like to play a leadership and assessment role rather than simply assume the administrative responsibilities of balancing the budget for the amounts allocated. Place of origin is not a criterion for allocating amounts or approving projects. The selection criteria retained by the CPD are described in this document and are weighted on how they are ranked in an evaluation grid on the basis of which projects are studied.

### 3. FUNDING APPLICATIONS

Two deadlines have been established for submitting funding applications to the CPD:

- **October 1** - the CPD could allocate, where applicable, the maximum budget prescribed for group applications from associations of in-school administrators (professional meetings);
- **November 15** - CPD will consider all applications received in the other two areas of training: integration into new functions and professionalization activities. The CPD could also approve other group applications from associations entered on a waiting list in the event that additional funds become available at the end of the year.

#### .1 Eligibility criteria

To be considered, a funding application must provide the information required for its evaluation and must meet, at least minimally, the criteria outlined below:

- the required technical information was provided;
- the training objectives were identified;
- the skills involved are clearly defined;
- the costs are clearly indicated;
- the resource person is identified;
- the application respects the deadlines;
- the application must be completed electronically;
- a single form;
- the form must be signed by an official association representative, if any.

#### .2 Selection criteria

All eligible funding applications for introductory training for the role of principal will be accepted by the CPD and subsidized on the basis of the funding available.

All other applications received will be evaluated on the basis of the selection criteria specified below.

Selection criteria include the *distribution criterion* that ensures that resources will be distributed based on the areas of training (see distribution of resources mentioned earlier) as well as the *intrinsic criteria* that apply to an application based on its content.

*Intrinsic criteria* deal with the objectives, nature, benefits and terms and conditions of implementation specified in the application and are outlined below.

→ **Objectives of request**

- Build on internal and external resources contributing to the efficiency of an in-school administrator in performing his duties.
- Improve professional practice in a concrete work situation.
- Improve the functioning of his institution.
- Reflect on his professional practice.

→ **Skills involved are clearly defined**

- This criterion takes into account the link between the application and the CPD's mission.

→ **Benefits of request**

**Preference will be given to an application if:**

- it demonstrates how the benefits will enhance the efficiency of the administration;
- it demonstrates how the benefits will have a positive impact on the educational institution's operation and structures.

**.3 Funding criteria**

Based on the types of training activities, the maximum amounts of CPD funding are specified below. It should be noted that if the actual costs are known and are lower than the amounts specified, they should be used in the funding application.

**GROUP PROFESSIONAL DEVELOPMENT: APPLICATIONS FROM ASSOCIATIONS**

- Symposiums, conventions... (over 30 participants)
 

\$80/person (first 100 participants)
\$40/person (next 200 participants)
\$20/person (additional participants)
- \* 30 to 50 participants: a minimum base amount of \$4 000 is allocated based on the budget available.
- Conferences:
 

3 hours or more of training	=	50% of amount of symposiums, conventions
less than 3 hours of training	=	25% of amount of symposiums, conventions
- \* Over 30 participants: a minimum base amount of \$2 000 is allocated based on the budget available.
- Training sessions: maximum 30 participants (3-day maximum)
 

\$80/person/day
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## INTRODUCTORY TRAINING FOR ROLE OF PRINCIPAL

DESS: First 30 credits

\$80/credit and  
registration confirmed by university

## PROFESSIONALIZATION PROCESS

- **University course**  
(doctorate, master's or other training program in management) \$80/credit and  
registration confirmed by university
- **Analysis of practices**  
(e.g. guided analysis and sharing of practical experiences, professional portfolio development) \$50/person/day  
(6-day maximum)
- **Support**  
(e.g. mentoring, coaching or training offered by an organization) \$50/person/day  
(6-day maximum)
- **Peer support network**  
(e.g. development of common tools, codevelopment or sharing of practices or information) \$50/person/day  
(6-day maximum)
- **Work-context project or actual work-related situation** (e.g. innovative project, action research) \$50/person/day  
(6-day maximum)
- **Mission or trip for educational purposes** \$80/person/day  
training days only  
(5-day maximum)  
+\$350/person for transportation  
(where applicable)
- **Other type of activity...(specify)** Cost to be assessed by CPD

*NB For the purposes of funding calculations, one (1) day equals six (6) hours of training.*

## 4. CLAIMS FOR PAYMENT

When submitting a claim for payment, applicants must adhere to the following rules:

### General rules

- The claim form must be submitted to the CPD by the person applying for funding, contain **one claim for payment only** and the applicant's signature attests to the information provided.
- The amount paid by the CPD cannot exceed the amount approved by the CPD at the time of the application for funding. In all cases, the amount paid will be the lesser of the actual eligible cost of the project and the maximum cost approved at the time of the funding application.
- In the case of funding based on the number of participants, **the list of participants signed by the applicant** must include: the name and title of each participant as well as pertinent information (date, location, duration and so on).
- In all cases, a statement of the actual eligible expenses (see the *claim form* in the appendix), **the supporting documents, a list of participants** and a copy of the program (except for university programs already recognized by the CPD) must be submitted with the claim.
- To facilitate file management for the funding program, it is preferable that a claim be completed within **forty-five (45)** days of completion of an activity but *must be* submitted before June 30 so that it may be processed by the CPD.

### Specific rules

- In the case of introductory training for the role of principal and other types of activities including a series of modules or sessions, participants must submit one claim form only at the end of the year. It must include, among other things, the locations and dates of the modules or sessions. Accurate and valid information is of utmost importance.
- In the case of a mission or trip for educational purposes, a report taking into account the reporting requirements specified in the appendix as well as the necessary information must be submitted with the claim.
- When an evaluation of the activity is produced, the CPD would like to receive a copy with the claim.
- Complete the electronic application form.

## INFORMATION ON UNIVERSITIES

Here is a list of universities that are currently associated with the CPD for the purposes of the funding program as well as the links to access their programs, as needed:

- Université de Montréal [www.scedu.umontreal.ca](http://www.scedu.umontreal.ca)
- Université de Sherbrooke [www.usherbrooke.ca/gef](http://www.usherbrooke.ca/gef)
- Université du Québec à Chicoutimi [www.uqac.quebec.ca](http://www.uqac.quebec.ca)
- Université du Québec à Montréal [www.uqam.ca](http://www.uqam.ca)
- Université du Québec à Rimouski [www.uqar.qc.ca](http://www.uqar.qc.ca)
- Université du Québec en Abitibi-Témiscamingue [www.uqat.ca](http://www.uqat.ca)
- Université du Québec en Outaouais [www.uqo.ca](http://www.uqo.ca)
- Université Laval [www.gestionscolaire.fse.ulaval.ca](http://www.gestionscolaire.fse.ulaval.ca)
- McGill University [www.mcgill.ca](http://www.mcgill.ca)

The programs, particularly introductory training for the role of principal, automatically accepted by the CPD for funding purposes are the programs of the above-mentioned universities that it has recognized.

When funding applications dealing with other universities are considered valid by the CPD, they must be accompanied by the syllabus of the programs concerned.

In all cases, it should be noted that the registration procedure of a university and the funding application procedure of the CPD are two operations totally independent of each other.

## LIST OF FORMS

*See section: Organizational Structure of the CPD (pages 12 to 17)*

Areas of Professional Development	Type of Request	Application Form	Claim Form
Group professional development  Association application	<ul style="list-style-type: none"> <li>• Large-group activity (30 participants or more or 30-50 participants) such as a symposium, convention...</li> <li>• Conference</li> <li>• Limited-group activity (maximum 30 participants) such as a training session</li> </ul>	DI	RI and Appendix I
Individual or group introductory training for role of principal, university course	<ul style="list-style-type: none"> <li>• DESS: first 30 credits</li> </ul>	DII	RII
Professionalization process  Individual or group application	<ul style="list-style-type: none"> <li>• University course (doctorate, master's or other training program in management)</li> <li>• Analysis of practices</li> <li>• Support</li> <li>• Peer support network</li> <li>• Work-context project or actual work-related situation</li> <li>• Mission or trip for educational purposes</li> <li>• Other type of activity</li> </ul>	DIII	RIII and Appendix I for all applications, except for mission or trip Appendix II

NB PLEASE COMPLETE ELECTRONIC VERSION.

<b>GENERAL INFORMATION CONCERNING APPLICANT</b>		
(Name of association of in-school administrators)		
(Mailing address)		
(City)	(Province)	(Postal code)
(Office telephone no. – ext.)		(E-mail)

#### 1. GENERAL INFORMATION CONCERNING TRAINING PROJECT

- No. of in-school administrators concerned: \_\_\_\_\_
- Administrative region of Québec: \_\_\_\_\_
- Project timeline (project end date): \_\_\_\_\_
- Project location: \_\_\_\_\_
- Amount of grant requested (cf. funding criteria): \$ \_\_\_\_\_
- Order of priority of project in this field of activity: # \_\_\_\_\_
- One application per form

## 2. BRIEF DESCRIPTION OF REQUEST

a) **Specify the main focus of the project for which funding is requested.**

- Acquisition or development of resources
- Improvement of professional practice
- Development of distancing or reflexivity

b) **Specify the type of professional meeting.**

- Large-group activity (over 30 participants) such as a symposium, convention...

Theme: \_\_\_\_\_

Duration: \_\_\_\_\_

Trainer: \_\_\_\_\_

- Conference (over 30 participants)

Theme: \_\_\_\_\_

Duration (training only): \_\_\_\_\_

Lecturer: \_\_\_\_\_

- Limited-group activity (maximum 30 participants) such as a training session

Theme: \_\_\_\_\_

Duration: \_\_\_\_\_

Trainer: \_\_\_\_\_

**3. SKILLS SOUGHT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**4. PROJECT COSTS**

**Specify the costs of the project (budget forecasts):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. PROJECT BENEFITS**

**What are the tangible benefits of the selected project?**

**a) Describe the effects on the administration's efficiency.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. PROJECT BENEFITS (cont'd)**

**b) Describe the effects on the institution (operation and structures).**

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**6. TERMS AND CONDITIONS OF IMPLEMENTATION**

**Specify the timeline of the proposed activities and describe the resource selected.**

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**7. OTHER INFORMATION**

**Provide any additional information likely to incite the CPD to approve the request and which it should consider when studying the request. (Attach a separate sheet, if necessary.)**

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(Applicant's signature – official association representative)

(Name of applicant – please print)

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(Date)

(Title within association)

RETURN TO:

**COMITÉ DE PERFECTIONNEMENT DES DIRECTIONS D'ÉTABLISSEMENT D'ENSEIGNEMENT (CPD)  
FQDE – C/O PAUL PETERSON  
7855, BOUL. L.-H.-LAFONTAINE, BUREAU 100, ANJOU (QUÉBEC) H1K 4E4  
TELEPHONE: 514-353-8072 FAX: 514-353-2064**

NB PLEASE COMPLETE ELECTRONIC VERSION.

<b>GENERAL INFORMATION CONCERNING APPLICANT</b>		
(Name of applicant: association or individual)		
(Mailing address)		
(City)	(Province)	(Postal code)
(Office telephone no. – ext.)		(E-mail)

**1. GENERAL INFORMATION CONCERNING TRAINING PROJECT**

- No. of in-school administrators concerned: \_\_\_\_\_
- Administrative region of Québec: \_\_\_\_\_
- Project timeline (last activity of the year): \_\_\_\_\_
- Course location: \_\_\_\_\_
- One group or individual application per form
- Obligatory signature of an official association representative, if any
- Amount of grant requested (cf. funding criteria): \$ \_\_\_\_\_

**2. NATURE OF REQUEST**

**Specify the university management course in the context in which the project will be conducted.**

University: \_\_\_\_\_

Program title\*:

**DESS (first 30 credits)**

*\* Include program syllabus for a university not associated with the CPD.*

**COMITÉ DE PERFECTIONNEMENT  
DES DIRECTIONS D'ÉTABLISSEMENT  
D'ENSEIGNEMENT (CPD)**

**2009-2010 INDIVIDUAL OR GROUP  
FUNDING APPLICATION FORM  
Introductory training for role of principal**

(Page 2 of 2)

Number of credits covered by this application: \_\_\_\_\_

Name of participant	Date of first appointment to a position of inschool administrator	Number of graduatelevel credits in management accumulated prior to this application

(Attach separate sheet, if necessary.)

\_\_\_\_\_  
(Signature of applicant – official association representative, if any)

\_\_\_\_\_  
(Name of applicant – please print)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Title)

RETURN TO:

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NB PLEASE COMPLETE ELECTRONIC VERSION.

<b>GENERAL INFORMATION CONCERNING APPLICANT</b>		
(Name of applicant: association or individual)		
(Mailing address)		
(City)	(Province)	(Postal code)
(Office telephone no. – ext.)		(E-mail)

#### 1. GENERAL INFORMATION CONCERNING TRAINING PROJECT

- No. of in-school administrators concerned: \_\_\_\_\_
- Administrative region of Québec: \_\_\_\_\_
- Project timeline (project end date): \_\_\_\_\_
- Project location: \_\_\_\_\_
- One group or individual application per form
- Obligatory signature of an official association representative
- Amount of grant requested (cf. funding criteria): \$ \_\_\_\_\_

## 2. BRIEF DESCRIPTION OF REQUEST

### a) Specify the main focus of the project for which funding is requested.

- Acquisition or development of resources
- Improvement of professional practice
- Development of distancing or reflexivity

### b) Specify the type of training project (one form per individual or group application)

- University course (doctorate, master's or other training program in management)

Title of program: \_\_\_\_\_

Title of module: \_\_\_\_\_

Provider: \_\_\_\_\_

- Analysis of practices

Theme: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Support (mentoring, coaching...)

Topic: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Peer support network

Theme: \_\_\_\_\_

Mentor: \_\_\_\_\_

**2. BRIEF DESCRIPTION OF REQUEST (cont'd)**

- Work-context project or actual work-related situation

Title of project or training: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Mission or trip for educational purposes

Theme: \_\_\_\_\_

Duration (training only): \_\_\_\_\_

Location: \_\_\_\_\_

- Other type of activity (specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. SKILLS SOUGHT**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**4. PROJECT COSTS**

**Specify the costs of the project (budget forecasts):**

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**5. PROJECT BENEFITS**

**What are the tangible benefits of the selected project?**

**a) Describe the effects on the administration's efficiency.**

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**b) Describe the effects on the institution (operation and structures).**

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**6. TERMS AND CONDITIONS OF IMPLEMENTATION**

**Specify the timeline of the proposed activities and describe the resource selected.**

**7. OTHER INFORMATION**

**Provide any additional information likely to incite the CPD to approve the request and which it should consider when studying the request. (Attach a separate sheet, if necessary.)**

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---

(Signature of applicant – official association representative, if any)

(Name of applicant – please print)

---

(Date)

(Title within association)

RETURN TO:

**COMITÉ DE PERFECTIONNEMENT DES DIRECTIONS D'ÉTABLISSEMENT D'ENSEIGNEMENT (CPD)  
FQDE – C/O PAUL PETERSON  
7855, BOUL. L.-H.-LAFONTAINE, BUREAU 100, ANJOU (QUÉBEC) H1K 4E4  
TELEPHONE: 514-353-8072      FAX: 514-353-2064**





**INFORMATION ON EACH TRAINING ACTIVITY**

Semester	Program	University	Credits/ semester	Location of training
Summer 2009				
Fall 2009				
Winter 2010				
Spring 2010				

(Please check appropriate box.)

*I certify that I have participated in the activities covered by this claim.*

OR

*I certify that these persons have participated in the activities covered by this claim.*

\_\_\_\_\_  
(Signature of applicant or official association representative)

\_\_\_\_\_  
(Name of applicant – please print)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Title)

RETURN TO: **COMITÉ DE PERFECTIONNEMENT DES DIRECTIONS D'ÉTABLISSEMENT D'ENSEIGNEMENT (CPD)  
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TELEPHONE: 514-353-8072 FAX: 514-353-2064**

**COMITÉ DE PERFECTIONNEMENT  
DES DIRECTIONS D'ÉTABLISSEMENT  
D'ENSEIGNEMENT (CPD)**

**2009-2010 INDIVIDUAL OR GROUP  
CLAIM FORM  
Professionalization process**

(Page 1 of 1)

NB PLEASE COMPLETE ELECTRONIC VERSION (ONE FORM PER PROJECT).

ATTACH APPENDIX I OR II.

APPLICANT		GENERAL INFORMATION CONCERNING PROJECT
		CPD File no.:
(Association or individual)		No. of inschool administrators:
(Mailing address)		
(City)	(Province)	Administrative region:
(Postal code)	(Office telephone no. – ext.)	Training activities table: (APPENDIX I or APPENDIX II: mission or trip only)
(E-mail)		

**PROJECT DESCRIPTION**

The project completed is **exactly** as described in the funding application: yes  no   
If not, indicate the major changes:


**AMOUNT REQUESTED**

Number of credits obtained (**attach registration confirmation**, if any): \_\_\_\_\_

Based on the appropriate calculation rules and required supporting documents (see page 16),  
I am claiming:

\$ \_\_\_\_\_

ATTACH REGISTRATION CONFIRMATION, IF ANY.

⇒ In order to expedite the processing of your claim form, please ensure adherence to the funding and claim payment norms contained in this document.

RETURN TO:

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**STATEMENT OF ACTUAL ELIGIBLE EXPENSES**

(Only include the costs that apply to the project.)

**In general, the actual eligible expenses are those directly associated with the training activities.**  
\* Please provide a copy of the invoices for your project.

→ **Resource person or trainer**

- Preparation and delivery of activity (honoraria) \$ \_\_\_\_\_
- Accommodation expenses \$ \_\_\_\_\_
- Travel expenses \$ \_\_\_\_\_

→ **Documentation**

- Participants' learning materials \$ \_\_\_\_\_

→ **Rental costs**

- Meeting rooms (excluding meals, coffee, juice...) \$ \_\_\_\_\_
- Audiovisual or computer equipment \$ \_\_\_\_\_

→ **Other expenses (specify)**

- University credits \$ \_\_\_\_\_
- \$ \_\_\_\_\_
- \$ \_\_\_\_\_

**TOTAL: \$ \_\_\_\_\_**

\_\_\_\_\_  
(Signature of applicant or delegate)

\_\_\_\_\_  
(Name of applicant – please print)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Title)

## MISSION OR TRIP FOR EDUCATIONAL PURPOSES REPORT

Given the nature and objective of a mission or trip for educational purposes, the report that must be attached to the claim form must, at least, deal with the following elements:

**1. TITLE OR THEME**

(brief, significant, concise)

**2. PARTICIPANTS**

(list of participants and organizations represented and contact information)

**3. CONTENT**

- rationale (fundamental principles, reasons, problems, explanations...)
- daily program of activity (locations, dates, topics...)
- structured and detailed presentation of results
- conclusions (focus on what may be useful or worth reinvesting)

**4. APPENDICES**

(other content or organizational elements, if any)

**5. OTHER AVAILABLE DOCUMENTS**

(list of other documents available to participants, upon request)

**6. SYNOPSIS**

(a 2- or 3-page synopsis to be distributed to persons interested in the topic discussed)