

EDUCATION PROFESSIONALS' WEEK

La Passerelle

Editorial



[Johanne Pomerleau](#),
President, FPPE-CSQ

Let us be proud of our services!

Professionals' Week runs from November 21 to 25. This week was designated by the FPPE many years ago with the aim of acknowledging the indispensable contribution of professionals within the education system. It is with great pleasure and conviction that I take to my keyboard to write this message: let us be proud of our services!

Regardless of whether you work in administration, education, or student services, each and every one of you has a critical role to play, which you do with passion and professionalism.

In the past few years we've gone through some difficult times: significant spending cuts in the school system that have had an impact on our services, successive ministers and bills that have sparked concern and frustration, lack of results regarding the 2010 pay equity grievances, a very disappointing outcome of the intersectorial negotiations for some of you, etc.

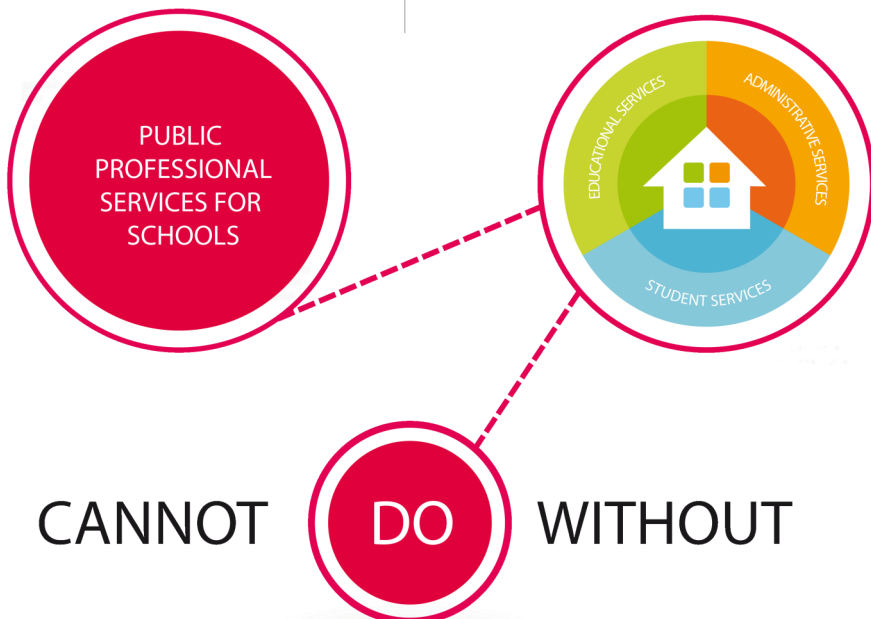
Let's just say that it might be easy to feel discouraged and to simply go about your work. But that's not what I see when I have the chance to meet with professionals! I see dedicated men and women driven by a fierce determination to do their jobs for the betterment of the system and the success of the students, even when conditions are difficult and time is lacking.

I believe the government has no idea as to how fortunate we are in Quebec to boast such staff – professional in every sense of the word – who work tirelessly and with conviction. I repeat this every time I have the chance to meet with elected officials, as I firmly believe this.

We've seen a few positive developments in the past few weeks, which you can read on the following pages. This leads me to say that we must continue our fight and not give up, as **schools cannot do without professional services!**

On this compelling topic, I wish you an excellent Professionals' Week, and urge you to continue to walk with your head held high, proud of the contribution you make to the Quebec school system!

Have a great week!



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New Classification Plan for Professional Staff

In January 2013, the FPPE requested that the professional staff classification plan be updated. Primarily, we wanted the plan to take account of activities reserved under Act 21, but we also wished to add certain job classes (Music Therapist, Archivist, and Accountant) and modify the descriptions for Education Consultant and Remedial Teacher.

Management accepted our request and created a committee. In November 2015, after several meetings, Management presented us with the presumably final result of our work. It had accepted a certain number of our recommendations, specifically those concerning activities reserved under Act 21, but added a new requirement, namely that we refrain from using the changes to the classification plan as arguments in a potential grievance regarding the 2015 pay equity. We of course refused this condition and all work was suspended.

At the time of the agreement-in-principle, nothing indicated that the classification plan would be updated.

Faced with this stalemate and in the context the 2015 pay equity, we elected to file a complaint with the Treasury Council for bad faith bargaining.

In May 2016, just before the FPPE Congress, Management informed us that the classification plan would ultimately be reissued as presented in November 2015. This was good news and we spread the word.

After the Congress, we took the time to review the version that we had received in November 2015, as we remembered having made certain comments. We decided to suggest a minor amendment concerning Act 21 with the aim of clarifying the text. Only in early November 2016 did we receive a final answer to the effect that the classification plan would be reissued as presented to us in November 2015. It should be noted that the classification plan is a Management document, and that, although the latter claims to be open to our suggestions, it has the final say.

Though not perfect, the new classification plan is inarguably better than the previous one with regard to activities reserved under Act 21. We are also pleased with the addition made to the characteristic responsibilities of the Counsellor in Reeducation job class:

Together with the multidisciplinary team, he or she participates in developing and reviewing the student intervention plan by incorporating, if necessary, his or her action plan; he or she participates in identifying the objectives and means of intervention, such as the use of arts, music or other means of expression ...

Indeed, we had long been trying to have the Music Therapist job class added to our classification plan. Management has not obtained the required mandates to add any job classes, but it did propose a compromise to us which will henceforth allow school boards to hire professional Music or Art Therapists. We will inform their association.

Of course, over the next few years, we will continue to strive to make further improvements to our classification plan. However, thanks to our bad faith bargaining complaint, we are proud to have forced the Treasury Board to make this update while withdrawing its unacceptable request.

The new classification plan can be found on the FPPE website at the following address:

⇒ [French School Boards](#)

⇒ [English School Boards](#)

For Partnerships That Are Respectful of Public Professional Services

When Quebec's new Youth Policy was made public in April 2016, we learned that the Youth Secretariat would be investing more than \$200 million over 5 years for the Youth Action Strategy. These investments will go towards funding for organizations that offer services and develop projects related to the implementation of the Youth Policy. Specifically, \$75 million is being allocated over a period of 5 years to the Créneau carrefour jeunesse (CJE) grant program for the implementation of social autonomy and academic perseverance services for youth with difficulties, as well as for local entrepreneurial and volunteer projects. Since 2015, as funding for youth employment centres (CJE) has been more closely associated with projects rather than with the mission, the CJE's are developing a new range of activities through projects targeting school retention (25 pilot projects, mostly in the school boards).

A preliminary survey conducted by FPPE unions amongst the school boards leads us to believe that the effects of these changes are already being felt, with CJE's becoming increasingly insistent on offering academic services.

The FPPE unions that convened at the Federal Council adopted an action plan aiming to clarify the role of the CJE's resources in the context of partnerships with the school board, and to ensure compliance with exclusive competences and tasks stipulated in the classification plan of school board professionals.

We recognize the relevance of collaborating and implementing certain partnerships with different actors of society in order to improve academic success, and we know that successive cuts in services make the school teams vulnerable. However, such projects must be considered as complementary, and not as a replacement for services that should be offered by school board staff.

The process aims both to preserve public services and to defend the rights of school board professionals.

Have you witnessed this type of situation? If so, do not hesitate to notify your union.

Bill 105: Our Representations Pay Off

Adoption of Bill № 105, an Act to amend the Education Act, is imminent. Last September 21, in the context of a special consultation, Johanne Pomerleau once again explained to Minister Sébastien Proulx the importance of the centralized organization of professional services at the school board level. This position is also upheld in the CSQ's memorandum, which the FPPE contributed to.

The minister finally listened to our concerns and made amendments to certain aspects of its bill at the last minute, i.e. at the detailed study stage. Bill № 105 remains of limited interest because it does nothing to improve academic success or boost the commitment levels of teaching staff. On the other hand, the FPPE's representations notably helped to reiterate language in the Education Act whereby the organization of education services is the mandate of the school board and to ensure that the introduction of the "subsidiarity" principle does not obligate school boards to decentralize their services. We therefore have every reason to congratulate ourselves.

[To view the CSQ's memorandum](#)

National consultation for an academic success policy

The FPPE took part in the ministerial consultation for the submission of a memorandum. Amongst other things, the FPPE demands that professional resources be added to the youth sector, professional training and general adult training and points out that centralized organization of services helps ensure coherence and an equitable distribution of professional resources. This memorandum is also an opportunity to highlight the work of all FPPE members.

[To view the FPPE's memorandum](#)

Passe partout



Upon our return from the summer recess, we learned that the ministry had initiated the second cycle of the Quebec Survey of Child Development in Kindergarten (QSCDK). We also found out that, subsequent to this survey, an assessment would be conducted on the Passe-Partout program. We therefore wrote to the Deputy Minister, Ms. Barcelo, to request that the FPPE be associated with this effort and especially that our member preschool education consultants be consulted. I was quite pleased to read the response I received on November 2. Ms. Barcelo confirms that the ministry intended to seek the collaboration of preschool education consultants through discussion groups and an online questionnaire.

Please let us know if you have been contacted.

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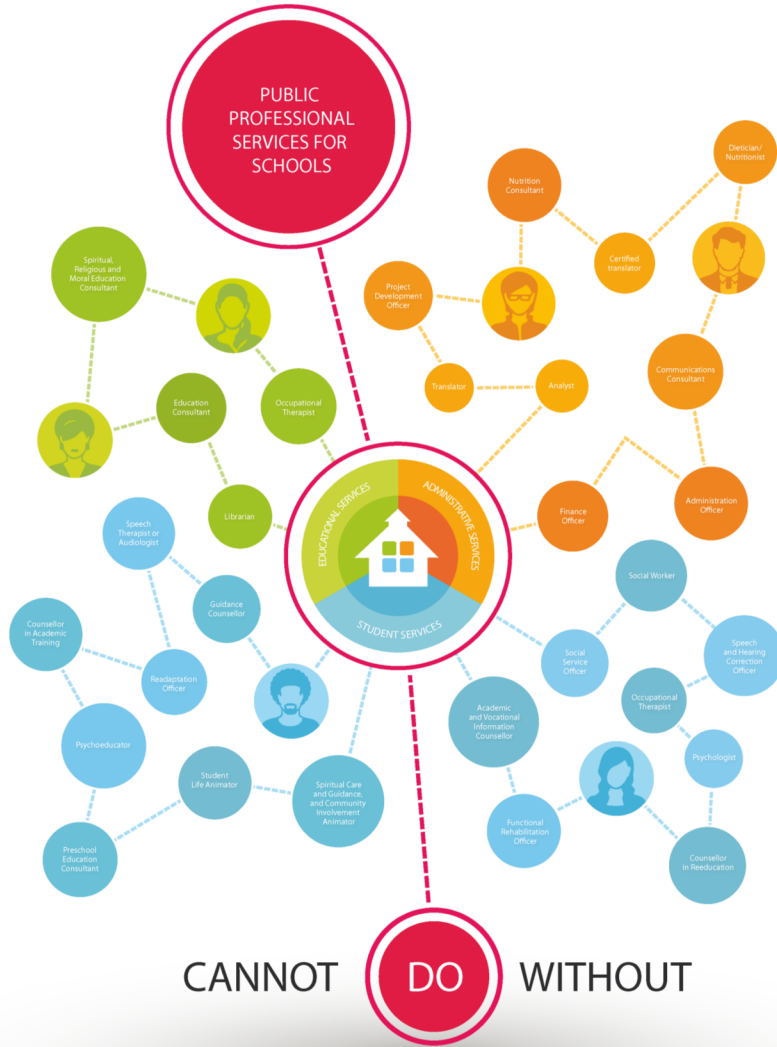
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FAE advertisement

A number of you have had the chance to see the most recent ad from the Fédération autonome de l'enseignement (FAE). This ad, which aims to promote the expertise of teachers, drew many a reaction with its content, which seems to fail to discriminate between staff that assist and support teachers and armchair critics who, under the pretext that they once attended school themselves, think they can tell these professionals how to perform their work.

The FPPE reacted and a [letter](#) was sent to the president of this union organization to denounce the content of this ad.

We received an official response indicating that the ad condemns, and I quote: "anybody who thinks they can tell teachers how they should perform their work". For them, such behaviour is testimony to a disdain for teaching staff. They indicate that they are pleased to learn that the staff represented by the FPPE do not act in this manner, adding that they never suspected such behaviour.

For the FPPE, it is clear that neither Education Consultants nor employees of any other job class behave in this manner and that their role is to assist and support teachers. Moreover, we also know that a number of teachers request this assistance in light of the magnitude of the challenges that they face.

It was essential that the FPPE inform the FAE that we did not at all appreciate their approach, and we did so without delay. Now that we have received a reply, and even if we would have liked to see more actions, we will attempt to establish dialogue with the FAE. We have professional staff that work every day with teachers represented by this organization and it seems quite counter-productive for us to go to battle and risk aggravating the working environment of our members. We will therefore write to the FAE again with the objective of promoting the work of our professionals, more specifically that of Education Consultants, who felt particularly targeted by the ad. We will present to them the main ideas of our [report](#) on education counselling and reiterate our request for a meeting in order to try to agree on how to improve collaboration between the two groups, as we already do with the Fédération des syndicats de l'enseignement (FSE-CSQ).



Suggestion de lecture



Yvon Charbonneau **Cartes sur table**

Syndicalisme, politique, diplomatie



Release: September 14, 2016.
Price: \$39,95
ISBN : 978-2-924327-52-4

Actively involved in education, trade unions, and politics, the author felt the need to "decipher" the meaning of the path he has taken. He wanted to lay it all out on the table. An advocate of the straight-path approach, he dared to take that path on more than one occasion, as he explains matter-of-factly.

With a working class background and studies in humanities, he enthusiastically participated in the Quiet Revolution and in the academic reforms of the 1960s, determined to give voice to teaching staff and employees of the public sector. Lambasted by the Liberal and PQ governments, the CEQ, which he chaired on two occasions, contributed to unifying and strengthening the Quebec labour movement. Committed to social movement unionism, and independent of any political party, the author candidly resumes the background details of the four rounds of negotiations in which he participated. Feeling that he had given his

utmost best to his organization, he elects to explore new horizons: environment, consultation, public administration. Building on this new knowledge and experience, he responds to the invitation extended by the Quebec Liberal Party, and joins the federalist party during the 1995 referendum. In principle, federalism seems to him to offer more favourable conditions for realizing the full potential of Quebec's vital forces, provided that it demonstrates flexibility and renewal. It is with the goal of contributing to this evolution that he decides to move to federal politics, where he has the opportunity to expand his knowledge of the environment, health, immigration, and international relations.

Drawing from extensive documentation, Yvon Charbonneau reconstructs, through his own journey, broad, often unique swaths of our history.

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