

# La Passerelle

## Editorial



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## THIS YEAR, CONGRATULATE YOURSELF!

Despite the freezing temperatures, I hope you had a warm holiday season with your loved ones. The year has only just begun and I know already that it will be filled with many projects and challenges. I wish you all the energy and health to tackle them with optimism and determination. For 2018, I encourage you to focus on the work you have accomplished, all the young people you have helped, and all the files you have settled; leave behind what you didn't get to because you didn't have the time or means. Given the "pending" nature of our work, it often weighs on our minds and makes us feel like we can never do enough. But when we concentrate on what we have accomplished, our work seems lighter and much more satisfying. Speaking of which, you've accomplished an enormous amount of work, and it does make a difference!

At the FPPE, 2018 will bring its own set of challenges that we will resolutely and proudly face with the same goal as always: to promote and defend the work of all education professionals.

This issue of the Passerelle is dedicated to professional action, which has become increasingly important at the FPPE. I also invite you to read the CSQ magazine for regular articles on professionals of diverse backgrounds. The FPPE works closely with the CSQ to promote our professions in this magazine that reaches a greater number of readers.

## Happy New Year, and happy reading!

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### Major Issues

**L'Action professionnelle**

**Sophie Massé, vice-president, FPPE(CSQ)**

**Marie-Eve Quirion, Action professionnelle Consultant**

## ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

This year, the school boards are implementing the Academic and Career Guidance Content (ACGC) for elementary cycle 3.

When this implementation was announced, the FPPE cautioned the Ministère against attempting to solve the lack of guidance services with prescribed content. As a matter of fact, Quebec elementary schools have hardly any professional guidance services. And there are clearly not enough guidance professionals at the secondary level either. The average ratio has now reached 2,200 students per guidance counsellor (G.C.). Yet, there is great need for these services.

We have also observed, thanks to pilot projects carried out in 2016–2017, that the involvement of guidance professionals is key in reaching the ACGC objectives.

The FPPE is currently in touch with the members in charge of implementing the ACGC in various Quebec school boards and has noted that the situation varies greatly from one place to the other. Where there was a resource dedicated to the Guidance-Oriented Approach, there is now an ACGC resource. However, in most cases this resource was not added.

The workload of some high school professionals has increased, as they must now provide support to elementary teachers. Although teacher coaching is necessary, it often takes the form of training, which will not be enough to meet the needs and expectations of the different communities. Some tools still need to be developed, for example. The professional staff we spoke with is worried about the lack of continuity between elementary and high school. In short, without coaching, the objectives might not be met.

The FPPE and its affiliated unions are pursuing their lobbying work with both the school boards and the Ministère de l'Éducation.

## PARTNERSHIPS

### The Case of Youth Employment Centres (YEC)

On November 1, 2017, a meeting was held with representatives of the "Réseau des carrefours jeunesse-emploi (RCJE)" and the CSQ and FPPE. The goal was to discuss partnerships, notably YECs' services in schools. Knowing the YECs are pushing harder to offer services in school establishments, we reminded attendees that the proposed projects must complement the public services provided by the school board staff and not replace them.

We also explained that the FPPE's unions have adopted an action plan to clarify the role of the youth employment centres' resources as part of partnerships with the school boards and to ensure the respect of the areas of exclusive competencies and tasks set out in the classification plan for professionals belonging to school boards. The approach not only aims to protect public services, but also to defend the rights of professionals working for school boards.

The CSQ has developed a tool concerning the partnerships "[Partenariat en milieu scolaire: Attention à la sous-traitance](#)". The tool suggests actions such as working with other union organizations to approach the school boards, school administrators, and boards of directors to raise awareness and inform them of caveats, as appropriate.

If you witness such situations with YECs or other organizations, please contact your union.

**PARTENARIATS EN MILIEU SCOLAIRE**  
**ATTENTION À LA**  
**SOUS-TRAITANCE**

## MATERIAL RESOURCES

Following up on the recommendations adopted at the last convention, the FPPE would like to learn more about material resource professionals' work. There are more than 100 architects and engineers working for our school boards.

This is a timely issue: given the dilapidated state of school buildings, the government no longer has the choice to invest in maintaining the properties. Besides, as part of the Policy on Educational Success, the Ministère committed to "launch an action plan for school infrastructures." To this we can add the LAB-ÉCOLE project developed by Ricardo Larrivée, Pierre Lavoie and Pierre Thibeault, who aim to "dream up schools of the future."

To make sure the work of this particular group is appreciated, the FPPE met with professionals from four school boards last spring to better understand their needs and the main issues. In particular, the issues of pay equity and staff attraction and retention problems were raised.

In September 2017, the union sent an online survey to concerned members. The goal was to document the staff's profile, the tasks carried out, and the changes taking place, and to highlight the major issues. The survey results are currently being analyzed.

The FPPE also met with the architects and engineers of the Marie-Victorin school board, which was chosen due to its positive team dynamic. As a matter of fact, they mentioned that, generally speaking, they feel their work is recognized (management knows the work that has to be done), teamwork is valued, they enjoy professional autonomy, and they work on stimulating and innovative projects. These are some winning conditions that need to be encouraged!

This spring, the FPPE will produce a report on the various aspects of this dossier and will ask the unions to adopt recommendations. [Until then, we suggest that you read the article on school infrastructures that was recently published in CSQ Le Magazine.](#)

## SCHOOL BOARD FUNDING

In a few months, the government's pre-election budget will be tabled. We will be following the developments closely, and are expecting significant professional resource additions for school boards. Indeed, as part of the economic update last November, the government announced an additional \$12M for new resources (150 specialized professionals) in 2017–2018 and a recurring \$40M for "specialized professionals, including speech therapists and remedial tutors" (500 specialized professionals) in 2018–2019. This is great news, but then again, the resulting measures must be protected.

Indeed, beyond budget promises, it is the budgetary rules that guide us on how to use the sums allocated to us. The FPPE deplors that numerous budgetary measures are now decentralized, which considerably undermines the coherent organization of professional services. The budgetary rules amended this fall led to two significant changes: ending the declaration of enrollments and validation for special needs students ([see previous Passerelle](#)) and a new accountability model for decentralized budgetary measures. Next June, school administrators will have to produce a report for each decentralized measure, and also provide project descriptions, resource transfers between measures, the affected job classes, and the specialized professionals used for each project.

Finally, the Auditor General of Quebec's most recent report disapproved that the parameters to calculate educational service allocations do not adequately reflect school communities' needs and that the Ministère does not take the needs and particularities of school boards into account when determining operating grants. Will changes be made to school board funding methods? We'll be watching closely.

## INSTITUTE FOR EXCELLENCE IN EDUCATION

The FPPE contributed to the public consultations on the creation of a provincial institute for excellence in education by submitting [a brief](#) and by helping prepare the CSQ's brief.

The FPPE expressed its members' interest in developing and adopting the best educational practices and in transferring research knowledge. However, we did point out that when implementing new practices, the realities of the various communities must be considered and the proper support (training, coaching, additional resources) must be ensured. The FPPE, jointly with the CSQ, also warned of the significant risk of misapplication that can occur when standardizing educational practices.

According to the consultation document, one of the institute's objectives would be to "contribute to professionals' training and coaching in the best practices." In response, the FPPE stressed the important work of educational consultants (EC) in this respect. As ECs act as an interface between the research and school communities, their role is complex. It must be done with trust and respect. Given rapidly evolving educational research, ECs must stay current with developments and must assess the interests, the adaptation and application possibilities, as well as the research's limitations based on their specific community. To do so, they too need the right conditions to ensure their own professional development.

The FPPE concluded its brief with a recommendation to the working group to rethink the institute project in light of the various comments received from school staff representatives or the many players in the field of research. It is essential that the institute be based on the needs expressed by professionals at the heart of these efforts in order to achieve the main objective: student success.

## THE FIRST SCHOOL TRANSITION

At the CSQ's General Council held from December 13 to 15 in the city of Québec, the delegates adopted recommendations to "demand that the Ministère formalize the coordination of measures to support the first school transition, by drawing on the school staff's existing orientation expertise, parental support, and early detection and intervention work." Moreover, the CSQ "will demand from the appropriate government departments the financial and human resources, the means, and the conditions required for a successful first school transition."

School transition is a predominant issue in public debate. Many who work in research or in schools affirm that a successful first school transition is a key protective factor that also contributes to increasing educational success. In its report, the Early Childhood Education Commission recommends strengthening the cohesion and complementarity between all the players involved in early childhood to facilitate a better transition. In the Ministère de l'Éducation's education policy from June 2017, numerous elements refer to the first school transition, including this commitment: "The government will add a specialized professional in all elementary schools in Quebec to liaise between the student, the family, and other significant professionals."

The CSQ will thus shortly be presenting to the Ministère the requests adopted by the General Council delegates regarding the first school transition.

To read the document presented at the General Council [« Pour une première transition scolaire de qualité et réussite »](#).

