

 **CO-19-03**

##### **FPPE Congress**

##### **Directions**



Directions

**Context:**

The significant changes that have been taking place in the school system over the past several years are intensifying and are affecting not only the working conditions of our members, but also the organization and nature of our services. The decentralization of budgets to the schools, the pressure to achieve specific quantitative objectives, and the diversification of service providers in schools and centres are all aspects that are transforming the work of professionals on a daily basis.

The new government’s announcement that it wants to abolish school boards and create service centres adds a feeling of insecurity as to their plight. Against a backdrop of service fragmentation and as we begin a new round of negotiations in which we will be tabling demands to ensure the future of public professional services, recognize the expertise of our members, create a stimulating work environment, and improve job security, it is more necessary than ever for professional staff to come together and equip themselves to meet these challenges.

# Topics:

# Acquiring the tools needed for…

# Protecting the right of students to public professional services

# Upholding our rights in a changing school environment

# Highlighting the diversity of professional school services

# Promoting union involvement and support the next generation

# Workshops held on Wednesday, May 29, 2019:

# Topics 1 and 2

# Workshops held on Thursday, May 30, 2019:

# Topics 3 and 4

# Protecting the right of students to public professional services

* *Considering that the promotion of all public professional services is at the heart of the FPPE’s mission;*
* *Considering the significant increase in the number of students with handicaps, social maladjustments or learning difficulties (SHSMLD) and the need for screening and early intervention;*
* *Considering the importance of universal services for overall development;*
* *Considering the recommendations of the Commission des droits de la personne et de la jeunesse (CDPDJ);*
* *Considering this government’s commitments to add professional resources;*
* *Considering the rights of Aboriginal students;*
* *Considering the increase in the offer of external services provided to students and teachers; and*
* *Considering that the professional staff’s scope of action is increasingly limited to the achievement of objectives set out in the success plan.*
1. **The FPPE must demand respect for the right of all students to public professional services, in accordance with the Charter and the Public Education Acts.**
2. **The FPPE must promote public services and denounce the use of subcontracting, false partnerships and privatization.**
3. **The FPPE must demand a sufficient increase in and a stabilization of resources, taking into account:**
	1. **regional issues and vulnerability indicators;**
	2. **the different sectors, to ensure that the needs specific to VT and AE are considered; and**
	3. **universal services for overall development.**

# Questions:

1. Do you feel the issues raised reflect your reality? If so, how?
2. Do you agree with the proposed directions?
3. Among the proposed directions, which ones do you think should be given priority?
4. In connection with these directions, what are some of the steps that could be taken to develop our action plans (both at the local and federal levels)?

# Upholding our rights in a changing school environment

* *Considering the government’s desire to abolish school boards and establish service centres;*
* *Considering the new government’s desire to create positions for expert and distinguished teachers;*
* *Considering the increasing difficulty to clearly define responsibilities and roles for each position;*
* *Considering the increased responsibilities placed on school teams and centre teams with respect to governance;*
* *Considering the need for professionals to establish trade union alliances at the school, local, regional, and federal levels;*
* *Considering the work underway to prepare the next round of negotiations; and*
* *Considering the ongoing collaborative efforts with the CSQ to resolve pay-equity complaints (2010 and 2015).*
1. **The FPPE must strengthen its role as a key union player in defending and promoting professional services amidst the changes that are taking place in the school environment.**
2. **The FPPE must defend and promote the extensive expertise developed across all professional services within school boards, particularly with respect to educational counselling.**
3. **The FPPE must make representations to the government to ensure that public expertise in administrative and material services is maintained.**
4. **The FPPE must call for greater representation and consultation of professionals within schools.**
5. **The FPPE must continue its collaborative work at the provincial level with the various groups representing CSQ education workers and support unions in establishing conditions that promote solidarity among local and regional unions.**
* *Considering that the FPPE is entering a new round of negotiations; and*
* *Considering the difficulties school boards are facing to attract and retain professional staff.*
1. **The FPPE must demand better pay and working conditions for its members, taking into account, among other things:**
2. **comparative data spanning all public services offered in Quebec and Canada;**
3. **attraction and retention issues;**
4. **regional disparities;**
5. **the cumbersome and complex nature of the mandates assigned; and**
6. **the specific requirements and obligations of the various job classes.**
7. **The FPPE must continue to make representations aimed at creating new job classes and at having changes in the responsibilities and roles associated with several job classes recognized, in particular by updating the classification plan.**

# Questions:

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# Highlighting the diversity of professional school services

* *Considering that the decentralization of budgets to schools and the lack of resources lead to competition between the different job classes;*
* *Considering the tendency to favour certain job classes in order to achieve the targets and graduation rates put forth in the success plans; and*
* *Considering the significant changes announced regarding the future of school boards.*
1. **The FPPE must promote a public professional services model based on:**
	1. **the diversity of job classes and expertise;**
	2. **the development of knowledge specific to the reality of public schools; and**
	3. **participation in the school team, centre team, and educational or administrative services team.**
2. **The FPPE must monitor and document the evolution of the roles and practices of professional staff.**
3. **The FPPE must promote, with school principal and management associations, and then with representatives of the Ministry of Education, spaces for intradisciplinary and interdisciplinary dialogue as well as interprofessional co-development.**
4. **The FPPE must value the integration of new expertise and emerging professions into the school environment while protecting existing professional services.**
5. **The FPPE must continue promoting the role of education professionals among the general public.**

# Questions:

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# Promoting union involvement and support the next generation

* *Considering the significant increase in the number of new union delegates in affiliated unions as well as the increasing needs for training and coaching;*
* *Considering the complexity of the union representative’s role with school boards;*
* *Considering that the majority of new delegates are young women;*
* *Considering that the new delegates who are taking on union responsibilities are the union leaders of tomorrow; and*
* *Considering the willingness of the FPPE to allow unions to be part of one of CSQ’s networks.*
1. **The FPPE must continue, diversify, and intensify its support of emerging union leaders.**
2. **The FPPE must encourage union participation in CSQ’s networks through financial contribution.**
* *Considering the desire to comply with the FPPE’s translation policy;*
* *Considering regional and cultural diversity;*
* *Considering the issues specific to VT and AE; and*
* *Considering the issues specific to administrative services staff.*
1. **The FPPE must continue its efforts to ensure that the training and materials it produces reflect the diversity of realities experienced by our members.**
2. **The FPPE must promote a positive and dynamic image of union activities in its internal and external communications in order to generate interest and increase membership.**

# Questions:

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