



Sectorial Negotiation

**Quebec Provincial Association of Teachers (QPAT)
Demands**

**For Renewal of Agreement E5
Expiring on March 31, 2023**

Masters of Our Profession!

**Document submitted to the Employer Party (CPNCA)
on October 31, 2022**

Preamble

Demands relating to intersectorial issues (remuneration for all public sector employees, retirement, regional disparities and parental rights), along with other demands presented by the CSN-CSQ-FTQ-APTS Common Front, will be submitted and discussed at the central table. The results of the negotiations will then be included in the collective agreement where applicable.

During the negotiations and before they are concluded, the union party also reserves the right to make changes, additions or adjustments to this deposit, among other things to bring it into line with intersectorial issues and other demands filed by the CSN-CSQ-FTQ-APTS Common Front.

In addition, it is important to ensure that adaptations required as a result of the inter-round committees' work are carried out and, where applicable, that changes, additions and adjustments are made to this deposit before the negotiations end.

Lastly, as part of the future agreement in principle, QPAT and CPNCA must agree on an end-of-negotiation protocol.

Table of Contents

Introduction	1
1. Class composition	2
2. Workload	3
3. Distance teaching and individualized teaching	5
4. The professional autonomy of teachers	6
5. Specific groups	7
Special education teachers	7
Remedial teachers to support learning at the preschool and elementary levels	8
Specialist teachers	8
Adult education teachers	9
Vocational training teachers	10
Adult education and vocational training teachers	11
6. Remuneration	12
7. Attraction and retention	13
8. Additional demands	15

Introduction

In a consultation of several thousand teachers in Québec, respondents expressed a strong desire to improve their daily lives. The Quebec Provincial Association of Teachers (QPAT) has taken this desire as its basis to focus on the primary mission of teachers – teaching – and to submit its deposit set out in this list of union demands.

The cradle of the teaching profession is situated in the classroom, in the many everyday tasks carried out by teachers. This is the core aspect of the teaching profession. Class composition and workload are the two major components that have a direct impact on the everyday lives of teachers, and it is for this reason that they must be the central focus of the negotiations.

The goal of elevating the value of the teaching profession in a context where there is a shortage of teachers must also be a focal point. It is important to attract even more passionate people to the teaching profession, while taking care of those who are already there.

This document should be read not as a traditional list of union demands, but as a set of solutions that will help to improve teaching in Québec.

The teaching profession has suffered enough. Teachers can no longer bear the burden of keeping schools afloat. QPAT is absolutely convinced that what we are proposing will have a significant impact on the crisis currently facing the system. The Premier keeps boasting that education is a core priority for Québec. The time has come to convert those words into action, and to translate that goal into a contract of employment for the province's teachers.

1. Class composition

The classroom is the principal workplace of teachers. It goes without saying that teachers spend a lot of time in the classroom, and do everything they can to ensure that it offers a pleasant environment conducive to learning. In addition, class composition, i.e. the group of students to be taught, has an immediate and direct impact on the teacher’s everyday experience and on the learning climate for all students.

Careful formation of groups is a solution that can be applied early in the process – one that will help to prevent problems not only for teachers but for students too. Group formation should not be a simple mathematical operation performed by a random software application. On the contrary, it must be based on rigorous consideration and analysis.

Since group formation is currently being worked on by the youth sector class composition committee (Appendix XLIX), the union party will submit its demands for this issue, and for multigrade groups, at a later date.

Section 2 of Appendix XXXII, on the addition of teaching resources directly serving student learning in elementary schools, has proven its worth. It must therefore not only be renewed and indexed, but also made permanent.

Lastly, the pandemic has had a number of tangible consequences, especially for young people from disadvantaged areas. Quick action is needed to change tack and counter the pandemic’s harmful effects in these areas.

Class composition demands	
1.1	Additional deposit of demands to come.
1.2	Render permanent and index section 2 of Appendix XXXII for the addition of teaching services directly serving student learning in elementary schools not on the list of schools in disadvantaged areas.
1.3	Add a temporary measure to counter the pandemic’s impacts on academic success in disadvantaged areas.

2. Workload

Unfortunately, the pleas of teachers denouncing the difficult conditions in which they must work and teach are increasingly in the news. Many teachers are leaving the profession, exacerbating the impacts of the current shortage.

Teachers must deal with a broad range of student needs on a daily basis, and administrative imperatives only add to their burden. Since they want their students to succeed despite their own overloaded schedules, they redouble their efforts, often becoming bogged down in a whirlwind of work that, in far too many cases, results in burnout. The message is clear: time must be released so that they can focus on their primary mission of teaching!

Since the situation is different in each sector, the means needed to achieve this goal will also differ.

Preschool workload demands	
2.1	Convert student arrival and movement supervision time into time for learning and developmental activities, and provide adequate funding to compensate for the difference in time present at school at the preschool and elementary levels.
2.2	Avoid creating additional spaces for assigned work.
2.3	In the general category, increase the amount of time for which teachers decide on the work to be done.

Elementary school workload demands	
2.4	Reduce teaching time.
2.5	Limit the time spent by teachers on tasks that can be assigned to other employment categories.
2.6	Avoid creating additional spaces for assigned work.
2.7	In the general category, increase the amount of time for which teachers decide on the work to be done.

Secondary school workload demands

2.8

Place a ceiling on the number of course and lesson periods and adjust the average time if necessary.

2.9

Avoid creating additional spaces for assigned work.

2.10

Limit the time spent by teachers on tasks that can be assigned to other employment categories.

2.11

In the general category, increase the amount of time for which teachers decide on the work to be done.

Adult education and vocational training workload demands

2.12

Make the necessary adaptations to the workload-related demands for each of these sectors.

3. Distance teaching and individualized teaching

In the youth sector, because of the pandemic, distance teaching has developed very quickly and this has created a certain number of problems. Yet, the legal framework is clear: teaching must be dispensed in the presence of students, under the terms of the *Education Act*, subject to the implementation of distance teaching pilot projects authorized by the Minister under section 459.5.3 of the Act. Teachers are clear on this issue: this principle must be upheld.

Having said this, clear guidelines are needed to ensure that distance teaching is not regulated by decisions made in individual schools, and that educational service quality is not compromised.

Distance teaching also exists in the adult education and vocational training sectors, along with individualized teaching in vocational training, and guidelines are required in these sectors too.

Demands concerning distance teaching and individualized teaching

3.1

In the collective agreement, stipulate that, in the youth sector, instruction must be dispensed in person in a school, except in certain exceptional situations authorized by the *Education Act*, and provide guidelines for these exceptional situations, among other things by stipulating that they must be accepted by the union, that teachers can only be involved on a voluntary basis, and that the provincial agreement and local agreements must be respected.

3.2

Provide guidelines for distance teaching in the adult education and vocational training sectors, and for individualized teaching in vocational training.

4. The professional autonomy of teachers

Throughout Québec, and beyond its borders, telework is increasingly common and has become an unavoidable factor in attracting and retaining employees. In education, however, the shift to telework has been much slower, despite the fact that many school boards have introduced teleworking policies. Yet, during the pandemic, teachers were able to prove that many of their duties can in fact be performed effectively from remote locations, and that this helps them to reconcile their family, work and personal lives. Teachers across all sectors clearly wish to pursue this trend and be given both the professional autonomy to which they are entitled, and the trust they deserve.

Autonomy, a key pillar in asserting the value of the profession, must also be given concrete form by allowing teachers to have more control over their workload, among other things by determining the content of more pedagogical days. Moreover, it should be up to the schools and centres themselves to identify and agree on the timing of those pedagogical days, to ensure that their needs are addressed.

Demands concerning working from home and pedagogical days in all sectors

4.1

Provide that only those professional activities that are fixed in the timetable and require the teacher's recurring presence at school must be performed at the school or centre, and that all other professional tasks may be performed at a place determined by the teacher.

4.2

Provide that at least 50% of all pedagogical days may be conducted remotely.

4.3

Increase the percentage of pedagogical days for which the content is determined by teachers to at least 50%, and provide that these days will be identified and agreed upon by the school board and the union.

5. Specific groups

Although most of the demands in this list apply to all teachers, some specific groups of teachers face their own set of problems, and tailored solutions must be found to meet their needs.

Special education teachers

Special education classes certainly have their own specific challenges. For example, in the case of classes composed of different types of students, those with difficulties and various needs require a different pedagogical approach that makes the teacher's job more complex. It would therefore be appropriate to review some of the guidelines applicable to the composition of these groups, especially those relating to the maximum and average number of students and compliance with group formation rules in certain specific circumstances.

Demands for special education teachers	
5.1	Regulate special education classes composed of different types of students by amending Appendix XVIII to ensure that the most advantageous standard applies when deciding on the maximum and average number of students applicable to a given group.
5.2	Establish a ratio at preschool level for classes containing students with global development problems.
5.3	Uphold the rules governing the formation of groups of students, in special classes, who are recognized as handicapped due to severe intellectual impairments or pervasive developmental disorders or psychopathological disorders, or who are handicapped with severe language disorders despite visible aid.

Remedial teachers to support learning at the preschool and elementary levels

Remedial teachers are currently subject to the same workload provisions as their elementary school colleagues. And yet, because of the specific nature of their work, some of their duties do not really fit into those provisions. It therefore seems essential to add structural elements that better address their situation.

Demands for remedial teachers to support learning at the preschool and elementary levels	
5.4	Establish a maximum number of students for direct services.
5.5	Increase the total number of remedial resources set out in Appendix XXIX.
5.6	Establish a maximum number of homeroom teachers with whom a remedial teacher may work.
5.7	Introduce a bank of days that remedial teachers can use to monitor their students' progress.

Specialist teachers

Like all teachers, specialist preschool and elementary school teachers have a workload that is both demanding and exhausting. For many, their work has become even more difficult because they must deal with large numbers of groups in more than one school. In addition, some must provide instruction without access to a dedicated room, meaning that they must constantly transport their materials from one place to another. Their workload must therefore be adjusted and must take this situation into account.

Demands for specialist preschool and elementary school teachers	
5.8	Review the teaching time and the duration of the educational workload based on the number of groups and schools.
5.9	Provide that the plans and specifications for construction and renovations in schools must include rooms for specialists.

Adult education teachers

During the last negotiations, a first step (in the form of a principle) was taken with respect to pedagogical follow-up by adult education teachers. Although somewhat timid and clearly insufficient, this first step nevertheless requires management to take into account the pedagogical monitoring required by a specialty subject when establishing a teacher's workload. It has shown the importance of having a clear guideline from which everyone benefits, especially the students.

This is especially true given that the students' needs vary significantly, and that their academic trajectories are equally diverse. The teachers' workload is exacerbated and made even more complex by the large number of course codes (*sigles*) to be taught and evaluated within the same group.

The fact that no ratios exist for this sector, even though it is funded on the basis of the number of students per group, means that there are wide differences between schools and centres. This has created some very unfortunate situations for both teachers and students.

Demands for adult education teachers	
5.10	Divide up the 800 hours currently spent annually on the presentation of courses and lessons and the provision of specialty pedagogical follow-up, as follows: <ul style="list-style-type: none">● 720 hours to be spent annually on the presentation of courses and lessons● 80 hours to be spent annually on specialty pedagogical follow-up● Pro-rata adaptations to be made for part-time teachers
5.11	Establish a maximum number of course codes to be taught and evaluated within a single group.
5.12	Prohibit the grouping of common core basic education students and diversified basic education students.

Vocational training teachers

In the 2020-2023 collective agreement, it was agreed that release hours would be granted to vocational training teachers to help them become legally qualified while still fulfilling their professional obligations. The initial responses from teachers have been very positive, to such an extent that they are now asking for this measure to be improved.

People with part-time teaching contracts in this sector have criticized the difference in the time assigned to them for educational workload activities other than the presentation of courses and lessons, compared to their full-time colleagues. It goes without saying that part-time teachers also take part in supervision and remedial activities, which are essential complements to teaching, and that the time they spend on these aspects should be recognized.

Lastly, everyone agrees that program promotion activities should be recognized as part of the educational workload. Teachers work hard to increase the number of enrolments in their programs, and they are justified in asking for this work to be recognized.

Demands for vocational training teachers

5.13

For part-time teachers:

- Who have a number of hours of courses and lessons that is below the average: stipulate that they are entitled to a portion of the other activities provided for in the educational workload, pro-rata to the number of hours of teaching in their contract compared to the average time to be spent presenting courses and lessons.
- Who have a number of hours of courses and lessons that is equal to or above the average: stipulate that they are entitled to the educational workload of a full-time teacher and that they have a minimum number of activities other than courses and lessons in the educational workload.

5.14

Increase the number of hours that may be released to take Bachelor's degree courses pursuant to Appendix XLII.

5.15

Include program promotion activities in the educational workload.

Adult education and vocational training teachers

In addition to the separate demands for each of these sectors, there are two elements that concern them both.

Demands for adult education and vocational training teachers
5.16 Increase the amounts for Appendix XLIV (<i>Amounts allocated for support of composition of class in adult education and vocational training</i>).
5.17 Stipulate that a student's academic record, including the individualized education plan, is automatically transferred when the student moves from the youth sector to the adult education or vocational training sector.

6. Remuneration

Galloping inflation combined with staff shortages provide ample justification for improving certain teacher-specific salary conditions. There are a number of elements that will impact teachers' wallets, including the addition of an employer's contribution to the group insurance plan, and better recognition of the burden placed on teachers by excess educational workload or occasional supply teaching. It has also become essential to acknowledge the demands associated with some of the administrative duties carried out by teachers. Implementation of the new annualized workload has highlighted some major issues, including the question of how salary deductions are determined, and it is vital that they be resolved.

Demands concerning remuneration	
6.1	Provide for a substantial contribution to group insurance.
6.2	Replace the 1,000 denominator by a 666 denominator to improve remuneration and monetary compensation for excess educational workload.
6.3	Review the remuneration paid for supply teaching by teachers with part-time contracts.
6.4	Regulate the remuneration applicable to excess educational workload for teachers with part-time contracts.
6.5	Improve the remuneration for supply teaching carried out by legally qualified teachers.
6.6	Make corrections to the salary scale of teachers in the education system in order to align scale progression time with that of other scales in the salary structure, while taking into account the ranking evaluation and other specific aspects of the scale as it currently stands.
6.7	Provide that compensation for exceeding the maximum number of students per group applies to teachers paid by the lesson or by the hour.
6.8	Pay an amount of \$100 for each form completed by a teacher for a student, a parent or an outside stakeholder.
6.9	Revise salary deductions to ensure that only those professional activities that cannot be resumed are taken into account.

7. Attraction and retention

In the current context of staff shortages, measures designed to attract and retain teachers have become a necessity. There are several different ways of achieving this.

The first step is to reduce job insecurity, primarily to attract students to university teaching programs, and also to make it easier for new teachers to stay in the profession.

Professional induction and mentoring are key aspects in helping to retain new teachers. These people have widely differing needs, and it is essential to improve the support that is currently available to them in schools and centres.

While it is important to take care of newcomers to the profession, it is equally important to do the same for those who are reaching the end of their careers. The contributions made by experienced teachers are extremely valuable, and the education community cannot ignore the large number of early retirements in recent years. It therefore seems essential to provide some additional benefits that will encourage these people to remain at work.

Demands designed to reduce job insecurity in the youth sector	
7.1	Stipulate that a part-time contract may include a casual supply teaching workload percentage of up to 100%, it being understood that all the rights relating to part-time contracts will apply and that this type of contract cannot be imposed.
7.2	Reduce the stipulated time required to trigger a part-time contract.
7.3	Reduce the number of days covering the end of the school year that allow for the awarding of a part-time contract ending on June 30.
7.4	Reduce the number of working days required for a casual supply teacher to be paid at scale.
7.5	In secondary schools, consider that 24 periods of 75 minutes over 9 days (or 16 hours and 40 minutes over 5 days) is equivalent to a 100% workload.
7.6	For teachers with part-time contracts, include a percentage of educational workload and group meetings and meetings with parents proportional to the time for the presentation of courses and lessons.

Demands concerning professional induction

7.7

Increase the number of mentor teachers (full-time equivalent) provided for in Appendix XIV.

7.8

Add a local arrangement to change the percentage of educational workload release time for mentor teachers, as provided for in Appendix XIV.

7.9

In Appendix XXII, clarify the eligibility of teachers who are not legally qualified while maintaining the existing exclusions, and as a result, increase the budget for individualized support during courses and lessons.

Demands concerning teachers nearing the end of their careers

7.10

Introduce an additional, separate and redeemable bank of leave for personal affairs for teachers nearing the end of their careers, as follows, based on the number of years of experience:

- After 27 years, 3 days
- After 30 years, 4 days
- After 33 years, 5 days

7.11

Include a requirement for employers to grant progressive retirement.

8. Additional demands

Other demands, in addition to those presented under the previous headings, are also essential to resolve some of the problems experienced by teachers.

Additional demands	
8.1	Incorporate the content of the “June 2011” letter of agreement, which was renewed in 2021, into the body of the Collective Agreement (amounts to support class composition, amounts to release teachers for the preparation and monitoring of individualized education plans, and a new definition of “learning difficulties”).
8.2	Incorporate the letter of agreement on parental rights (suspension of maternity leave during the summer).
8.3	Allow maternity, paternity and adoption leave to be suspended for part-time teachers using the same model as for full-time teachers.
8.4	Provide that the same rules will govern the accumulation of experience by both full-time and part-time teachers (experience accumulated over more than one year).
8.5	Add sick-leave days to the annually credited bank.
8.6	Add a local arrangement for sick leave days that can be used for personal business.
8.7	Clarify that teachers may be absent without loss of salary while they are in quarantine.
8.8	Regulate the use of accommodation (<i>capacité résiduelle de travail</i>) in the salary insurance plan.
8.9	Provide that absences for grounds protected by the <i>Charter of Human Rights and Freedoms</i> do not suspend the accumulation of time for the purposes of obtaining a part-time contract or scale payments for supply teaching.

Additional demands (continued)

8.10

Provide for a mechanism to index amounts for the following, among others:

- Compensation for supervision of trainees
- Professional development
- Exceeding maximum per-group student numbers

8.11

In the mandates of the *Comité national de concertation*, add a consultation requirement for every pilot project or experimental project, whether it be related to pedagogy or labour relations, carried out in school boards. The provincial parties may agree to refer the consultation to another statutory committee or to a committee formed specifically for that purpose, if it would be better able to address the purpose of the pilot project or experimental project.