



I N F O - N E G O

Association provinciale des enseignantes et enseignants du Québec

Deposit of Demands for the Collective Agreement

On October 30, 2014, QPAT deposited, on behalf of the 8,000 teachers in English public schools, our demands for the new collective agreement with representatives of the Management Negotiating Committee for English-language School Boards (CPNCA). Our demands in this deposit, also known as *sectorial* demands, seek to improve our working conditions in our schools and centres. We are seeking better class sizes and greater support for special needs students, improvements in job security, more autonomy in our work, improvements as to how we move up the salary scale and subsidies for our insurance.

On the same date, the Common Front, the province-wide coalition of public sector unions, deposited our collective demands with the government on behalf of hundreds of thousands of public employees, including QPAT teachers. Our demands in this case, also known as *intersectorial* demands, seek to improve the remuneration received by public sector employees. The key demand is a salary raise of 4.5% per year for a three-year contract.

All our demands were based on the consultations that were held with QPAT teachers over the last number of months.

Our sectorial demands reflect what we said during the consultation. We have seen an increase in the amount of work that is expected of teachers on a day-to-day basis, with school boards placing ever greater expectations on them, but with fewer and fewer resources. We continue to see large numbers of students with special needs who need particular help. We need to address these situations for the sake of our students and their learning.

Our intersectorial salary demands also reflect what we said during the consultation. Our increases in recent years have been lower than the rate of inflation; our demand would let us recoup lost purchasing power.

For the sectorial demand, the CPNCA will respond with an offer, possibly before Christmas or early in the new year. For the intersectorial demand, the government has already made noises that it considers our demand too expensive, but with no official response yet. Once the official CPNCA and government offers are known, we will react accordingly.

Summary of Sectorial Demands

Class Composition

- Reduction of maximum class size for pre-school groups
 - Maximum 14 students in 4 year-old kindergarten
 - Maximum 18 students in 5 year-old kindergarten
 - Maximum 16 students in 5 year-old kindergarten in disadvantaged areas
- Reduction of maximum class size for high school groups
 - Maximum 29 students in secondary III
 - Maximum 30 students in secondary IV and V
- A priori weighting for students with behavioural difficulties

Services for Special Needs Students

- Increased number of teachers for students with difficulties
- Creation of special classes
- Release time for teachers to plan IEPs
- Guarantee of a level of service for special needs students

Professional Autonomy

- Improvement of teacher control of pedagogical days
- Recognition of time spent on committees and Governing Board
- Conversion of some assigned non-teaching time to work of a personal nature time

Attraction and Retention of Teachers

- Improvement of availability and use of special leave days, especially for family responsibilities
- Inclusion in the collective agreement of the money used to support programs for new teachers
- Removal of the two lowest steps on the salary scale to allow faster movement up the scale
- Addition of a subsidy from the employer to pay for a portion of health insurance premiums

Adult Education

- Establishment of class size ratios
- Increase in the number of pedagogical days
- Improved access to regular contracts

Vocational Education

- Establishment of rules for individualized teaching and distance education
- Recognition of hours for university teacher education courses within assigned non-teaching hours

Other Demands

- Reduction in number of schools between which specialists must travel
- Reduction in the number of multi-grade classes and greater support for teachers who have them
- Prompter support for students in pre-school