



A

RESPONSE

to

THE ADVISORY BOARD ON ENGLISH EDUCATION

from

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Montreal, March 1994

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**SCHOOL BOARD REORGANIZATION
and
NEEDS OF ENGLISH SCHOOLS**

1. Vision: **That the new English school system promote excellence in all the services it provides.**
 - That boards are large enough to be economically feasible and efficient; allowing for the sharing of resources and services, especially in smaller boards.
 - That the Ministry relinquish some of its control and allow boards to manage schools in response to local needs.
 - That the importance of a second language is retained to the point that graduates can function equally well in French and in English.
 - That a meaningful system of evaluation of teachers is implemented.

2. Role:
The English educational community consists of students, parents, teachers, commissioners, administrators, Home & School Associations, School Committees, Orientation Committees, School Councils, and all other interested citizens.
 - This community can play a part in the planning by becoming part of the provisional councils; by seeking out suitable persons for elected and appointed positions; by playing a consultative role whether mandated or appointed to a position or not.

3. Organization to ensure quality:
 - It is essential to have a permanent position within the Ministry of Education for an Assistant Deputy Minister for English Education.
 - A school system is best organized when it involves the maximum possible participation at the grassroots level. The work of a vibrant volunteer corps is essential to the functioning of a successful school.

4. Decision making powers:
 - Schools
 - Control of its own budget and a high degree of control over hiring of teachers.
 - Responsibility for the delivery of the program and choice of texts to enable teachers to choose books which suit their teaching styles.

 - Boards
 - Fair and equitable distribution of resources to its schools.
 - Fair and equitable distribution of pedagogical support services and other support services.
 - Hiring and assignment of administrators within the board and to schools within the board.

Ministry

- Fair distribution of resources to the boards to be ensured.
- Give leadership in overall policy making and overall curriculum development.
- Certification of teachers and the provincial pay scale.

5. Essential services:

- Full range of educational services and support services such as psychological support services, social services, busing, program development, extra-curricular activities as well as an increase from the present norm of physical education instruction to ensure a high quality program.

6. Confessional guarantees:

- No guarantees but the school has an obligation to teach the following concepts of religion and of right and wrong: to give sufficient knowledge of comparative religion to give the students an understanding of the concept of religion and some knowledge of the role of the major religions.
- Availability of additional religious instruction where deemed desirable and requested by the school community.
- Importance of children to develop a moral conscience and to learn the meaning of right and wrong.

7. 8. 9. Quebec Federation of Home & School Associations (QFHSA) has submitted a brief to the Kenniff Committee which covers these points. A copy of the QFHSA brief is attached.

(File: Briefs\AdBdEng.Edn)