


**Examples of consultative Teacher Council duties (4-2.06) (REVISED SEPTEMBER 2003)**

#	Subject	Examples of <b>questions</b> that could be debated in the context of these responsibilities (E=elementary * S=secondary * V= vocational)
1	Criteria to be utilized by principal for preliminary distribution of pedagogical duties	homeroom teachers should be assigned within a single cycle <b>E</b> secondary teachers should be assigned entirely within a single category <b>S</b> Full time teachers should be assigned in priority to Emploi Quebec courses <b>V</b>
2	Establishment for the following year of supervision needs and an equitable system of rotation	Relate individual supervision time to the number of prep periods <b>E</b> Less teaching time = more supervision time <b>S</b>
3	System of emergency substitution	Limit periods of availability to two per week
4	Use of clerical/secretarial help	Collection/bookkeeping of monies is centralized in office
5	Homeroom system	Homeroom duties should not be imposed on teachers who do not have an adjacent teaching period
6	Number, timing, format and duration of meetings with parents	Interviews should be by appointment and teachers paired in rooms
7	placement of moveable ped days and programming for non-board wide days	Ped days should be placed at the end of each term and be exclusively for evaluation/planning purposes
8	orientation of teachers new to staff and to teaching	Canvass staff for teachers interested in mentoring new colleagues
9	equitable system of invigilation	Correction loads should be taken into account in assigning teachers
10	addition of other credits and activities to extra-curricular credit system	Activities should be vetted by the Teacher Council before being implemented
11	Application of Article 8-11.12.00 respecting extra-curricular activities	recommendations to minimize scheduling conflicts or duplicating activities
12	“School success” plan  <b>REVISED .....</b> 	Bill 124 modifies the Education Act so that the school success plan complements the strategic plan of the school board and is the vehicle for implementing the educational project. The principal and the Teacher Council collaborate in analyzing the situation of the school and developing a success plan for the governing board to adopt. <sup>1</sup>
13	Beginning and end of students’ instructional timetable	Begin day at 8:15 instead of 8:30 to end 15 minutes earlier
14	Use of the school/centre as a teacher training site	Recommend that the school not be used because of the number of new and replacement teachers foreseen for the following year
15	Choice of textbooks and teaching materials	Create a mechanism to solicit recommendations by cycle or subject
16	system of reporting student evaluation	Recommend a three term system
17	System of reporting late arrivals and absences	Late arrivals must sign during their lunch time <b>S</b>
18	Application of uninhabitable conditions	Keep supply of bottled water on hand
19	organization of “progressive entry” at the pre-school level	Students and parents should have scheduled appointments with kindergarten teachers during first two days
20	School organization plan (staffing for following year)	Split classes may not span more than one cycle <b>E</b> Launch a pilot programme based on full semestering in Sec. IV/V <b>S</b>

<sup>1</sup> For more specific information about the success plan and the educational project, see [http://www.fcpcq.qc.ca/doc\\_pdf/educational\\_projet.pdf](http://www.fcpcq.qc.ca/doc_pdf/educational_projet.pdf)

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