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The first two issues of *Education Reform Update* devoted to **Bill 180** (the Act to amend the Education Act and various legislative provisions) focused on the main policies concerning the new powers of schools, the composition and mandate of the governing board, and the role of the school principal and teachers. They also included a timetable showing when the various provisions of the new Act are to be implemented.

This issue discusses the mandates of the new vocational education centres and adult education centres as well as the new forums for participation and partnership created by the Bill within both the school and the Ministère.

RECOGNIZING THE DISTINCTIVE NATURE OF VOCATIONAL EDUCATION

Bill 180 confirms the distinctive nature of vocational education by stating that it will be governed by a separate basic school regulation. The Bill also provides for the creation of vocational education centres that will be separate from secondary schools which, for their part, will continue to dispense general education.

Each of the new vocational education centres will have a governing board whose composition will reflect the specific characteristics of this type of education. The board will include students enrolled at the centre, at least four staff members, two representatives of socio-economic or community groups, two representatives of businesses in the region whose sectors of activity are linked to the vocational education programs offered at the centre, and finally, two parents of students enrolled at the centre.

The principal of the centre takes part in meetings of the governing board but is not entitled to vote.

There is a maximum of twenty seats on the governing board and, as in schools, the seats are equally divided between school staff and other members who are entitled to vote.

The mandate of the governing board of a vocational education centre is the following:

- to determine the centre's policies and plan of action;
- to approve proposals made by the principal concerning the approach for implementing the basic school regulation, programs of study and programs relating to student and popular education services, and concerning the centre's rules of operation.

The governing board may also organize social, cultural or sports activities, allow that they be organized by others, or enter into agreements with individuals or groups for the provision of goods and services.

The professional autonomy of teachers is respected since it is they who propose the standards for the introduction of new teaching methods, the choice of textbooks and teaching materials, and standards and

procedures for the evaluation of student achievement, and submit them to the principal for approval.

MANAGEMENT AUTONOMY FOR ADULT EDUCATION SERVICES

Bill 180 grants adult education centres greater autonomy. Each adult education centre will have its own governing board, whose mandate is the same as that of a vocational education centre. The composition of the board is also similar, with the exception that students' parents are not represented. Likewise, the principal and the teachers enjoy the same prerogatives.

COORDINATION OF MANDATES

When more than one governing board is established in the same building, as in a building which houses a secondary school offering general education and a vocational education centre, under the Bill, a coordinating committee may be set up by the school board at the request of the governing boards. The functions and powers of the coordinating committee are determined by an agreement between the governing boards. In such cases, the school board may also appoint a single principal for all institutions.

PARENTS' AND STUDENTS' ACTIVE PARTICIPATION

The Bill creates two forums to encourage parents and secondary school students to get involved in school life.

PARENT PARTICIPATION ORGANIZATION

One of the goals of the education reform is to give users of the school a greater say in decisions. The fact that parents are represented on the governing board gives new meaning to parent participation.

Bill 180 goes even further in order to encourage as many parents as possible to get involved in school life: at their general meeting, parents may decide to form their own parent participation organization.

The purpose of this organization is to enlist the cooperation of parents in developing, implementing, and periodically evaluating the school's educational project, and in fostering their child's academic success. The parents

on the governing board may also seek the advice of this organization.

Given that this organization must meet local needs, the Bill leaves it to parents to decide on the organization's composition and rules of operation at their general meeting. Parents at this meeting may even decide to create such an organization for each building at the school's disposal.

STUDENT COMMITTEE

In addition to the two students sitting on the governing board, secondary school students will also be closely involved in defining policy guidelines for their school.

Under the Bill, a student committee may be formed in all secondary schools offering the second cycle. The student associations in existence in many schools may gain official recognition by setting up a student committee. Students may also decide to create a separate student committee. The role of this committee will be to encourage students to collaborate in developing, implementing and periodically evaluating the school's educational project, and to participate in school activities. Students will elect their representatives at an annual general meeting called by the school principal. Students will also determine the composition and rules of operation of the student committee at this general meeting.

NEW FORUMS FOR PARTICIPATION WITHIN THE MINISTÈRE

The Bill provides for the creation of four advisory bodies whose roles are to assist the Ministère in implementing its educational policy statement, *Québec Schools on Course*. The first two bodies deal with programs and teaching resources, and the other two, with teacher training.



THE COMMISSION DES PROGRAMMES D'ÉTUDES

This curriculum board (or programs council, as it is called in the Bill) is composed of eleven members appointed by the Minister. Its mission is to advise the Minister on any matter relating to programs established by the Minister. It makes recommendations on:

- the general guidelines and framework for the establishment of programs;
- the timetable for the development, implementation and review of programs;
- the approval of programs;
- the ongoing adaptation of programs.

THE COMITÉ D'ÉVALUATION DES RESSOURCES DIDACTIQUES

This teaching resource evaluation committee is composed of thirteen members appointed by the Minister. Its mission is to advise the Minister on any matter relating to textbooks, teaching materials or classes of teaching materials. It makes recommendations on:

- the standards for the approval of teaching resources;

- the approval of teaching resources.

It advises the Minister on any matter submitted by her in relation to the evaluation, approval, implementation and review of teaching resources.

THE COMITÉ D'AGRÉMENT DES PROGRAMMES DE FORMATION À L'ENSEIGNEMENT

This teacher training accreditation committee is composed of nine members appointed by the Minister. Its mission is to advise the Minister on any matter relating to the accreditation of teacher training programs for the elementary and secondary levels.

The committee:

- examines and approves teacher training programs for the preschool, elementary and secondary levels;
- makes recommendations to the Minister concerning teacher training programs required for the issue of teaching licences;
- advises the Minister on the determination of the qualifications required of teachers at the elementary and secondary levels.

THE COMITÉ D'ORIENTATION DE LA FORMATION DU PERSONNEL ENSEIGNANT

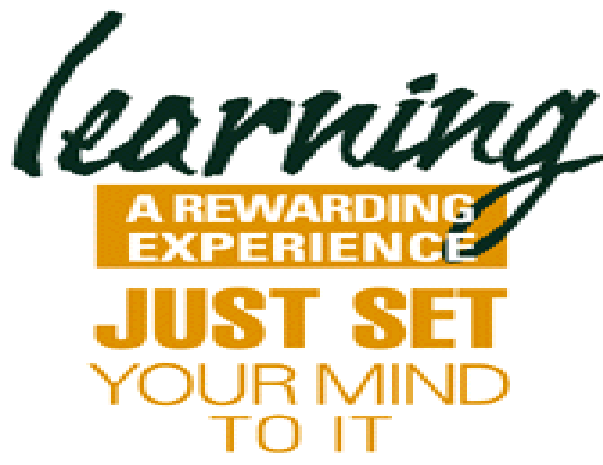
This teacher training policy committee is composed of sixteen members, fifteen of whom are appointed by the Minister. The sixteenth member is the chair of the teacher training accreditation committee. The mission of the teacher training policy committee is to advise the Minister on any matter relating to the teacher training policy for the elementary and secondary levels.

It may, at the Minister's request or on its own initiative, propose guidelines and make recommendations to the Minister on:

- the establishment of teacher training priorities;
- draft regulations relating to teacher training;
- teacher training and professional development;
- any aspect of the teaching profession having a connection with teacher training.

THE NEXT ISSUE WILL LOOK AT:

- The names of the new linguistic school boards



The purpose of *Education Reform Update* is to keep readers up-to-date on the progress of the reform set out in *A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System*. The newsletter is published by the communications branch of the ministère de l'Éducation, in cooperation with the office of the Deputy Minister of Education.

Director of Communications: Daniel Legault

Coordinator: Michel Moisan

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Education Reform Update

Ministère de l'Éducation

1035, rue De La Chevrotière, 11^e étage

Québec (Québec) G1R 5A5

Telephone: (418) 644-5816 — Fax: (418) 528-2080

Internet: <http://www.meq.gouv.qc.ca>

E-mail: education.reform.update@meq.gouv.qc.ca