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Imagine moving forward



PHOTO: FRANCE DÉSALNIERS

It is next to impossible today to flip through a newspaper, tune in to a newscast or scan the Web without coming across some report about the crisis in the economy or the financial world. But what about the social recession? Apart from how our economy is faring, how are people doing? Is progress defined merely by technology, or can it not also be measured by other aspects of our life, such as our relationship to work, to politics, to institutions, to our family, our environment, our ability to achieve our dreams?

Need we be reminded that, despite the significant productivity gains made over the years, the purchasing power of workers has remained unchanged, at best, for decades.¹ Today, having a job is no longer a safeguard against poverty. Just ask any food bank or support organization.

At a time when nearly one in every two people is affected by job insecurity and wage gaps created by the myriad forms of atypical work, the powers that be have decided to move ahead with a sweeping reform that promises to be even more repressive for the unemployed. While only 40% of workers today have a pension plan, they are being portrayed as the fat-cats of the system in an effort to strip them of their rights, rather than putting effort into finding ways of improving pension conditions for the greatest possible number of workers. The consequence is a downward spiral toward impoverishment.

In such a context, would it not be preferable and right to give some thought to the responsibility governments and employers have to ensure workers a decent income not only during their active years, but also in their retirement? Can we not put forward a more constructive, more progressive blueprint for our society? What role can labour unions and their members play in bringing this about?

In the wake of other recent social movements that have made their mark, it is essential that we, as workers and union members, continue to publicly promote our vision and band together to address the attacks levelled against us.

Despite the prevailing cynicism, we are convinced that we must continue working to strengthen democracy and citizen participation if we are to bring about change. And it is through the engagement of unions and their members that we will succeed in making our voice stronger, in making it heard, and in influencing the political decisions that affect us all.

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¹ IRIS. *Est-ce que les Québécois et Québécoises profitent de l'augmentation de la productivité?*, August 2013

A PORTRAIT OF UNION education



Caroline Quesnel
FNEEQ Vice-President

Legend has it that teachers make the worst pupils. But while it may not always be easy to satisfy their high expectations when they're sitting in the student seat, teachers, at least, need no convincing as to the value and importance of acquiring new knowledge... FNEEQ has an impressive track record when it comes to union education and, as this report shows, the last three years of training activities have been no exception.

Passion is often the driving force behind many a member's decision to get actively involved in trade unionism. Yet that flame can sometimes be dampened by the tangle of legal questions and complex nature of some of the other issues associated with union activism. It is for this reason that, from the very

beginning, the federation has focused on enlisting people with solid grassroots experience to provide training to our members. The challenge is to find practical and effective tools that take into account the widely diverse workplace reality of each of the three education sectors.

Every September, affiliated unions are sent a complete schedule of the training activities being offered both by the FNEEQ and by their central council. These two bodies split the subject matter according to their respective mandates. The central councils tend to offer training sessions on such topics as the workings of executive committees, labour union information, and occupational health and safety, whereas the federation generally centres its workshops on issues more closely related to the day-to-day realities faced by our members: contract negotiations for the private and university sectors, resource management in the CEGEPs, group insurance for our affiliated unions, and so on.

The two tables on the right present an overview of the training sessions offered by the federation, and their levels of participation, between fall 2010 and spring 2013.

Table 1 > General statistics

| Year | Training sessions | Participants |
|-----------|-------------------|--------------|
| 2010-2011 | 8 | 230 |
| 2011-2012 | 5 | 105 |
| 2012-2013 | 11 | 247 |
| TOTAL | 24 | 582 |

Table 2 > List of training sessions

| Training sessions | Group | Participants |
|--|------------------------|--------------|
| Grievance officer 1 | ALL | 78 |
| Grievance officer 2 | ALL | 94 |
| Allocation and funding | CEGEP | 88 |
| Allocation and teaching load | CEGEP | 94 |
| Insurance | ALL | 64 |
| Financial statements | Private and university | 29 |
| New executive committee members | CEGEP | 45 |
| Negotiation | Private and university | 26 |
| Government and Public Employees Retirement Plan (RREGOP) | ALL | 64 |
| TOTAL | | 582 |

The first thing to note is the high level of participation: nearly 600 members in total came out to attend the 24 workshops held in either Québec City or Montréal during the three-year period.

But it is equally significant to look at the composition of the participation: not only were all three sectors represented, but a full 80 of the FNEEQ's 91 affiliated unions sent at least one person for training during the period in question.

These results send a positive message to the federation: its member unions believe in the importance of skills development and take advantage of the training opportunities available to them to do so.

Tables 3 and 4 provide further details on the profile of participants.



It is interesting to note that the proportion of men and women who took part in training is identical to that found in the FNEEQ's executive committees.

Moreover, of the 582 people in total who attended a workshop, a good percentage of them, or 40%, repeated the experience. While only a minority (20%) participated at least once a year, we salute the five members who zealously pushed the envelope by taking seven training sessions in the three-year period!

All of these results served as food for thought for a working committee struck last spring to come up with recommendations for maintaining and improving the training offer. The committee proposed the following concrete measures to the FNEEQ team meeting in June:

- 1) production of an annual report on training;
- 2) presence of two instructors at each training session;
- 3) preparation of a training appreciation survey;
- 4) audit of occupational health and safety options.

It should also be mentioned that new workshops are being added to the training schedule: "New executive committee members" for the private sector in fall 2013, "Negotiation" for the CEGEP sector in winter 2014, and training sessions by the Women's Committee, International Action Committee and Contingent Work Committee for all sectors by spring 2015.

Table 3 > Sex of participants

| | Number (%) |
|-------|------------|
| Women | 158 (40 %) |
| Men | 244 (60 %) |
| TOTAL | 392 |

Table 4 > Frequency of participation

| Number of training sessions | Number (%) |
|-----------------------------|------------|
| 1 session | 235 (60 %) |
| 2 sessions | 78 (20 %) |
| 3 sessions | 36 (9 %) |
| 4 sessions | 24 (6 %) |
| 5 sessions | 11 (3 %) |
| 6 sessions | 3 (1 %) |
| 7 sessions | 5 (1 %) |
| TOTAL | 392 |



Union education at FNEEQ belies the old proverb that the shoemaker's children always go barefoot. In fact, quite to the contrary, the federation's track record in this regard attests to the tremendous vitality of our teaching environment and to the determination of member unions to make the most of every resource at their disposal.



Environment committee news

The environment has been a matter of key concern to the FNEEQ for many years. In 2008, the federation adopted an Environmental Framework Policy and, in 2011, a Responsible Purchasing Policy—inspired by the one implemented by the CSN—to ensure the procurement of products and services that respect labour conditions and to promote eco-efficient practices.¹ Created at the last FNEEQ Congress, the Environment Committee,² now a separate entity from the Occupational Health and Safety Committee, has met on several occasions to lay the groundwork for an action plan and begin fulfilling its three-year mandate.³



Jean Murdock
Secretary-General and Treasurer

Three major focus areas have been established to guide the committee's work, the first of which is to pursue the environmental protection initiatives already in place, namely by updating the framework policy, and to follow up on the federation's environmental protection actions.

The second focus is to promote and encourage sustainable development⁴ initiatives as part of a long-term approach that takes into account the inextricable nature of the environmental, social and

economic dimensions of development activities. To that end, the committee has been working to develop partnerships with environmental education groups striving to curb the effects of human activity on climate change.

Already, we have succeeded in joining forces with Arbre-évolution,⁵ an organization that assists Quebec communities with reforestation projects, to pay the travel expenses of the FNEEQ delegation sent to the World Social Forum in Tunisia, and with *Université du Québec à Chicoutimi's* Carbone-Boréal⁶ to cover the transportation costs of all delegates serving on federation bodies.

We have also met with representatives of the *Association québécoise pour la promotion de l'éducation relative à l'environnement* (AQPERE), the Quebec association for the promotion of environmental education, to explore opportunities for future collaboration.

The third and final focus area centres on encouraging the FNEEQ's involvement

in events and political action promoting sustainable development. It goes without saying that this also includes the defence of social rights and the right of communities to be consulted on their future. Our participation in social forums and in the organization of the first Quebec-Canada-Aboriginal Peoples Social Forum, which is expected to take place in 2014, is part and parcel of this mission.

We are currently in the process of compiling a report on the transportation methods used by delegates for the purposes of federation business. The committee has reviewed FNEEQ practices in this regard in order to ensure their compliance with existing policy and hopes to be in a position soon to present an action plan to local affiliated unions in the aim of promoting best practices.

This column will be appearing periodically to keep you up to date on the committee's work as well as to broach some of the more fundamental issues concerning the environment.

¹ According to the World Business Council for Sustainable Development (WBCSD), eco-efficiency is achieved through the delivery of competitively priced goods and services that satisfy human needs and bring quality of life while progressively reducing environmental impacts and goods and resource intensity throughout the entire life-cycle. Eco-efficiency involves:

- A reduction in the material intensity of goods or services.
- A reduction in the energy intensity of goods or services.
- Reduced dispersion of toxic materials.
- Improved recyclability.
- Maximum use of renewable resources.
- Greater durability of products.
- Increased service intensity of goods and services.

² Since 2012, the committee has been composed of Agnès Lessard, teacher at *Centre d'études collégiales* in Charlevoix, Yves de Repentigny, teacher at *CEGEP du Vieux Montréal*, Stéphane Fauteux, lecturer at *Université de Montréal*, Ariane Bilodeau, federation employee, and Jean Murdock, Secretary-General, as the elected representative on the committee.

³ Term from 2012 to 2015

⁴ In Quebec, sustainable development is generally accepted as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report). Sustainable development is based on a long-term approach which takes into account the inextricable nature of the environmental, social and economic dimensions of development activities." Source: Government of Quebec, Department of Sustainable Development, Environment, Wildlife and Parks.

⁵ <http://www.arbre-evolution.org/>

⁶ http://carboneboreal.uqac.ca/?page_id=12430

Mentoring

An exercise in innovation

MIROIR—the acronym for *Mentorat Individualisé Recadrant nos Observations pour Inspirer notre Réflexion*—is a personalized teacher mentoring program that has been in place at CEGEP de Trois-Rivières since 2010. We sat down with literature teacher and union representative Claude Lamy and Johanne Thibeault, the language teacher who spearheaded this project, to find out more about an initiative that is breaking new ground in Quebec.



PHOTO: JULIA DAUS

France Désaulniers
Communications Advisor

Their eyes sparkle; their passion is manifest. The MIROIR program, open to any teacher interested in taking part, is more than just a universal, interdisciplinary project—it's the crowning achievement of years of research. This isn't about field-of-study expertise; it's about mentors, trained in coaching techniques, helping their colleagues—the mentorees—take a step back, engage in a little introspection and spend some time reflecting on their career and teaching goals. There are no cookie-cutter solutions here.

Claude Lamy says one of the defining features of the program is that participation is entirely voluntary: "MIROIR isn't a response to some problem; it isn't something imposed by the college. This is an exercise in professional development that a teacher chooses to undertake. It requires openness and a willingness to take stock, to do some soul-searching, and to question and challenge oneself."

MIROIR is a tool, adds Johanne Thibeault: "Having teachers act as mentors is premised on the fact that they have a deep love for the profession. The bond of trust that develops between the participants is fundamental. They work together to determine needs, come up with a plan—a roadmap of sorts—and identify challenges and hurdles. And they do it as a team."

***"I consider it a privilege to teach."* Johanne Thibeault**

So what prompts someone to seek out this kind of experience? "The reasons are varied. Maybe, for example, it's the

teacher with 18 years on the job who no longer wants to be teaching the same course the same way. She would like to move beyond her comfort zone but needs to validate certain things first," explains Thibeault. "Or the expert who begins teaching and is suddenly in the throes of a professional identity crisis. The one thing that CEGEP and university teachers have in common is that they are all experts in their field, but they also want to grow and develop as educators. Some teachers question how far they should go in their dealings with students, for example. They may feel ill at ease, uncomfortable. And then there are questions of ethics: Is it alright for a teacher to do this or to do that? Is there



PHOTO: FRANCE DESAULNIERS

a professional code of conduct? Others may be looking for new challenges, better ways of planning their courses so they don't have to spend every weekend correcting work, or perhaps a more effective approach to managing their class."

Another key strength of the program, says Lamy, is its interdisciplinary nature. "Participants interact with colleagues who teach in other fields and departments and who have a different perspective on teaching than their own. This breeds openness. Of course, we do have access to other tools through our collective agreement, such as departmental resource people, education workshops and support measures."

"It's time to rediscover the pleasure of teaching, for those who have lost it, and for those who are too stressed out, to discover it in the first place." *Claude Lamy*

"But this project is part of a wider reflection on the teaching practice. It places the individual at the centre of his or her own education and teaching. The demand is there, and so is the need! This is a career development exercise that has an impact on the quality of teaching."

Teachers have a tendency to take everything to heart: when students lack motivation, they blame themselves; when students fail, they also blame themselves. Burnout lies in wait. MIROIR helps facilitate career insertion by breaking the isolation and promoting the development of healthy teaching habits

The union, an essential partner

According to Thibeault, an initiative like this can only work with the involvement and partnership of the union. This has proven to be case in examples from the United States and Europe, and it is equally true of the Trois-Rivières program.

The union sold the members of the Parity Committee on the value of mentoring and convinced them that this is the path to take, adds Lamy. Having a peer-based process makes all the difference, and the results have been notable: higher teacher retention, fewer leaves, less conflict... It's a long-term preventive measure. Furthermore, each mentor—and mentoree—brings the experience back to his or her department, and this has a ripple effect on colleagues as well as on students.

"Without the means to support teachers, you can't evaluate teaching. And evaluation, as outlined in the collective agree-

ment, is strictly a formative thing. This context was taken into account when setting out the formula. While it may be at the departmental level that urgent situations occur and are settled, we felt it was crucial that professional development support be available throughout a teacher's career."

Mentoring

Serving as a mentor means passing along teacher life skills; it means giving others the support we wish we had been given, acting in the interests of students and of better education. Mentors want to share their experience and ensure a healthier learning environment for students. That is MIROIR's legacy.

An initiative that is spawning fruit

In early 2013, *CEGEP de Trois-Rivières* and *Université du Québec à Trois-Rivières* announced their collaboration on a project on mentoring and knowledge transfer in higher education teaching. Funded by the Quebec Department of Higher Education, Research, Science and Technology (MESRST), this collaborative initiative is unique in Quebec and will lead to the establishment of the *Centre interdisciplinaire de perfectionnement pédagogique et de recherche en enseignement supérieur* (CIPPRES)—an interdisciplinary centre for teaching development and research in higher education—at *CEGEP de Trois-Rivières* in 2015, although the research activities are already well on their way. The teacher mentoring project at *CEGEP de Trois-Rivières* will serve as a reference for the mentor professors at UQTR.

We at FNEEQ believe this project, which is rooted in an approach of respect for the individual, answers a very real and expressed need and could be useful throughout the CEGEP system. Other institutions of higher learning would surely benefit from this expertise.

Stay tuned!

Testimonials

"To me, teaching is a fascinating profession. I am excited at the idea of helping my colleagues and thrilled at the prospect of stirring or reviving that passion in others through the MIROIR project. We are much happier in our job when we find our comfort level and discover the pleasure of teaching!"

*Hélène Hébert, mentor,
Department of Dental Hygiene*

"I've been teaching for a few years now and recently spent some time with a wonderful mentor reflecting on the kind of teacher I want to be for my students. We then worked together to adjust my personality as a teacher to more closely reflect who I really am. I now enjoy my job more and more with every new semester!"

*Simon Lévesque, mentoree,
Physics teacher*

¹ For more information : <http://miroir.cegeptr.qc.ca>

Regroupement privé



PHOTO: MICHEL CIRIOUX

Caroline Quesnel
FNEEQ Vice-President

This year is lining up to be a little calmer than the last on the private school front—at least in terms of negotiation! In all, only 8 of the 35 unions will be entering into or pursuing their collective agreement talks in 2013-2014. For four of them, this will mark their very first negotiation as FNEEQ members: the music teachers and non-teaching staff at Villa-Maria school, teachers from the Innu

community of Pessamit, and teaching staff at both *Collège Laurier* and *Collège Jean de la Mennais* in La Prairie. Quebec high schools are continuing to feel the effects of the drop in the student population, and will until 2017.

Consequently, some schools in the sector are showing signs of financial vulnerability. Local executive committees will need to step up their vigilance and be actively involved in administrative decisions in order to prevent the kind of drastic and regrettable solutions we experienced last year with the closing of two schools.

With respect to sector coordination, we will be producing later this fall an updated version of the comparative table on the 35 collective agreements of our affiliated unions. This is an invaluable



PHOTO: ISTOCK

document in that it allows us to get an accurate picture of the reality in the sector and to better set local negotiation targets. A new section on the clauses relating to special needs students (EHDA) will be added to the comparison. It should also be noted that, as of this year, a training session will be offered to new executive committee members to provide them with tools to facilitate their union work and to familiarize them with federation resources.

Regroupement CEGEP



PHOTO: FRANCE DESAULNIERS

Micheline Thibodeau
FNEEQ Vice-President

The CEGEP sector has had some intense moments since the start of the academic year. Several important matters have been eliciting reaction and generating considerable debate.

The first came when union representatives were apprised of the results of the *Conseil du trésor's* latest job category evaluation, an evaluation that saw our

ranking downgraded to below that of teachers working in the school board system. There was an immediate and strong reaction across the sector to this devaluation of college education and the work done by CEGEP teachers. An action plan was quickly launched on the theme "Operation Disruption 21."

Since the beginning of September, numerous meetings have taken place with *Conseil du trésor* and Department of Higher Education, Research, Science and Technology (MESRST) representatives to secure proper recognition for our work and to promote our three main objectives in the file: a separate pay structure for CEGEP and school board teachers, recognition of our membership in the higher education system, and the valorization of master's and doctoral degrees. As we get set to go to print, the action plan is still in effect.



PHOTO: FRANCE DESAULNIERS

A number of other important files also figure on the sector's agenda. These include, but are not limited to, negotiation preparations, countering the attacks against certain technical programs and the devaluation of college teaching, and addressing the issue of special needs students and of the recognition of acquired knowledge and skills in continuing education.

Regroupement université



Sylvain Marois
FNEEQ Vice-President

In the wake of the Higher Education Summit, Claude Corbo, former rector of UQAM and head of the working group on the future *Conseil national des universités québécoises* (CNUQ), tabled his report this past June, followed by Lise Bissonnette and John Porter, co-chairs of the working group on a new framework for universities, who tabled theirs in September.

While the Corbo report does go in the desired direction of creating a council to coordinate Quebec's university network—a council in which the university community would be represented—it seems to have completely left course lecturers out of the mix. And in the Bissonnette-Porter report, as well, while considerable emphasis is placed on the

value-creation of teaching, no mention is made of the essential role course lecturers play in this area of a university's mission. In both cases, FNEEQ was quick to publicly express its disappointment and demand that course lecturers be given the representation and recognition they deserve for the contribution they make to the quality of university education throughout Quebec. To be continued...

As for sector negotiations, talks are still underway for McGill University course lecturers. This is for a first collective agreement, with an employer known for inflexibility. But upper management changes could turn the tides... *Télé-Université* tutors and course lecturers at *Université du Québec en Abitibi-Témiscamingue*, for their part, are also in the process of negotiating the renewal of their contract.

Now for some good news: an agreement in principle has been reached at *Université Laval*, *Université de Montréal's* existing contract has been extended—with a salary increase, and a new agreement has been signed at Chicoutimi.

Also worthy of mention is the adoption of the 2009-2013 negotiation cycle stock-taking report and the signing of a



solidarity agreement for the new cycle about to begin.

Over the coming year, the university sector will carry out preliminary work in view of the upcoming forum on the role of course lecturers in universities, which will be taking place in 2014. Such themes as recognition, professional autonomy, job stabilization, and the contribution of course lecturers to research, creation and service to the community will be submitted for reflection and discussion.

Be sure not to miss the 13th annual *Journée nationale des chargées et chargés de cours* on November 22!

¹ See www.chargesdecours.com and Facebook: *les chargées et chargés de cours dans nos universités québécoises*

Fneequeries

FNEEQ members in action...

The CSN's 13 central councils, which represent all of the unions in a given geographical area on the regional level, held their convention this year. Many FNEEQ members sit on these councils and actively contribute to the dynamism of regional union life.

Worthy of mention is the election of Engelbert Cottenoir, course lecturer at UQAC, as President of the central council in Saguenay-Lac-Saint-Jean, of Catherine Ladouceur, teacher at *CEGEP de Sherbrooke*, as Secretary General in Estrie, of Paul Lavergne, teacher at *Collège Shawinigan*, as President in Cœur-du-Québec, of Ginette Pelletier, course lecturer at UQAR, as Vice-President in Bas-Saint-Laurent, and of Dominique Daigneault, teacher at *CEGEP du Vieux Montréal*, as President in Metropolitan Montréal.

AQPC symposium

During its annual symposium held in June 2013, the *Association québécoise de pédagogie collégiale* awarded honorary mentions to CEGEP teachers who have distinguished themselves by virtue of their commitment to teaching and contribution to college education in Quebec. Recipients are chosen annually by their peers in each institution in recognition of their outstanding commitment. For the list of this year's honourees, see the AQPC Website (www.aqpc.qc.ca).



www.facebook.com/FneeqCSN



www.twitter.com/FneeqCSN

Imagine moving forward

Who among us hasn't chanted *On avance, on avance, on ne recule pas!* in a demonstration? The CSN has decided to take this basic tenet one step further by kicking off a grassroots education campaign on the theme *Imagine moving forward*. Why? Because social progress is up to us.

Caroline Senneville

FNEEQ President

France Désaulniers

Communications Advisor

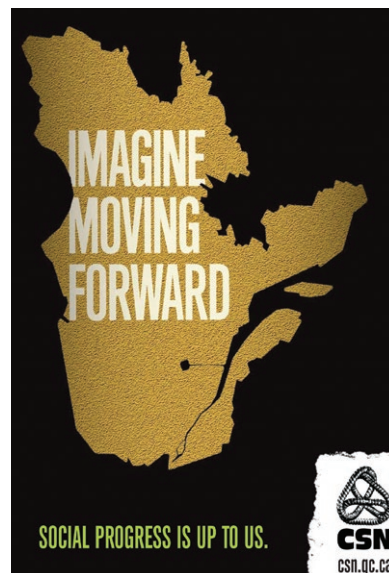
Lifelong income security, sustainable economic development, the maintenance and development of public services, the strengthening of democracy and public participation—these are all issues at the heart of the campaign of ideas the CSN has launched and plans to bring to confederation members beginning this fall.

To promote the widest possible involvement in this group brainstorming exer-

cise, the CSN will be organizing a series of public meetings that will be held in every region of Quebec and attended by members of the confederation's executive committee.

We encourage you all, of course, to take part in this process. It will be an ideal opportunity not only to discuss the kind of society we want and the role the labour movement can play in bringing it about, but also to make your voices heard on union priorities.

Within the context of this campaign, FNEEQ also urges you to organize your own discussion activities centred on



these issues. Feel free to call upon us, or on your central council, for assistance in putting together such an event. The members of the FNEEQ executive committee will be more than happy to make themselves available to be on hand.

See: www.csn.qc.ca/html/static/etsionavancait/Broch_CSN_Avancait_EN_FINAL_LR.pdf

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MAPLE SPRING, ONE YEAR LATER

A year. It's a short time and a long time, all at once. Since spring 2012, numerous lectures, symposiums, seminars, publications and films have sought to chart, depict, replay and analyze the student conflict that left an indelible mark on Quebec society. In many educational institutions, teachers, departments and even the schools themselves organized a variety of initiatives to underline the first anniversary of "Maple Spring." While by no means exhaustive, here is a brief look at some the different events and activities that took place.



PHOTO: JULIA DAUS

France Désaulniers
Communications Advisor

In May 2013, teachers from the French, Fine Arts and Social Sciences departments at **CEGEP Lionel-Groulx** organized *Rouge comme un printemps* (Red like the spring), an event that revisited the student movement through speeches, photo exhibitions, video screenings, authors and essayists. A debate, open to the public, delved into the aftermath of the crisis.

The 7th edition of Citizenship Week at **CEGEP du Vieux Montréal** in April 2013 also served as an opportunity to look back on this defining moment in our history. During the week, *D'un printemps à l'autre* (From one spring to the next) examined such issues as the media's coverage of the strike, teachers' duty of restraint, freedom of expression and civil disobedience.

A two-day symposium put on by **Université du Québec à Chicoutimi** brought together academics who spoke about the roots of the movement and the challenges of financing university studies and analyzed the more philo-

sophical and political aspects of the protest. These lectures were taped and broadcast on *Canal Savoir*, where they are still periodically re-aired.

On June 7, 2013, the **CEGEP Montmorency** teachers' union launched a collective work entitled *Avec vous dans la rue* (With you in the streets), an echo of the students' own slogan, *Avec nous dans la rue* (With us in the streets). Throughout the spring, these teachers spoke out in active defence of the right to accessible



PHOTO: LUC JARDON

public education. This work is a compilation of their various presentations and includes texts outlining their analysis of the conflict.

Retour vers le printemps

From April 9 to 12, 2013, **CEGEP Garneau** in Québec City hosted a symposium called *Retour vers le printemps* (Back to the spring). Organized by teachers from the Philosophy and Literature departments, this initiative enabled students to take part in nearly a dozen lectures and round-table discussions designed to stimulate their reflection on the events of Maple Spring and the issues it raised. Guest speakers included Guy Rocher, Michel Seymour, Mathieu Bock-Côté, Marc Simard, Diane Lamoureux and Gilles Gagné, to name but a few. While tuition fees were obviously a topic of discussion, so were the Parent Report, the legal prosecution of protesters, the role played by the media, the question of student democracy, and the conflict as experienced in the Québec City region. This was an occasion for students who were in CEGEP at the time of the protests to look back on the events they lived through, and for those who were not yet there to gain a better understanding of what happened, beyond the media's portrayal of the situation.

François Chassé
Vice-President of Information
Collège François-Xavier-Garneau teachers union

5^{Oct} World Teachers' Day

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World Teachers' Day
5 October 2013

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World Teacher Award 2013
2013 世界教师奖颁奖典礼



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