

CLASSIFICATION PLAN

MINISTÈRE DE L'ÉDUCATION
Management Negotiating Committee for English-language
School Boards

PROFESSIONAL PERSONNEL

School boards
and
Regional boards
for Protestants

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INTRODUCTION

1. The Category of Professional Occupations

For the purposes of the job classification system, the category of professional positions includes those positions the performance of which normally requires a university degree and which possess the characteristics described hereafter for positions at a professional level.

2. The Definition of Professional Level Occupations

The general framework of the professional level occupations is that described hereafter:

- a) the professional is responsible for the realization of the objectives, policies and programs defined by the board for determined sectors of activities in conformity with the standards fixed as to the results to be obtained;
- b) he works within the framework of the following activities among others:
- curative action;
 - preventative action;
 - organization;
 - animation;
 - research, planning, conception, development and realisation;
 - administration and management;
 - counselling, assistance, etc.
- c) he has the choice of the means, the methods and the procedures in order to realize the objectives of the programs for which he is responsible, taking into account the practices and general procedures defined for his action.
- d) he carries out his activities with school clientele, parents, other personnel as well as the population concerned, all within the framework of the usual activities of the board;
- e) he assists the personnel concerned in the evaluation of needs, the fixing of objectives, the elaboration of policies and in the development and adaptation of projects directly linked to programs to be carried out.
- f) he may be called upon to participate in studies and in work within multidisciplinary teams.

g) in the framework of his professional activities, he may be called upon to coordinate, to supervise, the work of professional, technical and office personnel and others, in the tasks accomplished relative to the realization of activity programs and to the smooth functioning of the operations of which he is in charge.

3. Employment Groups

An employment group is a unit of the classification system in which may be classified a number of jobs with common characteristics regarding the nature of the work and having the qualifications and skills required.

4. Qualifications Required

The qualifications established in the classification system for the performance in a position constitute the minimum requirements.

They are generally fixed in terms of training (a bachelor's degree according to the system currently in force in the universities of Quebec) but occasionally also in terms of legal requirements.

The training required to carry out a professional job corresponds to a level of schooling, sanctioned by a university degree, which constitutes the minimum level of knowledge required to adequately perform the functions of that position.

Exceptionally and after evaluation of the qualifications of a candidate, years of pertinent experience may be accepted by the board as equivalence in the case of a level of schooling lower than the minimum required.

5. The Principles Regarding the Application of the System

5.1 The responsibility for classification

Each board is responsible for the classification of its professional positions within the employment groups described in this classification system.

5.2 Classification

In order that a position may be classified in a given employment group, it is necessary that the tasks described for that position correspond to the nature of the work of the group.

However, it is not necessary that all of the characteristic duties or all of the sectors of activities described in an employment group be carried out by the employee in order that his position be so classified.

On the other hand, the fact that an employee occasionally performs a characteristic attribute of an employment group does not justify his classification in this group if his regular tasks are of another employment group.

Moreover, the description of the employment group does not necessarily contain in a specific manner all of the characteristic duties and all of the sectors of activities carried out by the occupations in these groups. The boards may add attributes and sectors of activities in order to adapt the characteristics of these employment groups to specific situations.

6. Contents and Description of the Employment Groups

The characteristics described for professional level occupations apply to each employment group described in this document.

The description particular to each employment group deals with the nature of work specific to that employment group, the qualifications required and includes, as well, by way of example, a partial list of characteristic duties.

In the framework of assignment of activities, wherever, reference is made to "pupils", in the classification plan, this may also be read as applying to students or to pupils and students.

I- PROFESSIONAL POSITIONS

ACADEMIC AND VOCATIONAL INFORMATION COUNSELLOR

Nature of the work

The academic and vocational information counsellor's work includes, in particular, providing individual or collective assistance to pupils or students in the choice of their academic or professional career by presenting and circulating information relative to the requirements of academic programs and those of various sectors of the labour market.

Qualifications required

A bachelor's degree with an appropriate specialization, such as the following:

- academic and vocational information;
- guidance counselling.

Some characteristic duties

The academic and vocational information counsellor analyzes the needs of the school clientele and the milieu in the field of his specialty and adds his contribution to a guidance program most suited to the needs identified.

He organizes meetings to sensitize students to matters related to guidance.

If necessary, he sees to the organization and operation of a documentation centre on the academic world, the professions and the labour market.

He does an analysis, evaluation, classification, and on occasion, an adaptation of academic and vocational information intended for students.

He ensures maximum use of all the documentary material prepared for the information of students.

I- PROFESSIONAL POSITIONS

ADMINISTRATION OFFICER

Nature of the work

The occupation of administration officer includes, in particular, carrying out current administrative programs and procedures of one or more administrative units of the board, particularly in some or all of the following sectors of activities:

- budgetary programming and control;
- personnel management;
- supervision and coordination of the work of support staff;
- management of equipment, etc.

Qualifications required

A bachelor's degree with an appropriate specialization, such as business administration.

Some characteristic duties

The administration officer sees to the smooth operation of current activities, the preparation of contracts and various statistics. His responsibilities include the organization, coordination and supervision of the activities of support staff.

He may be called upon to implement and develop various procedures, such as those concerning hiring, budgetary control and control of equipment.

In addition, his work may include keeping minutes, studying files, gathering the information required to prepare official replies and the writing of reports, inquiries, etc.

The administration officer gathers or transmits the information or data needed for smooth administrative operations.

I- PROFESSIONAL POSITIONS

ANALYST

Nature of the work

The occupation of analyst includes, in particular, the analysis, development, coordination and control of systems, methods, procedures and programs relating, among others, to administrative organization and operations, communication structures, data processing by computer or by other means and the rational use of material and human resources of the school board.

The occupation of analyst may also include carrying out studies and research so as to propose school organization plans based on demographic evolution, taking into account the pedagogical orientations of the board. The supervision of the realization of projects that are a follow-up to studies and research undertaken may also be entrusted to the analyst.

Qualifications required

A bachelor's degree with an appropriate specialization, such as:

- administration;
- data processing;
- pure and applied science.

Some characteristic duties

In the sector of data processing:

He gathers, arranges, evaluates, analyzes, and consolidates the data on a problem; he proposes a solution, determines the computer-processing program taking into account the needs and objectives expressed, the budgetary or structural restrictions and the equipment available. In some cases, he may be required to carry out the programming of the systems, verify the results and prepare the appropriate documentation by himself or with the aid of programmers.

In the sector of programs related to the use and development of human and material resources:

He is particularly concerned with the analysis of communication channels and procedures, the methods for gathering information, the organization of work space in terms of the distribution of people and equipment, the organization of duties, the use of equipment and the methods and procedures used in executing tasks, some of which may be linked to computer application.

He may be called upon to collaborate through research or by advice, on the application of collective agreements, laws, regulations and administrative rules. The analyst, in this sector, may be called upon to help find a solution to problems caused by the reassignment of surplus personnel (studying the manpower estimates, drawing up retraining policies, etc.)

He draws up, organizes, coordinates, administers and controls the

professional improvement and retraining policies, programs and procedures and, following an evaluation thereof, applies the corrective measures required. He controls the expenditures and commitments within the budgets for the development of human resources, authorizes the disbursements and collaborates on the budgetary estimates.

I- PROFESSIONAL POSITIONS

SPEECH THERAPIST, AUDIOLOGIST OR SPEECH AND HEARING CORRECTION OFFICER

Nature of the work

The occupation of speech therapist, audiologist or speech and hearing correction officer includes, in particular, the detection, identification and evaluation of speech and hearing problems in order to recommend the appropriate learning situation and to carry out or collaborate in the realization of the therapy which is suitable to the reeducation or the readaptation of the pupils concerned.

Qualifications required

Be a member of the Professional Corporation of Speech Therapists and Audiologists of Quebec

or

possess a bachelor's degree with an appropriate specialty such as:

- speech therapy;
- audiology.

Some characteristic duties

The speech therapist, audiologist or speech and hearing correction officer detects and evaluates troubles in speech, language and hearing of pupils by means of individual or group meetings. He selects students likely to benefit from special classes and special care. If necessary, in collaboration with other health specialists, he determines and applies an appropriate reeducation therapy; if necessary, he refers certain cases to specialized clinics.

In the execution of his tasks he is called upon to participate in case studies with multidisciplinary teams insofar as pedagogical implications are concerned.

His functions also require him to establish close contacts with parents, teachers and other individuals involved.

He advises the board, as need be, in the matter of arranging special classes as well as in matters concerning the equipment in his sector.

I- PROFESSIONAL POSITIONS

CHAPLAIN

Nature of the work

The occupation of chaplain includes, in particular, the development and realization of activity programs dealing with the role of minister to the school community, students and personnel of the school board.

This occupation includes moral and spiritual guidance to the members of the school community and assistance to the teachers of moral and religious instruction.

Qualifications required

Bachelor's degree with an appropriate specialty, such as:

- theology;
 - religious science.
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I- PROFESSIONAL POSITIONS

CHRISTIAN EDUCATION CONSULTANT (for Catholics)

Nature of the work

The occupation of christian education consultant includes, in particular, giving advice to the director general and executive personnel as well as the animators of the personnel assigned to religious or pastoral teaching and the guidance, organization and evaluation of activities relative to christian education.

These occupations are performed under the authority of the director general and also include relations with the competent religious authorities in order to foster the information, animation and participation of the religious groups concerned with the population served by the school board.

Qualifications required

A bachelor's degree with an appropriate specialty, such as:

- theology;
- religious science;
- pastoral science.

Hold, as well, a pastoral mandate issued by the Bishop of the diocese where the school board is situated.

I- PROFESSIONAL POSITIONS

GUIDANCE COUNSELLOR OR COUNSELLOR IN ACADEMIC TRAINING

Nature of the work

The occupation of guidance counsellor or counsellor in academic training includes, in particular, providing assistance to pupils in the choice of the educational profile most suited to their inclinations and aptitudes and most appropriate to the academic or vocational professional career they have chosen.

Qualifications required

To be a member of the Professional Corporation of Guidance Counsellors of Quebec or possess a bachelor's degree with an appropriate specialty, notably in academic training.

Some characteristic duties

The guidance counsellor or counsellor in academic training performs duties relative to the development of the objectives and policies of the guidance service with due consideration for the general administrative and educational policies in effect at the level of the school or the level of the board. He is responsible for the application of these policies.

On the basis of individual or group counselling sessions as well as the results of tests, he advises students on their individual orientation. He participates in case studies within a multidisciplinary team; he may be required to see to the organization and realization of conferences, study sessions, visits to industry, etc.

He must maintain close contact with the labour market, the administrative staff, the teachers, the parents and with other institutions involved in the guidance of students.

He prepares and keeps up-to-date student files on questions relating to his field.

I- PROFESSIONAL POSITIONS

PSYCHOLOGIST OR COUNSELLOR IN REEDUCATION

Nature of the work

The occupation of psychologist or counsellor in reeducation includes, in particular, the analysis of the aptitudes and the behaviour of pupils in order to assist them in choosing the correct educational orientation and also, as the case may be, to recommend appropriate retraining and rehabilitation programs and to ensure that these programs are carried out.

Qualifications required

Be a member of the Professional Corporation of Psychologists of Quebec or possess a bachelor's degree with an appropriate specialty such as psychology.

Some characteristic duties

The psychologist or counsellor in reeducation performs duties related to the realization of the objectives and general work policies of the psychology department, taking into consideration the general administrative and educational policies of both the school and the school board. He is responsible for the application of these policies.

He meets students individually or in groups and, when necessary, he administers intelligence tests, personality tests and other tests of a specific nature. He is responsible for student retraining and readaptation. He will refer the student to the appropriate persons as well as to specialized institutions as required.

He collaborates in the planning of activity programs especially for special classes; he assists and advises the administration, teachers and parents and provides them with appropriate reports. He collaborates in case studies within multidisciplinary teams.

He establishes and keeps up-to-date student files on matters relating to his sector.

I- PROFESSIONAL POSITIONS

DIETICIAN OR NUTRITION CONSULTANT

Nature of the work

The occupation of dietician or nutrition consultant includes, in particular, activities related to nutrition and the proper feeding of the school population, especially the education and information relative to these fields, the elaboration and application of the norms for the quality of food services, for the facilities, equipment and personnel of these services, etc.

Qualifications required

Be a member of the Professional Corporation of Dieticians of Quebec or possess a bachelor's degree with an appropriate specialty, such as dietetics.

Some characteristic duties

The dietician or nutrition consultant sees to the identification and the analysis of the needs of the school population with respect to nutrition.

He advises the board on the nutrition program likely to respond to the identified needs.

He contributes to the organization as well as to the operation of the approved program and verifies its application.

He evaluates the effectiveness of the nutrition program and makes the appropriate recommendations.

He advises the board on the ways to arrange and operate its kitchens and cafeterias, on the purchase of equipment, food and any other article necessary. He may likewise establish any norm relative to staff for food services; he may collaborate in their training.

I- PROFESSIONAL POSITIONS

EDUCATION CONSULTANT

Nature of the work

The occupation of education consultant includes, in particular, to advise senior officials in the educational services, teachers and other professionals in matters concerning the implementation, development and evaluation of educational programs, the appropriate academic organization and the selection and use of methods, techniques, equipment, teaching material, etc.

The education consultant is concerned above all with the following sectors of activities:

- teaching of a discipline or a group of disciplines;
- vocational training;
- special education;
- teaching methods;
- adult education.

Qualifications required

A bachelor's degree with an appropriate specialty.

Some characteristic duties

In all sectors:

The education consultant keeps abreast of research and new developments in the field of education, especially with respect to curricula and educational methods, complementary activities, manuals and other educational material and evaluation of academic performance.

In conformity with the policy established by the board he sees to the introduction of both experimental and other new developments; he provides information on new requirements brought about by change and he encourages a continuous process of evaluation within the milieu. It is his duty to advise the board and all persons concerned in such matters. His main role is that of stimulating the educational interests of the teachers in his discipline or group of disciplines.

He verifies the results obtained through the use of various methods and assesses the school clientele's progress primarily in relation to the methods employed.

In particular, he may advise on matters concerning the purchase of equipment and educational material and on ways of planning the use of classrooms.

In addition, he may provide advice on questions concerning the professional improvement programs for teaching staff; he may also provide planning for the programs and assess the results.

In the vocational training sector:

The education consultant is concerned with promoting the board's vocational training courses among the school clientele and the public.

He obtains the aid of specialists. He uses the physical resources of the world of industry and commerce in order to ensure that the education given is of a high standard.

He keeps in close touch with the world of industry and commerce in order to be aware of its needs. He works towards the establishment of new courses and he evaluates the existing courses.

He collaborates in the organization of courses and in placing students through the man power centers and other affected organizations.

In the special education sector:

The education consultant sees to the implementation of the services offered by the board to children with learning or emotional problems.

He may be called upon to establish communications with other boards and outside bodies in order to assure the coordination of special education services.

He proposes to the education officers effective means of educating or reeducating pupils showing physical or intellectual sensory deficiencies or any other learning or emotional problem.

In the teaching methods sector:

The education consultant contributes, with regard to educational services, to the development and application of the board's policies with regard to management and use of teaching methods and techniques.

He analyzes the needs of the schools and proposes plans for the development of documentation centres and audiovisual services that are suited to the objectives and curricula of the institutions.

He promotes the better use of teaching methods and techniques among teachers and other school level personnel with a view to making better use of such methods and techniques.

I- PROFESSIONAL POSITIONS

ENGINEER

Nature of the work

The occupation of engineer includes, in particular, the application of physical laws and the principles of applied science to the tuning, use of and inspection of machines, instruments and material for, among others:

- the construction and repair of buildings;
- the upkeep of grounds;
- the installation and operation of the distribution and circulation systems, etc.

Qualifications required

Be a member of the Professional Corporation of Engineers of the Province of Quebec.

Some characteristic duties

The engineer may be called upon to draw up, prepare, experiment with, implement, standardize and control various engineering, administrative or research tasks for various purposes of the board.

He may be the board's representative to professional firms or business concerns with which the board has dealings.

He may be called upon to contribute his specialty to the work of multidisciplinary teams with a bearing on administrative, pedagogical or technical subjects.

I- PROFESSIONAL POSITIONS

FINANCE OFFICER

Nature of the work

The occupation of finance officer includes, in particular, carrying out administrative programs and procedures and to provide assistance to the various administrative units of the organization related to finance, particularly in the following fields:

- budgetary planning and control;
- accounting;
- reports and financial statements;
- collection of revenue;
- planning of expenditures.

Qualifications required

A bachelor's degree with an appropriate specialty, such as commerce or business administration.

Some characteristic duties

In the area of budget planning, the finance officer may be required to develop and apply the norms and procedures pertinent to this sector; he may be required to make the forecasts needed to determine short, medium and long-term operating costs; he may exercise control over the budget and accounting operations; he may also undertake the preparation of financial statements.

In the field of school finances, he may deal with the problems of liquidity, in particular, by taking appropriate measures to expedite collection of amounts owing to the board and planning its expenditures, by studying the investment market and preparing the necessary studies for entry into the loan or bond market.

He may be required to set up and control the application of the administrative norms and procedures for operations within his jurisdiction. He may also look after the payroll department.

I- PROFESSIONAL POSITIONS

INFORMATION OFFICER

Nature of the work

The occupation of information officer includes, in particular, the development and execution of policies and programs of information and publicity directed towards the students, parents, and others who are concerned with the activities of the board; to this end he makes use of the various modes and information media.

The information officer is also directly concerned with the publications of the board: course guides, reports, briefs, etc.

Qualifications required

A bachelor's degree with an appropriate specialization, such as:

- communications;
- journalism.

Some characteristic duties

The information officer chooses, gathers, and on occasion consolidates or adapts, information with a view to presenting it to a specific group of people, using various techniques.

He establishes channels of communication with the various departments of the board in order to keep abreast of their activities.

He draws up and revises the course guides, the communiques and the information and publicity documents dealing with these activities and intended for personnel, school clientele, parents, the press or specific socio-economic groups.

He may also be responsible for the organization and management of an information centre comprising articles of interest to the board.

I- PROFESSIONAL POSITIONS

LIBRARIAN

Nature of the work

The occupation of librarian includes, in particular, the application of techniques and methods of library science relevant to the selection, conservation, classification, organization of and access to materials found in one or more of the libraries of the school board.

Qualifications required

A bachelor's degree with an appropriate specialty.

Some characteristic duties

He is responsible for the development of the library: he selects books, periodicals, microfilms, evaluates and provides a synopsis of the works in terms of the school board's objectives and of the knowledge of the programs in effect.

He carries out the classification, cataloguing and indexing of books and other documents that are kept in one or more of the libraries.

He organizes and controls inventory, purchases, orders, new acquisitions, inter-library loans, etc.

He ensures accessibility to the documentation and effects bibliographical research as required by the users.

He may be required to prepare and present to the senior staff briefs and reports concerning the development, use and promotion of the libraries.

I- PROFESSIONAL POSITIONS

MEASUREMENT AND EVALUATION CONSULTANT

Nature of the work

The occupation of measurement and evaluation consultant includes, in particular, providing leadership and assistance to teachers and other personnel concerned in the evaluation of the performance of the school clientele.

Included in this role is the establishing of measurement and evaluation policies, the developing and utilizing of suitable instruments of measurement and the administration of files and academic transcripts, etc.

Qualifications required

A bachelor's degree with an appropriate specialization, such as docimology.

Some characteristic duties

The measurement and evaluation consultant sees to the implementation of a docimology and a taxonomy that correspond with the educational objectives.

He prepares the statistics needed for the purpose of information, studies and research.

He deals with the classification and safekeeping of academic results and is responsible for the issuing of attestations of studies.

I- PROFESSIONAL POSITIONS

OCCUPATIONAL THERAPIST, PHYSIOTHERAPIST OR REHABILITATION OFFICER

Nature of the work

The positions of occupational therapist, physiotherapist or rehabilitation officer include, in particular, the realization, upon medical prescription, of rehabilitation programs for students with motor or perceptual-motor difficulties or problems in order to permit these students to achieve the greatest possible independence in the use of the motor and the perceptual-motor functions of their bodies and to facilitate their integration into an academic program appropriate to the nature and the level of their abilities.

Qualifications required

Be a member of the Professional Corporation of Occupational Therapists of Quebec or the Professional Corporation of Physiotherapists of Quebec, as the case may be, or possess a bachelor's degree with an appropriate specialty such as:

- occupational therapy;
- physiotherapy.

Some characteristic duties

In the occupational therapy sector:

He measures the abilities and the limitations of the student with perceptual-motor difficulties.

He advises teachers about students who have perceptual-motor difficulties which interfere with the student's ability to advance in his school work.

He conditions the student in order that he may attain the maximum operational independence and provides appropriate advice to people looking after the pupil so that his rehabilitation may continue in any given situation.

He analyses the rate of possible performance of the pupil in occupational training and applies the therapeutic techniques to improve him, if necessary.

In the physiotherapy sector:

He gives students the benefit of his specialty as indicated by a medical prescription. He shows handicapped students how to use the equipment and prostheses and he chooses, if necessary, the type of exercises which suit them best, according to the medical prescription.

He maintains a clinical record of the progress observed during treatment and exercises.

He may advise, in particular, on the purchase of material in his sector and assure that the equipment used is maintained in proper working order.

He may be called upon to contribute to rehabilitation work and furnish the information useful for the rehabilitation of handicapped students.

I- PROFESSIONAL POSITIONS

READAPTATION OFFICER, PSYCHO-EDUCATOR OR ORTHOPEDAGOGUE

Nature of the work

The occupations of readaptation officer, psycho-educator or orthopedagogue include, in particular, the detection, identification and evaluation of school related problems or problems of socio-emotional behaviour and to carry out or assist teachers to carry out reeducation programs or readaptation programs with students having learning problems through individual or group therapy.

Qualifications required

A bachelor's degree with an appropriate specialty such as:

- special education;
- psycho-education;
- orthopedagogy.

Some characteristic duties

Through the use of measuring techniques and instruments that are proper to his discipline, the rehabilitation officer, the psycho-educator or orthopedagogue evaluates the student's behaviour brought to their attention by the first observations of the teachers which reveal a possibility of maladjustment at the socio-emotional level or at the normal learning process level.

He participates with the appropriate multidisciplinary team, in the study of cases so as to determine the necessary measures for re-education. He refers certain cases to specialized clinics, if necessary.

He regroups the students that are identified as having common problems and meets these groups on a regular basis for specific activities.

He meets certain students having specific problems in order to help their integration in a reeducation group or

their integration in a regular group.

He prepares the material and the development of the activities necessary for reeducation, analyses and identifies the student's behaviour in the reeducation groups.

In his occupation, he is also called upon to establish close contacts with the parents, teachers and other implicated professionals.

I- PROFESSIONAL POSITIONS

PASTORAL ANIMATOR (for Catholics)

Nature of the work

The occupation of pastoral animator includes, in particular, the elaboration and carrying out of the cult, pastoral and liturgical activity programs in the school as well as the religious and moral counselling of students and provides assistance to personnel responsible for religious and moral instruction.

Qualifications required

A bachelor's degree with an appropriate specialization, such as:

- theology;
- pastoral science;
- religious sciences.

Hold, as well, a pastoral mandate issued by the Bishop of the diocese in which the school board is situated.

Some characteristic duties

The pastoral animator promotes within the school community the experiences favorable to christian life with respect to learning and training activities proposed by the school.

He sensitizes school personnel to the purpose of christian education.

He collaborates in particular with those responsible for religious and moral instruction.

He assists students and school personnel to experience diverse facets of christian life and furnishes, notably, the opportunity for liturgical and apostolic activities.

He fulfills the moral or spiritual counselling needs.

He helps provide information to parents on christian life in the school and fosters the participation of the christian

communities in the education of the faith of the students.

I- PROFESSIONAL POSITIONS

RELIGIOUS AND MORAL INSTRUCTION CONSULTANT

Nature of the work

The religious and moral instruction consultant is a professional whose occupation includes, in particular, the role of an advisor to the director general and executive personnel as well as the role of animator to chaplains and other personnel concerned with activities related to moral and religious instruction insofar as the orientation and evaluation of these activities is concerned.

These duties are carried out in relation to the religious authorities of the community of which the board is a part.

Minimum qualifications required

Bachelor's degree with an appropriate specialty, such as:

- theology;
 - religious science.
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I- PROFESSIONAL POSITIONS

SOCIAL WORKER OR SOCIAL SERVICE OFFICER

Nature of the work

The occupation of social worker or the social service officer includes, in particular, the diagnosis of the causes of abnormal social behaviour appearing in certain students or groups of students and the analysis of the influence of the social or family environment on the behaviour of these students and carrying out or assisting in the development of appropriate corrective programs for given situations.

Qualifications required

Be a member of the Professional Corporation of Social Workers of Quebec or possess a bachelor's degree with an appropriate specialty such as Social Work.

Some characteristic duties

The social worker or social service officer uses either an individual or a group approach to ensure that the student reaches his full potential, above all in matters of personal development and relations with his family and society.

He presents the recommendation he judges appropriate in order that the student may benefit fully from his educational experience.

He creates a sense of awareness and a sense of motivation in the milieu with regard to certain socio-educational problems such as absenteeism.

He receives and analyzes the requests for aid that are submitted to him and after due research applies the appropriate solutions, in some cases referring students to the specialized organizations with which he collaborates.

He keeps the case files for which he is responsible up-to-date.

I- PROFESSIONAL POSITIONS

SPECIALIST IN TEACHING METHODS AND TECHNIQUES

Nature of the work

The occupation of specialist in teaching methods and techniques includes, in particular, the development, organization and direction of activities of the documentation centre or activities related to the development and use of educational techniques in one or several teaching establishments.

A major part of his role consists of encouraging students and teachers in the rational use of teaching methods and techniques as a part of the learning process.

Qualifications required

A bachelor's degree with an appropriate specialty, such as:

- library science;
- audio-visual;
- education with a specialization in the didactic use of audio-visual techniques or in teaching techniques.

Some characteristic duties

In the area of documentation in the broadest sense of the term, the specialist in teaching methods and techniques initiates the school clientele and teachers to the use of documentation centres (the library, the audio-visual library, etc.) and helps them in their research. Using such reference works as index lists, publishers' lists, catalogues, encyclopedias, etc., he carries out research, draws up bibliographies and lists sources of information in response to the various requests he receives.

He is responsible for applying the techniques and methods of his discipline in the selection, storage, classification and organization of the documentation in libraries and other documentation centres.

In the field of audio-visual techniques and material, the specialist in teaching methods and techniques adapts the various audio-visual means to the educational methods that have been approved; he assesses the quality and quantity of the audio-visual equipment and material needed by the establishment and recommends purchases; he initiates teachers and students in the appropriate selection and use of audio-visual apparatus. He advises them in the production of audio-visual material. For such purposes his role may be that of providing both the concept and the production skill.

I- PROFESSIONAL POSITIONS

SPIRITUAL CARE AND GUIDANCE, AND COMMUNITY INVOLVEMENT ANIMATOR

Nature of the work

The position of spiritual care and guidance, and community involvement animator includes, in particular, the development and implementation of programs of activities of a community, humanitarian, spiritual and religious nature aimed at fostering the development of an autonomous and responsible spiritual life among students and their contribution to the building of a more harmonious and supportive society while respecting the right and freedom of conscience and religion.

Qualifications required

Undergraduate university diploma in an appropriate specialty that consists mainly of courses in the following areas:

- spiritual or religious life
- social life

including courses in the principal religious affiliations, beliefs or trends of secular thought, the place of religion in the lives of individuals and social groups, social practices and contemporary social concerns, animation techniques, child and adolescent psycho-pedagogy, helping relationships and ethics of intervention as well as personal and professional integration seminars and observation and animation training sessions.

Some characteristic duties

A spiritual care and guidance, and community involvement animator conducts activities to help students develop their spiritual lives, to participate in improving their community and the society around them as well as to build links between their spiritual life and community involvement.

He or she conducts individual or collective activities with students who need to gain a deeper understanding of

particular questions or to help them solve problems they have encountered in the areas of spiritual life and community involvement.

He or she informs the school team of the responsibility to facilitate the spiritual development of students. He or she provides the school administration with information and guidance with respect to the students' reality and needs in terms of spiritual life and community involvement.

He or she works in conjunction with and supports fellow staff members in the school and, where applicable, provides them with information and guidance with respect to the students' needs in terms of spiritual life and community involvement.

He or she provides parents and the various organizations in the community served by the school on the various aspects of spiritual care and guidance and community involvement service and, where applicable, works with them to promote the students' spiritual lives and community involvement.

I- PROFESSIONAL POSITIONS

SPIRITUAL, RELIGIOUS AND MORAL EDUCATION CONSULTANT

Nature of the work

The position of spiritual, religious and moral education consultant includes, in particular, the role of advisor to the director general and the management staff as well as the role of animator to the staff assigned to dispense the spiritual care and guidance and community involvement service or the various instructional services in religion or ethics with respect to the orientation, organization and evaluation of the activities.

Qualifications required

Undergraduate university diploma in an appropriate specialty:

- theology;
- religious sciences;
- philosophy;
- sociology.

Some characteristic duties

The spiritual, religious and moral education consultant advises school principals on how to express and organize the religious dimension in their schools while respecting the freedom of conscience and of religion and to promote the spiritual growth of students within the educational project.

He or she advises and assists the administration in integrating the spiritual care and guidance and community involvement service into the student services programs as well as organizing and implementing the service in the various schools.

He or she promotes the development of quality animation and instructional services, in particular, by participating in the ongoing training of those responsible for dispensing instruction in religion, moral or ethics and a spiritual care and guidance and community

involvement service and fostering the efficiency of the services offered in the various schools.

He or she ensures the exchange of information and cooperation between the school board and the religious denominations or groups in its territory.

I- PROFESSIONAL POSITIONS

STUDENT LIFE ANIMATOR

Nature of the work

The occupation of student life animator includes, in particular, organizational and animation duties as well as assistance to pupils in the development and pursuit of activity programs suitable for residences and schools particularly in the following sectors of activities:

- socio-cultural activities: arts and crafts displays, science clubs, humanitarian work, student associations, etc;
- sports and open-air activities, both intramural and extramural;
- adult education.

Qualifications required

A bachelor's degree with an appropriate specialization, such as:

- physical education;
- recreology;
- sociology;
- andragogy;
- genealogy;
- cultural animation.

Some characteristic duties

The student life animator ensures the smooth operation of socio-cultural activities, sports and open-air activities and provides for the introduction of new activities according to the needs expressed by the milieu.

He keeps up to date on the facilities available in the milieu relevant to the activities in his sector. He sees that the rules governing the conduct of the activities are respected: definition of the activity, structure of the work, rhythm of operation, financing, etc.

He ensures the organization of temporary activities. He meets regularly with the people associated with the

management of these activities in order to review and stimulate the work.

As regards life in the residences, he motivates, counsels, guides and directs the students living in residence in the various aspects of residence life and looks after socio-cultural, educational, sports and open-air activities. He may also be in frequent contact with the parents and staff of the schools concerned.

In the sector of adult education

He provides leadership to adults and to local organizations to assist them in discovering, identifying and formulating their educational needs; he assists them in the planning, organization and evaluation of socio-cultural activities, arts and crafts activities, physical fitness programs and other activities related to educational recreation and community cooperation.

I- PROFESSIONAL POSITIONS

TRANSLATOR

Nature of the work

The occupation of translator includes, in particular, the correction and translation of texts or other various documents originating from the school board or addressed to the board. This occupation also includes the setting up and up-dating of documentation related to the work of the translator.

Qualifications required

A bachelor's degree with an appropriate specialty, such as translation.

Some characteristic duties

He translates from French to English and from English to French various texts, reports, speeches, correspondence, notices, resolutions, etc. In particular, he prepares the French version of various documents prepared by the board.

He collaborates on occasion in the writing of texts, either English or French, as well as in the correction of proofs and the translations made by other translators.

He translates, on occasion, certain texts from another language into French or English. He establishes the priority in which texts will be translated.

He maintains an up-to-date collection of publications, a terminology data bank related to his work, etc.
