

**Introduction of "mentor teacher" status
Clauses 1-1.26, 2-1.02, 6-6.02 and 8-7.03 C) and Appendix XIV**

1. Context

Remember that even before the negotiations began, the CAQ government was insistent upon its intention to recognize the expertise of certain teachers by identifying them as "emeritus teachers" and granting them additional remuneration, an intention that was even part of its electoral platform. In the CAQ's view, this new status would certainly contribute to staff retention through the incentive of additional remuneration and a form of career "advancement".

As for QPAT and the FSE-CSQ, they have long argued that there is an urgent need to address both the retention and attraction of staff. One of the measures often put forward by QPAT is to provide support for teachers at the beginning of their careers, notably by facilitating exchanges with their experienced peers.

Since the interests of both the government and QPAT were well known, this was an inevitable part of the negotiations. The negotiations therefore led to the implementation of measures for teachers in professional integration (see sheet on Appendix XXII), as well as the introduction of the status of mentor teacher.

2. Content

1-1.26 Mentor Teacher

A teacher who, in addition to his or her duties as a teacher at the school or centre level, performs the duties of a mentor teacher in accordance with Appendix XIV.

Comments: The introduction of this new status in the 2020-2023 entente implies that a definition be provided in Chapter 1-0.00, as was already the case for "department head" and "supporting teacher". It should also be noted that the addition of this new definition has the effect of shifting the other definitions in article 1-1.00 in order to maintain alphabetical order. We therefore suggest that you review your local agreements to ensure that the references to the clauses in this article are accurate during your next local negotiations.

2-1.02

Without limiting the scope of the foregoing, this agreement applies to **department heads, mentor teachers**, supporting teachers, head teachers and staff assistants, but does not apply to management personnel including principals and vice-principals, professional personnel, administrative personnel, technical personnel, secretarial personnel nor to the personnel of auxiliary and community services or school equipment services.

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Comments: In keeping with the above definition, it was also necessary to ensure that the stipulations of the provincial entente applied fully to teachers with mentor status, as was already the case for supporting teachers, department heads and head teachers.

Clause 6-5.03

For the 2021-2022 and 2022-2023 school years, a teacher who acts as a mentor teacher in accordance with clause 1-1.21, shall receive, for his or her additional responsibilities, the annual supplements provided in clause 6-5.01.

Comments: It is in this clause that the annual supplement granted to the mentor teacher is found, the supplement being the same as that granted to a head teacher in the case where the school has more than one building at its disposal.

Clause 8-7.03 c)

For the purposes of the preceding sub-clauses a) and b), a full-time teacher is a regular teacher, with the exception of a teacher on availability, a department head, a supporting teacher within the meaning of article 8-11.00, the mentor teacher referred to in Appendix XIV, a teacher referred to in sub-clause a) of clause 5-3.36 and a teacher on a full-time or part-time leave of absence for the whole year in accordance with this agreement.

Comments: At the stage when the SB or SSC establishes the average time, on October 15, it should be added that teachers with mentor status be excluded for calculation purposes, as was already the case for excess teachers (regular substitution), department heads, supporting teachers and teachers who have been granted a leave of absence under article 5-15.00 so that there is no reduction in the average time.

Appendix XIV Mentor teacher

Text of the 2020-2023 entente	Comments
<p>I - Objectives</p> <p>For the duration of the agreement, this appendix is part of a perspective of recognition and enhancement of the teaching profession in general youth education, adult education and vocational training. In establishing the role of mentor teacher, the parties have the following objectives:</p> <ul style="list-style-type: none"> - providing greater support to teachers, particularly those at the beginning of their careers, notably by facilitating their professional integration through individualized support. - recognizing the expertise of teachers and promoting its transfer; - promoting the integration of teachers into the educational community and their retention in the teaching profession. <p>The parties recognize the importance of assigning this particular responsibility to a teacher with a variety of professional skills and expertise.</p> <p>II - Role and duties of the mentor teacher</p> <p>In addition to his or her function as a teacher, the mentor teacher is mainly dedicated to accompanying and supporting his or her peers in the development of their professional skills and in the performance of their teaching duties, particularly with regard to the delivery of learning and training activities to students.</p> <p>In assuming this role, the mentor teacher shares, particularly in the form of mentoring, his or her knowledge from teaching practices, including his or her interpersonal skills, know-how and</p>	<p>A form of flexibility that allows the (provincial) negotiating parties to improve, enhance or abolish this appendix after an initial implementation.</p> <p>The stipulations apply to the three main sectors.</p> <p>It is therefore possible that more experienced teachers may benefit from this program (e.g., change of field or teaching level).</p> <p>Be careful of SB's or SSC's that might be tempted to form groups of teachers.</p> <p>It is important to avoid the possibility that the mentors chosen are, in fact, "managers in the making".</p> <p>Depending on the sector, this is in addition to the general function of clauses 8-2.01, 11-14.02 or 13-15.02.</p> <p>It is therefore acceptable, and even desirable, that the mentor teacher mentor during classes and lessons.</p>

<p>expertise, thus contributing to the professional integration of teachers, particularly those at the beginning of their careers.</p> <p>The mentor teacher:</p> <ul style="list-style-type: none">- acts as a guide, role model, and facilitator, in his or her role as a mentor;- performs other duties consistent with clause 8-2.01¹ (general duties) that may be assigned to him or her, taking into account his or her expertise and professional skills, and that are of a nature to assist students and teachers. <p>The mentor teacher shall perform his or her duties in one or more educational institutions according to the needs determined by the SB or SSC.</p>	<p>It will be important here to check your local travel-expense provisions.</p>
<p>III - Profile and appointment of the mentor teacher</p> <p>Taking into account the above, it is up to the school board to establish the profile and characteristics sought for candidates who may be called upon to fill the role of mentor teacher, after consultation with the union. The desired characteristics must include that the mentor teacher have the necessary experience to act in this capacity.</p> <p>Among the teachers who meet the profile and characteristics sought, the school board appoints annually, after consultation with the participating body of teachers at the school or centre level, the mentor teachers who agree to act in this capacity. This appointment shall be renewed from one school year to the next unless the SB or SSC notifies the teacher and the union to the contrary by May 31.</p>	<p>It is important to assert this right, ideally even to have it added to your consultation items in your Chapter 4-0.00.</p> <p>To be established during the consultation: number of years of experience? Number of subjects taught? Again, it may be appropriate to add these elements to your local agreement.</p> <p>Although there is nothing mentioned in the text, the teacher may, of course, withdraw at his or her discretion.</p>

¹ Read clause 11-14.02 for adult education and clause 13-15.02 for vocational training.

<p>IV - Number of mentor teachers [...]</p>	<p>No comments.</p>
<p>V - Workload release</p> <p>The SB or SSC distributes the number of FTEs allocated by the Ministère among its educational institutions, taking into account the needs of the community, local program for new teachers and resources available.</p> <p>The mentor teacher shall be released from between 20% and 40% from his or her educational workload to carry out his or her functions. He or she shall be deemed to belong to the teaching category to which he or she belonged at the time of his or her appointment as a mentor teacher.</p> <p>In accordance with the preceding paragraph, the principal shall determine the percentage of release time for the mentor teacher. Within this framework, the principal shall assign to the mentor teacher the various professional activities included in his or her workload.</p> <p>It is the responsibility of the SB or SSC to match the mentor teacher with the teachers referred to in Appendix XXII (professional induction of teachers).</p>	<p>No more, no less; in fact, the employer party tried to get another 5% during the writing phase, which was contrary to the initialled tentative agreement. It is foreseeable that the SB or SSC will try again at the local level. It should also be noted that the annual supplement is awarded regardless of the percentage of the release.</p>
<p>VI – Remuneration [...]</p>	<p>No comments.</p>