

Professional induction of teachers  
(Appendix XXII)

1. Content

Text of the 2020-2023 entente	Comments
<p>General principles</p> <ul style="list-style-type: none"><li>- The parties recognize the importance of supporting early career teachers in their professional induction into the workforce in both general youth education and adult education and vocational training.</li><li>- <b>Within the framework of its local professional induction program, the board shall put in place, after consultation with the union, various teacher induction measures aimed in particular at facilitating the acquisition of the organizational culture and supporting the teacher in the performance of his or her duties.</b></li></ul> <p><b>Under no circumstances should the program be used for evaluation purposes.</b></p> <ul style="list-style-type: none"><li>- The parties shall encourage access to the local induction program during the teacher's first five years of teaching.</li><li>- <b>Unless the board and the union have agreed on a longer duration, the teacher's participation in the local professional induction program shall be compulsory for his or her first two school years of teaching; thereafter, his or her participation shall be voluntary, in accordance with the terms and conditions determined locally by the</b></li></ul>	<p>In the absence of such an already developed local program, the SB or SSC should at the very least put in place measures for professional induction.</p> <p>Depending on the quality of the relationship between the union and the SB or SSC, it might be appropriate to emphasize the relevance of including a "working conditions" component among the measures, and that the union be responsible for providing this component to teachers at the beginning of their career.</p> <p>During the negotiations, we had to insist that condition be included; it will be important to ensure that it is respected.</p> <p>Since the parties encourage access during the first five years, access even after a fifth year is not excluded. Furthermore, the definition of "one school year of teaching" remains to be defined.</p> <p>Local arrangement.</p> <p>Be careful of employers who wish to "confuse" this voluntary work, based</p>

<p>board, after consultation with the union, and <b>in accordance with his or her needs, the context of his or her assignment, his or her career path</b> as well as the financial and human resources available to the institution or the board.</p>	<p>on the teacher's needs, with pedagogical supervision.</p>
<p>- The professional induction of the teacher shall be <b>recognized as time within his or her other professional duties</b>, excluding the 200 hours recognized for carrying out work determined by the teacher referred to in the general duties outlined in clause 8-2.01, during his or her first two school years of teaching,</p> <p>and this, in order to support him or her in his or her induction process. <b>The amount of time to be recognized shall be determined by the institution's administration.</b></p> <p>- Individualized support by a mentor teacher is offered on a priority basis to full-time teachers and to part-time teachers who work full-time for a full school year.</p>	<p>The amount of time to be recognized must be one of the elements about which the union is consulted. Will it be recognized according to the percentage of the workload? Or according to the number of subjects to be taught? The number of levels? The number of schools?</p> <p>For purposes other than meeting with the mentor teacher, the said meetings shall be held during courses and lessons or preschool education activities (see second to last indent of individualized support measures, below).</p> <p>According to the criteria established during the consultation with the union.</p>
<p><b>Individualized support during classes and lessons</b></p> <p>- The Ministère allocates annually to school service centres, including the <i>Centre de services scolaires du Littoral</i>, and to English school boards whose union is affiliated with the <i>Fédération des syndicats de l'enseignement</i> (FSE-CSQ) or QPAT, an amount of \$4M for the 2021-2022 school year and \$5M for the the 2022-2023 school year.</p>	

<ul style="list-style-type: none"><li>- The amounts shall be distributed among the school service centres and English school boards according to the budgetary parameters established by the Ministère.</li><li>- The amounts allocated shall be dedicated to the individualized support of the teachers referred to in this appendix. As such, <b>they shall be devoted to the implementation of the following measure:</b><ul style="list-style-type: none"><li>In addition to the time recognized as part of his or her other professional workload, to recognize that the teacher who benefits from the individualized support measure shall have time <b>during courses and lessons or during periods of preschool education activities to meet with the mentor teacher.</b></li></ul></li></ul>	<p>This is the exact opposite of the scope of "in particular", i.e., the money must be used for this purpose only.</p> <p>As a basic rule, meetings with the mentor teacher shall be held within the hours of courses and lessons or preschool education activities.</p>
<p><b>Exceptionally, this measure may be used to recognize the teacher who benefits from the individualized support measure as having more time during courses and lessons or during periods of preschool education activities, in replacement of the time that could have been recognized in his or her other professional duties in accordance with this appendix.</b></p> <ul style="list-style-type: none"><li>- Any unused amounts from the school year during which they were allocated shall be carried forward to the following school year.</li></ul>	<p>This is an opportunity for the SB or SSC to recognize more time in classes and lessons or preschool education activities for purposes other than meeting with the mentor teacher.</p>