



QUEBEC PROVINCIAL ASSOCIATION OF TEACHERS
L'ASSOCIATION PROVINCIALE DES ENSEIGNANTES ET ENSEIGNANTS DU QUÉBEC

Handbook for New Teachers



A GUIDE FOR NEW TEACHERS WORKING IN ENGLISH-LANGUAGE
PUBLIC SCHOOLS IN THE PROVINCE OF QUEBEC

INTRODUCTION

This handbook is designed to help any teacher who is new to the teaching profession in Quebec. One of the priorities of the Quebec Provincial Association of Teachers is to support teachers as they embark on their journey into this noble profession.

You can access this document on our website by clicking on the link <http://www.qpat-apeq.qc.ca> under the publications section.

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Welcome to the Quebec Provincial Association of Teachers

Dear Colleagues,

On behalf of the Quebec Provincial Association of Teachers (QPAT), it is our pleasure to welcome you into the teaching profession and our union community. As you embark on this exciting journey as a new teacher, you become part of a collective voice that shapes the future of education in our province, one filled with the possibilities and the power to transform lives.

QPAT, as well as your local union, are here to work with you to ensure that fair working conditions, equitable policies, and access to resources allow you to succeed as an educator. QPAT is dedicated to advocating for your rights, well-being, and professional development.

Starting out, you may feel like you are in a whirlwind of exciting and challenging times but rest assured, you have a whole team behind you. Our association and your local union are here to offer support, resources, and mentorship to help you thrive in your role and grow professionally.

This handbook is your comprehensive guide for all the key services and support available to you. It outlines your rights and responsibilities as a union member, giving you the confidence to hit the ground running as you begin your teaching career.

Please make the most of the opportunities ahead. Stay informed, be curious, get involved, and together, we will continue to keep on strengthening our community of teachers and advocating for the quality education every student deserves.

Once again, welcome to the profession! We look forward to supporting you in enjoying a successful and rewarding career.

In solidarity,

Steven Le Sueur
QPAT President

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What is the Role of the Quebec Provincial Association of Teachers?

QPAT is the organization which represents approximately 7,500 teachers in the English school boards of Quebec as well as the teachers in the English schools of the Littoral School Board. Our mission is to promote and develop the professional, social, and economic interests of teachers. Founded in 1864, QPAT is Canada's oldest teaching association. Over the years, teachers have gone from having poor working conditions to having negotiated the many benefits enjoyed by members of the teaching profession today.

Here are some of the services provided by QPAT:

- Informing members and the general public via its website: <http://www.qpat-apeq.qc.ca>.
- Distributing content to other platforms, including social media: Facebook, Twitter, Instagram.
- Creating newsletters and publications.
- Organizing the annual teachers' convention which takes place in the fall in Montreal. The entrance fee is included in the union dues of teachers working in the Anglophone public sector of Quebec. There are all-day pre-convention workshops as well as shorter workshops which cover a wide range of interests. The Thursday evening of convention always wraps up with a social event.
- Working in close partnership with the Fédération des syndicats de l'enseignement (FSE) and the Centrale des syndicats du Québec (CSQ) to negotiate the key components of your working conditions in a provincial agreement.
- Representing teachers' views on pedagogical dossiers to the ministère de l'Éducation et de l'Enseignement supérieur (MEQ) and the Quebec English School Boards' Association (QESBA) as well as representing teachers at the MEQ. This includes preparing briefs and having internal debates regarding our position.
- Supporting members through labour relations (grievances, arbitration).
- Assisting local unions by informing, supporting and developing training tools in matters related to the interpretation and application of the collective agreement, CNESST cases, as well as parental rights.
- Negotiating insurance contracts and advising members approaching retirement.
- Partnering with the Canadian Teachers' Federation (CTF) to collaborate with other provinces throughout the country. QPAT works with teachers all over the world by contributing to Project Overseas, which gives professional assistance to fellow teachers in developing countries. We believe in supporting the teaching profession movement worldwide.

What is the difference between your local union and the provincial association?

Once you are employed by a school board, you will automatically become a member of a local union. If you have any questions, this is the first place to call.

Your local union is one of ten local unions affiliated with QPAT, the provincial association. Every local union is represented at the QPAT Board of Directors and takes part in the decision-making process of provincial issues.

As a new teacher, how can you get involved with your union?

You are your union. Sharing your ideas and convictions is one of the best things you can do for yourself and for your union. In addition to this, there are several ways for new teachers to become involved in union life. A first step would be to speak to the union representative in your school. Some schools need more than one representative and therefore a position in your school may be available. Also, you can contact your local union and volunteer to join committees at either the local or provincial level. Examples of QPAT committees include the New Teachers' Committee and the Human Rights and Social Justice Committee.

It is also recommended to attend workshops or meetings given by the union to ensure that you are aware of all current and important information regarding your profession. Other places to become involved are your school council and the school's governing board.

The **Centrale des syndicats du Québec** (CSQ) represents teachers, health sector workers and daycare workers, among other groups, and defends equal rights and solidarity to help ensure a fair and democratic society.

<https://www.lacsq.org>

The **Fédération des syndicats de l'enseignement** (FSE) is made up of 35 Francophone local unions across Quebec and is affiliated and adheres to the CSQ's mission.

<http://lafse.org>



The **Canadian Teachers' Federation** (CTF) is a national alliance of provincial and territorial teacher organizations across Canada. CTF works with federal departments and organizations whose work affects education, children and youth.

<http://www.ctf-fce.ca>

Local union
See [page 19](#)

Union representative

YOU

Education International is the largest global union federation. It represents and unites all education workers in every corner of the globe. Work includes combating racism and discrimination and fostering good relations between education workers in all countries.

<http://www.ei-ie.org>

Teachers' Rights

Your Contract

Teachers can be granted different kinds of contracts:

Full-time contract: The contract that leads to tenure is a full-time contract, and a teacher in this position is considered on tenure track. These contracts are renewed automatically.

Part-time contract: The part-time contract is granted to teachers who are working part of the week and/or part of the school year.

Replacement contract: This contract is for the replacement of another teacher, perhaps due to a parental leave or other leave.

A teacher can also be a **casual supply teacher**. This is when a teacher works as a replacement for another teacher without having a contract. See Substitute Teacher section ([page 16](#)).

There are other types of employment opportunities for teachers entering the profession. For additional information regarding the different types of teachers and contracts, as well as how the recall list works in your school board, please contact your local union. Note that it is advisable to check with your local union before signing your contract because contracts are binding.

Workload

The specifications regarding a teacher's workload are stipulated in Chapter 8 of the provincial collective agreement which includes teaching, supervision, and time given to attend meetings for all teachers in our system. The workload varies depending on several factors such as the sector you are teaching in, and the percentage of your contract. Contact your local union for any clarifications regarding your workload.

Seniority and Recognized Experience

Seniority is the period of employment under contract that a teacher has had with the school board.

Experience (i.e., your total teaching experience) serves for salary purposes. The amount a teacher is paid is based upon where a teacher falls on the salary scale.

Your education will be evaluated and expressed in terms of years of schooling. This, along with teaching experience, will determine your place on the salary scale.

TIPS FOR TEACHERS

“Teaching is complex. You won’t have all the answers, so don’t be afraid to ask questions! Admitting that you don’t know it all demonstrates maturity and confidence, plus your colleagues will appreciate that you acknowledge their experience and advice. It’s always better to get the correct information instead of making assumptions.”

– Kimberly, LTU

Step	As of 141st day of 2024-2025 school year	As of 141st day of 2025-2026 school year	As of 141st day of 2026-2027 school year
1	\$52,799	\$54,119	\$56,013
2	\$56,326	\$57,734	\$59,755
3	\$61,602	\$63,142	\$65,352
4	\$64,032	\$65,633	\$67,930
5	\$66,558	\$68,222	\$70,610
6	\$69,182	\$70,912	\$73,394
7	\$71,910	\$73,708	\$76,288
8	\$74,745	\$76,614	\$79,295
9	\$77,695	\$79,637	\$82,424
10	\$80,757	\$82,776	\$85,673
11	\$82,517	\$84,580	\$87,540
12	\$86,025	\$88,176	\$91,262
13	\$89,682	\$91,924	\$95,141
14	\$93,492	\$95,829	\$99,183
15	\$97,464	\$99,901	\$103,398
16	\$102,857	\$105,432	\$109,121

How is your salary calculated and what are those deductions?

A teacher receives 26 pays extended over the summer months if under a full-time contract (contract that is automatically renewed). However, if the contract is a replacement contract (one which ends), the amount that would have been paid over the summer will be paid in one lump sum when the contract comes to an end.

	Deductions
26 pay periods	RREGOP (Pension)
	QPP (Pension)
	QPIP (Parental Insurance)
	EI (Employment Insurance)
	Union Dues
	Insurance (Industrial Alliance): Health, Life, Dental (EMSB only), Long-term disability
	Provincial Income Tax
	Federal Income Tax

It is your responsibility to provide your school board with all documents attesting to your previous experience and your level of schooling; this includes official transcripts. By doing this, you will ensure that you are being paid the correct salary.

Teacher Certification

There are many ways to be legally qualified to teach. The most common way is to have been a recent graduate from a four-year education program in Quebec. Any such recent graduate is given permanent qualification. Teachers who are certified in other Canadian jurisdictions may also be eligible for permanent qualification in Quebec.

Other people may go through a period of probation in order for certification to become permanent.

A number of other legal qualifications exist (temporary permits, provisional teaching authorisations). If you are unsure about your situation, it is recommended that you contact the ministère de l'Éducation et de l'Enseignement supérieur Certification Department (<http://www.education.gouv.qc.ca/en/teachers/teaching-in-quebec/teaching-authorizations/>).

TIPS FOR TEACHERS

“If you need help – just ask. Although most schools are very welcoming to new teachers, the first few years can be overwhelming. It can be intimidating to admit that you are struggling with meeting all the demands: lesson planning, assessment, understanding program documents, classroom management, communicating with parents, meeting the needs of all students or just managing the overall workload.

We have all been there and we remember what starting out was like. Most people are very happy to lend a hand but may hesitate to offer. Ask advice from a colleague, a union delegate, an administrator or a consultant at the school board. If all else fails, do not hesitate to reach out to your local union.”

– Elizabeth, CVTA

Illness

As teachers, you have coverage when it comes to illness, particularly when it comes to long-term illness.

The collective agreement provides teachers with six moneyable days every school year to cover illnesses. Teachers with part-time contracts are given the appropriate proportion of the six moneyable days. These days are redeemable at the end of the contract or school year, whichever the case may be.

In addition, teachers are also given a maximum of six non-moneyable days. These non-moneyable days are banked for later use when the total of all moneyable days has been used.

Short-term illness (first five days)

The first five days of any illness are paid at 100% of salary and are taken from the teacher's bank of sick days; if the bank is empty, these days are taken at the teacher's expense.

Salary insurance (up to 104 weeks)

After the first five days of an illness, the employer pays 75% of salary for the first year, and 66 2/3% of salary for the second year that the illness continues.

Long-term disability (after 104 weeks)

Illness that extends beyond two years is covered by the QPAT long-term disability plan, depending on certain criteria. Every full-time contract teacher is automatically enrolled in this plan. It is optional for replacement contract teachers; however, it is highly recommended.

For more information, please contact your union representative or local union.

Special Leaves

There are different possible special leaves, e.g., death in the family, marriage, etc. Consult your local union for more information as the conditions are different in each school board.

TIPS FOR TEACHERS

“Make friends at work! It always feels like there is not enough time, so we opt out of socializing to try to get more work done. My advice is to make a conscious effort to create connections with your colleagues. Few people understand the reality of this job like your peers do. There is no one better than our colleagues to lean on for support or a laugh. So say “yes” to hanging out after work, going to the Convention together, and taking time to eat in the staff room. Take advantage of the situation as you are likely surrounded by other incredible teachers!”

– Brennan, WQTA

Parental Rights

For information pertaining to parental rights and the Quebec Parental Insurance Plan (QPIP), please refer to the booklet prepared by QPAT entitled My Parental Rights and the Quebec Parental Insurance Plan, available on the QPAT website.

Insurance

You will automatically be enrolled for individual health insurance and long-term disability. You may be exempted from paying health insurance premiums if you are covered elsewhere (i.e., equivalent coverage with your spouse).

You may add spousal, single-parent or family health insurance, but long-term disability applies only to you. Optional life insurance and accidental death and dismemberment insurance are also available.

For more information on your insurance plan, contact your school board. If you would like information regarding a claim, contact Industrial Alliance (<http://www.ia.ca> or at 514-499-3800 or 800-363-3540). If you have a problem, contact your local union.

Pension

All public sector workers contribute to the Régime de retraite des employés du gouvernement et des organismes publics (RREGOP). In addition, contributions are made to the Quebec Pension Plan (QPP). These two plans are combined to provide a total pension benefit of 2% for each year of service. A non-reduced pension, based on your years of contribution to the plan, may be collected when you meet one of the criteria for eligibility, which will depend on your specific situation. A reduced pension, based on your years of contributions, minus a penalty, may be collected as of age 55.

Retraite Québec sends an annual statement for the RREGOP and has all your pension information on file. QPAT produces general pension information and can assist you in understanding your pension situation.

TIPS FOR TEACHERS

“Although we all want pristine-looking classrooms, there will be other priorities in your first year of teaching, and it’s perfectly OK if you don’t have the perfect classroom that you envisioned. It’s important to make connections with your fellow staff members. They have a wealth of information and experience and would love to help you out.

Your first year of teaching might be challenging (planning lessons, teaching content), but it gets easier as the year progresses. In your first year, try to learn how the school works, for example, by joining a school committee. It is likely that you will make mistakes but remember that you will grow better from them. Teaching is a very rewarding experience. Lastly, don’t forget to find work-life balance!”

– Matthew, ATA

Getting Started

Starting Out

Starting your teaching career is an amazing time; however, it is also a very busy time. In your first few years, you will continually discover who you are as a teacher, as a member of your school community, and the role you play in your union.

Know Your Curriculum

Planning is key to successful classroom management. You will need to plan for both the content and behavioural aspects of your students' learning. With thoughtful planning in place, you will be more confident in providing quality learning experiences for your students.

Many experienced teachers remember their initial experience in the classroom as a time of survival. It can generally take some time to bridge the gap between being a student to teaching students. If you are a teacher from elsewhere, you must adapt to the different reality of teaching in a different place with a different way of doing things. In fact, every school has its own culture, and to find your place within that culture may take some time.

Experience is truly a great teacher. Evaluate what worked and how you can use that to help create more positive learning experiences for you and your students.

If possible, try to seek out peers who are perhaps going through the same challenges you are facing in order to support each other. Often an experienced teacher can provide the educational support you may be lacking, such as tools for teaching or ideas for lessons. Other colleagues may be of assistance to you simply for much needed moral support. Colleagues are also one of the best sources of information regarding how the school functions, where to find school resources, and about school life in general. In short, do not hesitate to ask for help. See Mentoring section ([page 15](#)).

Seek help immediately if a situation arises that is out of the ordinary. Deal with it from the start so that it does not escalate.

In addition, many local unions organize new teacher workshops at the start of the year; some are even given on-line for teachers who are teaching and living in more remote areas. Contact your local union for more information.

Visit the QPAT website to see what other new teachers from across the province are doing in their classrooms.

In the Classroom

Useful and Important Information for New Teachers

- Your union representative and your local union;
- Your teaching and supervision schedule with dismissal times, recesses and breaks;
- A list of staff members and assignments;
- The name and telephone number of your colleagues who are willing to be of assistance;
- School discipline policy;
- School mission statement or philosophy;
- The location of supplies, photocopier, computers, and telephones;
- A school calendar, with dates indicated for report cards, parent-teacher interviews, pedagogical days, and holidays;
- The location of student records (i.e., contact telephone numbers and medical information);

- The names and job descriptions of all professional support staff, such as school psychologists, speech pathologists, etc.;
- Access to keys you will need for rooms you will be teaching in;
- Workshops that have been set up for new teachers by your local union, a mentoring program in your school, etc.

Meeting Your Students

First impressions are important. Be prepared and be deliberate in your planning so that the first impression you make is a positive one.

Organizing Your Classroom

To help ensure a successful learning environment, make sure that you have prepared anything that you will need beforehand and that you have properly thought out the logistics of the space the students will be working in.

For Your Consideration

- Establishing routines with your students;
- Distributing materials;
- Recording absences;
- Dealing with tardiness;
- Setting up procedures on how to leave the classroom as a group;
- Discussing expectations regarding students' work;
- Communicating with parents;
- Creating a file with some "emergency lessons" that can be used when a planned lesson runs a little short or if you are absent;
- Considering becoming involved in extra-curricular activities. Not only are they enjoyable, they can help you see your students in a different light. Remember to keep a balance between teaching responsibilities and extra-curricular activities. Your main responsibility is teaching. Do not overextend yourself;
- Using caution when considering photographing and videotaping students. Find out what kind of permission forms must be sent out to parents beforehand;
- Surprising parents (and students!) with a telephone call home sharing some good news such as something remarkable a student did that day;
- Keeping yourself informed by staying in contact with the governing board representative and the school council representative and by reading the school council minutes.

Handling Student Confidences

Should you have any suspicion of a possible danger to a student (suicide, abuse or neglect), you have an obligation to report that suspicion to an appropriate authority. This may involve a judgment call and it may be wise to seek advice from your principal, a colleague or your local union about what procedures to follow.

Communicating with Parents

When it comes to meeting with parents, it is important to be prepared. These meetings can be a great opportunity to find out more about your students and to share some vital information with parents about their children. Depending on the meeting, here are some tips:

- Prepare documents you may need for the meeting, such as examples of the student's work;
- Begin with something positive;
- Ask a colleague or an administrator to join you if, for whatever reason, you do not feel comfortable meeting with parents on your own;
- Be prepared to discuss the criteria for student evaluation;
- Keep the focus of the meeting on the student and not on the parent, guardian or other students in the class;
- Give parents the chance to express themselves;
- Develop an action plan to address any concerns, and be sure to indicate time frames;
- Invite parents to meet with you in the near future if a follow-up is needed;
- Thank the parents, guardians and students for taking the time to meet with you;
- Remind parents of the best way to contact you;
- Document any details which may be helpful in the future;
- Follow up on the areas that have been brought to your attention.

Wellness

If you take the time to take care of yourself, you will be more equipped to help others who need you. Here are some suggestions for maintaining your own well-being:

- Meet with your colleagues to share some ideas for the classroom;
- Be patient with yourself;
- Foster a positive relationship with your students;
- Be aware of the successes that you will encounter;
- Strike a balance between your personal and your professional life;

TIPS FOR TEACHERS

“Live with the mindset that teaching is easier when your life is balanced. Prioritize free time to connect with loved ones, take care of your mental and physical health, and most importantly, nurture your hobbies. Make sure to build a strong community with other new teachers in your school. This career requires a foundation of unwavering support from people who truly understand and can help you in an effective way. Challenge and help each other, share pedagogical insight and most importantly, do coffee runs for one another.”

– Elizabeth, MTA

Resources for Teachers

Mentoring

Give – Receive

Mentoring is a helpful practice in the professional induction of new teachers. New teachers can include:

- recent graduates;
- those who are new to the province of Quebec after having taught elsewhere;
- teachers changing levels of teaching or schools.

It is not uncommon for teachers to find themselves in the role of “new teacher” several times throughout their career or simply to find themselves at a point in their career needing support.

Why Mentoring?

For several years the issue of professional induction of teachers has been a topic of research and analysis. Attention has focused on initial training, conditions of induction, and of the support needed by teachers in the early stages of their careers. It is QPAT’s view that mentoring will help encourage teachers to remain in the profession, and allow them to grow throughout their careers.

The result of this research has shown the importance of provisions for:

- welcoming teachers at the beginning of their careers;
- supporting teachers on their entry into the job and to break isolation inherent to the teaching profession.

QPAT’s Guiding Principles

These measures were adopted by the QPAT Executive Committee and Board of Directors:

- Induction programs should be considered as part of the continuing training of teachers and not an evaluation tool for these teachers;
- Sufficient time and satisfactory conditions should be in place to ensure its success;
- Compensation, such as release time, should be granted whenever possible;
- Induction programs must be developed in collaboration between local unions and school boards.

Suggestions For Mentor and Protégé Relationship

- To teach and learn by example;
- To make expectations clear and realistic;
- To share experiences;
- To use collaborative problem solving;
- To develop an action plan for professional goals;
- To set aside a convenient pre-determined meeting time;
- To demonstrate interest in each other;
- To listen to other’s viewpoint;
- To consider personal strengths and attributes which can define your role;
- To reflect on the way the relationship is progressing to ensure that it is beneficial for everyone involved.

Approaches to Mentoring

Different forms of mentoring exist depending on the reality of the teachers involved. Here are some examples of the different forms mentoring can take.

Welcome Mentor	Guides the protégé through the school's culture and logistics. Is the resource person should information be required.
One to One Mentor	Colleagues in the same school that come together because mentor adopts stances that meet the needs of the protégé (i.e., they teach the same subject matter or groups of students).
Group Mentoring	One or more protégés who work with one or more mentors. This provides flexibility, tends to work effectively in a school where mentoring is part of the culture.
Informal Mentoring	A protégé reaches out to a member of the staff as need be or vice versa. The relationship may exist between two new teachers, producing a peer mentoring relationship. Tends to be more spontaneous in its collaboration.
On-line Mentoring	Teachers take part in on-line forums to share their experience and seek advice from other teachers living similar experiences. May provide for a vast pool of resources that go above and beyond the school community.

Substitute Teachers

Substitute teachers are an essential part of the education system. Time with the students may be limited, but it is important to remember that substitutes have similar responsibilities to other teachers.

The Quebec Provincial Association of Teachers (QPAT) is proud to support substitute teachers. Many QPAT members began their careers doing this type of work. Here are some tools to support and guide substitute teachers.

Advantages of Substitute Teaching

- Gain experience in different classrooms and school settings;
- Allows for certain flexibility in the work schedule;
- Offers opportunity for growth;
- May lead to more work in the future.

Before You Begin

- Ensure that all required paperwork has been submitted to the school board;
- Research the location and directions to the school;
- Go to the main office to receive all necessary information for the day (room you will be teaching in, schedule, keys for the classroom, etc.);
- Keep track of all days worked, the name of the school, and the person you are replacing;
- Keep a copy of any documents you are asked to sign for your work that day;
- Arrive early, if possible, to become familiar with the day's schedule;
- Familiarize yourself with any lesson plans for the day;
- Find out if there are any students with special needs or particular requirements;
- Familiarize yourself with all emergency procedures in the school.

Start of the Teaching Period

- Introduce yourself;
- Consider an ice-breaker activity which will help you all get to know one another;
- Take note of any absences;
- Explain the rules of conduct;
- Get the students on task as soon as possible.

Important Considerations

- Understand that the absence of the regular teacher may cause anxiety for some students and they may need some reassurance;
- Familiarize yourself with the key areas of the school (staff room, gymnasium, emergency exits, bathrooms);
- Find a safe place to leave your personal belongings;
- Find out how absences are recorded;
- Leave a summary of the day for the regular teacher including: absences, the work done throughout the day, any important remarks about the students, how to contact you;
- If possible, leave the classroom in the same condition in which it was found;
- Have on hand work sheets and a repertoire of activities for several grade levels. There may be times when the students finish their work in advance, or the teacher was not able to leave work for you in advance.

Social Media Recommendations for Teachers

Teachers using social media, both professionally and personally, are advised to be cautious. The phenomenal growth in the popularity of social media such as Facebook, Twitter, and YouTube, encourages interaction and sharing. Many teachers have adopted these media for positive ends such as professional development opportunities, creating and maintaining professional contacts, and the sharing of resources.

Nevertheless, there are questions that are especially sensitive for teachers. As Canadians, we have the right to freedom of opinion and expression as guaranteed by the Quebec Charter of Human Rights and Freedoms and the Canadian Charter of Rights and Freedoms; however, these freedoms are not absolute. Teachers are held to a higher standard than the average citizen. This means that a teacher must be careful to avoid potentially libelous statements and to be aware that he or she will not be allowed the same latitude as the general population when stating controversial opinions.

In recent years, there have been several disciplinary actions taken against educators because of social media behaviour that was deemed inappropriate. It should be noted that even though the teacher may not have had the intention of inappropriate conduct, it might still be considered so.

There is not a simple answer when it comes to what is acceptable and what is not. Particular care needs to be applied when dealing with confidential information, and when using school board equipment and social media.

Teachers should keep in mind that using any equipment or networks (e.g., e-mail) that belong to your school board gives your employer access to sites visited and messages sent. Teachers have been sanctioned for inappropriate behavior such as on-line dating and gambling.

When using social media, a good test is to ask yourself: Would I be comfortable with a wide audience seeing my content?

Private Versus Public

Anything posted on-line cannot be permanently erased. Whatever is published on a public forum may be of consequence and can resurface many years later.

Recommendations

Here are some recommendations when it comes to the use of social media. Be aware of maintaining professional standards when:

- posting pictures or allowing others to post pictures of you;
- posting public messages;
- corresponding with others.

Who Are Your Friends?

On social media sites, the question of connecting with students or parents will arise.

It is recommended that you **SHOULD NOT** allow students and parents access to your personal accounts.

Schools and school boards that encourage communication through social media may provide sites which can be used for communicating with students and parents.

If your school or school board does not provide a specific site for communicating with students or parents, then you can establish a **SEPARATE** account for teacher/student and teacher/parent communication.

Other Tips

- Keep copies of all your important professional e-mail messages.
- Be sure to log out before leaving a computer unattended.
- Verify your school board's policy regarding the use of the Internet, social media, and e-mail.
- Be aware that the Wi-Fi provided by your employer passes through a server that your employer controls and can verify. For example, with the increase in use of "cloud" computing, teachers using their own personal tablet may have personal content pass automatically and accidentally through school board servers.

Other Resources

Professional Development

There is a professional improvement committee (PIC) in your school board which is established by virtue of the collective agreement. How it functions varies greatly. Ask your union representative for information on how your PIC operates.

Employee Assistance Program

Most school boards offer an employee assistance program. This program provides a variety of services, such as counseling and psychological services. The services are free of charge (within limits) and confidential. For the Employee Assistance Program telephone number, please contact your local union.

Starling Minds is an online program that improves mental health and well-being. This service is offered by QPAT and is free of charge to members and their families. For more information, visit <https://www.starlingminds.com>. To register Go to <http://member.starlingminds.com/>. Fill in the Access code for QPAT members: **QPATMEMBER** (allcaps).

Your School Board

Inform yourself about the resources available in your school board and see if they could be of benefit to you.

Your Local Union

Your local union is a source of support and information. Find out who your union representative is and what services are available through your local union. Read newsletters and other union material to find out how you can take part in your professional organization.

Quebec Provincial Association of Teachers

QPAT exists to support and protect you when facing a variety of challenges. Initially, you are encouraged to contact your local union which may then consult QPAT, if need be.

Union Directory

Appalachian Teachers' Association (ATA)

tcroteau10@gmail.com
<http://www.ataunion.org>

155, rue Principale, Suite 104
Magog (Quebec) J1X 2A7
Tel: 819-843-2630

Central Quebec Teachers' Association (CQTA)

cqtasecq2018@hotmail.com
<http://www.cqta.ca>

P.O. Box 33015
701 Thibeau
Trois-Rivières (Quebec) G8T 9T8
Tel: 888-586-6526

Châteauguay Valley Teachers' Association (CVTA)

cvta@cvta-aecv.com
<http://www.cvta-aecv.com>

P.O. Box 2
Ormstown (Quebec) J0S 1K0
Tel: 514-726-7431

Eastern Shores Teachers' Association (ESTA)

esta.aees@gmail.com
<http://www.esteachers.org>

40 Mountsorrel
New Carlisle (Quebec) G0C 1Z0
Tel: 418-680-2163

Laurier Teachers' Union (LTU)

laurierteachersunion@ltu.ca
<http://www.ltu.ca>

1919 boul. Lionel Bertrand, Suite 202
Boisbriand (Quebec) J7H 1N8
Tel: 450-667-7037 Fax: 450-667-9506
Tel: 800-301-1351

Lower North Shore English Teachers' Association (LNSETA)

lnsetact@gmail.com

02 Deuxième rue,
Lourdes de Blanc Sablon (Quebec) G0G 1W0
Tel: 418-444-5799

Montreal Teachers' Association (MTA)

mta@mta-aeem.com
<http://www.mta-aeem.com>

4260 Girouard Avenue, Suite 200
Montreal (Quebec) H4A 3C9
Tel: 514-487-4580 Fax: 514-487-1678

Pearson Teachers' Union (PTU)

info@ptusep.com
<http://www.ptusep.com>

17035 Brunswick Boulevard, Suite 2
Kirkland (Quebec) H9H 5G6
Tel: 514-426-4949 Fax: 514-426-4952

Riverside Teachers' Union (RTU)

help@rtu-ser.com
<http://www.rtu-ser.com>

10 Churchill Boulevard, Suite 201
Greenfield Park (Quebec) J4V 2L7
Tel: 450-465-2523

Western Quebec Teachers' Association (WQTA)

wqta-aeoq@videotron.ca
<http://www.wqta-aeoq.ca>

183 Freeman, suite 102
Gatineau (Quebec) J8Z 2A7
Tel: 819-777-1475 Fax: 819-777-0016

Quebec Provincial Association of Teachers

info@qpat-apeq.qc.ca
<http://www.qpat-apeq.qc.ca>

17035 Brunswick Boulevard, Suite 1
Kirkland (Quebec) H9H 5G6
Tel: 514-694-9777 Fax: 514-694-0189
Tel: 800-361-9870

Notes
