The teacher’s work year has not changed and continues to include 200 days of work.

This annual workload includes the professional activities to be performed during the work year and the time prescribed to carry them out within, the following two elements:

* The workload
* **Other professional duties**

**Remember**

* **No increase in annual workload**
* **Equivalent number of hours, but on an annual basis**
* **There are now two parts, instead of three (work of a personal nature remains at 100%)**

**One big change is that you'll be looking at the total hours on a yearly rather than weekly basis. You will see the effect on your schedule.**

The following table presents some of the professional activities that form part of the workload: **(Status quo regarding contents)**

|  |
| --- |
| **The professional activities included in the workload** |
|  | **Preschool** | **Elementary** | **Secondary** |
| **Workload** | * Developmental and cognitive learning activities
 | * Courses and lessons
 |
| * Support
* Remediation
* Supervision other than arrivals and movement of students
* Homeroom
 |
| **Other professional duties** | * Supervision of arrivals and movement of students
* Responsibilities entrusted by the school administration (mandates, projects, etc.)
* Meetings (collaborative, group, level, cycle, subject, with parents, etc.)
* Discussions, follow-up, reports and communications with other staff members, school administration, parents or partners (individualized education plan, follow-up with students, etc.)
* Attendance at agreement or non-agreement committee meetings
* Planning
* Preparation
* Marking
* Other activities covered by the characteristic responsibilities of the general duties mentioned in clause 8-2.01
 |

**2.3 Determination of the teacher’s annual workload**

**Procedure for determining the annual workload**

The school administration must carry out two consultations before determining the teacher’s annual workload: a group consultation and an individual consultation.

These two steps are carried out every year, in compliance with local provisions and/or local practices,as applicable.

**Remember**

* **This step (around April, May or June) allows the teaching team to play a role in establishing the time prescribed for performing these activities, and in the decision to add or remove certain activities.**
* **The second step allows for the completion of your workload (meeting with the administration at the beginning of the year).**

The regular workweek is five days from Monday to Friday and **comprises an average** of 32 hours of work at school or its equivalent on an **annual basis of** **1,280 hours**.

**Notwithstanding the foregoing, the teacher must be present at school for an average of 30 hours per week (or its equivalent of 1,200 hours on an annual basis). The teacher carries out two hours per week, or its equivalent on an annual basis of 80 hours, at the location he or she determines. These same two hours may be carried out outside the weekly or the daily span.**

**Remember**

* **It goes from 32 hours per week at school to an average of 30 hours per week at school and 2 hours on average per week at a place determined by the teacher (1,200 hours on an annual basis at school).**
* **80 hours on an annual basis at the location determined by you.**

A teacher is assigned 200 hours during which he or she determines the work to be done from the characteristic responsibilities that make up the general duties. These hours may be carried out during any portion of the period for meals stipulated in exceeding 50 minutes. In addition, 80 of these 200 hours may be carried out at the place determined by the teacher. The time required for the ten group meetings and the first three meetings with parents is included in the 200-hour total.

## 3.2 Weekly variations in working hours

Working hours**, other than those devoted to developmental and cognitive learning activities or the presentation of courses and lessons**, may vary from one week to another, among other things due to fluctuations in pedagogical or organizational needs.

For example, remediation, support, individualized education plan meetings, exam periods and collaborative meetings, among others, are all circumstances that could entail a variation from the 32 hours. The same applies to the ten group meetings and the first three meetings with parents.

This variation gives teachers the flexibility needed during the year to carry out professional activities at the times deemed appropriate. It is up to teachers to adjust their working hours at school as needed, with due regard for the annual workload.

**Remember**

* **The concept of an average of 30 hours per week means that you may have weeks of more than 30 hours at school, but other weeks will be less than 30 hours.**
* **Teachers and administrations will have to get used to this new model, which makes a break from timing and places greater emphasis on recognizing the professionalism of teachers. This translates into more flexibility in managing your work schedule. This flexibility is exercised in respect of the annual workload.**

## 3.3 Daily and weekly span (Status quo)

The span is the period of time between the start and end of a working day or between the start and end of the workweek during which the teacher performs his or her duties at school. The span is established by the school administration when preparing the work schedule.

The hours of the regular workweek fall within a daily span of no more than eight hours and within a weekly span of 35 hours, which is determined for each teacher by the school board or school administration (clause 8-6.02 d)).

Local Agreement:

In determining the framework of the 35 hours per week, the Board shall situate the assigned presence of the teacher in the time frame of 7:00 a.m. to 6:00 p.m.

Moreover, this framework shall not exceed a daily span of eight hours.

The span does not include the period prescribed for the teacher’s meals or the time prescribed for the first ten group meetings or the first three meetings with parents. In addition, an average of two hours per week, out of the 32 hours in the regular workweek, may be worked outside the span, at the place determined by the teacher.

**3.4 Additional workload**

If, for special reasons, should the school board or school administration assign a workload to a teacher in addition to the annual prescribed workload, the teacher, in accordance with paragraph e) of clause 8-7.02, is entitled to:

* compensation in time within the workload during the school year;
* monetary compensation equal to 1/1000th of the annual salary, paid with the last salary instalment of the school year concerned if it was not possible to grant compensation in time within the workload.

Notwithstanding the foregoing, if the additional workload cannot be assigned within the teacher’s annual workload, he or she is entitled to: monetary compensation equal to 1/1000th of the annual salary, paid with the next salary instalment permitting it.

***Example***

***Mathematics remediation at the secondary level***

*The workload of a Secondary IV math teacher provides for 30 hours of remediation in the timetable, at a rate of two 45-minute periods per nine-day cycle.*

*As an exam drew near, the teacher realized that one of her groups needed additional support. After discussing the matter with the school administration, it was agreed to add a third remediation period to the teacher’s timetable, until the exam took place. The school administration and the teacher agreed that after the exam period, if the students’ results were satisfactory, only one remediation period per cycle would be placed on the timetable for an equivalent period of time, to compensate for the additional remediation period before the exam period.*

*Depending on how things go, there are three possibilities for compensation in this situation:*

*a)  Everything reverts to normal after the exam and the additional time is compensated in time within the workload, as agreed with the school administration. No monetary compensation is paid.*

*b)  The students continue to experience problems after the exam. The school administration and the teacher agree to maintain the three remediation periods per nine-day cycle for an additional period of several weeks, believing it will be possible to compensate in time within the workload during the school year. However, the students’ problems persist and the anticipated adjustment becomes impossible.*

*The school administration pays monetary compensation equivalent to 1/1000th of the teacher’s annual salary for the time worked in addition to the 30 hours originally provided for in her workload. The compensation is paid with the last salary payment for the school year.*

*c)  The students continue to experience problems. The school administration and the teacher agree to maintain the three remediation periods per nine-day cycle until the end of the school year.*

*The school administration pays the teacher monetary compensation equivalent to 1/1000th of her annual salary, beginning with the next available salary payment.*