



APPLICATION GUIDE FOR THE NEW PROVISIONS RELATING TO THE TEACHER'S WORKLOAD AND ITS ORGANIZATION

Adult Education

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1. PREAMBLE AND OBJECTIVES SOUGHT

In the context of the renewal of the 2015-2020 provincial Entente, the provisions dealing with the teacher's workload and its organization have been substantially modified. In this context and to ensure the harmonious implementation, the provincial parties have agreed to delay the implementation of the changes until the 2022-2023 school year and to prepare a joint application guide (hereafter called the "Guide").

The changes made to the provisions dealing with the teacher's workload and its organization are part of a common perspective of the professionalization of the teacher's workload and recognition of the professional autonomy of teachers in performing their duties and responsibilities. As mentioned in Appendix XLI of the 2020-2023 provincial Entente (hereafter called the "Entente"), the parties recognize that it is important to:

- › not increase or create a heavy workload for teachers;
- › distinguish a teacher's workload from his or her work schedule and its organization;
- › avoid certain disputes associated with the teacher's workload.

This Guide is a concrete tool adapted to the specificities of adult education and developed to provide support to the local parties in applying the new provisions. It is intended primarily for the staff of educational institutions, school boards and local unions. It also presents and explains the main changes that have been made to the teacher's workload, remodeling of workload and work schedule, including the new terms and conditions for their application.

In closing, while this Guide provides various information for a better understanding and application of the clauses dealing with the teacher's workload, it is not exhaustive, and its content is not arbitrable. The tables and examples used in this Guide must be read and interpreted consistently with provincial and local provisions, where applicable. In the event of any inconsistency between this Guide and the Entente, the latter prevails.

We hope this Guide will be useful to you!

2. TEACHER'S WORK YEAR AND ANNUAL WORKLOAD

2.1 Work year

The duration of the teachers' work year has remained unchanged and still includes 200 days (clause 11-14.03 a)).

2.2 Annual workload

A teacher performs, on an annual basis of 1 280 hours, all the characteristic responsibilities specified in the general duties within the framework of the assigned professional activities (clause 11-14.03 b)).

The annual workload includes professional activities which must be performed during the work year and the time prescribed to perform them within the following two parameters:

- › courses and lessons and pedagogical follow-up related to specialty;
- › other professional duties (OPD).

The table below illustrates the distribution of the annual hours of full-time regular teachers¹:

Parameters	Professional activities	Annual hours
Courses and lessons and pedagogical follow-up	Courses and lessons and pedagogical follow-up related to specialty ²	768 hours
	Bank of hours of pedagogical days ³	32 hours
	Subtotal (hours):	800 hours
Other professional duties (OPD)	Other professional activities	280 hours including hours devoted to pedagogical days in addition to the 32 hours, where applicable
	Work determined by the teacher from among the responsibilities specified in the general duties (clause 11-14.04 c) ii) 1))	200 hours ⁴
	Subtotal (OPD):	480 hours
Total:		1 280 hours yearly

¹ For part-time or replacement teachers, refer to clause 11-12.05.

² Within the guidelines of the programs authorized by the school board.

³ The duration and number of pedagogical days may vary subject to local provisions. Only the first four hours of a pedagogical day can be deducted from the bank of 32 hours.

⁴ 200 hours are recognized, of which 80 hours are carried out at the location determined by the teacher and may be performed outside the span.

The table below illustrates certain professional activities included in the teacher’s workload:

Professional activities included in the teacher’s workload	
Adult education	
Courses and lessons and pedagogical follow-up	<ul style="list-style-type: none"> › Courses and lessons within guidelines of programs authorized by school board and pedagogical follow-up related to specialty required by school board
Other professional duties (OPD)	<ul style="list-style-type: none"> › Responsibilities assigned by the centre director (mandates, projects, etc.) › Meetings (collaborative, speciality, etc.) › Discussions, follow-up, reports and communications with other staff members, centre director, partners (monitoring of student progress, etc.) › Participation in committees established or not established under the Entente › Planning › Preparation › Correction › Other activities covered by characteristic responsibilities of teaching function mentioned in clause 11-14.02

2.3 Preparation of teacher’s annual workload

➤ Individual consultation (clause 11-14.03 b))

Before determining a teacher’s annual workload, the centre director consults the teacher on:

- › pedagogical follow-up related to specialty;
- › other professional duties related to the teaching function.

After completion of the consultation, the centre director assigns the teacher an annual workload¹.

¹ Example of annual workload found in Appendix 1 (page 10).

3. REGULAR WORKWEEK

The teacher's regular workweek is 5 days from Monday to Friday. It includes on average 32 hours of work at the centre or its equivalent on an annual basis of 1 280 hours yearly (clause 11-14.04 b)). The school board or the centre director may assign a teacher to a place of work other than the centre.

Notwithstanding the foregoing, the teacher must be present at the centre for an average of 30 hours per week or its equivalent on an annual basis of 1 200 hours (clause 11-14.04 b)). Two hours are carried out per week or its equivalent on an annual basis of 80 hours at the location determined by the teacher (clause 11-14.04 c) ii) 2)). These two hours may be performed outside the span (clause 11-14.04 g) 3rd paragraph).

3.1 Breakdown of regular workweek hours

Courses and lessons and pedagogical follow-up

The number of hours of courses and lessons¹ and pedagogical follow-up related to the specialty required by the centre director is an average of 20 hours per week or its equivalent on an annual basis of 800 hours (clause 11-14.04 c) i)). The hours include the 32 hours² devoted to pedagogical days or parts of pedagogical days (clause 11-14.05 3rd paragraph).

Other professional duties (OPD)

Other professional duties (OPD) total an average of 12 hours per week or its equivalent on an annual basis of 480 hours and include:

- › an average of 7 hours of professional activities related to the teaching function or its equivalent on an annual basis of 280 hours, including the hours devoted to pedagogical days in addition to the 32 hours, where applicable;
- › an average of 5 work hours or its equivalent on an annual basis of 200 hours determined by the teacher.

¹ Within the guidelines of the programs authorized by the school board.

² Only the first four hours of a pedagogical day can be deducted from the bank of 32 hours.

3.2 Table illustrating breakdown of regular workweek hours

Adult education				
Courses and lessons and pedagogical follow-up		Other professional duties (OPD)		
Courses and lessons and pedagogical follow-up related to the specialty required by the school board 800 hours ¹ yearly	+	Average of 7 hours 280 hours (OPD) including hours devoted to pedagogical days in addition to the 32 hours, where applicable	=	Average of 32 hours per week including
		+		
		Average of 5 hours 200 hours ² (OPD) of work determined by the teacher		Average of 30 hours per week at the centre 1 280 hours yearly
=		=		
Average of 20 hours ³ 800 hours ¹ yearly		Average of 12 hours 480 hours yearly		

3.3 Variation of work hours from one week to another

The duration of the work hours may vary from one week to another. For example, the pedagogical follow-up related to the specialty during certain periods, meetings or certain committees could result in a variation of the workweek hours.

The variation provides the teacher with the flexibility needed during the year to carry out professional activities, when deemed appropriate. However, the teacher is responsible for adjusting his or her work hours at the centre, as needed, while respecting his or her annual workload.

¹ These hours include the 32 hours devoted to pedagogical days. Only the first four hours of a pedagogical day can be deducted from the bank of 32 hours.

² 200 hours are recognized during which the teacher determines the work to be performed from among the characteristic responsibilities specified in the general duties (clause 11-14.02). The hours can be carried out during any part of the meal period prescribed in clause 11-14.04 a) exceeding 50 minutes. In addition, from among these hours, 80 hours are carried out at the location determined by the teacher.

³ The number of hours may vary from one week to another and may be considered as an average weekly time (clauses 11-14.04 d) and 11-14.05).

3.4 Exceeding the 800 hours

If the school board exceeds, for a teacher, the 800 hours of courses and lessons and pedagogical follow-up related to the specialty required by the school board, the teacher is entitled to a monetary compensation equal to 1/1000 of the annual salary paid on the last pay installment of the school year concerned (clause 11-14.05).

3.5 Weekly span¹

The span is the period between the start and end of the workweek during which the teacher performs his or her duties at the centre. The span is determined by the centre director when the work schedule is prepared.

The hours of the regular workweek fall within a 35-hour weekly span determined for each teacher by the school board or the centre director (clause 11-14.04 g)). The span does not include the period prescribed for meals. In addition, an average of two hours per week of the 32 hours of the regular workweek may be performed outside the span at the location determined by the teacher (clauses 11-14.04 c) ii) 2) and 11-14.04 g) 3rd paragraph).

4. WORK SCHEDULE

The centre director determines² for each teacher a work schedule (clauses 11-14.03 b) and 11-14.04 f)) which falls within the weekly span (clause 11-14.04 g)). The work schedule which can vary during the school year includes the recurring professional activities prescribed in the workload requiring the teacher's presence at a certain time, such as, among others, courses and lessons, certain pedagogical follow-up related to the specialty required by the school board and certain collaborative meetings.

Thus, other professional activities prescribed in the workload not requiring a teacher's recurring presence at a certain time in the schedule are not entered in the work schedule, such as, among others, certain pedagogical follow-up related to the specialty required by the school board, committees, and meetings. The teacher is responsible for determining the times for carrying out the professional activities from among those not assigned by the centre director (clause 11-14.04 f) 2nd paragraph).

While respecting the number of hours on an annual basis, the centre director may require teachers to be present at a certain time of the week, as needed, to meet occasional or permanent needs with a reasonable notice, while respecting the weekly span (clause 11-14.04 e)).

Also, the centre director may schedule, within the 200 days of the work year, certain meetings not held on a recurring weekly basis.

¹ The parties may agree on a local arrangement (clause 11-14.04 g)).

² While respecting local provisions.

Considering that the teacher is not obliged to enter in his or her schedule all the times when he or she performs his or her professional activities, the times without a scheduled assignment, even during student breaks or recess, can in no way be qualified as breaks for the teacher or times when the teacher is waiting for work to be assigned as prescribed in section 57 of the Act respecting labour standards (CQLR, chapter N-1.1) (clause 11-14.04 f) 3rd paragraph).

The teacher is assigned a work schedule¹ under the terms and conditions prescribed in the local provisions, where applicable.

5. PROBLEM-SOLVING MECHANISMS

As mentioned in Appendix XLI and in clause 11-14.09 of the Entente, the parties are committed to take the necessary measures to ensure the harmonious application of paragraph b) of clause 11-14.03 and clause 11-14.04 to prevent any problems that may arise in implementing these provisions and to solve them, where applicable.

In this context, the school board and the union must agree on internal and external problem-solving mechanisms. The mechanisms reflect the local reality and apply as of the consultation on the workload and throughout the school year. They also apply if the problem affects more than one teacher.

¹ Examples of schedules found in Appendices 2 and 3 (pages 11 and 12).

APPENDICES

Appendix 1 Example – Annual workload – Adult education

Courses and lessons and pedagogical follow-up	Number of annual hours	Recurring time entered in schedule, if any
Courses and lessons ¹		
Pedagogical follow-up related to the specialty required by the school board		
Bank of hours of pedagogical days ²	32 hours	
Total:	800 hours	

Other professional duties (OPD)³	Number of annual hours	Recurring time entered in schedule, if any
Meetings (collaborative, specialty, etc.)		
Discussions, communications, monitoring of student progress, unanticipated events, etc.		
Committee participation		
Teacher induction - Appendix XXII		
Other professional activities	Mandates or projects	
Subtotal:		
Hours devoted to pedagogical days in addition to the 32 hours, where applicable		
Work determined by teacher (5 hours x 40 weeks) ⁴	200 hours	
Total:	480 hours	

¹ In certain cases, time may be recognized for teacher induction (Appendix XXII).

² Only the first four hours of a pedagogical day can be deducted from the bank of 32 hours.

³ While respecting local provisions, where applicable.

⁴ The work to be performed is specified in the general duties (clause 11-14.02). Among these hours, 80 hours yearly are carried out at the location determined by the teacher and may be performed outside the span.

Appendix 2 Example – Schedule 1 – Adult education

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
Period 1 – 60 minutes	Course		Course	Course	
Break					
Period 2 – 60 minutes	Course		Course	Course	Course
Break					
Period 3 – 60 minutes	Course		Course		Course
Lunch period – 50 minutes	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
Period 4 – 60 minutes		Course	Course		Course
Break					
Period 5 – 60 minutes		Course	Course		Course
Break					
Period 6 – 60 minutes		Course	Course		Course
		Team meeting			
Data for information only	7 h	7 h	7 h	7 h	7 h
Only 35-hour weekly span excluding meal period is prescribed in the Entente. TOTAL: 35 hours					

Centre director's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Appendix 3 Example – Schedule 2 – Adult education

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
Period 1 – 120 minutes		Course			Course
Break					
Period 2 – 120 minutes	Course	Course		Course	
Lunch period– 50 minutes	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
Period 3 – 120 minutes	Course		Course		Course
	Team meeting		Pedagogical follow-up		
Supper period – 50 minutes	Supper (50 min)	Supper (50 min)	Supper (50 min)	Supper (50 min)	Supper (50 min)
Period 4 – 90 minutes			Course		
Break					
Period 5 – 90 minutes			Course		
Data for information only	6 h 30 min	6 h 30 min	9 h	6 h 30 min	6 h 30 min
Only 35-hour weekly span excluding meal period is prescribed in the Entente. TOTAL: 35 hours					

Centre director's signature: _____ Date: _____

Teacher's signature: _____ Date: _____