



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

Vocational Training

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TABLE OF CONTENTS

1. PREAMBLE AND OBJECTIVES SOUGHT	1
2. TEACHER’S WORK YEAR AND ANNUAL WORKLOAD	2
2.1 Work year	2
2.2 Annual workload.....	2
2.3 Preparation of teacher’s annual workload	4
3. REGULAR WORKWEEK	5
3.1 Breakdown of regular workweek hours	5
3.2 Table illustrating the breakdown of regular workweek hours	6
3.3 Variation of work hours from one week to another	6
3.5 Daily and weekly spans	7
4. WORK SCHEDULE	8
5. PROBLEM-SOLVING MECHANISM	8
APPENDICES.....	9
Appendix 1 Example – Annual workload – Vocational training	10
Appendix 2 Example – Schedule 1 – Vocational training.....	11
Appendix 3 Example – Schedule 2 – Vocational training.....	12

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 vocational training 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 13-15.06 a)).

2.2 Annual workload

A teacher performs, on an annual basis of 1 280 hours, all the characteristic responsibilities prescribed in the general duties within the framework of the assigned professional activities (clause 13-15.06 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:

- › workload (W);
- › other professional duties (OPD).

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

Parameters	Professional activities	Annual hours
Workload (W)	Courses and lessons ¹	635 hours ²
	Other educational duties	85 hours
	Subtotal hours (workload):	720 hours
Other professional duties (OPD)	Other professional activities	360 hours
	Pedagogical days ³	
	Work determined by the teacher from among the responsibilities specified in the general duties (clause 13-15.02)	200 hours ⁴
	Subtotal hours (OPD):	560 hours
Total hours:		1 280 hours yearly

¹ Within the guidelines of the authorized programs.

² The number of hours devoted to courses and lessons is an average time for all full-time teachers, subject to the exclusions prescribed in clause 13-15.09 g). It may vary from one teacher to another (clause 13-15.09 e)). For this reason, the number of hours of other educational duties is adjusted accordingly.

³ The hours may vary according to the duration and number of pedagogical days prescribed in the local provisions, where applicable.

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. In addition, the time required for the 10 group meetings and the first three meetings with parents is included in the 200 hours.

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

Professional activities included in the teacher's workload	
	Vocational training
Workload (W)	<ul style="list-style-type: none"> › Courses and lessons within guidelines of authorized programs › Supervision of workplace internships in the presence of students¹
	<ul style="list-style-type: none"> › Support (encadrement) › Remediation › Supervision other than supervision of arrival and dismissal
Other professional duties (OPD)	<ul style="list-style-type: none"> › Supervision of arrival and dismissal › Responsibilities assigned by the centre director (mandates, projects, etc.) › Meetings (collaborative, category or subcategory, group, with parents, etc.) › Discussions, follow-up, reports and communications with other staff members, centre director, parents or partners (monitoring of student progress, etc.) › Participation in committees established or not established under the Entente › Supervision of internships without the presence of students › Looking after equipment used in learning activities related to teaching › Planning › Preparation › Correction › Other activities covered by characteristic responsibilities of teaching function mentioned in clause 13-15.02

2.3 Preparation of teacher's annual workload

➤ Individual consultation (clause 13-15.06 b))

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

- › workload activities other than courses and lessons;
- › other professional duties related to the teaching function.

After completion of consultation, the centre director assigns the teacher an annual workload².

¹ Supervision of workplace internships is considered similar to the presentation of courses and lessons for the portion of time devoted to the student in the workplace where the internship takes place.

The preceding rule only applies to internships prescribed in the vocational training programs of studies leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS). However, it does not apply to the internships associated with work-study programs (centre and workplace).

² Example of annual workload found in Appendix 1 (page 10).

3. REGULAR WORKWEEK

The teacher's regular workweek is 5 days from Monday to Friday¹. It includes on average 32 work hours per week at the centre or its equivalent on an annual basis of 1 280 hours (clause 13-15.07 a)). 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 13-15.07 a)). 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 13-15.07 b) ii) 2)). These two hours may be performed outside the span (clause 13-15.07 e) 4th paragraph).

3.1 Breakdown of regular workweek hours

Workload (W)

The number of hours of workload is 20 hours per week or its equivalent on an annual basis of 720 hours (clause 13-15.07 b) i)). The hours may vary from one week to another and are considered as an average weekly time (clause 13-15.07 c)).

Time devoted to the presentation of courses and lessons may vary from one teacher to another. Moreover, at the school board level, the average teaching time to be devoted to the presentation of courses and lessons does not exceed 635 hours per year for all full-time vocational training teachers, excluding regular teachers referred to in clause 13-15.09 g).

Other professional duties (OPD)

Other professional duties (OPD) total an average of 12 hours per week or its equivalent on an annual basis of 560 hours, including the time devoted to pedagogical days. They include:

- › an average of 7 hours for professional activities related to the teaching function (360 hours yearly, including hours devoted to pedagogical days);
- › an average of 5 work hours or its equivalent on an annual basis of 200 hours determined by the teacher, including the 10 group meetings and the first three meetings with parents (clause 13-15.07 b) ii) 1)).

¹ Unless the board and the union agree otherwise.

3.2 Table illustrating breakdown of regular workweek hours

Vocational training				
Workload (W)		Other professional duties (OPD)		
Courses and lessons 635 hours yearly ¹	+	Average of 7 hours 360 hours ² yearly	=	Average of 32 hours per week including
+		+		
Other educational duties 85 hours yearly ¹		Average of 5 hours 200 hours ³ yearly of work determined by the teacher		
=		=		
Average of 20 hours ⁴ 720 hours yearly		Average of 12 hours 560 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, group meetings, remediation during certain periods, 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 The number of hours may vary from one teacher to another.

² Including hours of pedagogical days.

³ 200 hours are recognized during which the teacher determines the work to be performed from among the responsibilities specified in the general duties (clause 13-15.02). The hours may be carried out during any part of the meal period prescribed in clause 13-15.10 exceeding 50 minutes. In addition, from among these hours, 80 hours are carried out at the location determined by the teacher. The time required for the 10 group meetings and for the first three meetings with parents is included in the 200 hours.

⁴ The number of hours may vary from one week to another and may be considered as an average weekly time (clause 13-15.09 c)).

3.4 Exceeding the workload

If the school board exceeds, for a regular or part-time teacher, the 720-hour workload, 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 13-15.09 d)).

Example

Remediation

A teacher's workload includes 50 hours of remediation entered in his or her schedule on Wednesday afternoons.

Nearing the end of the module, the teacher ascertains that the group needs more support. After discussion with the centre director, it was agreed to add remediation time to the teacher's schedule until the exam is written.

Based on the evolving situation, two compensation hypotheses are possible:

- a. The director removes a portion of the teacher's preassigned workload and the excess is compensated in time, while respecting his or her annual workload.*
- b. The director ascertains that the teacher cannot be compensated in time within the 720 hours prescribed in the teacher's workload. Thus, the director pays the teacher concerned a monetary compensation equal to 1/1000 of his or her annual salary paid on the last pay installment of the school year.*

3.5 Daily and weekly spans¹

The span is the period between the start and end of a workday or 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 daily span not exceeding 8 hours and a 35-hour span per week, determined for each teacher by the school board or the centre director (clause 13-15.07 e)).

The span does not include the period prescribed for the teacher's meal or the time required for the 10 group meetings and the first three meetings with parents. Also, an average of two hours per week of the 32 hours of the regular workweek may also be performed outside the span at the location determined by the teacher (clause 13-15.07 b) ii) 2)).

The span is illustrated in the examples of schedules found in Appendices 2 and 3 (pages 11 and 12).

¹ The parties may agree on a local arrangement (clause 13-15.07 e)).

4. WORK SCHEDULE

The centre director establishes for each teacher a work schedule (clause 13-15.07 f)) which falls within the daily and weekly spans (clause 13-15.07 e)). The schedule which can vary during the school year includes recurring professional activities prescribed in the workload requiring the teacher's presence at a certain time, such as, among others, certain courses and lessons, certain remediation, and certain collaborative meetings.

Thus, other annualized professional activities prescribed in the workload not requiring the teacher's recurring presence at a certain time in the schedule are not entered in the work schedule and include, among others, remediation, providing support (encadrement), committees and meetings. The teacher is responsible for determining the times when he or she performs the professional activities from among those not assigned by the centre director.

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 daily and weekly spans (clause 13-15.07 d)).

In addition, the centre director may schedule, within the 200 days of the work year, certain meetings not held on a recurring basis. For example, the centre director could announce, at the beginning of the work year, the times determined for the 10 group meetings.

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 13-15.07 f)).

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 13-15.15 of the Entente, the parties are committed to take the necessary measures to ensure the harmonious application of paragraph b) of clause 13-15.06 and clause 13-15.07 to prevent any problems that may arise in implementing these provisions and to solve them, where applicable.

In this context, the 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 – Vocational training

Workload (W)		Number of annual hours	Recurring time entered in schedule, if any
Courses and lessons ¹ (including supervision of workplace internships in the presence of students ² , where applicable)			
Support (encadrement)			
Remediation			
Group supervision			
Total:		720 hours	
Other professional duties (OPD) ³		Number of annual hours	Recurring time entered in schedule, if any
Arrival and Dismissal			
Meetings (collaborative, category or subcategory, group, with parents, etc.)			
Discussions, communications, monitoring of student progress, unanticipated events, etc.			
Committee participation			
Teacher induction – Appendix XXII			
Supervision of internships without presence of students			
Looking after equipment used in learning activities related to teaching			
Other professional activities	Mandates or projects		
Subtotal:			
Hours devoted to pedagogical days (number of hours x number of days)			
Work determined by teacher (5 hours x 40 weeks) ⁴		200 hours	
Total:		560 hours	

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

² Supervision of workplace internships is considered similar to the presentation of courses and lessons for the portion of time devoted to the student in the workplace where the internship takes place.

The preceding rule applies only to internships prescribed in the vocational training programs of studies leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS). However, it does not apply to the internships prescribed in work-study programs (centre and workplace) (clause 13-15.09 b)).

³ While respecting local provisions, where applicable.

⁴ The work to be performed is specified in the general duties (clause 13-15.02). Among these hours, 80 hours yearly are carried out at the location determined by the teacher and may be carried out outside the span. Also, the time required for the 10 group meetings and for the first three meetings with parents is included in the 200 hours.

Appendix 2 Example – Schedule 1 – Vocational training

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
8:15 a.m.	Start of daily span				
Start of teacher's span	8:15 a.m.	9:00 a.m.	8:15 a.m.	8:15 a.m.	8:15 a.m.
	AD		AD		AD
Period 1 – 60 minutes	Course		Course		Course
Period 2 – 60 minutes	Course		Course		Course
Break	AD		AD		AD
	AD		AD		AD
Period 3 – 60 minutes	Course		Course		Course
	AD		AD		AD
Students' lunch period	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
		AD	AD	AD	
Period 4 – 60 minutes		Course	Course	Course	
Period 5 – 60 minutes		Course	Course	Course	
Break		AD	AD	AD	
		AD	AD	AD	
Period 6 – 60 minutes		Remediation	Course	Course	
		AD	AD	AD	
		Team meeting – category			
End of teacher's span	4:05 p.m.	5:05 p.m.	4:05 p.m.	4:05 p.m.	3:50 p.m.
5:05 p.m.	End of daily span				
Total daily span	7 h = A	7 h 15 min = B	7 h = C	7 h = D	6 h 45 min = E
Total 35-hour weekly span = A + B + C + D + E					

Daily span: not exceeding 8 hours
(excluding meal period, 10 group meetings and first three meetings with parents)

Centre director's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Appendix 3 Example – Schedule 2 – Vocational training

Hours	Day 1	Day 2	Day 3	Day 4	Day 5
8:15 a.m.	Start of daily span				
Start of teacher's span	8:15 a.m.	9:00 a.m.	8:15 a.m.	8:15 a.m.	8:15 a.m.
	AD		AD		AD
Period 1 – 60 minutes	Course		Course		Course
	AD		AD		AD
Period 2 – 60 minutes	Course		Course		Course
	AD		AD		AD
Break					
	AD		AD		AD
	AD		AD		AD
Period 3 – 60 minutes	Course		Course		Course
	AD		AD		AD
Students' lunch period	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)	Lunch (50 min)
		AD	AD	AD	
Period 4 – 60 minutes		Course	Course	Course	
		AD	AD	AD	
Period 5 – 60 minutes		Course	Course	Course	
		AD	AD	AD	
Break					
		AD	AD	AD	
Period 6 – 60 minutes		Remediation	Course	Course	
		AD	AD	AD	
		Team meeting – category			
End of teacher's span	4:05 p.m.	5:05 p.m.	4:05 p.m.	4:05 p.m.	3:05 p.m.
5:05 p.m.	End of daily span				
Total daily span	7 h = A	7 h 15 min = B	7 h = C	7 h = D	6 h 45 min = E
Total 35-hour weekly span = A + B + C + D + E					

Daily span: not exceeding 8 hours
(excluding meal period, 10 group meetings and first three meetings with parents)

Centre director's signature: _____ Date: _____

Teacher's Signature: _____ Date: _____