



# **GUIDE TO THE APPLICATION OF THE TEACHER'S WORKLOAD AND ITS ORGANIZATION 2023-2028**

## **Youth General Education**

**Version 2.0 (September 27, 2024)**

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## 1. PREAMBLE AND AIMS

When the 2020-2023 Agreement was renewed, additional changes have been made to the provisions governing the teacher's workload and its organization were amended substantially. Accordingly, and to ensure that those provisions are implemented smoothly, the parties decided to defer their introduction until the 2022-2023 school year and to produce a joint guide to their application (hereinafter the "Guide").

The changes made in 2020-2023 and in 2023-2028 to the provisions governing the teacher's workload and its organization were the result of a shared intention to professionalize the workload and recognize the professional autonomy of teachers when performing their duties. As mentioned in Appendix XLI of the 2020-2023 Agreement, the parties acknowledge the importance of:

- › Not increasing or creating a heavy workload for teachers;
- › Distinguishing a teacher's workload from his or her work schedule;
- › Avoiding certain disputes associated with the workload.

This Guide was designed for use as a tool to help local parties with the application of these new provisions. It is intended mainly for the staff of schools, school boards and local unions. The modifications adopted in the 2020-2023 Agreement are still present in the guide, notably the annual nature of the workload, the notion of average weekly working hours, the reshaping of the workload and the work schedule and new rules governing its application.

In addition, the guide presents and explains the main changes made to the workload in the 2023-2028 Agreement (hereinafter the "Agreement"), notably the minimum time allocated for support (encadrement) in elementary, the addition of hours for which the teacher determines the location and the time when he or she performs the work, etc.

Lastly, although this Guide provides the information needed to understand and apply the clauses governing the workload, it is by no means exhaustive and its content is not subject to arbitration. The tables and examples used in the Guide must be read and interpreted in compliance with provincial and local provisions, where applicable. If the information in this Guide contradicts the information in the Agreement, the text of the Agreement takes precedence.

We hope the Guide will be useful to you!

## **2. TEACHER'S WORK YEAR AND ANNUAL WORKLOAD**

### **2.1 Work year**

The teacher's work year has not changed, and continues to include 200 days of work (clause 8-5.01 a)).

### **2.2 Annual workload**

On an annual basis of 1,280 hours, a teacher carries out all the characteristic responsibilities prescribed in the general duties performed as part of the assigned professional activities (clause 8-5.01 b)).

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.

The following table sets out the annual breakdown of hours for each element of the workload, by level of education for a full-time regular teacher:

| Element                                | Professional activities   | Preschool   | Elementary                                       | Secondary  |
|--|---|---|--|--|
| <b>Workload (W)</b>                    | Developmental and cognitive learning activities   | Maximum of 810 hours<br>(22 h 30 x 36 weeks)            | -  | -  |
|  | Courses and lessons   | -   | 738 hours <sup>1-2</sup><br>(20 h 30 x 36 weeks) | 615 hours <sup>1-2</sup><br>(17 h 05 x 36 weeks) |
|  | Other teaching duties   | Minimum of 18 hours<br>(0 h 30 x 36 weeks)              | 90 hours <sup>1</sup><br>(2 h 30 x 36 weeks)     | 105 hours <sup>1</sup><br>(2 h 55 x 36 weeks)    |
|  | <b>Subtotal W (hours)</b>   | <b>828 hours<br/>(23 h x 36 weeks)</b>                  |  | <b>720 hours<br/>(20 h x 36 weeks)</b>           |
| <b>Other professional duties (OPD)</b> | Other professional activities   | 144 hours <sup>3</sup><br>(4 h x 36 weeks)              |  | 252 hours <sup>3</sup><br>(7 h x 36 weeks)       |
|  | Pedagogical days  | 108 hours <sup>3</sup><br>(5h 24 x 20 pedagogical days) |  |  |
|  | Work decided by the teacher from the tasks forming part of the general duties (clause 8-2.01) | 200 hours <sup>4</sup><br>(5 h x 40 weeks)              |  |  |
|  | <b>Subtotal OPD (hours)</b>   | <b>452 hours</b>  |  | <b>560 hours</b>                                 |
| <b>Total number of hours</b>           |   | <b>1,280 hours annually<sup>4</sup></b>                 |  |  |

<sup>1</sup> The number of hours may vary from one teacher to the next.

<sup>2</sup> The average time for all full-time teachers (clause 8-7.03 b)).

<sup>3</sup> These hours may vary according to the duration of pedagogical days provided for locally, as the case may be.

<sup>4</sup> Of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and 200 hours for the 2026-2027 and subsequent school years are carried out at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

The following table presents some of the professional activities that form part of the workload:

| The professional activities included in the workload |  |                       |           |
|--|--|-----------------------|-----------|
|  | Preschool  | Elementary            | Secondary |
| Workload (W)   | › Developmental and cognitive learning activities  | › Courses and lessons |           |
|  | › Support (encadrement)<br>› Remediation<br>› Supervision other than arrival and dismissal and movement of students <sup>1</sup><br>› Homeroom   |                       |           |
| Other professional duties (OPD)                      | › Supervision of arrival and dismissal and movement of students<br>› Responsibilities entrusted by the school administration (mandates, projects, etc.)<br>› Meetings (collaborative, group, level, cycle, subject, with parents, etc.)<br>› Discussions, follow-up, reports and communications with other staff members, school administration, parents or partners (individualized education plan, follow-up with students, etc.)<br>› Attendance at agreement or non-agreement committee meetings<br>› Planning<br>› Preparation<br>› Marking<br>› 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<sup>2</sup>, as applicable.

<sup>1</sup> For the preschool and elementary levels, the school administration, wherever possible, entrusts certain supervisory duties to people other than teachers, in accordance with Appendix XXXIV of the Agreement. As of the 2027-2028 school year, the Ministry is committed to allocate the required funding to assign other staff members all supervision other than the supervision of arrival and dismissal and movement of students.

<sup>2</sup> Depending on the individual school, the consultation may take place towards the end of the school year preceding the school year concerned, at the beginning of the school year concerned, or in two parts, but in all cases it must take place before the individual consultation (end of the preceding school year and beginning of the school year concerned).

➤ Step 1: Group consultation (clause 8-5.01 b) 2<sup>nd</sup> paragraph)

The school-level participating body of teachers is consulted for the annual distribution of duties and responsibilities among teachers. The consultation covers:

- › the activities making up the workload, other than developmental and cognitive learning activities or the presentation of courses and lessons and the time prescribed in which to perform them annually;
- › the other professional duties inherent to the teaching function (excluding the work determined by the teacher) and the time prescribed in which to perform them annually.

This step 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.

➤ Step 2: Individual consultation (clause 8-5.01 b) 3<sup>rd</sup> paragraph)

Before preparing the annual workload, the school administration must consult each teacher on:

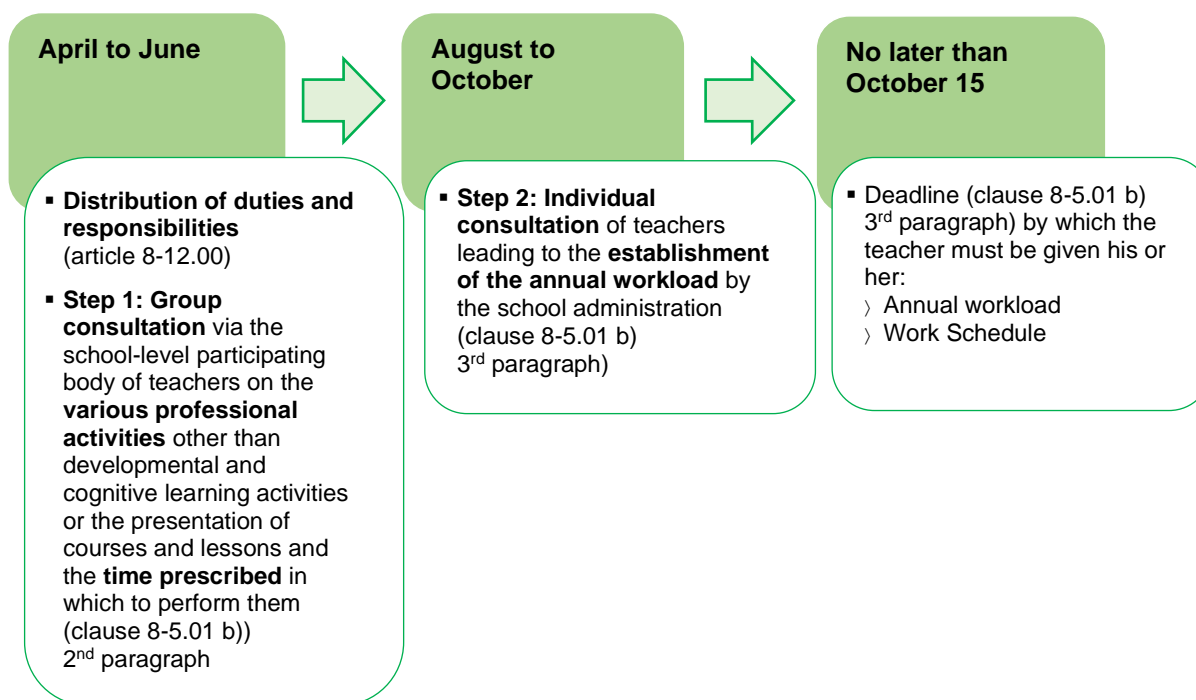
- › the activities making up the workload (other than developmental and cognitive learning activities and presentation of courses and lessons);
- › the other professional duties inherent to the teaching function.

When these two steps have been completed, and in all cases not later than October 15, the teacher is assigned an annual workload<sup>1</sup> by the school administration.

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<sup>1</sup> Examples of annual workloads illustrated in Appendices A, B and C.

## Consultation timeline<sup>1</sup>



## 2.4 Pedagogical days

Some of the pedagogical days scheduled in the school calendar have a special status.

When establishing the school calendar under clause 8-5.02, the board shall identify a minimum of 25% of the total number of pedagogical days prescribed in the school calendar for which the location for carrying out the work shall be determined by the teacher.

From among the days thus identified, the board shall identify a minimum of 20% of the total number of pedagogical days prescribed in the school calendar for which the content shall be determined by the teacher<sup>2</sup>.

The content of other pedagogical days shall be submitted for consultation to the board-level or school-level participating body of teachers according to the terms and conditions set out in Chapter 4-0.00.

<sup>1</sup> The dates shown in the timeline may need to be adjusted, depending on the provisions of local agreements or local practices, if any.

<sup>2</sup> It being understood that teachers can work collaboratively.



### 3. REGULAR WORKWEEK

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 (clause 8-6.01). The school board or school administration may assign the teacher to a workplace other than the school.

Notwithstanding the foregoing, for the 2024-2025 school year, the teacher must be present at school for an average of 29<sup>1</sup> hours per week (or its equivalent on an annual basis of 1,160 hours) (clause 8-6.01). The teacher carries out three<sup>2</sup> hours per week, or its equivalent on an annual basis of 120 hours, at the location he or she determines (clause 8-6.02 a) ii) 2)). These same three hours may be carried out outside the weekly or the daily span (clause 8-6.02 d) 4<sup>th</sup> paragraph).

#### 3.1 Breakdown of hours in the regular workweek

##### Workload (W)

The workload is 23 hours per week at the preschool and elementary levels and 20 hours per week at the secondary level (clause 8-6.02 a) i)). These hours, excluding the time devoted to developmental and cognitive learning activities or courses and lessons, may vary from one week to the next to take into account fluctuating pedagogical or organizational needs (clause 8-6.02 b)).

The workload of the full-time teacher at the elementary level includes a minimum of one hour (1 h) per week (or its equivalent on an annual basis of 36 hours), not entered in his or her schedule, dedicated to support (encadrement) (clause 8-7.02 c)).

The workload of the part-time or replacement teacher at the elementary level includes a minimum of one hour (1 h) of support (encadrement) per week (or its equivalent on an annual basis of 36 hours) not entered in his or her schedule. The minimum shall be adjusted according to the percentage of the workload that he or she assumes in relation to the workload of a full-time teacher (clause 8-8.05).

It should be noted that elementary-level specialist teachers and remedial teachers (support for learning) are also entitled to this measure. Finally, regular teachers with special status (E2) at the elementary level are also entitled to this measure.

At the preschool level, the time devoted to the workload includes a maximum of 22 hours and 30 minutes of developmental and cognitive learning activities and a minimum of 30 minutes of other educational duties, for a total workload of 23 hours per week (clause 8-7.02 a)).

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<sup>1</sup> Read an average of 28 hours per week (or its equivalent on an annual basis of 1,120 hours) for the 2025-2026 school year, and an average of 27 hours per week (or its equivalent on an annual basis of 1,080 hours) as of the 2026-2027 school year.

<sup>2</sup> Read an average of four hours per week (160 hours annually) for the 2025-2026 school year. As of the 2026-2027 school year, an average of five hours (200 hours annually) are spent at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

At the elementary and secondary levels, the time devoted to the presentation of courses and lessons and to student activities on the students' timetable may vary from one teacher to another.

At the school-board level, the average teaching time devoted to the presentation of courses and lessons and to student activities on the students' timetable must not exceed:

- › 20 hours and 30 minutes per week for all full-time elementary school teachers;
- › 17 hours and five minutes per week, or the equivalent, for all full-time secondary school teachers (clause 8-7.03 a)).

### **Other professional duties (OPD)**

Other professional duties account for an average of nine hours per week at the preschool and elementary levels and an average of 12 hours per week at the secondary level. They include:

- › an average of four hours at the preschool and elementary levels or an average of seven hours at the secondary level for professional activities inherent to the teaching function;
- › the hours comprised in pedagogical days;
- › an average of five hours of work determined by the teacher, including the 10 group meetings and the first three meetings with parents (clause 8-6.02 a) ii)).

### 3.2 Illustration of hours in the regular workweek, by teaching level

The following tables set out the hours in the regular workweek by teaching level:

| Précolaire  |   |  |   |   |
|---|---|--|---|---|
| Workload (W)  |   | Other professional duties (OPD)  |   |   |
| Developmental and cognitive learning activities<br>No more than <b>22 hours 30 minutes</b> <sup>2</sup><br>810 hours per year |   | <b>4 hours on average</b><br>252 hours <sup>3</sup> per year                                   |   | <b>32 hours on average per week, including 29<sup>1</sup> hours on average per week at school</b><br>1,280 hours per year |
| +   | + | +  | = |   |
| Other teaching duties<br>No less than <b>30 minutes on average</b> <sup>2</sup><br>18 hours per year                          |   | <b>5 hours on average</b><br>200 hours <sup>4</sup> per year of work determined by the teacher |   |   |
| =   |   | =  |   |   |
| <b>23 hours on average</b><br>828 hours per year  |   | <b>9 hours on average</b><br>452 hours per year  |   |   |

<sup>1</sup> 29 hours on average for the 2024-2025 school year, 28 hours on average for the 2025-2026 school year and 27 hours on average from the 2026-2027 school year.

<sup>2</sup> The number of hours may vary from one teacher to another.

<sup>3</sup> Including pedagogical days.

<sup>4</sup> 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 (clause 8-2.01). These hours may be carried out during any portion of the period for meals stipulated in clause 8-8.03 exceeding 50 minutes. In addition, of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

| Elementary  |   |  |   |  |
|---|---|--|---|--|
| Workload (W)  |   | Other professional duties (OPD)  |   |  |
| Courses and lessons<br><b>20 hours 30 minutes<sup>2</sup></b><br>738 hours per year                         |   | <b>4 hours on average</b><br>252 hours <sup>3</sup> per year                                   |   | <b>32 hours on average per week including</b><br><b>29<sup>1</sup> hours on average per week at school</b><br>1,280 hours per year |
| +   |   | +  |   |  |
| Other teaching duties <sup>4</sup><br><b>2 hours 30 minutes on average<sup>2</sup></b><br>90 hours per year | + | <b>5 hours on average</b><br>200 hours <sup>5</sup> per year of work determined by the teacher | = |  |
| =   |   | =  |   |  |
| <b>23 hours on average</b><br>828 hours per year  |   | <b>9 hours on average</b><br>452 hours per year  |   |  |

<sup>1</sup> 29 hours on average for the 2024-2025 school year, 28 hours on average for the 2025-2026 school year and 27 hours on average from the 2026-2027 school year.

<sup>2</sup> The number of hours may vary from one teacher to another.

<sup>3</sup> Including pedagogical days.

<sup>4</sup> The workload of the full-time teacher at the elementary level includes a minimum of one hour (1 h) per week (or its equivalent on an annual basis of 36 hours), not entered in his or her schedule, dedicated to support (encadrement) (clause 8-7.02 c)).

The workload of the part-time or replacement teacher at the elementary level includes a minimum of one hour (1 h) of support (encadrement) per week (or its equivalent on an annual basis of 36 hours) not entered in his or her schedule. The minimum shall be adjusted according to the percentage of the workload that he or she assumes in relation to the workload of a full-time teacher (clause 8-8.05).

<sup>5</sup> 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 (clause 8-2.01). These hours may be carried out during any portion of the period for meals stipulated in clause 8-8.03 exceeding 50 minutes. In addition, of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

| Secondary   |   |  |   |  |
|---|---|--|---|--|
| Workload (W)  |   | Other professional duties (ODP)  |   |  |
| Courses and lessons<br><b>17 hours 5 minutes<sup>2</sup></b><br>615 hours per year              |   | <b>7 hours on average</b><br>360 hours <sup>3</sup> per year                                   |   | <b>32 hours on average per week including</b><br><b>29<sup>1</sup> hours on average per week at school</b><br>1,280 hours per year |
| +   |   | +  |   |  |
| Other teaching duties<br><b>2 hours 55 minutes on average<sup>2</sup></b><br>105 hours per year | + | <b>5 hours on average</b><br>200 hours <sup>4</sup> per year of work determined by the teacher | = |  |
| =   |   | =  |   |  |
| <b>20 hours on average</b><br>720 hours per year  |   | <b>12 hours on average</b><br>560 hours per year   |   |  |

<sup>1</sup> 29 hours on average for the 2024-2025 school year, 28 hours on average for the 2025-2026 school year and 27 hours on average from the 2026-2027 school year.

<sup>2</sup> The number of hours may vary from one teacher to another.

<sup>3</sup> Including pedagogical days.

<sup>4</sup> 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 (clause 8-2.01). These hours may be carried out during any portion of the period for meals stipulated in clause 8-8.03 exceeding 50 minutes. In addition, of these hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

### 3.3 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 (clause 8-6.02 b) 1<sup>st</sup> paragraph). 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.

However, the time devoted to developmental and cognitive learning activities or the presentation of courses and lessons may vary in order to better meet students' needs, and to take into account the educational project and the characteristics of the school or class (clause 8-6.02 b) 2<sup>nd</sup> paragraph). For example, in the case of local sport-study or art-study programs, variations may be needed to carry out specific projects.

### 3.4 Additional workload

Some of the terms and conditions that apply when the teacher's workload is exceeded vary according to the percentage of work assumed by the teacher.

Should the board assign, for special reasons, a teacher additional workload hours in addition to the annual workload prescribed, the teacher, in accordance with paragraph f) of clause 8-7.02, is entitled to:

- › in all cases, compensation in time within the workload during the school year (see possibility a) in the example);

failing that,

- › in the case of a teacher who assumes a full workload (100%), monetary compensation equal to 1/1000 of the annual salary increased by 33% for 60 minutes of workload assigned and adjusted proportionally to the duration (see possibility b) in the example);
- › in the case of a teacher who assumes a workload less than 100%, remuneration equal to 1/1000 of annual salary for 60 minutes of additional workload assigned and adjusted proportionally to the duration (see possibility b) in then example).

Notwithstanding the foregoing, if the workload assigned cannot respect the teacher's annual workload, the monetary compensation or remuneration, as the case may be, will be paid with the next salary instalment permitting it (see possibility c) in the example).

### **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 1/1000 of the teacher's annual salary (increased by 33% for a teacher who assumes a workload of 100%) for the time worked in addition to the 30 hours originally provided for in her workload.*

- 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 1/1000 of her annual salary (increased by 33% for a teacher who assumes a workload of 100%), beginning with the next available salary payment.*

### **3.5 Compensation for other professional duties in addition to an annual workload in youth sector (Appendix LIV)**

The Agreement introduces the possibility of compensating for other professional duties performed in addition to the teacher's workload, in particular to participate in training activities, promote consultation time with other parties involved, etc. Monetary compensation is based on the rates set out in Appendix LIV.

These hours are voluntary. They must be expressly assigned or authorized beforehand by the school administration. A written record of the principal's agreement is strongly recommended before the hours are worked.

### **3.6 Daily and weekly span<sup>1</sup>**

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)).

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 three hours per week in 2024-2025 (four hours in 2025-2026 and five hours as of 2026-2027), out of the 32 hours in the regular workweek, may be worked outside the span, at the place determined by the teacher (clauses 8-6.02 d) 3<sup>rd</sup> paragraph and 8-6.02 a) ii) 2)).

The span is illustrated in the examples in Appendices D, E and F.

## **4. WORK SCHEDULE**

The school administration establishes a work schedule for each teacher (clause 8-6.04), which falls within the daily and weekly span (clause 8-6.02 d)). The weekly or cycle-based<sup>2</sup> schedule includes the recurrent professional activities provided for in the workload which require the teacher's presence at a specific time. For example, these activities may be developmental and cognitive learning activities, courses and lessons, supervisory duties, remediation periods, meetings or supervision of student arrivals and movements of students.

The other professional activities for the year that are included in the workload and do not require the teacher's recurrent presence at a specific time are not specified in the work schedule. These activities include remediation, support, committees, meetings and so on. It is up to the teacher to decide when he or she will perform the activities not assigned by the school administration (clause 8-6.04).

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<sup>1</sup> The parties may agree on a local arrangement (clause 8-6.02 d) 1<sup>st</sup> paragraph).

<sup>2</sup> If the teaching cycle is not a five-day cycle, the number of hours mentioned here are adjusted proportionally (clause 8-6.05).



While respecting the number of hours on an annual basis the school administration may, as needed, require the teacher to be present at certain times of the week to meet an occasional or permanent need, within the daily and weekly span:

- › for an occasional need: prior notice must be sufficient for the teacher to be present at the required time;
- › for a permanent need: the teacher must have been consulted and, if there is no agreement on the time of the change, prior notice of at least five days must be given (clause 8-6.02 c)).

In addition, the school administration may schedule certain non-weekly or non-cyclical meetings within the 200 days of the working year. For example, it may announce the times of the ten group meetings at the beginning of the school year.

Considering that the teacher is not obliged to enter all the times prescribed to perform his or her professional activities in the schedule, the times without a scheduled assignment, even during student breaks or recess time, 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 8-6.04).

The work schedule<sup>1</sup> must be given to the teacher no later than October 15 (clause 8-5.01 b)).

## 5. PROBLEM SOLVING MECHANISM

As mentioned at clause 8-14.00 of the Agreement, the parties have undertaken to ensure that clause 8-5.01 (work year and annual workload) and articles 8-6.00 (regular workweek) and 8-7.00 (teacher's workload) are applied harmoniously, in order to prevent and, where applicable, solve implementation problems.

To do this, the school board and the union must agree on internal and external problem solving mechanisms. These mechanisms must reflect the situation in the schools and must be applied throughout the school year, starting at the time of the consultation on the annual workload. They also apply in cases where the problem involves more than one teacher.

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<sup>1</sup> Examples in Appendices D, E and F.

# APPENDICES

**APPENDIX A**

**Example – Annual Workload - Preschool**

| <b>Workload (W)</b>  | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
|--|---------------------------------|---|
| Development and cognitive learning activities <sup>1</sup> |                                 |   |
| Support (encadrement)                                      |                                 |   |
| Group supervision  |                                 |   |
| Remediation  |                                 |   |
| Homeroom   |                                 |   |
| <b>Total W (23 hours x 36 weeks)<sup>2</sup></b>           | <b>828 hours</b>                |   |

| <b>Other professional duties (OPD)<sup>3</sup></b>                                    | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
|---|---------------------------------|---|
| Arrival and dismissal and movement of students  |                                 |   |
| Meetings (level, coordination, etc.)  |                                 |   |
| Discussion, communication, individualized education plans, unanticipated events, etc. |                                 |   |
| Committees  |                                 |   |
|   |                                 |   |
|   |                                 |   |
| Teacher induction – Appendix XXII   |                                 |   |
| Other professional activities (mandates, projects, etc.)                              |                                 |   |
| <b>Subtotal OPD</b>   |                                 |   |
| Pedagogical days (No. hours x No. days)   |                                 |   |
| Work determined by the teacher (5 hours x 40 weeks) <sup>4</sup>                      | 200 h                           |   |
| <b>Total OPD</b>  | <b>452 hours</b>                |   |

|              |                    |
|--------------|--------------------|
| <b>TOTAL</b> | <b>1,280 hours</b> |
|--------------|--------------------|

<sup>1</sup> In some cases, time may be recognized for teacher induction (Appendix XXII).

<sup>2</sup> This number of days/weeks may vary according to the number of classroom days on the school calendar.

<sup>3</sup> In compliance with local provisions, where applicable, this time must be converted to an annual basis.

<sup>4</sup> The work to be performed is work included in the general duties (clause 8-2.01). Among the 200 hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

**APPENDIX B**

**Example – Annual Workload - Elementary**

| <b>Workload (W)</b>                              | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
|--|---------------------------------|---|
| Courses and lessons <sup>1</sup>                 |                                 |   |
| Support (encadrement) <sup>2</sup>               |                                 |   |
| Group supervision                                |                                 |   |
| Remediation                                      |                                 |   |
| Homeroom   |                                 |   |
| <b>Total W (23 hours x 36 weeks)<sup>3</sup></b> | <b>828 hours</b>                |   |

| <b>Other professional duties (OPD)<sup>4</sup></b>                                    | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
|---|---------------------------------|---|
| Arrival and dismissal and movement of students  |                                 |   |
| Meetings (level, cycle, coordination, etc.)   |                                 |   |
| Discussion, communication, individualized education plans, unanticipated events, etc. |                                 |   |
| Committees  |                                 |   |
|   |                                 |   |
|   |                                 |   |
| Teacher induction – Appendix XXII   |                                 |   |
| Travel time between buildings (itinerant teacher)                                     |                                 |   |
| Other professional activities (mandates, projects, etc.)                              |                                 |   |
| <b>Subtotal OPD</b>   |                                 |   |
| Pedagogical days (No. hours x No. days)   |                                 |   |
| Work determined by the teacher (5 hours x 40 weeks) <sup>5</sup>                      | 200 h                           |   |
| <b>Total OPD</b>  | <b>452 hours</b>                |   |

|              |                    |
|--------------|--------------------|
| <b>TOTAL</b> | <b>1,280 hours</b> |
|--------------|--------------------|

<sup>1</sup> In some cases, time may be recognized for teacher induction (Appendix XXII).

<sup>2</sup> The workload of the full-time teacher at the elementary level includes a minimum of one hour (1 h) per week (or its equivalent on an annual basis of 36 hours), not entered in his or her schedule, dedicated to support (encadrement) (clause 8-7.02 c)). The same applies to the part-time or replacement teacher, adjusting this minimum according to the percentage of the teacher's workload in relation to the full-time teacher's workload, where applicable.

<sup>3</sup> This number of days/weeks may vary according to the number of classroom days on the school calendar.

<sup>4</sup> In compliance with local provisions, where applicable, this time must be converted to an annual basis.

<sup>5</sup> The work to be performed is work included in the general duties (clause 8-2.01). Among the 200 hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

**APPENDIX C**

**Example – Annual Workload - Secondary**

| <b>Workload (W)</b>   | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
|---|---------------------------------|---|
| Courses and lessons <sup>1</sup>  |                                 |   |
| Support (encadrement)   |                                 |   |
| Group supervision   |                                 |   |
| Remediation   |                                 |   |
| Homeroom  |                                 |   |
| <b>Total W (20 hours x 36 weeks)<sup>2</sup></b>                                      | <b>720 hours</b>                |   |
| <b>Other professional duties (OPD)<sup>3</sup></b>                                    | <b>Number of hours per year</b> | <b>Recurrent time in the schedule, if any</b> |
| Arrival and dismissal and movement of students  |                                 |   |
| Meetings (level, cycle, subject, coordination, etc.)                                  |                                 |   |
| Discussion, communication, individualized education plans, unanticipated events, etc. |                                 |   |
| Committees  |                                 |   |
|   |                                 |   |
|   |                                 |   |
| Teacher induction – Appendix XXII   |                                 |   |
| Other professional activities (mandates, projects, etc.)                              |                                 |   |
| <b>Subtotal OPD</b>   |                                 |   |
| Pedagogical days (No. hours x No. days)   |                                 |   |
| Work determined by the teacher (5 hours x 40 weeks) <sup>4</sup>                      | 200 h                           |   |
| <b>Total OPD</b>  | <b>560 hours</b>                |   |
| <b>TOTAL</b>  | <b>1,280 hours</b>              |   |

<sup>1</sup> In some cases, time may be recognized for teacher induction (Appendix XXII).

<sup>2</sup> This number of days/weeks may vary according to the number of classroom days on the school calendar.

<sup>3</sup> In compliance with local provisions, where applicable, this time must be converted to an annual basis.

<sup>4</sup> The work to be performed is work included in the general duties (clause 8-2.01). Among the 200 hours, 120 hours for the 2024-2025 school year, 160 hours for the 2025-2026 school year and, starting in the 2026-2027 school year, 200 hours are completed at the location determined by the teacher, subject to the time required for the 10 group meetings and the first three meetings with parents.

## APPENDIX D Example – Schedule - Preschool

| Times  | Day 1  | Day 2                                       | Day 3                                       | Day 4                                       | Day 5                                       |   |
|--|--|---|---|---|---|---|
| Daily span: not exceeding 8 hours<br>(excluding meals, ten group meetings and first three meetings with parents) | <b>7.30 am</b>   |   |   |   |   |   |
|  | <b>Start of daily span</b>                                       |   |   |   |   |   |
|  | <b>Start of teacher's span</b>                                   | 7.30 am                                     | 7.30 am                                     | 7.30 am                                     | 7.30 am                                     | 7.30 am   |
|  |  | AD  | AD  | AD  | AD  | AD  |
|  | <b>Development and cognitive learning activity (182 minutes)</b> | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity (122 minutes) |
|  |  | AD  | AD  | AD  | AD  |   |
|  | <b>Lunch – 50 minutes</b>  | Lunch (50 min)                              | Lunch (50 min)                              | Lunch (50 min)                              | Lunch (50 min)                              | Lunch (50 min)  |
|  |  | AD  | AD  | AD  | AD  | AD  |
|  | <b>Development and cognitive learning activity (100 minutes)</b> | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity | Development and cognitive learning activity               |
|  |  | AD  | AD  | AD  | AD  | AD  |
|  |  |   | Weekly coordination meeting (60 min)        |   |   |   |
|  | <b>End of teacher's span</b>                                     | 3:20 p.m.                                   | 15:35 pm                                    | 3:05 pm                                     | 3:20 p.m.                                   | 3:20 p.m.   |
|  | <b>4:20 pm</b>   |   |   |   |   |   |
|  | <b>End of daily span</b>   |   |   |   |   |   |
|  | <b>7 h 00 = A</b>  | <b>7 h 15 = B</b>                           | <b>6 h 45 = C</b>                           | <b>7 h 00 = D</b>                           | <b>7 h 00 = E</b>                           |   |
| <b>Total 35-hour weekly span = A + B + C + D + E</b>   |  |   |   |   |   |   |

Signature of school administration: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E Example – Schedule - Elementary

|  | Times   | Day 1                | Day 2                          | Day 3                 | Day 4  | Day 5                |  |
|--|---|----------------------|--------------------------------|-----------------------|--|----------------------|--|
| Daily span: not exceeding 8 hours<br>(excluding meals, ten group meetings and first three meetings with parents) | 7:30 am                                       | Start of daily span  |                                |                       |  |                      |  |
|  | Start of teacher's span                       | 7:30 am              | 7:30 am                        | 8:00 am               | 7:40 am                                      | 7:30 am              |  |
|  | 10 minutes                                    | AD<br>Homeroom       | AD<br>Homeroom                 |                       | AD<br>Homeroom                               | AD<br>Homeroom       |  |
|  | Period 1 – 60 minutes                         | Course               | Course                         |                       | Course                                       | Course               |  |
|  | Period 2 – 60 minutes                         |                      | Course                         | AD<br>Course (30 min) | Course                                       | Course               |  |
|  | Recess – 20 minutes                           |                      | AD                             | AD                    | AD   | AD                   |  |
|  | Period 3 – 60 minutes                         | AD<br>Course         | AD<br>Course                   | AD<br>Course          | AD<br>Course                                 | AD<br>Course         |  |
|  | Lunch – 60 minutes                            | AD<br>Lunch (60 min) | AD<br>Lunch (60 min)           | AD<br>Lunch (60 min)  | AD<br>Remediation (10 min)<br>Lunch (50 min) | AD<br>Lunch (60 min) |  |
|  | Period 4 – 60 minutes                         | AD<br>Course         | AD<br>Course                   | AD<br>Course          |  |                      |  |
|  | Recess – 20 minutes                           | AD                   | AD                             | AD                    |  | Supervision          |  |
|  | Period 5 – 60 minutes                         | AD<br>Course         | AD<br>Course                   | AD<br>Course          | AD<br>Course                                 | AD<br>Course         |  |
|  |   | AD                   | AD                             | AD                    | AD   | AD                   |  |
|  |   |                      | Weekly coordination<br>meeting |                       |  |                      |  |
|  | End of teacher's span                         | 3:30 pm              | 4:00 pm                        | 3:30 pm               | 3:30 pm                                      | 3:30 pm              |  |
|  | 4:30 pm                                       | End of daily span    |                                |                       |  |                      |  |
|  | Total daily span                              | 7 h 00 = A           | 7 h 30 = B                     | 6 h 30 = C            | 7 h 00 = D                                   | 7 h 00 = E           |  |
|  | Total 35-hour weekly span = A + B + C + D + E |                      |                                |                       |  |                      |  |

Signature of school administration: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F Example – Schedule - Secondary

| Times  | Day 1                      | Day 2          | Day 3                | Day 4                | Day 5          | Day 6                | Day 7      | Day 8                         | Day 9          |
|--|----------------------------|----------------|----------------------|----------------------|----------------|----------------------|------------|-------------------------------|----------------|
| <b>8 am</b>  | <b>Start of daily span</b> |                |                      |                      |                |                      |            |                               |                |
| <b>Start of teacher's span</b>                                       | 8 am                       | 8:30 am        | 8 am                 | 8:30 am              | 8 am           | 8 am                 | 8 am       | 8:30 am                       | 8 am           |
| <b>Period 1 – 75 minutes</b>   |                            |                | AD                   |                      | AD             | AD                   | AD         | AD                            | AD             |
|  |                            |                | Course               |                      | Course         | Course               | Course     | Course                        | Course         |
| <b>Recess – 15 minutes</b>   |                            |                | AD                   |                      | AD             | AD                   | AD         | AD                            | AD             |
|  | AD                         | AD             |                      |                      |                |                      | AD         |                               | AD             |
| <b>Period 2 – 75 minutes</b>   | Course                     | Course         |                      |                      |                |                      | Course     |                               | Course         |
|  | AD                         | AD             | Lunch (50 min)       | Lunch (50 min)       |                | Lunch (50 min)       | AD         | Lunch (50 min)                | AD             |
| <b>Lunch – 50 minutes</b>  | Lunch (50 min)             | Lunch (50 min) | Remediation (30 min) | Remediation (30 min) | Lunch (50 min) | Remediation (30 min) |            | Remediation (30 min)          | Lunch (50 min) |
|  |                            | AD             | AD                   | AD                   | AD             | AD                   |            | AD                            | AD             |
| <b>Period 3 – 75 minutes</b>   |                            | Course         | Course               | Course               | Course         | Course               |            | Course                        | Cours          |
|  |                            | AD             | AD                   | AD                   | AD             | AD                   |            | AD                            | AD             |
| <b>Recess – 15 minutes</b>   |                            | AD             | AD                   | AD                   | AD             | AD                   |            | AD                            | AD             |
|  | AD                         | AD             | AD                   | AD                   | AD             | AD                   |            | AD                            | AD             |
| <b>Period 4 – 75 minutes</b>   | Course                     | Course         | Course               | Course               | Course         | Course               |            | Course                        | Course         |
|  | AD                         | AD             | AD                   | AD                   | AD             | AD                   |            | AD                            | AD             |
|  |                            |                |                      |                      |                |                      |            | Coordination meeting (60 min) |                |
| <b>End of daily span</b>   | 4 :30 pm                   | 4 :30 pm       | 4 :30 pm             | 4 :30 pm             | 4 :30 pm       | 4 :30 pm             | 12 pm      | 4 :30 pm                      | 4 pm           |
| <b>16 h 50</b>   | <b>End of daily span</b>   |                |                      |                      |                |                      |            |                               |                |
| <b>Total amplitude quotidienne</b>                                   | 7 h 40 = A                 | 7 h 10 = B     | 7 h 40 = C           | 7 h 10 = D           | 7 h 40 = E     | 7 h 40 = F           | 4 h 00 = G | 7 h 10 = H                    | 7 h 10 = I     |
| <b>Total 63-hour weekly span = A + B + C + D + E + F + G + H + I</b> |                            |                |                      |                      |                |                      |            |                               |                |

**Daily span: not exceeding 8 hours**  
(excluding meals, ten group meetings and first three meetings with parents)

Signature of school administration: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of teacher: \_\_\_\_\_

Date: \_\_\_\_\_