



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

Adult Education

**Version 2.0
(December 20, 2024)**

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1. PREAMBLE AND OBJECTIVES SOUGHT

In the context of the renewal of the 2020-2023 Agreement, the provisions dealing with the teacher's workload and its organization have been modified. In this context and to ensure the harmonious implementation, the provincial parties have agreed to update the joint application guide (hereafter called the "Guide").

The changes made in 2023-2023 and 2023-2028 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 Agreement, 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. The modifications adopted in the 2020-2023 Agreement are still present in this guide. In addition, the Guide presents and explains the main changes to the teacher's workload in the 2023-2028 Agreement (hereinafter referred to as the "Agreement").

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 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 the specialty;
- › other professional duties (OPD).

The table below illustrates the distribution of the annual hours of a full-time regular teacher¹:

Parameters	Professional activities	Annual hours
Courses and lessons and pedagogical follow-up	Courses and lessons and pedagogical follow-up related to the 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 (hours)	480 hours
Total		1,280 hours annually

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 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 table below presents some of the 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 the 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 Agreement › Planning › Preparation › Correction › Other activities covered by characteristic responsibilities of teaching function mentioned in clause 11-14.02

2.3 Preparation of the 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 the specialty;
- › other professional duties related to the teaching function.

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

2.4 Pedagogical days (clause 11-14.03 c))

Some of the pedagogical days scheduled in the school calendar have a special status. In order to provide for the number of pedagogical days concerned, paragraph c) of clause 11-14.03 refers to clause 8-5.03. However, the distribution of the 200 workdays remains provided for in clause 11-14.03 a).

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 teacher².

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.

¹ Example of annual workload found in Appendix 1 (page 11).

² It being understood that teachers can work collaboratively.

3. REGULAR WORKWEEK

The teacher's regular workweek is five 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 (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, for the 2024 2025 school year, the teacher must be present at the centre for an average of 29¹ hours per week or its equivalent on an annual basis of 1,160 hours (clause 11-14.04 b)). Three² hours are carried out per week or its equivalent on an annual basis of 120 hours at the location determined by the teacher (clause 11-14.04 c) ii) 2)). These three 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 lessons³ 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 hours⁴ 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 seven 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 five work hours or its equivalent on an annual basis of 200 hours determined by the teacher.

¹ 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.

² 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.

³ Within the guidelines of the programs authorized by the school board.

⁴ Only the first four hours of a pedagogical day can be deducted from the bank of 32 hours.

3.2 Illustration of hours in the regular workweek

The following table set out the hours in the regular workweek:

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 annually ²	+	Average of 7 hours 280 hours (OPD) including hours devoted to pedagogical days in addition to the 32 hours, where applicable	=	32 hours on average per week, including 29 ¹ hours on average per week at the centre 1,280 hours annually
		+		
		Average of 5 hours 200 hours ³ (OPD) of work determined by the teacher		
=		=		
Average of 20 hours ⁴ 800 hours annually		Average of 12 hours 480 hours annually		

¹ 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.

² 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.

³ 200 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, 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.

⁴ 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).

3.3 Weekly variations in working hours

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.

3.4 Exceeding the 800 hours

If the board exceeds, for a given teacher who assumes a full workload (100%), the 800 hours of courses and lessons and pedagogical follow-up related to the specialty required by the school board, the teacher is entitled, for each excess period of 60 minutes devoted to the presentation of courses and lessons or to pedagogical follow-up, to compensation equal to 1/1000 of the annual salary increased by 33% per hour assigned and adjusted proportionally to the duration (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 three hours per week in 2024-2025 (four hours in 2025-2026 and five hours from 2026-2027) 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).

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

4. WORK SCHEDULE

The centre director determines¹ 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.

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 schedule² under the terms and conditions prescribed in the local provisions, where applicable.

5. PROBLEM-SOLVING MECHANISMS

As mentioned at clause 11-14.09 of the Agreement, 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 While respecting local provisions.

² Examples of schedules found in Appendices 2 and 3 (pages 12 and 13).

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 OPD			
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 OPD		480 hours	

TOTAL	1,280 hours
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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 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 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 Agreement. 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 Agreement. TOTAL: 35 hours					

Centre director's signature: _____ Date: _____

Teacher's signature: _____ Date: _____