

## INSTRUCTIONAL TIME

### Background

Principals are required to ensure that the hours of instruction per year reflect the mandates outlined in the *Guide to Education* for Kindergarten, Grades 1 to 9 and Grades 10 to 12. Pursuant to section 39 (1) (c) of the *School Act*, the Minister has prescribed the following minimum total hours of instruction per school year:

Kindergarten: 475 hours  
Grades: 1-9: 950 hours  
Grades 10-12: 1000 hours

Principals are responsible for the administration of this administrative procedure.

### Definitions

Instruction is the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed towards achieving outcomes of approved Program of Studies and/or Learner Support Plans through:

- Interaction with students, either face-to-face or using information and communication technology, for the purposes of teaching, assessing student achievement of outcomes and related activities including tutorials, discussion groups and; and/or:
- Interaction with students who are engaged in self-directed packages, independent study, blended learning environments, off-campus skills development programs, computer-assisted learning and/or classroom learning; and/or
- Supervision of presentations for and/or by students, workplace learning and other learning activities.

Instructional Time is defined as having all the following components:

1. Direct interaction between a teacher and student(s).
2. A curriculum linkage.
3. A method of appraisal or evaluation.

The division considers tutorials and flex time and teacher advisory time to be Instructional Time, in addition to regular classes.

## Procedures

1. Principals are to also ensure that their planning adheres to the limits placed on teacher instructional hours and assignable time in the collective agreement. (Clauses 11.1 and 11.2)
  - 1.1 Instructional Time Limit = 916 hours/school year
  - 1.2 Assigned Time Limit = 1200 hours/school year
2. Instructional hours for teachers is not linked to instructional hours for students (student entitlement vs. teacher working conditions)
3. Instructional time and assigned duties are both averaged over the school year.
4. Assigned Time
  - 4.1 Assigned Time is defined as the amount of time that the Division assign teachers and within which they require teachers to fulfill various professional duties and responsibilities including but not limited to:
    - operational days (including teachers' convention)
    - instruction
    - supervision, including before and after classes, transition time between classes, recesses and lunch breaks
    - parent teacher interviews and meetings
    - jurisdiction and school directed professional development, time assigned to teacher professional development, and travel as defined in the Collective Agreement
    - staff meetings
    - time as assigned before and at the end of the school day
    - other activities that are specified by the school Division to occur at a particular time and place within a reasonable work day (e.g. special events such as meet the teacher events, etc.)
    - Transition time between the warning bell and the start of classes and in between classes is assignable time if the teacher is on call and expected to be in a position to intervene in student behaviour.
  - 4.2 Field Trips and Student Exchanges: If the field trip is part of instruction or part of a credit course (where the students are receiving credits for a program of study) only, the time that students are receiving instruction is considered teacher instructional time.
    - a) If a teacher is supervising the instruction provided by another individual (certificated teacher or non-teacher such as a guest speaker) this is also instruction.

- b) Any required and assigned duty including supervision provided during the field trip is considered assignable time. This includes supervision at night and travel time outside of the regular workday (i.e., bus trip to and from the field trip).
  - For example, if during the field trip supervision is required at night and there is more than one teacher on the trip; the time that each teacher is “on call” and expected to be in a position to intervene in student behaviour, will be considered assignable time.

## 5. Extracurricular Activities

Due to the voluntary nature of extracurricular activities they do not count towards assignable time limits, but are the collective responsibilities of the staff of the school. Individual teachers choose from among these activities based upon their knowledge, skills and interests and engage in such activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools.

## 6. Time Free From Instruction (TFFI) effective schools.

- 6.1 Teachers will receive time free from instruction or supervision to complete other professional duties such as individual professional growth plans, lesson planning, grading, phone calls, informal meetings, report cards, etc. During this time, teachers are free to perform their professional duties, unless they are assigned a specific duty by the principal (e.g. internal class coverage, formal meeting, etc.). In this case, the time spent on the assigned activity would be considered assigned time and would count towards that teacher’s total assigned time.
- 6.2 Time Free from Instruction is not assigned duties. As a result, these time periods are a teacher’s own time and teachers are free to leave the school without permission by following the sign-out procedures that are in place at their school .

## 7. Part-Time F.T.E. Teacher Deployment

From time to time the Division offers teachers the opportunity to work on a part-time F.T.E. basis.

- 7.1 In the deployment of a part-time F.T.E. teacher, please use the following criteria:

- 7.1.1 Non-Instructional Days

- 7.1.1.1 A part-time teacher cannot be required to perform more than the equivalent their FTE allocation for non-instructional duties that can be required of a full-time (1.0 F.T.E.) teacher, including those duties or participation in those events scheduled on non-instructional operation days during the school year. For example, a part-time teacher would only be required to attend Professional Development days, Organizational days, Teacher

Convention days and Parent/Teacher conferences on an equivalent F.T.E. basis. The teacher would be welcome to attend the entire event(s) but any time over their equivalent F.T.E. would be voluntary by the teacher and not count as assigned time.

#### 7.1.2 Instructional Days

- 7.1.2.1 A part-time F.T.E. teacher cannot be required to return to the school, on an instructional day, to perform duties outside of the teacher's assigned time. For example, a teacher that is assigned to teach in the morning would not be required to return to the school in the afternoon to perform non-instructional duties.
- 7.1.2.2 Similarly, a part-time F.T.E. teacher would not be required to perform duties on an instructional day for which the teacher is not required to provide instruction. By way of further example, if a teacher's assigned instructional days are days one, three and five of a six day schedule, the teacher could not be required to attend a staff meeting at school on any of days two, four and six, unless the teacher volunteers to attend that staff meeting.
- 7.1.2.3 In both of the above situations, the teacher would be welcome to attend the activity, but this would be on a voluntary basis and not count as assigned time.

#### 7.1.3 Tutorials/Flex-Time

- 7.1.3.1 Part-time teachers can be assigned tutorials but this is considered instructional time and counts towards the teacher's instructional hours limit averaged over the school year.  
  
Depending upon an individual school's total number of instructional minutes, a part-time teacher may be able to deliver tutorials and still be within this limit. Increasing the instructional minutes assigned by having a part-time teacher deliver tutorials will reduce the amount of available assignable time they will have for other duties. Care is to be taken to review part-time teachers' instructional and assigned time to ensure they are within the limits specified in the collective agreement.

#### 7.1.5 Time Free From Instruction (TFFI)

- 7.1.5.1 The amount of TFFI that a part-time teacher receives is proportionate to their assignment and is provided where practically and logistically possible. Principals may choose not to assign part-time teachers teacher advisory or regular supervision duties and exam supervision. These constitute TFFI for a part-time teacher.
- 7.1.5.2 During their TFFI time, part-time teachers are free to perform their professional duties, unless they are assigned a specific duty by the principal (e.g. internal class coverage, formal meeting, etc.). In this case, the time spent on the assigned activity would be

considered assigned time and would count towards that teacher's total assigned time.

7.1.5.3 **Lunch Breaks:** Lunch breaks are not considered assignable time, unless a teacher is assigned duties during the lunch break such as supervision.

- If a duty during lunch is not assigned, teachers may leave the school. Sign out procedures based on school policy continue to be in effect.

7.2 A part-time teacher can be assigned to attend any activity during the school year by the principal. In this case, the minutes assigned to the activity shall count towards that teacher's total assigned time. Where an activity is not assigned to a part-time teacher, that teacher will still be welcome to attend of their own volition. This will be voluntary and not considered assigned time.

## 8. Teacher Timetables

8.1 Teacher timetables and calculation sheets of Assigned Time, Instructional Time, and Time Free From Instruction shall be collected and kept with the principal and forwarded to the Assistant Superintendent of Employee Services.

9. As part of meeting professional responsibilities teachers are expected to arrive at school and their classrooms at a reasonable time prior to the commencement of instruction to ensure they are adequately prepared for instruction.

Reference: Relevant Legislation & Guidelines