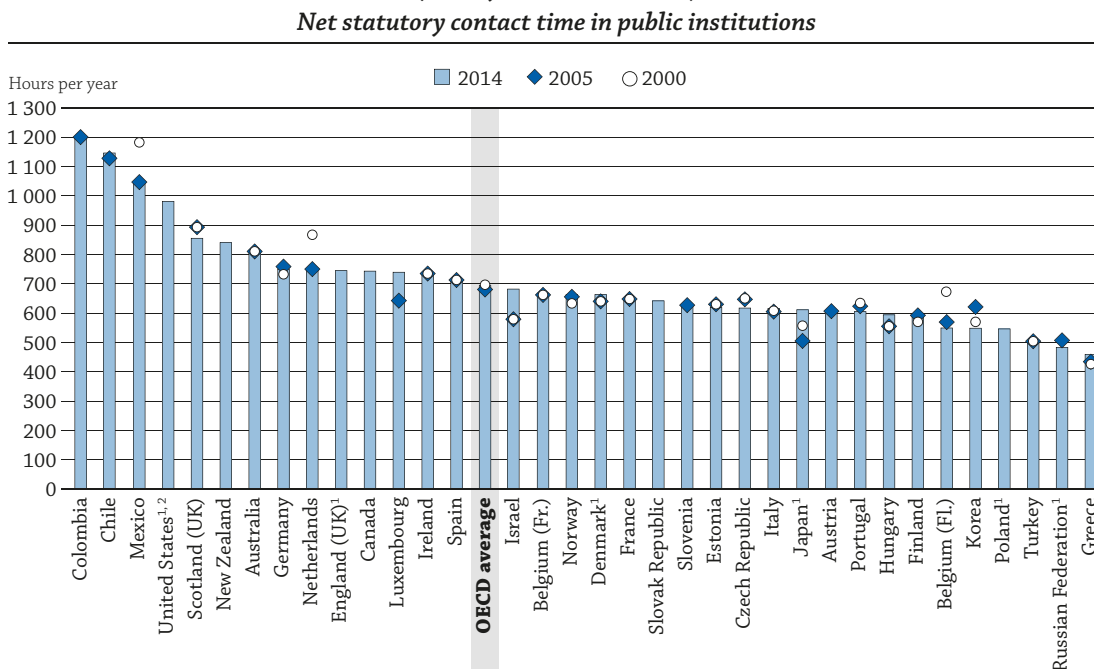


HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- Public school teachers teach an average of 1 005 hours per year at the pre-primary level, 776 hours at the primary level, 694 hours at the lower secondary level (general programmes), and 644 hours at the upper secondary level (general programmes).
- In the majority of countries with available data, the amount of teaching time in primary, lower secondary and upper secondary public institutions remained largely unchanged between 2000 and 2014.

Figure D4.1. Number of teaching hours per year in general lower secondary education (2000, 2005 and 2014)



1. Actual teaching time.

2. Year of reference 2013 instead of 2014.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2014.

Source: OECD. Table D4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399102>

Context

Although statutory working hours and teaching hours only partly determine teachers' actual workload, they do offer valuable insight into the demands placed on teachers in different countries. Teaching hours and the extent of non-teaching duties may also affect the attractiveness of the teaching profession. Together with teachers' salaries (see Indicator D3) and average class size (see Indicator D2), this indicator presents some key measures regarding the working lives of teachers.

The proportion of statutory working time spent teaching provides information on the amount of time available for non-teaching activities such as lesson preparation, correction, in-service training and staff meetings. A large proportion of statutory working time spent teaching may indicate that less time is devoted to tasks such as assessing students and preparing lessons. It also could indicate that teachers have to perform these tasks on their own time and hence to work more hours than required by statutory working time.

In addition to class size and the ratio of students to teaching staff (see Indicator D2), students' hours of instruction (see Indicator D1) and teachers' salaries (see Indicator D3), the amount of time teachers spend teaching also affects the financial resources countries need to allocate to education (see Indicator B7).

■ Other findings

- The number of teaching hours per year required of the average public school teacher in pre-primary, primary and secondary education varies considerably across countries and tends to decrease as the level of education increases.
- On average, in public institutions pre-primary teachers are required to teach about 34% more hours than primary school teachers, but the difference between pre-primary and primary school teachers in the time during which teachers are required to be working at school, or in their total working time, is often much smaller.
- Required teaching time in public schools varies more at the pre-primary level across countries than at any other level.
- The number of teaching hours in public pre-primary schools averages 1 005 hours per year, ranging from 532 hours per year in Mexico to 1 508 hours in Norway.
- Public primary school teachers teach an average of 776 hours per year, but teaching time ranges from 569 hours or less in Greece and the Russian Federation to 1 148 hours in Chile.
- The number of teaching hours in public lower secondary schools averages 694 hours per year, ranging from 459 hours in Greece to over 1 000 hours in Chile, Colombia and Mexico.
- Teachers in public upper secondary schools teach an average of 644 hours per year, but teaching time ranges from 386 hours in Denmark to over 1 000 hours in Chile and Colombia.
- Most countries regulate the number of hours per year that teachers are formally required to work, including teaching and non-teaching activities. Some of these countries regulated the specific number of hours required at school, while others set the overall working time, including hours at school and elsewhere.

■ Trends

While there has been little change in average teaching hours over the past decade, some countries with available data reported an increase or decrease of 10% or more in teaching time in public pre-primary, primary, lower secondary and/or upper secondary education between 2000 and 2014. In Korea, however, net teaching time at the primary level dropped dramatically, by more than 20% between 2000 and 2014, while net teaching time increased by 16% or more in Japan at primary level and Israel at the lower secondary level.

Analysis

Teaching time

At pre-primary, primary and secondary levels of education, countries vary considerably in the number of teaching hours per year required of the average public school teacher.

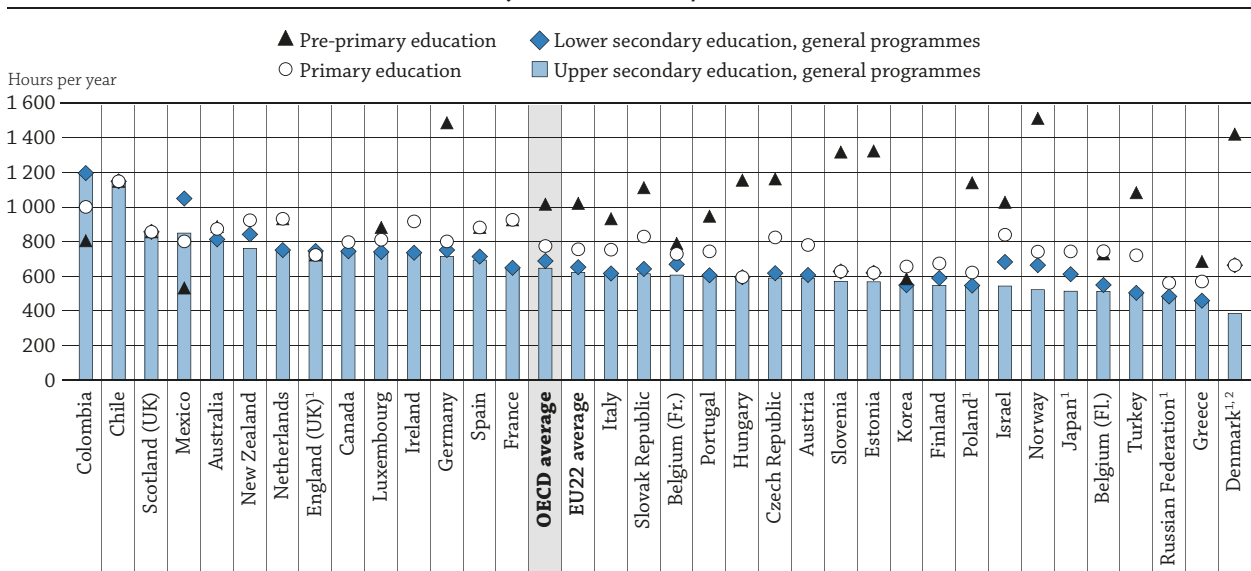
Required teaching time at the pre-primary level in public schools varies more across countries than it does at any other level. The number of teaching days ranges from 162 days in France to 225 in Norway. Annual teaching time ranges from less than 700 hours in Greece, Korea and Mexico to more than 1 500 hours in Norway. On average across OECD countries, teachers at this level of education are required to teach 1 005 hours per year, spread over 40 weeks or 190 days of teaching (Table D4.1 and Figure D4.2).

Primary school teachers are required to teach an average of 776 hours per year in public institutions. In most countries with available data, teachers are required to teach between three and six hours a day. The exception is Chile, where teachers teach slightly more than six hours per day (based on a five-day week). There is no set rule on how teaching time is distributed throughout the year. In Spain, for example, primary school teachers must teach 880 hours per year, about 100 hours more than the OECD average. However, those teaching hours are spread over three more days of instruction than the OECD average because primary school teachers in Spain teach an average of 5 hours per day compared to the OECD average of 4.3 hours.

Lower secondary school teachers in general programmes in public institutions teach an average of 694 hours per year. Teaching time at the lower secondary level ranges from less than 600 hours in Belgium (Flemish Community), Finland, Greece, Hungary, Korea, Poland, the Russian Federation and Turkey to more than 1 000 hours in Chile, Colombia and Mexico.

A teacher of general subjects in upper secondary education in public institutions has an average teaching load of 644 hours per year. Teaching time exceeds 800 hours in only five countries and economies: Australia, Chile, Colombia, Mexico and Scotland (United Kingdom). However, in Chile and Scotland (United Kingdom), the reported hours refer to the maximum time teachers can be required to teach, not to their typical teaching load. In contrast, teachers are required to teach less than 500 hours per year in Denmark, Greece and the Russian Federation. Teachers in Finland, Greece, Japan, Korea, Norway, the Russian Federation, Slovenia and Turkey teach for three hours or less per day, on average, compared to more than six hours in Chile.

Figure D4.2. Number of teaching hours per year, by level of education (2014)
Net statutory contact time in public institutions



1. Actual teaching time.

2. Year of reference 2013.

Countries and economies are ranked in descending order of the number of teaching hours per year in general upper secondary education.

Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399112>

Reported teaching time refers to net contact time as stated in regulations, excluding preparation time and periods of time formally allowed for breaks between lessons or groups of lessons. The exclusion of these breaks in some countries, but not in others, may explain some of these differences. Variations in how teaching time is reported and/or regulated across countries (minimum, typical or maximum) may also explain some of these differences.

Differences in teaching time between levels of education

In most countries, teaching time at the upper secondary level is less than at the pre-primary level. The exceptions are Chile and Scotland (United Kingdom), where the maximum time teachers can be required to teach is the same, irrespective of the level of education taught, and Colombia, England (United Kingdom) and Mexico, where upper secondary school teachers are required to teach more hours than pre-primary school teachers (Table D4.1 and Figure D4.2).

Teaching time requirements vary the most between the pre-primary and primary levels of education. On average, pre-primary school teachers are required to spend almost 34% more time in the classroom than primary school teachers. In Denmark, Norway and Slovenia, pre-primary school teachers are required to teach at least twice the amount of time per year as primary school teachers.

In Belgium (Flemish Community), the Czech Republic, France and Turkey, primary school teachers have at least 30% more annual teaching time than lower secondary school teachers. In contrast, there is no difference in Chile, Denmark, Estonia, Hungary, Scotland (United Kingdom) and Slovenia. The teaching load for primary school teachers is slightly lighter than for lower secondary school teachers in England (United Kingdom) and much lighter in Colombia and Mexico.

Teaching time at the lower and upper secondary levels is similar across most countries. However, in Israel, Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20% higher than at the upper secondary level. This difference amounts to more than 70% in Denmark.

Actual teaching time

Statutory teaching time, as reported by most of the countries in this indicator, must be distinguished from actual teaching time. Actual teaching time is the annual average number of hours that full-time teachers teach a group or a class of students, including overtime, and it thus provides a full picture of teachers' actual teaching load.

Only a few countries could report both statutory and actual teaching time, but these data suggest that actual teaching time can sometimes differ significantly from statutory requirements. In Slovenia, for example, lower secondary teachers work around 6% more than the statutory benchmark time, while in Hungary, actual teaching time is up to 9% more than statutory requirements. By contrast, in Estonia actual teaching time is about 3% less than statutory teaching time at the lower secondary level (Figure D4.4, available on line).

It is difficult to determine why there are differences between statutory and actual teaching time. Some of these variations can be the result of overtime due to teacher absenteeism or shortages of teachers. Some may be explained by the nature of the data, as figures on statutory teaching time refer to official requirements and agreements, whereas actual teaching time is based on administrative registers, statistical databases, representative sample surveys or other representative sources.

Trends in teaching time

While there has been little change in average teaching hours over the last 15 years, some countries with available data reported an increase or decrease of 10% or more in teaching time in one or several levels among pre-primary, primary, lower secondary and upper secondary education between 2000 and 2014 (Table D4.2 and Figure D4.1).

At the pre-primary level, among the few countries and economies with available data for 2000 and 2014, annual teaching time stayed constant during this period (France, Mexico, Spain and Turkey), but decreased by 8% or more (corresponding to 90 hours or more) in Portugal (from 1 035 hours to 945 hours) and in Scotland (United Kingdom) (from 950 hours to 855 hours).

At the primary level, teaching time increased by at least 14% (more than 100 hours) between 2000 and 2014 in Israel and Japan. In Israel, this increase in teaching (and working) time is part of the “New Horizon” reform that has been gradually implemented since 2008. One of the key measures of this reform was to lengthen teachers' workweek to accommodate small-group teaching in exchange for more generous compensation. Teachers' working time was increased from 30 to 36 hours per week and now includes 5 hours of small-group teaching in primary schools. To compensate, salaries have been raised substantially (see Indicator D3).

Teaching time for lower secondary school teachers also increased in Israel by nearly 18% (more than 100 hours) during this period. The increase at the lower secondary level is also significant, albeit to a lesser extent, in Hungary (by 39 hours) and Japan (by 54 hours) during this period. At the upper secondary level, the largest increase in teaching time also occurred in Japan, where teachers had to teach 7% hours more (35 hours) in 2014 than in 2000.

By contrast, net teaching time dropped between 2000 and 2014 in some countries and economies. Teaching time decreased by 10% or more in Belgium (Flemish Community) at lower and upper secondary levels (by 120 hours or more), in Mexico at lower secondary level (by 135 hours), in the Netherlands at secondary level (by 117 hours), in Scotland (United Kingdom) at the primary level (by 95 hours) and in Turkey at upper secondary level (by 63 hours). The decrease exceeded 24% in Korea at the primary level (209 hours). In Scotland (United Kingdom), the decrease in teaching time for primary teachers was part of the Teachers' Agreement, "A Teaching Profession for the 21st Century", which introduced a 35-hour working week for all teachers and a phased reduction of maximum teaching time to 22.5 hours per week for primary, secondary and special-school teachers in 2001. However, even with this decrease of net contact time, the maximum time teachers at these levels in Scotland (United Kingdom) can be required to teach is more than the OECD average teaching time. In Turkey, this reduction in teaching and working time for upper secondary teachers is related to shorter classes, as general upper secondary classes were cut from 45 to 40 minutes in 2013. As a result, teachers' total annual teaching time was reduced compared to previous years.

Teachers' working time

In most countries, teachers are formally required to work a specified total number of hours per week, including teaching and non-teaching time, as stipulated in collective agreements or other contractual arrangements, to earn their full-time salary. Some countries also regulate the time a teacher has to be present in the school. Within this framework, however, countries differ in how they allocate time for each activity.

More than half of OECD countries specify the time during which teachers are required to be available at school (in public institutions), for both teaching and non-teaching activities, at one or various levels of education. In half of these countries, the difference between the time upper secondary school teachers and pre-primary school teachers are required to be available at school is less than 10%. However, in Norway, Sweden and Turkey, pre-primary teachers are required to be available at school at least 30% more hours than upper secondary school teachers (Table D4.1).

In Austria (primary and lower secondary education), Belgium (French Community, pre-primary and primary education), the Czech Republic, Denmark, France (lower and upper secondary education), Germany, Japan, Korea, the Netherlands, Poland and the Slovak Republic, teachers' total annual statutory working time (at school and elsewhere) is specified, but the allocation of time spent at school and time spent elsewhere is not (Table D4.1).

In Sweden, although the total working time per year is decided through collective agreements, school leaders decide on the number of working hours per week and on the use of teachers' time (teaching or non-teaching activities).

In addition, workload and teaching load requirements may evolve throughout the career. In some countries, some beginning teachers might have a reduced teaching load as part of their induction programmes, and some countries also encourage older teachers to stay in the teaching profession by diversifying their duties and reducing their teaching hours. For example, Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 23 class sessions per week. After six years, this drops to 21 sessions, and after 12 years to 20 sessions. After 20 years of service, teachers are required to teach 18 class sessions a week – more than 20% less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

Non-teaching time

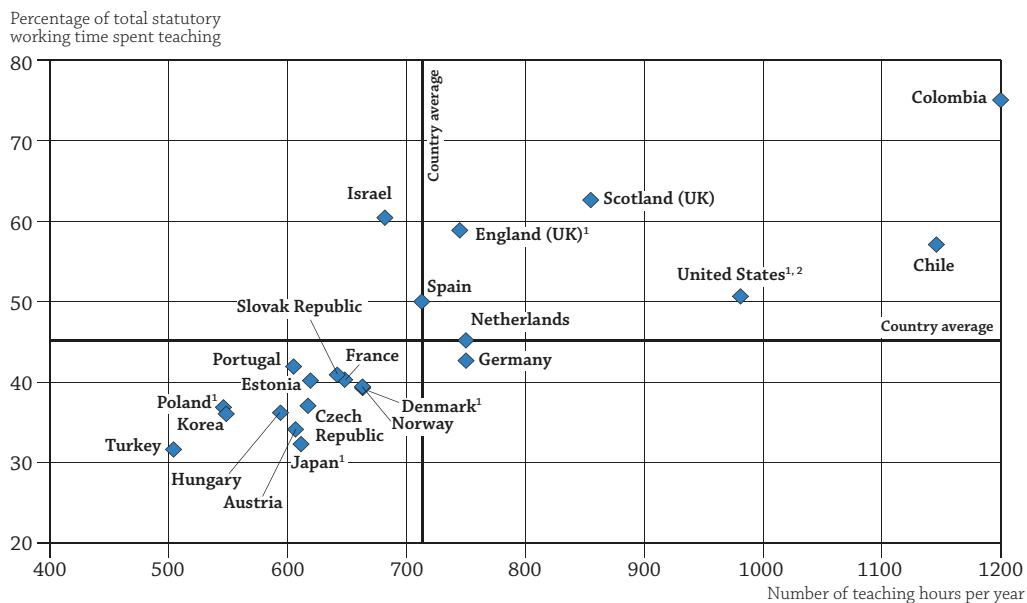
Although teaching time is a substantial component of teachers' workloads, assessing students, preparing lessons, correcting students' work, in-service training and staff meetings should also be taken into account when analysing the demands placed on teachers in different countries. The amount of time available for these non-teaching activities varies across countries, and a large proportion of statutory working time spent teaching may indicate that less time is devoted to activities such as assessing students and preparing lessons.

In the majority of countries, teachers' working time is determined by the statutory teaching time specified in working regulations. In addition, in most countries, teachers are formally required to work a specific number of hours per year. This may be specified either as the number of hours teachers must be available at school for teaching

and non-teaching activities or as the number of total working hours. Both correspond to official working hours as specified in contractual agreements. In Israel, for example, recent reforms take into account working hours at school beyond teaching time. Regulations now specify the working time required at school, including teaching and non-teaching time. Following the reform non-teaching hours at school have been extended, to allow for tasks that were previously completed at home.

In the 22 countries with data for both teaching and total working time for lower secondary teachers, 45% of teachers' working time is spent on teaching on average, with the proportion ranging from less than 35% in Austria, Japan and Turkey to 63% in Scotland (United Kingdom). While the proportion of working time spent teaching increases with the annual number of teaching hours, there are significant variations between countries. For example, Japan and Portugal have a similar number of teaching hours (611 hours in Japan and 605 hours in Portugal), but 32% of working time is spent on teaching in Japan, compared to 42% in Portugal. Moreover, in some countries, teachers devote similar proportions of their working time to teaching, even if the number of teaching hours differs considerably. This is the case, for example, in Spain and the United States, where lower secondary teachers spend half of their working time teaching, but teachers teach 713 hours in Spain, compared to 981 hours in the United States. Even if teaching is a core activity of teachers, in a large number of countries, most of the working time is spent on activities other than teaching. Only teachers in Chile, Colombia, England (United Kingdom), Israel, Scotland (United Kingdom), Spain and the United States spend at least 50% of their statutory working time teaching (Figure D4.3).

Figure D4.3. Percentage of lower secondary teachers' working time spent teaching (2014)
Net teaching time (typical annual number of hours) as a percentage of total statutory working time



1. Actual teaching time.

2. Year of reference for net teaching time is 2013. Year of reference for working time is 2012.

Source: OECD. Table D4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933399128>

In some countries, such as Austria (upper secondary level), Belgium (Flemish and French Communities, secondary level), Brazil and Italy, there are no formal requirements regarding time spent on non-teaching activities. However, this does not mean that teachers are given total freedom to carry out other tasks. In the Flemish Community of Belgium, although there are no regulations regarding the time devoted to preparing lessons, correcting tests, marking students' papers and other non-teaching tasks, additional non-teaching hours at school are set at the school level. In Italy, there is a requirement of up to 80 hours of scheduled non-teaching collegial work at school per year. Of these 80 hours, up to 40 hours of compulsory working time per year are dedicated to meetings of the teachers' assembly, staff planning meetings and meetings with parents, with the remaining compulsory 40 hours dedicated to class councils (Table D4.1).

Box D4.1. Non-teaching tasks required of teachers in lower secondary education (2014)

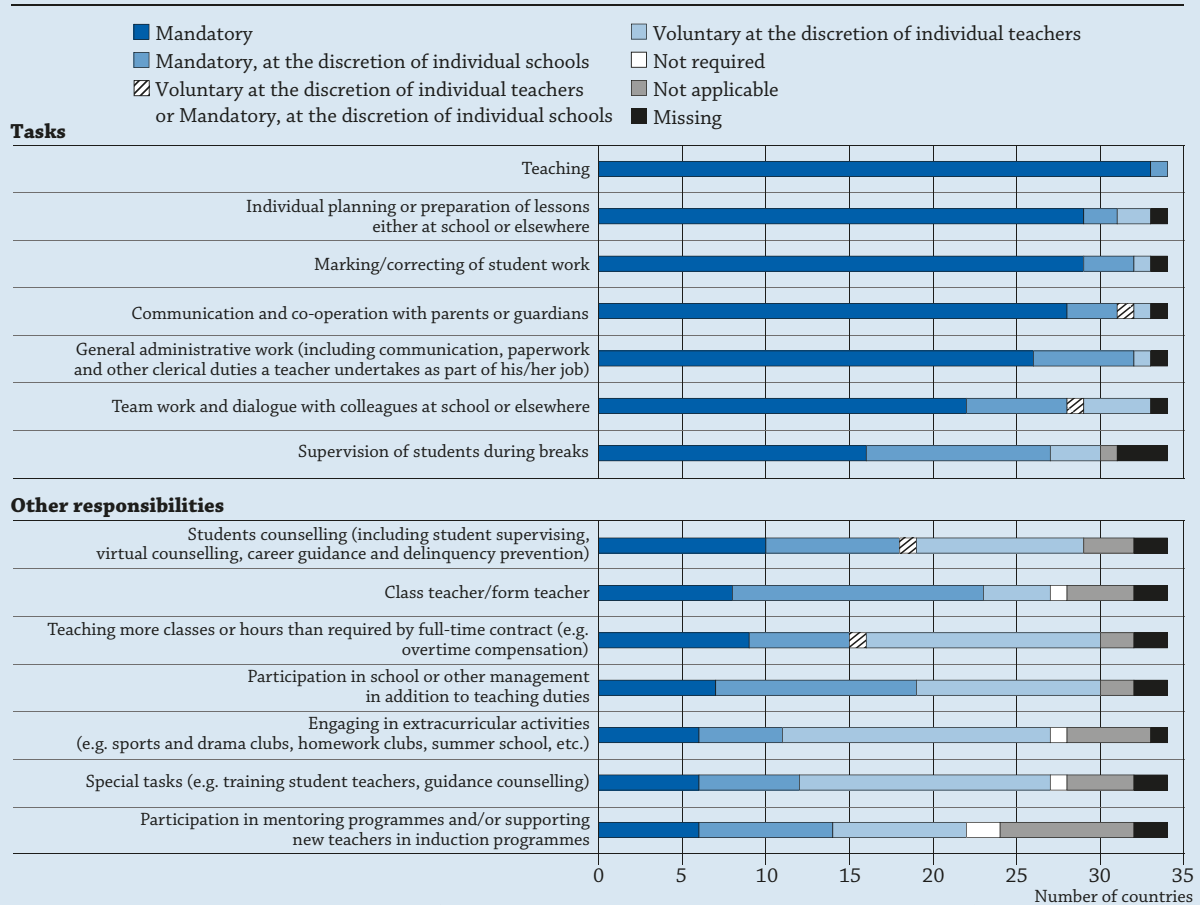
Non-teaching tasks are a part of teachers' workload and working conditions. These non-teaching activities required by legislation, regulations or agreements between stakeholders (e.g. teachers' unions, local authorities, school boards) do not necessarily reflect the actual participation of teachers in non-teaching activities, but they provide an insight into the breadth and complexity of teachers' roles.

According to regulations, individual planning or preparing lessons, marking/correcting student work, general administrative communication and paperwork, and communicating and co-operating with parents are the most common non-teaching tasks required of lower secondary teachers during their statutory working time at school or statutory total working time (Table D4.3). These tasks were required in at least 26 of the 34 countries with available data. Teamwork and dialogue with colleagues and supervising students during breaks were also required in around half of the countries with available data. In a quarter of countries, lower secondary teachers are required to take on different additional responsibilities, such as counselling students, teaching more classes or hours than required by full-time contract, or being class teacher/form teacher (Table D4.3).

Teachers do not only perform tasks that are required by regulations; they often voluntarily perform such tasks as engaging in extracurricular activities, training student teachers, offering guidance counselling and participating in school or other management activities. In almost half of the countries, individual teachers decided whether or not to perform these tasks. Responsibilities such as being class/form teacher or participating in school or other management in addition to teaching duties are largely distributed at the school level.

Figure D4.a. Tasks and responsibilities lower secondary teachers are required to perform (2014)

For lower secondary teachers teaching general programmes



Source: OECD, Table D4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933399130>

Definitions

Actual teaching time is the annual average number of hours that full-time teachers teach a group or class of students including all extra hours, such as overtime. The data can be from administrative registers, statistical databases, representative sample surveys or other representative sources.

The **number of teaching days** is the number of teaching weeks multiplied by the number of days per week a teacher teaches, less the number of days on which the school is closed for holidays.

The **number of teaching weeks** refers to the number of weeks of instruction excluding holiday weeks.

Statutory teaching time is defined as the scheduled number of 60-minute hours per year that a full-time teacher teaches a group or class of students as set by policy, teachers' contracts of employment or other official documents. Teaching time can be defined on a weekly or annual basis. **Annual teaching time** is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding preparation time and periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.

Total statutory working time refers to the number of hours that a full-time teacher is expected to work as set by policy. It can be defined on a weekly or annual basis. It does not include paid overtime. According to a country's formal policy, working time can refer to:

- the time directly associated with teaching and other curricular activities for students, such as assignments and tests
- the time directly associated with teaching and hours devoted to other activities related to teaching, such as preparing lessons, counselling students, correcting assignments and tests, professional development, meetings with parents, staff meetings and general school tasks.

Working time required at school refers to the time teachers are required to spend working at school, including teaching and non-teaching time.

Methodology

Data are from the 2015 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2013/14.

In interpreting differences in teaching hours among countries, net contact time, as used here, does not necessarily correspond to the teaching load. Although contact time is a substantial component of teachers' workloads, preparing for classes and necessary follow-up, including correcting students' work, also need to be included when making comparisons. Other relevant elements, such as the number of subjects taught, the number of students taught and the number of years a teacher teaches the same students, should also be taken into account.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Reference

OECD (2015), "Indicator D4: How much time do teachers spend teaching?", in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-33-en>.

Indicator D4 Tables


StatLink  <http://dx.doi.org/10.1787/888933399067>

Table D4.1	Organisation of teachers' working time (2014)
Table D4.2	Number of teaching hours per year (2000, 2005, 2010 to 2014)
Table D4.3	Tasks and responsibilities of teachers, by level of education (2014)
WEB Figure D4.4	Actual and statutory teaching time in general lower secondary education (2014)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table D4.1. Organisation of teachers' working time (2014)

Number of statutory teaching weeks, teaching days, net teaching hours and teachers' working time in public institutions over the school year

	Number of weeks of teaching				Number of days of teaching				Net teaching time, in hours				Working time required at school, in hours				Total statutory working time, in hours			
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD																				
Australia ¹	40	40	40	40	197	197	197	195	885	872	812	804	1 226	1 214	1 233	1 233	a	a	a	a
Austria ^{1, 2}	m	38	38	38	m	180	180	180	m	779	607	589	a	a	a	a	1 776	a	a	a
Belgium (Fl.) ¹	37	37	37	37	175	175	147	147	729	744	549	513	910	910	a	a	a	a	a	a
Belgium (Fr.) ¹	37	37	37	37	182	182	182	182	788	728	668	606	a	a	a	a	962	962	a	a
Canada ¹	m	37	37	37	m	183	183	183	m	796	743	744	m	1 227	1 233	1 236	m	a	a	a
Chile ³	38	38	38	38	183	183	183	183	1 146	1 146	1 146	1 146	1 874	1 874	1 874	1 874	2 006	2 006	2 006	2 006
Czech Republic ¹	39	39	39	39	187	187	187	187	1 159	823	617	589	a	a	a	a	1 664	1 664	1 664	1 664
Denmark ^{1, 4, 5}	a	a	a	a	a	a	a	a	1 417	663	663	386	a	a	a	a	1 680	1 680	1 680	1 680
England (UK) ⁴	38	38	38	38	190	190	190	190	722	722	745	745	1 265	1 265	1 265	1 265	1 265	1 265	1 265	1 265
Estonia ³	46	35	35	35	220	172	172	172	1 320	619	619	568	1 610	1 540	1 540	1 540	1 610	1 540	1 540	1 540
Finland ⁶	m	38	38	38	m	187	187	187	m	673	589	547	m	791	706	645	a	a	a	a
France ¹	36	36	36	36	162	162	a	a	924	924	648	648	972	972	a	a	1 607	1 607	1 607	1 607
Germany ¹	39	40	40	40	190	193	193	193	1 482	800	750	714	a	a	a	a	1 757	1 757	1 757	1 757
Greece ¹	35	35	31	31	171	171	152	152	684	569	459	459	1 140	1 140	1 170	1 170	a	a	a	a
Hungary ⁶	36	36	36	36	170	165	165	164	1 152	594	594	590	1 152	1 152	1 152	1 152	1 640	1 640	1 640	1 640
Iceland ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland ¹	m	37	33	33	m	183	167	167	m	915	735	735	m	1 073	768	768	a	a	a	a
Israel ¹	38	38	36	36	181	181	174	174	1 025	838	682	543	1 051	1 225	1 128	852	1 051	1 225	1 128	852
Italy ¹	42	39	39	39	186	171	171	171	930	752	616	616	a	a	a	a	a	a	a	a
Japan ⁴	39	40	40	39	m	201	202	197	m	742	611	513	a	a	a	a	1 891	1 891	1 891	1 891
Korea ⁶	36	38	38	38	180	190	190	190	585	656	548	550	a	a	a	a	1 520	1 520	1 520	1 520
Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg ¹	36	36	36	36	176	176	176	176	880	810	739	739	1 060	990	828	828	a	a	a	a
Mexico ¹	41	41	41	36	200	200	200	173	532	800	1 047	848	772	800	1 167	971	a	a	a	a
Netherlands ³	40	40	m	m	195	195	m	m	930	930	750	750	a	a	a	a	1 659	1 659	1 659	1 659
New Zealand ¹	m	38	38	38	m	192	191	190	m	922	840	760	m	1 536	1 243	950	a	a	a	a
Norway ³	45	38	38	38	225	190	190	190	1 508	741	663	523	1 508	1 300	1 225	1 150	a	1 688	1 688	1 688
Poland ⁴	45	37	37	37	215	181	179	177	1 137	621	546	545	m	m	m	m	1 800	1 496	1 480	1 464
Portugal ³	41	36	36	36	189	165	165	165	945	743	605	605	1 095	1 013	914	914	1 586	1 442	1 442	1 442
Scotland (UK) ³	38	38	38	38	190	190	190	190	855	855	855	855	1 045	1 045	1 045	1 045	1 365	1 365	1 365	1 365
Slovak Republic ¹	42	38	38	38	198	186	186	186	1 109	828	642	614	m	m	m	m	1 568	1 568	1 568	1 568
Slovenia ¹	46	38	38	38	219	190	190	190	1 314	627	627	570	a	a	a	a	m	m	m	m
Spain ¹	37	37	37	36	176	176	176	171	880	880	713	693	1 140	1 140	1 140	1 140	1 425	1 425	1 425	1 425
Sweden ¹	47	a	a	a	224	a	a	a	m	a	a	a	1 792	1 360	1 360	1 360	a	1 767	1 767	1 767
Switzerland	38	38	38	38	185	185	185	185	m	m	m	m	m	m	m	m	m	m	m	m
Turkey ¹	38	38	38	38	180	180	180	180	1 080	720	504	504	1 160	980	836	836	1 592	1 592	1 592	1 592
United States ^{4, 7}	36	36	36	36	180	180	180	180	m	m	981	m	1 365	1 362	1 366	1 365	1 890	1 922	1 936	1 960
OECD average	40	38	37	37	190	183	181	180	1 005	776	694	644	1 230	1 178	1 160	1 115	1 577	1 585	1 609	1 588
EU22 average	40	37	37	37	190	180	177	176	1 019	754	652	622	1 198	1 107	1 081	1 075	1 542	1 538	1 576	1 560
Partners																				
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ¹	42	42	42	42	203	203	203	203	m	m	m	m	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ¹	40	40	40	40	200	200	200	200	800	1 000	1 200	1 200	1 350	1 350	1 350	1 350	1 600	1 600	1 600	1 600
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation ⁴	m	34	35	35	m	170	210	210	m	561	483	483	a	a	a	a	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Typical teaching time (in Denmark, for pre-primary level only).
2. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.
3. Maximum teaching time.
4. Actual teaching time (in Denmark except for pre-primary level).
5. Year of reference 2015 for upper secondary education.
6. Minimum teaching time.
7. Year of reference for net teaching time is 2013. Year of reference for working time is 2012.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933399073>

Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2014)

Net statutory contact time in public institutions, by level of education

	Primary				Lower secondary, general programmes				Upper secondary, general programmes			
	2000	2005	2010	2014	2000	2005	2010	2014	2000	2005	2010	2014
	(12)	(13)	(18)	(22)	(23)	(24)	(29)	(33)	(34)	(35)	(40)	(44)
OECD												
Australia	882	888	868	872	811	810	819	812	803	810	803	804
Austria ¹	m	774	779	779	m	607	607	607	m	589	589	589
Belgium (Fl.)	758	752	752	744	677	569	557	549	633	532	520	513
Belgium (Fr.)	722	722	732	728	662	662	671	668	603	603	610	606
Canada	m	m	799	796	m	m	740	743	m	m	744	744
Chile	m	1 128	1 105	1 146	m	1 128	1 105	1 146	m	1 128	1 105	1 146
Czech Republic	m	813	862	823	650	647	647	617	621	617	617	589
Denmark ^{2, 3}	640	640	650	663	640	640	650	663	m	m	377	386
England (UK) ²	m	m	684	722	m	m	703	745	m	m	703	745
Estonia	630	630	630	619	630	630	630	619	578	578	578	568
Finland	656	677	680	673	570	592	595	589	527	550	553	547
France	924	924	924	924	648	648	648	648	648	648	648	648
Germany	783	808	805	800	732	758	756	750	690	714	713	714
Greece	609	604	589	569	426	434	415	459	429	430	415	459
Hungary	583	583	604	594	555	555	604	594	555	555	604	590
Iceland	629	671	624	m	629	671	624	m	464	560	544	m
Ireland	915	915	915	915	735	735	735	735	735	735	735	735
Israel	731	731	820	838	579	579	598	682	524	524	521	543
Italy	744	739	770	752	608	605	630	616	608	605	630	616
Japan ²	635	578	707	742	557	505	602	611	478	429	500	513
Korea	865	883	807	656	570	621	627	548	530	605	616	550
Latvia	882	882	882	m	882	882	882	m	882	882	882	m
Luxembourg	m	774	739	810	m	642	634	739	m	642	634	739
Mexico	800	800	800	800	1 182	1 047	1 047	1 047	m	848	843	848
Netherlands	930	930	930	930	867	750	750	750	867	750	750	750
New Zealand	m	m	m	922	m	m	m	840	m	m	m	760
Norway	713	741	741	741	633	656	654	663	505	524	523	523
Poland ²	m	m	644	621	m	m	572	546	m	m	571	545
Portugal	779	765	779	743	634	623	634	605	577	567	634	605
Scotland (UK)	950	893	855	855	893	893	855	855	893	893	855	855
Slovak Republic	m	m	841	828	m	m	652	642	m	m	624	614
Slovenia	m	627	627	627	m	627	627	627	m	570	570	570
Spain	880	880	880	880	713	713	713	713	693	693	693	693
Sweden	m	m	m	a	m	m	m	a	m	m	m	a
Switzerland	884	m	m	m	859	m	m	m	674	m	m	m
Turkey	720	720	720	720	504	504	504	504	567	567	567	504
United States ^{2, 4}	m	m	m	m	m	m	m	981	m	m	m	m
OECD average	770	775	774	776	686	680	681	694	628	648	645	644
Average for OECD countries with 2000, 2005, 2010 and 2014 data	766	764	771	762	673	660	667	665	622	616	623	615
Average for EU22 countries with 2000, 2005, 2010 and 2014 data	767	764	766	759	665	653	656	652	644	631	637	632
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	1 000	1 000	1 000	m	1 200	1 200	1 200	m	1 200	1 200	1 200
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation ²	m	615	615	561	m	507	507	483	m	507	507	483
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: Data on years 2000 to 2014 for pre-primary education (i.e. Columns 1-11) are available for consultation on line. Data on years 2006, 2007, 2008, 2009, 2011, 2012 and 2013 for primary education, lower secondary education and upper secondary education (i.e. Columns 14-17; 19-21; 25-28; 30-32; 36-39; 41-43) are available for consultation on line (see [StatLink](#) below).

- Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.
- Actual teaching time (in Denmark except for pre-primary level, in Poland, except reference year 2014).
- Year of reference 2011 instead of 2012 and 2013, and year of reference 2015 instead of 2014 for upper secondary education.
- Year of reference 2013 instead of 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933399083>

Table D4.3. [1/2] **Tasks and responsibilities of teachers, by level of education (2014)**

Teachers' tasks and responsibilities in public institutions as defined explicitly in regulations and/or steering documents

		Lower secondary education						
		Tasks						
		Teaching	Individual planning or preparation of lessons either at school or elsewhere	Marking/ correcting of student work	General administrative work (including communication, paperwork and other clerical duties undertaken as part of the job)	Communication and co-operation with parents or guardians	Supervision of students during breaks	Team work and dialogue with colleagues at school or elsewhere
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD	Australia	m	m	m	m	m	m	m
	Austria	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.
	Belgium (Fl.)	Mand.	Mand.	School Req.	School Req.	School Req.	School Req.	School Req.
	Belgium (Fr.)	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Voluntary
	Canada	Mand.	Mand.	Mand.	Mand.	Mand.	m	Mand.
	Chile	Mand.	Mand.	Mand.	School Req.	School Req./ Vol.	School Req.	School Req./ Vol.
	Czech Republic	Mand.	Voluntary	Voluntary	School Req.	Voluntary	School Req.	School Req.
	Denmark	Mand.	Mand.	Mand.	Mand.	Mand.	m	Mand.
	England (UK)	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Estonia	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	Mand.
	Finland	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	Mand.
	France	Mand.	Voluntary	Mand.	Mand.	Mand.	a	Voluntary
	Germany	Mand.	Mand.	Mand.	School Req.	Mand.	School Req.	Voluntary
	Greece	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Hungary	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Iceland	m	m	m	m	m	m	m
	Ireland	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Israel	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Italy	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Japan	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Korea	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Latvia	m	m	m	m	m	m	m
	Luxembourg	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary
	Mexico	m	m	m	m	m	m	m
	Netherlands	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.
	New Zealand	m	m	m	m	m	m	m
	Norway	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	School Req.
	Poland	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Portugal	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Mand.
	Scotland (UK)	Mand.	Mand.	Mand.	Voluntary	Mand.	Voluntary	Mand.
	Slovak Republic	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Slovenia	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	Mand.
Spain	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	
Sweden	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	Mand.	
Switzerland	Mand.	m	m	m	m	m	m	
Turkey	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	
United States	Mand.	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	
Partners	Argentina	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m
	Colombia	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	India	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m
	Russian Federation	Mand.	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Mand. = Mandatory

School Req. = Mandatory, at the discretion of individual schools

Voluntary / Vol. = Voluntary at the discretion of individual teachers

Not req. = Not required

Note: Pre-primary, primary and upper secondary levels (added in separate rows) are available for consultation on line (see StatLink below).

 Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


 StatLink  <http://dx.doi.org/10.1787/888933399099>

Table D4.3. [2/2] **Tasks and responsibilities of teachers, by level of education (2014)**
Teachers' tasks and responsibilities in public institutions as defined explicitly in regulations and/or steering documents

D4

	Other responsibilities						
	Participation in school or other management duties in addition to teaching (e.g. serving as head of department or co-ordinator of teachers)	Teaching more classes or hours than required by full-time contract (e.g. overtime compensation)	Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention)	Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)	Special tasks (e.g. training student teachers, guidance counselling)	Class teacher/form teacher	Participation in mentoring programmes and/or supporting new teachers in induction programmes
	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD							
Australia	m	m	m	m	m	m	m
Austria	School Req.	Mand.	School Req.	Voluntary	Voluntary	Mand.	a
Belgium (Fl.)	Voluntary	Voluntary	a	Voluntary	Voluntary	Voluntary	a
Belgium (Fr.)	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.
Canada	m	m	m	Voluntary	m	m	Voluntary
Chile	Voluntary	School Req./ Vol.	School Req./ Vol.	Voluntary	Voluntary	School Req.	Voluntary
Czech Republic	School Req.	School Req.	Voluntary	Voluntary	School Req.	School Req.	School Req.
Denmark	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	a
England (UK)	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.
Estonia	School Req.	Voluntary	School Req.	School Req.	School Req.	School Req.	a
Finland	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	School Req.
France	Voluntary	Voluntary	Mand.	Voluntary	Voluntary	Voluntary	Voluntary
Germany	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	a
Greece	a	Voluntary	Mand.	a	a	Mand.	Mand.
Hungary	Mand.	Mand.	Mand.	Mand.	Mand.	Not req.	Mand.
Iceland	m	m	m	m	m	m	m
Ireland	School Req.	a	a	Voluntary	Voluntary	School Req.	Voluntary
Israel	Voluntary	Voluntary	School Req.	a	Voluntary	School Req.	Voluntary
Italy	School Req.	Voluntary	Voluntary	Voluntary	Voluntary	a	Voluntary
Japan	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.
Korea	School Req.	Voluntary	Mand.	School Req.	Voluntary	School Req.	School Req.
Latvia	m	m	m	m	m	m	m
Luxembourg	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Voluntary
Mexico	m	m	m	m	m	m	m
Netherlands	School Req.	Voluntary	School Req.	School Req.	Voluntary	School Req.	a
New Zealand	m	m	m	m	m	m	m
Norway	School Req.	School Req.	School Req.	Not req.	Not req.	School Req.	School Req.
Poland	School Req.	School Req.	Voluntary	Mand.	School Req.	Mand.	Mand.
Portugal	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.
Scotland (UK)	a	Voluntary	Mand.	Voluntary	School Req.	School Req.	Mand.
Slovak Republic	Voluntary	School Req.	Voluntary	Voluntary	Voluntary	Mand.	Voluntary
Slovenia	School Req.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
Spain	Mand.	a	a	a	a	a	a
Sweden	Voluntary	Voluntary	School Req.	Voluntary	Voluntary	School Req.	a
Switzerland	m	m	m	m	m	m	m
Turkey	Voluntary	Mand.	Mand.	Voluntary	Mand.	Mand.	Mand.
United States	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	m
Partners							
Argentina	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m
Colombia	Mand.	Mand.	Voluntary	a	a	a	Not req.
India	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Mand. = Mandatory

School Req. = Mandatory, at the discretion of individual schools


Voluntary/Vol. = Voluntary at the discretion of individual teachers

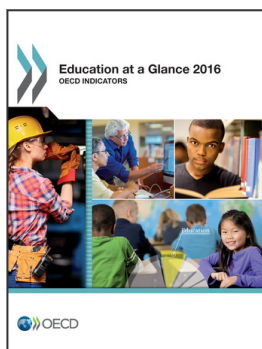
Not req. = Not required

Note: Pre-primary, primary and upper secondary levels (added in separate rows) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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