## HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- The number of teaching hours per teacher in public schools averages 782 hours per year in primary education, 704 hours in lower secondary education, and 658 hours in upper secondary education.
- The average teaching time remained largely unchanged between 2000 and 2010 at all levels of education.


## Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2010 <br> Net statutory contact time in hours per year in public institutions



1. Year of reference 2009 instead of 2010.
2. Actual teaching hours.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2010.
Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D4.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).


## 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 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 working time spent teaching may indicate that less time is devoted to tasks such as assessing students and preparing lessons.

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 average number of teaching hours in public primary schools is 782 hours per year, but ranges from less than 600 hours in Greece and Poland to over 1000 hours in Chile and the United States.
- The number of teaching hours in public lower secondary schools averages 704 hours per year, but ranges from less than 500 hours in Greece and Poland to over 1000 hours in Argentina, Chile, Mexico and the United States.
- The average number of teaching hours in public upper secondary general education is 658 hours per year, but ranges from 377 hours in Denmark to 1368 hours in Argentina.
- The composition of teachers' annual teaching time, in terms of weeks and days of instruction and hours of teaching time, varies considerably. As a result, the average number of hours per day that teachers teach also varies widely, ranging at the lower secondary level from three hours or less per day in Greece, Indonesia, Japan, Korea, Poland and the Russian Federation, to more than five hours in Argentina, Chile, Mexico and the United States.
- Regulations concerning teachers' required working time vary significantly. In most countries, teachers are formally required to work a specific number of hours per year. In some, teaching time is only specified by the number of lessons per week and assumptions may be made about the amount of non-teaching time required per lesson at school or elsewhere.
- Decisions about the duties and conditions of service of lower secondary school teachers in public institutions are taken at the school or local level in more than half of countries.


## Trends

In most OECD countries with available data, teaching time remained largely unchanged between 2000 and 2010. However, the number of teaching hours changed dramatically in a few countries. It increased by more than $25 \%$ in the Czech Republic at the primary level and in Portugal and Spain at the secondary level.

## Analysis

## Teaching time in primary education

In both primary and secondary education, countries vary in terms of the number of teaching hours per year required of the average public school teacher. Teachers are usually required to teach more hours in primary education than in secondary education.

Annual teaching hours in primary schools range from less than 600 hours in Greece and Poland to 900 hours or more in France, Ireland, the Netherlands and New Zealand, to over 1000 hours in Chile and the United States (Table D4.1 and Chart D4.2).

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 fewer days of instruction than the OECD average because primary school teachers in Spain teach an average of five hours per day compared to the OECD average of 4.2 hours. In contrast, primary school teachers in Korea must complete a very large number of days of instruction - more than five days a week, on average - but their average teaching time per day is only 3.7 hours.

Denmark and Estonia also provide an interesting contrast in policies. They have similar annual teaching time in terms of hours (Chart D4.2), but primary school teachers in Denmark must complete 25 days of instruction more than primary school teachers in Estonia. The difference between the two is explained by the number of hours taught per day of instruction. Primary school teachers in Estonia complete fewer days of instruction than teachers in Denmark, but each of these days includes an average of 3.6 hours of teaching, compared to 3.3 hours in Denmark. Estonia's teachers must provide 20 minutes more teaching time per day of instruction than Denmark's teachers, and this difference is combined with a substantial difference in the number of days of instruction they must complete each year.

In most countries, teaching time in primary schools remained about the same between 2000 and 2010. However, in the Czech Republic, primary school teachers were required to teach $33 \%$ more hours, and in Israel and Japan, $12 \%$ and $11 \%$ more hours, respectively, in 2010 than in 2000. In Belgium (French Community) and Scotland, net teaching time in primary education dropped by $9 \%$ and $10 \%$, respectively, between 2000 and 2010 (Table D4.2).

## Teaching time in secondary education

Lower secondary school teachers teach an average of 704 hours per year. The teaching time ranges from less than 600 hours in Finland, Greece, Indonesia, Israel, Poland and the Russian Federation to more than 1000 hours in Argentina, Chile, Mexico and the United States (Table D4.1 and Chart D4.1).

Teaching time in upper secondary general education is usually less than that in lower secondary education. A teacher of general subjects in upper secondary education has an average teaching load of 658 hours per year, ranging from 377 hours in Denmark to 800 hours or more in Australia, Brazil, Mexico and Scotland, and over 1000 hours in Argentina, Chile and the United States (Table D4.1 and Chart D4.2).

As is the case for primary school teachers, the number of hours of teaching time and the number of days of instruction for secondary school teachers vary. As a result, the average number of hours per day that teachers teach also varies widely, ranging, at the lower secondary level, from three hours or less per day in Greece, Indonesia, Japan, Korea, Poland and the Russian Federation, to more than five hours in Mexico and the United States and more than six hours in Argentina and Chile.

Similarly, at the upper secondary general level, teachers in Denmark, Finland, Greece, Israel, Japan, Korea, Norway, Poland and the Russian Federation teach for three hours or less per day, on average, compared to more than five hours in Argentina, Chile and the United States. Including breaks between classes in teaching time in some countries, but not in others, may explain some of these differences.


1. Year of reference 2009.
2. Actual teaching hours.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education.
Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).


About half of the OECD countries for which data are available saw at least a $5 \%$ change, most often an increase, in the amount of teaching time, in either lower or upper secondary schools, between 2000 and 2010. Secondary school teachers were required to teach over $25 \%$ more in 2010 than in 2000 in Portugal and Spain (up to $48 \%$ more in Portugal at the upper secondary level) (Table D4.2).

## Differences in teaching time between levels of education

In most countries, primary school teachers are required to teach more hours per year than secondary school teachers. In the Czech Republic, France, Greece and Israel, primary school teachers have at least $30 \%$ more annual teaching time than lower secondary school teachers. In contrast, the difference does not exceed $3 \%$ in Poland and the United States, and there is no difference in Brazil, Chile, Denmark, Estonia, Hungary, Iceland, Scotland and Slovenia. Argentina, England and Mexico are the only countries in which the teaching load for primary school teachers is lighter than that for lower secondary school teachers (Table D4.1 and Chart D4.2).

Teaching time at the lower and upper secondary levels is similar across most countries. However, in Japan, Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20\% higher than at the upper secondary level and over 70\% higher in Denmark.

## Teachers' working time

How teachers' hours of work are regulated varies considerably from country to country. While some countries formally regulate contact time with students only, others also set total working hours. In some countries, time is allocated for teaching and non-teaching activities within the formally established working time.

## Box D4.1. Workload and teaching load throughout the career

Findings from the 2008 Teaching and Learning International Survey (TALIS), conducted in 23 countries, suggest that there are few differences in the workloads of new and more experienced teachers. In most countries, new teachers assumed virtually the same responsibilities as more experienced teachers. On average, new teachers spent slightly more time on lesson planning and slightly less time teaching students and performing administrative duties, but with the exception of a few countries, these differences are small. New teachers in Mexico spent about seven hours less teaching per week than experienced teachers. New teachers in Brazil, Estonia, Italy, Lithuania and Portugal teach 3-5 hours per week less than more experienced teachers.

TALIS 2008 data also show that new teachers report feeling somewhat less effective in their work than more experienced teachers. Moreover, new teachers report spending a smaller proportion of their classroom time teaching. They also report participating in less professional development even though they also report a greater need for professional development in a number of areas than more experienced teachers. On average, nearly one-third of new teachers reported a high level of need for professional development on how to address student discipline and behaviour problems. In addition, $25 \%$ of new teachers reported a high level of need for professional development to improve their classroommanagement skills, compared to $12 \%$ of more experienced teachers.

The similarities in workload between new and more experienced teachers, and fact that new teachers report lower levels of self-efficacy and actual teaching and learning in their classes are important findings for policy makers. If a school or a school system is trying to maximise the effectiveness of its teaching, it would have its more effective teachers spend more time teaching or mentoring new teachers. Instead, TALIS results suggest that there is little job differentiation between new and more experienced teachers. In most countries, teachers were likely to have spent similar amounts of time teaching in the first year of their careers as they were in the last year. Altering related policies so that the more effective teachers, regardless of their seniority, spend the most time teaching or mentoring new teachers could help to improve school performance.

Source: OECD (2012).

In most countries, teachers are formally required to work a specified number of hours per week, including teaching and non-teaching time, to earn their full-time salary. Within this framework, however, countries differ in how they allocate time for each activity (Chart D4.3). The number of hours for teaching is usually specified, except in Sweden; but some countries also regulate the time a teacher has to be present in the school.

Australia, Belgium (Flemish Community, for primary education), Brazil, Canada, Chile, England, Estonia, Finland, Greece, Iceland, Indonesia, Ireland, Israel, Luxembourg, Mexico, New Zealand, Norway, Poland, Portugal, Spain, Sweden, Turkey and the United States all specify the time during which teachers are required to be available at school, for both teaching and non-teaching activities (Table D4.1).

Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 21 class sessions per week. After 6 years, this drops to 19 sessions, and after 12 years to 18 sessions. After 20 years of service, teachers are required to teach 16 class sessions a week - more than $25 \%$ less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

In Austria (primary and lower secondary education), the Czech Republic, Germany, Hungary, Japan, Korea, the Netherlands and Scotland, teachers' total annual working time, at school or elsewhere, is specified, but the allocation of time spent at school and time spent elsewhere is not. In some countries, the number of hours to be spent on non-teaching activities is partially specified; but what is not specified is whether teachers have to spend the non-teaching hours at school.

## Non-teaching time

In the 22 countries that specify both teaching and total working time, the percentage of teachers' working time spent teaching ranges from less than $40 \%$ in Denmark, Hungary, Iceland, Japan, Poland and Turkey at all levels of education, to $100 \%$ in Brazil. In 13 countries, the proportion of non-teaching time is higher at the secondary level than at the primary level (Table D4.1 and Chart D4.3).

In the 21 countries that specify both teaching time and the amount of time that teachers are required to be available at school, the percentage of teachers' working time at school spent teaching ranges from less than $40 \%$ in Greece (secondary level) and Iceland to $100 \%$ in Brazil, Ireland (secondary level) and Mexico (primary level). In 10 countries, the proportion of time spent in non-teaching activities is greater at the secondary level than at the primary level.

Chart D4.3. Percentage of teachers' working time spent teaching, by level of education (2010)
Net teaching time as a percentage of total statutory working time and working time required at school
Net teaching time as a percentage of total statutory working time and working time required at school




[^0]In Belgium (Flemish Community, for the secondary level), Belgium (French Community), France, Italy, the Russian Federation, there are no formal requirements regarding time spent on non-teaching activities in primary and secondary education. However, this does not mean that teachers are given total freedom to carry out other tasks. In Austria, provisions concerning teaching time are based on the assumption that teachers' duties, including teaching time, preparing lessons and tests, marking and correcting papers, overseeing examinations and handling administrative tasks total 40 hours per week. In Belgium (Flemish Community), the additional non-teaching hours at school are set at the school level. There are no regulations regarding the time devoted to preparing lessons, correcting tests, marking students' papers, etc. The government defines only the minimum and maximum number of teaching periods a week ( 50 minutes each) at each level of education (Table D4.1).

Box D4.2. Who makes decisions about the duties and conditions of service of lower secondary teachers in public institutions?
$\left.\begin{array}{l|l|l|l|l|l} & & & \begin{array}{c}\text { After consultation } \\ \text { with other bodies } \\ \text { in the education } \\ \text { system }\end{array} & \begin{array}{c}\text { Within a framework } \\ \text { set by }\end{array} \\ \text { a higher authority }\end{array}\right)$

Source: OECD. Table D6.8, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012)
Please refer to the Reader's Guide for list of country codes for country names used in this chart.

In more than half of countries, decisions on the duties and conditions of service of lower secondary school teachers in public institutions are taken at the school or local level. Decision-making authority may be delegated to the local level to reduce bureaucracy, enhance the quality and effectiveness of teaching, and/ or be more responsive to local needs (Table D6.8, available on line).

In 21 out of 36 countries, decisions on the duties of lower secondary teaching staff in public institutions are taken at the school or local level. In England, the Netherlands, Norway and the Slovak Republic, these decisions are taken with full autonomy by schools. Belgium (Flemish Community), Canada, Chile, the Czech Republic, Estonia, Hungary, Ireland, Israel, Poland, Slovenia and Sweden, however, prefer to counterbalance complete school autonomy with frameworks determined at the central or state level in which individual schools make decisions. In Iceland, these decisions are also taken at the school level, but within a framework established by local authorities. Only in the United States are these decisions taken at the school level in consultation with the local authorities. Although the local authorities
in Finland are, as education providers, responsible for deciding what the duties of teaching staff are, they can decide if they wish to delegate decision making to the schools or not, and to what extent. In practice, decisions concerning duties are largely made at school level. In Denmark, Japan and Scotland, these decisions are taken at the local level as opposed to the school level. In contrast, similar decisions are taken at the central and/or state level of government in Australia, Austria, Belgium (French Community), France, Germany, Greece, Indonesia, Italy, Korea, Luxembourg, Mexico, Portugal, Spain, Switzerland and Turkey.
A similar pattern is seen with regard to decisions on the conditions of service of lower secondary teaching staff in public institutions. In 23 out of 36 countries, these decisions are in the hands of schools or local authorities. In Belgium (Flemish Community), England, Estonia, France, Korea, the Netherlands, the Slovak Republic and Sweden, these decisions are taken with full autonomy by schools, whereas in Austria, Chile, the Czech Republic, Hungary, Italy, Poland, Slovenia and Spain, they are taken by individual schools within a framework established by a higher authority. As with decisions on teachers' duties, decisions on conditions of service are taken at the school level, in consultation with the local authorities, in the United States. In Canada, Denmark, Norway and Scotland, decisions on the conditions of service of teaching staff are taken at the local level, while in Iceland, these decisions are outlined in contracts between the association of municipalities and the teachers' union, in compliance with the Compulsory School Act. In Finland, the local authorities as education providers are responsible for determining the conditions of service of lower secondary school teachers. However they can autonomously decide if they wish to delegate decision making to the schools or not, and to what extent. These decisions are taken centrally in Greece, Ireland, Israel, Luxembourg, Portugal and Turkey, and by the state government in Australia, Belgium (French Community), Germany, Mexico and Switzerland. In Japan, similar decisions are taken at the regional level, while in Indonesia, they are taken at the sub-regional level.

## Definitions

The conditions of service of teachers include the minimum number of hours to be worked per week or per year, the time schedule, the size and level of the groups to teach, the students' abilities, etc. It does not include salaries and bonuses.

The duties of teachers refer to the responsibilities and required tasks and activities of teachers.
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.
Teaching time is defined as the number of hours per year that a full-time teacher teaches a group or class of students as set by policy. It is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). Some countries provide estimates of teaching time based on survey data. At the primary school level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.

Working time refers to the normal working hours of a full-time teacher. 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; and
- 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 in school refers to the time teachers are required to spend working in school, including teaching and non-teaching time.

## Methodology

Data are from the 2011 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2009-10.

D4 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.

Data on the level of decision-making about the duties and conditions of service of lower secondary school teachers are from the 2011 OECD-INES survey on decision making in education and refer to the school year 2010-11. More detailed information on definitions and methodology can be found in Indicator D6, "Who makes key decisions in education systems?"

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.
The statistical data for Israel are supplied by and 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.

## References

For further information about TALIS 2008, see:
OECD (2012), The Experience of New Teachers, OECD Publishing.
Visit www.oecd.org/edu/talis

Table D4.1. Organisation of teachers' working time (2010)
Number of teaching weeks, teaching days, net teaching hours, and teachers' working time over the school year, in public institutions

|  | Number of weeks of instruction |  |  | Number of days of instruction |  |  | Net teaching time in hours |  |  | Working time required at school in hours |  |  | Total statutory working time in hours |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) | (14) | (15) |
| Q Australia ${ }^{1}$ | 40 | 40 | 40 | 196 | 196 | 193 | 868 | 819 | 803 | 1093 | 1135 | 1135 | a | a | a |
| O. Austria ${ }^{1}$ | 38 | 38 | 38 | 180 | 180 | 180 | 779 | 607 | 589 | a | a | a | 1776 | 1776 | a |
| Belgium (Fl.) ${ }^{1}$ | 37 | 37 | 37 | 179 | 180 | 180 | 761 | 675 | 630 | 931 | a | a | a | a | a |
| Belgium (Fr.) ${ }^{1}$ | 38 | 38 | 38 | 183 | 183 | 183 | 732 | 671 | 610 | a | a | a | a | a | a |
| Canada ${ }^{1}$ | 37 | 37 | 37 | 183 | 183 | 183 | 799 | 740 | 744 | 1226 | 1227 | 1232 | a | a | a |
| Chile ${ }^{1}$ | 38 | 38 | 38 | 179 | 179 | 179 | 1087 | 1087 | 1087 | 1804 | 1804 | 1804 | 2068 | 2068 | 2068 |
| Czech Republic ${ }^{1}$ | 41 | 41 | 41 | 196 | 196 | 196 | 862 | 647 | 617 | a | a | a | 1696 | 1696 | 1696 |
| Denmark ${ }^{2}$ | 42 | 42 | 42 | 200 | 200 | 200 | 650 | 650 | 377 | m | m | m | 1680 | 1680 | 1680 |
| England ${ }^{2}$ | 38 | 38 | 38 | 190 | 190 | 190 | 684 | 703 | 703 | 1265 | 1265 | 1265 | 1265 | 1265 | 1265 |
| Estonia ${ }^{3}$ | 39 | 39 | 39 | 175 | 175 | 175 | 630 | 630 | 578 | 1540 | 1540 | 1540 | 1540 | 1540 | 1540 |
| Finland ${ }^{4}$ | 38 | 38 | 38 | 189 | 189 | 189 | 680 | 595 | 553 | 794 | 709 | 629 | a | a | a |
| France ${ }^{1}$ | 35 | 35 | 35 | m | m | m | 918 | 646 | 632 | a | a | a | a | a | a |
| Germany ${ }^{1}$ | 40 | 40 | 40 | 193 | 193 | 193 | 805 | 756 | 713 | a | a | a | 1793 | 1793 | 1793 |
| Greece ${ }^{1}$ | 36 | 31 | 31 | 177 | 153 | 153 | 589 | 415 | 415 | 1140 | 1176 | 1176 | a | a | a |
| Hungary ${ }^{4}$ | 37 | 37 | 37 | 183 | 183 | 183 | 604 | 604 | 604 | a | a | a | 1864 | 1864 | 1864 |
| Iceland ${ }^{1}$ | 37 | 37 | 35 | 180 | 180 | 170 | 624 | 624 | 544 | 1650 | 1650 | 1720 | 1800 | 1800 | 1800 |
| Ireland ${ }^{1}$ | 37 | 33 | 33 | 183 | 167 | 167 | 915 | 735 | 735 | 1037 | 735 | 735 | a | a | a |
| Israel ${ }^{1}$ | 38 | 37 | 37 | 183 | 175 | 175 | 820 | 598 | 521 | 1126 | 831 | 700 | a | a | a |
| Italy ${ }^{4}$ | 39 | 39 | 39 | 175 | 175 | 175 | 770 | 630 | 630 | a | a | a | a | a | a |
| Japan ${ }^{2}$ | 40 | 40 | 40 | 201 | 201 | 198 | 707 | 602 | 500 | a | a | a | 1876 | 1876 | 1876 |
| Korea ${ }^{3}$ | 40 | 40 | 40 | 220 | 220 | 220 | 807 | 627 | 616 | a | a | a | 1680 | 1680 | 1680 |
| Luxembourg ${ }^{1}$ | 36 | 36 | 36 | 176 | 176 | 176 | 739 | 634 | 634 | 900 | 828 | 828 | a | a | a |
| Mexico ${ }^{1}$ | 42 | 42 | 36 | 200 | 200 | 172 | 800 | 1047 | 843 | 800 | 1167 | 971 | a | a | a |
| Netherlands ${ }^{3}$ | 40 | m | m | 195 | m | m | 930 | 750 | 750 | a | a | a | 1659 | 1659 | 1659 |
| New Zealand ${ }^{1}$ | 39 | 38 | 38 | 194 | 192 | 190 | 930 | 845 | 760 | 1552 | 1251 | 950 | a | a | a |
| Norway ${ }^{1}$ | 38 | 38 | 38 | 190 | 190 | 190 | 741 | 654 | 523 | 1300 | 1225 | 1150 | 1688 | 1688 | 1688 |
| Poland ${ }^{1}$ | 38 | 38 | 37 | 186 | 184 | 183 | 502 | 497 | 494 | 540 | 534 | 532 | 1520 | 1504 | 1496 |
| Portugal ${ }^{3}$ | 37 | 37 | 37 | 173 | 173 | 173 | 865 | 761 | 761 | 1283 | 1283 | 1283 | 1456 | 1456 | 1456 |
| Scotland ${ }^{3}$ | 38 | 38 | 38 | 190 | 190 | 190 | 855 | 855 | 855 | a | a | a | 1365 | 1365 | 1365 |
| Slovak Republic ${ }^{1}$ | 38 | 38 | 38 | 189 | 189 | 189 | 841 | 652 | 624 | m | m | m | 1583 | 1583 | 1583 |
| Slovenia ${ }^{1}$ | 40 | 40 | 40 | 190 | 190 | 190 | 690 | 690 | 633 | m | m | m | m | m | m |
| Spain ${ }^{1}$ | 37 | 37 | 36 | 176 | 176 | 171 | 880 | 713 | 693 | 1140 | 1140 | 1140 | 1425 | 1425 | 1425 |
| Sweden | a | a | a | a | a | a | a | a | a | 1360 | 1360 | 1360 | 1767 | 1767 | 1767 |
| Switzerland | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Turkey ${ }^{1}$ | 37 | a | 37 | 175 | a | 175 | 621 | a | 551 | 870 | a | 756 | 1816 | a | 1816 |
| United States ${ }^{2}$ | 36 | 36 | 36 | 180 | 180 | 180 | 1097 | 1068 | 1051 | 1381 | 1381 | 1378 | 1913 | 1977 | 1998 |
| OECD average | 38 | 38 | 38 | 187 | 185 | 183 | 782 | 704 | 658 | 1178 | 1171 | 1114 | 1678 | 1673 | 1676 |
| EU21 average | 38 | 38 | 38 | 185 | 182 | 182 | 758 | 660 | 629 | 1085 | 1057 | 1049 | 1599 | 1598 | 1584 |
| - Argentina ${ }^{5}$ | 36 | 36 | 36 | 170 | 171 | 171 | 680 | 1368 | 1368 | m | m | m | m | m | m |
| $\bigcirc \mathrm{Brazil}^{1}$ | 40 | 40 | 40 | 200 | 200 | 200 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 |
| $\stackrel{\text { ¢ }}{ }$ | 35 | 35 | 35 | 175 | 175 | 175 | m | m | m | m | m | m | m | m | m |
| $\bigcirc$ India | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Indonesia ${ }^{2}$ | 44 | 44 | 44 | 244 | 200 | 200 | 697 | 544 | 638 | 1069 | 1069 | 1069 | 1069 | 1069 | 1069 |
| Russian Federation ${ }^{2}$ | 34 | 35 | 35 | 164 | 169 | 169 | 615 | 507 | 507 | a | a | a | a | a | a |
| Saudi Arabia | 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 |
| G20 average | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |

1. Typical teaching time.
2. Actual teaching time.
3. Maximum teaching time.
4. Minimum teaching time.
5. Year of reference 2009.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). China: The Ministry of Education, Notes on the Experimental Curriculum of Compulsory Education, 19 November 2001. See Annex 3 for notes (www.oecd.org/edu/eag2012).
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
StatLink ज्ञा|st http://dx.doi.org/10.1787/888932668318

Table D4.2. Number of teaching hours per year (2000, 2005, 2010)
Net statutory contact time in hours per year in public institutions by level of education in 2000, 2005 and 2010


1. Actual teaching time.
2. Break in time series following methodological changes in 2006 for Columns 7, 8 and 9.
3. Year of reference 2009 instead of 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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[^0]:    1. Actual teaching time.

    Countries are ranked in descending order of the percentage of teachers' working time spent teaching in primary education.
    Source: OECD. Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).
    StatLink ㅍㅔㅔㅔㄴ http://dx.doi.org/10.1787/888932663777

