

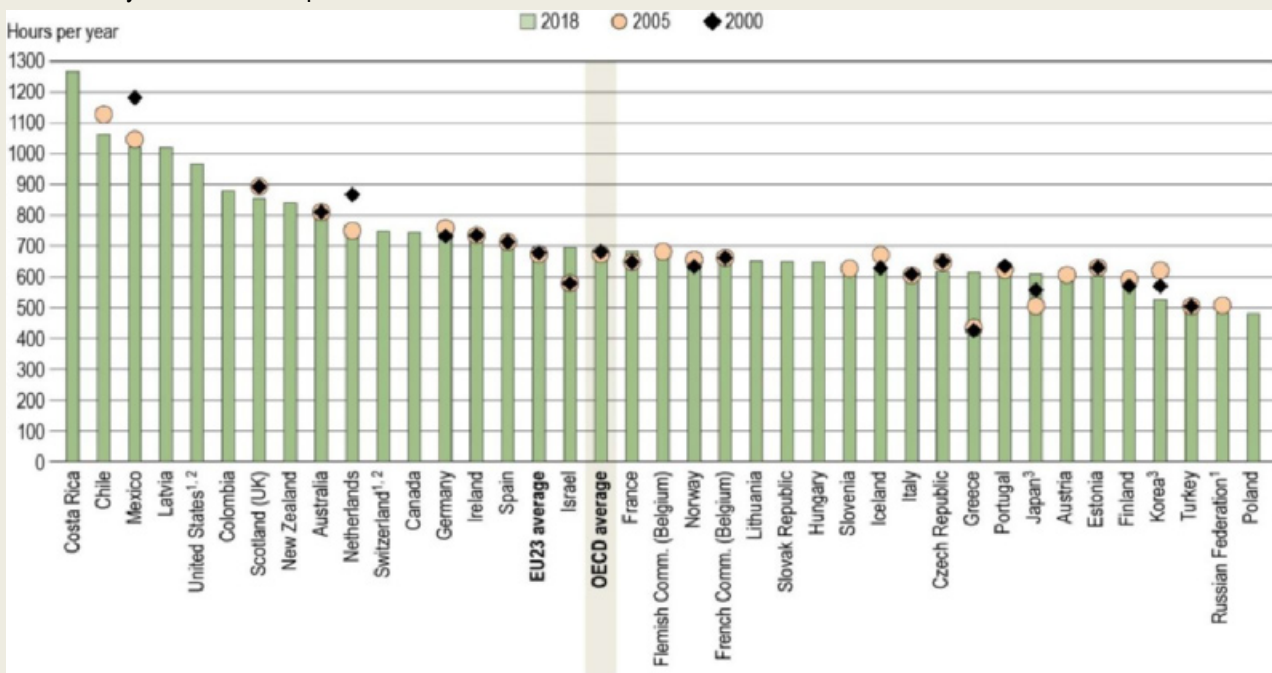
Indicator D4. How much time do teachers spend teaching?

Highlights

- Based on official regulations or agreements, public school teachers in OECD countries and economies are required to teach on average 1 024 hours per year at pre-primary level, 783 hours at primary level, 709 hours at lower secondary level (general programmes) and 667 hours at upper secondary level (general programmes).
- In the majority of countries with available data, the amount of statutory teaching time in primary, lower secondary and upper secondary public institutions remained largely unchanged between 2000 and 2018. However, in a few countries, teaching time changed by 10% or more in one or several levels during this period.
- Most countries regulate the number of hours teachers are required to work per year, including teaching and non-teaching activities. Some of these countries regulate the specific number of hours required at school, while others set the overall working time, including hours at school and elsewhere.

Figure D4.1. Number of teaching hours per year in general lower secondary education (2000, 2005 and 2018)

Net statutory contact time in public institutions



Note: The OECD and EU23 averages refer to countries and economies with available data for 2000, 2005, 2010, 2015 and 2018.

1. Actual teaching time.

2. Reference year differs from 2018. Refer to the source table for details.

3. Average planned teaching time in each school at the beginning of the school year or semester.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2018.

Source: OECD (2019), Table D4.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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Context

Although statutory working hours and teaching hours only partly determine teachers' actual workload, they do offer valuable insights 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 of 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 larger proportion of statutory working time spent teaching may indicate that a lower proportion of working time is devoted to tasks such as assessing students and preparing lessons, as stated in regulations. It also could indicate that teachers have to perform these tasks on their own time and hence work more hours than required by statutory working times.

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 C7).

Other findings

- The number of teaching hours per year required of the average OECD public school teacher in pre-primary, primary and secondary education varies considerably across countries and tends to decrease as the level of education increases.
- Required teaching time in public schools varies more across countries at the pre-primary level than at any other level. The number of teaching hours required in public pre-primary schools averages 1 024 hours per year across OECD countries and economies, ranging from 519 hours per year in Mexico to 1 755 in Germany.
- Public primary school teachers are required to teach on average 783 hours per year across OECD countries and economies, but this ranges from less than 590 hours in Estonia, Poland and the Russian Federation to more than 1 050 hours in Chile and Costa Rica.
- The number of teaching hours required in public lower secondary schools (general programmes) averages 709 hours per year across OECD countries and economies, ranging from 481 hours in Poland to over 1 050 hours in Chile and Costa Rica.
- Teachers in public upper secondary schools (general programmes) are required to teach on average 667 hours per year across OECD countries and economies, but teaching time ranges from 405 hours in Denmark to over 1 050 hours in Chile and Costa Rica.
- At the lower secondary level, teachers spend 43% of their working time on teaching on average, ranging from 35% or less in Austria, Iceland, Japan, Korea, Poland and Turkey to 63% in Scotland (United Kingdom).

Analysis

Teaching time

At pre-primary, primary and secondary levels of education, countries vary considerably in their annual statutory teaching time – the number of teaching hours per year required of a full-time public school teacher (for variations in teaching time at the subnational level, see Box D4.1). Variations in how teaching time is regulated and/or reported across countries may also explain some of the differences in statutory teaching time between countries (Box D4.2).

Across countries and economies with available data, statutory teaching time in public schools varies more at the pre-primary level than at any other level. The number of teaching days ranges from 159 days per year in the Flemish Community of Belgium to 225 days in Germany, Iceland and Norway. Annual teaching time ranges from 519 hours per year in Mexico to 1 755 hours in Germany. On average across OECD countries and economies, teachers at this level of education are required to teach 1 024 hours per year, spread over 40 weeks or 195 days of teaching (Table D4.1a and Figure D4.2).

Primary school teachers are required to teach an average of 783 hours per year in public institutions. In most countries with available data, daily teaching time ranges from three to six hours a day, with an OECD average of more than four hours per day. There is no set rule on how teaching time is distributed throughout the year. For example, primary school teachers in Costa Rica must teach 1 188 hours per year, over 160 hours more than in Latvia. However as teachers teach more days in Costa Rica than in Latvia (198 days compared to 170 days), teachers in both countries teach on average 6 hours a day (Table D4.1a).

Box D4.1. Teaching and working time at the subnational level

Differences are observed across regions in teachers' statutory teaching and working time among the four countries (Belgium, Canada, Korea and the United Kingdom) reporting subnational data. In 2018, the number of weeks of teaching (at pre-primary, primary, and lower and upper secondary levels) varied between regions in two of these countries: by one week in Belgium (from 36 to 37 weeks) and by two weeks in Canada (from 36 to 38 weeks). In Korea and the United Kingdom, the number of weeks of teaching is the same across all subnational regions. However, overall figures for the number of weeks of teaching can mask difference in teaching time in terms of days or hours of teaching at the subnational level.

The countries show different patterns of variation at the subnational level. In Belgium, the number of days of teaching varies much more (in relative terms) between the French and Flemish communities than the number of hours of teaching (except in vocational upper secondary programmes). For example, in general upper secondary programmes, the number of days of teaching is 12% higher in the French Community than in the Flemish Community (179 days compared to 160 days) due to differences in how the number of school days is defined in the regulations. However, teaching hours vary by only 4% between the two communities (622 hours in the Flemish Community compared to 596 hours in the French Community). In contrast, the number of days teaching at primary and secondary levels varies by up to 6% across the different provinces/territories in Canada (ranging from 180 days to 190 days), but teaching hours vary much more between subnational regions. At the primary level, teaching time in the region with the longest teaching hours is 29% higher than teaching time in the region with the shortest teaching hours (905 hours compared to 700 hours). The difference between the regions reaches 58% for general programmes at the lower secondary level (971 hours compared to 615 hours) and 52% for general programmes at the upper secondary level (934 hours compared to 615 hours). In Korea, there is no variation between subnational entities in the number of teaching days, but teaching hours for general programmes vary by 8% at upper secondary level (from 522 to 564 hours) and by 24% at lower secondary level (from 454 to 561 hours).

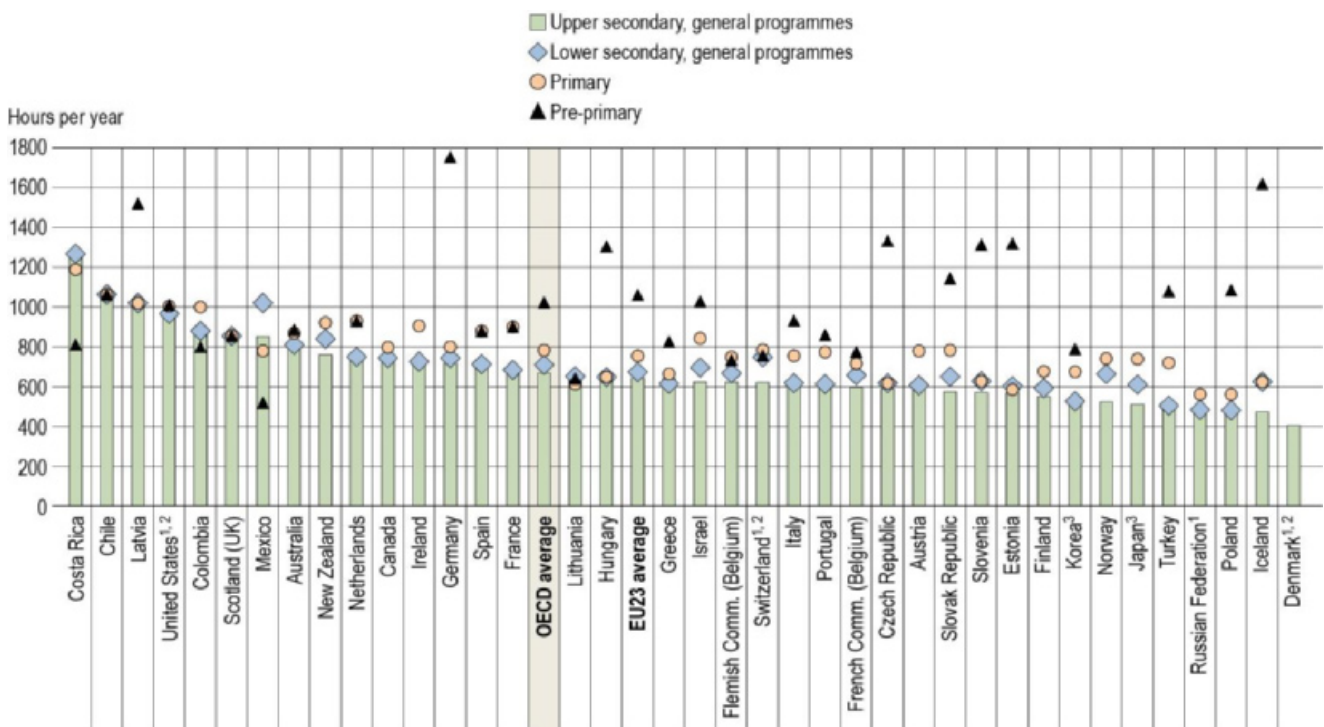
However, caution is necessary when comparing information at the subnational level, considering potential differences in the regulations between countries and between subnational regions within countries, and in the way data are reported for the different subnational regions. For example typical teaching time is reported for the subnational regions of Belgium, but maximum or estimated teaching time is reported for the different subnational regions in Canada (for more information on potential differences in the data reported, see Box D4.2).

Source: Education at a Glance Database. <http://stats.oecd.org>

Lower secondary school teachers in general programmes in public institutions are required to teach an average of 709 hours per year. Teaching time is less than 600 hours in Finland, Korea, Poland, the Russian Federation and Turkey, and exceeds 1 000 hours in Chile, Costa Rica, Latvia and Mexico. However, the reported hours in Finland and Korea refer to the minimum time teachers are required to teach (Box D4.2) and teachers in Poland can be obliged to teach as much as 25% of the statutory time as additional overtime, at the discretion of the school head (at the lower secondary level).

Figure D4.2. Number of teaching hours per year, by level of education (2018)

Net statutory contact time in public institutions



1. Actual teaching time.

2. Reference year differs from 2018. Refer to the source table for details.

3. Average planned teaching time in each school at the beginning of the school year or semester.

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

Source: OECD (2019), Table D4.1a. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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A teacher in general upper secondary education in public institutions has an average teaching load of 667 hours per year. Teaching time ranges from fewer than 500 hours per year in Denmark, Iceland, Poland,

the Russian Federation and Turkey to more than 1 000 hours in Chile, Costa Rica and Latvia, although in Chile the reported hours refer to the maximum time teachers can be required to teach, not their typical teaching load (Box D4.2). Teachers in Finland, Iceland, Japan, Korea, Norway, Poland, the Slovak Republic, Slovenia and Turkey teach for three hours or less per day, on average, compared to six hours or more in Costa Rica and Latvia (Table D4.1a).

Differences in teaching time by level of education

Teaching time tends to decrease as the level of education increases. In most countries, statutory teaching time at the pre-primary level is more than at the upper secondary level (general programmes). The exceptions are Chile and Scotland (United Kingdom), where the time teachers are required to teach is the same at all levels of education, and Colombia, Costa Rica, Lithuania and Mexico, where upper secondary school teachers are required to teach more hours than pre-primary school teachers (Table D4.1a 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 31% more time in the classroom than primary school teachers. In the Czech Republic, Estonia, Germany, Hungary, Iceland and Slovenia, pre-primary school teachers are required to teach at least twice the number of hours per year as primary school teachers (Table D4.1a).

In Austria, France, Korea, Portugal and Turkey, primary school teachers have at least 25% more annual teaching time than lower secondary school teachers, while there is no difference in Chile, the Czech Republic, Hungary, Iceland, Latvia, Scotland (United Kingdom) and Slovenia. The teaching load for primary school teachers is slightly lighter than for lower secondary school teachers in Costa Rica, Estonia and Lithuania, and much lighter in Mexico (Table D4.1a).

Teaching time at lower and upper secondary levels is similar across most countries. However, in Iceland, Norway and Switzerland, annual required teaching time at the lower secondary level is at least 20% more than at the upper secondary level (Table D4.1a).

Differences in teaching time by type of programmes

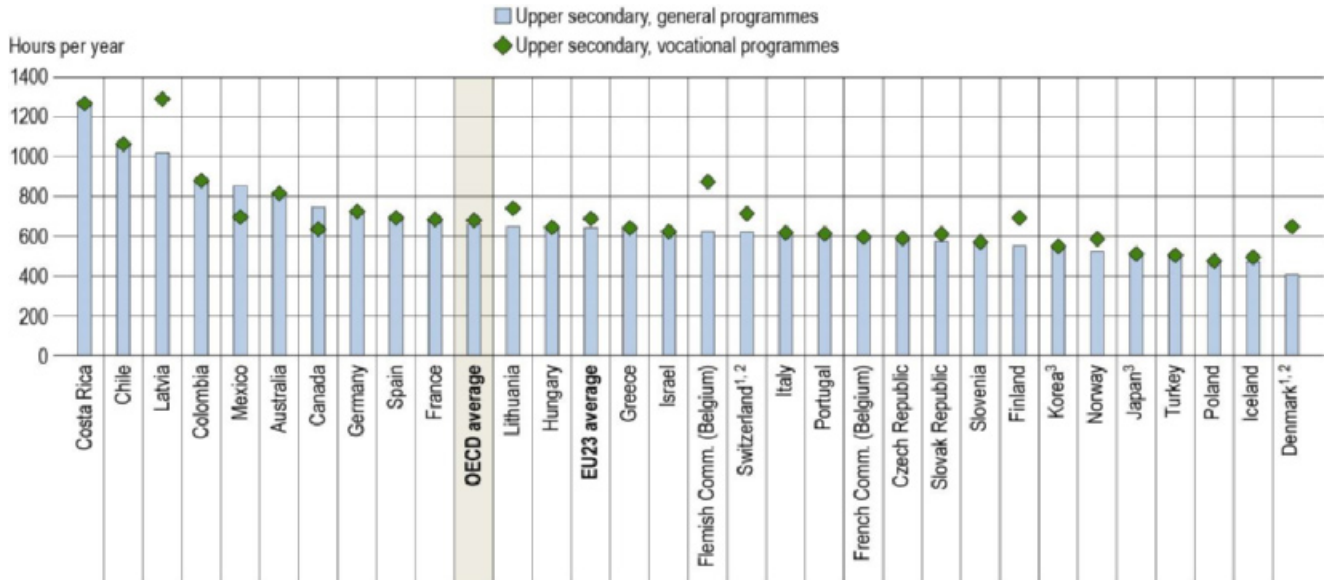
In most countries, statutory teaching time does not vary much between general and vocational programmes. Focusing on upper secondary level, for which most countries have both general and vocational programmes, teaching time is similar in both general and vocational programmes in nearly two-thirds of the countries with available information. However, teaching time is at least 15% higher in vocational than in general programmes in Finland, Latvia and Switzerland, and at least 40% higher in the Flemish Community of Belgium (for practical courses in vocational programmes) and Denmark. Canada and Mexico are the only countries where teaching time is significantly lower (at least 15% lower) in vocational programmes than in general programmes (Figure D4.3).

Actual teaching time

Statutory teaching time, as reported by most of the countries in this indicator, refers to the time as defined in regulations. However, individual teachers' teaching time may differ from the regulations, because of overtime, for example. 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. However, actual teaching time does not take into account that part of the teaching time in the classroom is spent on other activities than teaching, such as keeping order and administrative tasks. On average across the OECD countries participating in the Teaching and Learning International Survey (TALIS), lower secondary teachers self-reported that they spent 78% of classroom time on teaching and learning in 2018 (OECD, 2019^[1]).

Figure D4.3. Number of teaching hours per year in general and vocational programmes at upper secondary level (2018)

Net statutory contact time in public institutions



1. Actual teaching time.

2. Reference year differs from 2018. Refer to the source table for details.

3. Average planned teaching time in each school at the beginning of the school year or semester.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2018.

Source: OECD (2019), Table D4.1a. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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While only a few countries were able to report both statutory and actual teaching time, these data suggest that actual teaching time can sometimes differ from the statutory requirements. In Poland, for example, lower secondary teachers actually teach up to 15% more than the statutory teaching time. In Slovenia, lower secondary teachers teach around 6% more hours than the statutory benchmark time, and in Latvia and Lithuania, actual teaching time is up to 5% more than statutory requirements. By contrast, in Portugal, actual teaching time is about 1% less than statutory teaching time at the lower secondary level (Figure D4.5, available on line).

Differences between statutory and actual teaching time can be the result of overtime due to teacher absenteeism or shortages, or 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 18 years, some countries with available data (and no break in the time series) reported an increase or decrease of 10% or more in teaching time in one or more educational levels between 2000 and 2018 (Table D4.2 and Figure D4.1).

At the primary level, teaching time increased by at least 15% (more than 100 hours) between 2000 and 2018 in Israel and Japan (Table D4.2). 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’ working week 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 more than 20% (120 hours) during this period. The increase at the lower secondary level was also significant in Japan, albeit to a lesser extent (more than 9% or 53 hours). At the upper secondary level, the largest increase in teaching time also occurred in Israel, where teachers had to teach nearly 19% more hours (99 additional hours) in 2018 than they did in 2000. A large increase also occurred in Latvia in recent years, as teaching time increased by 42% between 2016 and 2018 as a consequence of a recent change in regulations (Table D4.2).

In contrast, net teaching time dropped between 2000 and 2018 in some countries and economies. At the pre-primary level, among the few countries and economies with available data for 2000 and 2018, teaching time decreased by 10% or more (corresponding to 95 hours or more) in Portugal and Scotland (United Kingdom). At other levels of education, teaching time decreased by 10% or more in Mexico at lower secondary level (by 162 hours), in the Netherlands at both lower and upper secondary levels (by 117 hours), in Scotland (United Kingdom) at primary level (by 95 hours) and in Turkey at upper secondary levels (by 117 hours). The decrease exceeded 22% in Korea at the primary level (190 hours). In Scotland (United Kingdom), the reduction 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 in net contact time, the maximum time teachers at these levels in Scotland (United Kingdom) can be required to teach is still longer than the OECD average (Table D4.2).

Box D4.2. Comparability of statutory teaching time data (2017)

Data on teaching time in this indicator refer to net contact time as stated in the regulations of each country. The international data collection exercise gathering this information ensures that similar definitions and methodologies are used when compiling data in all countries. For example, teaching time is converted into hours (of 60 minutes) to avoid differences resulting from the varying length of teaching periods between countries. The impact on the comparability of data of differences in the way teaching time is reported in regulations is also minimised as much as possible.

Statutory teaching time in this international comparison excludes preparation time and periods of time formally allowed for breaks between lessons or groups of lessons. However, at the pre-primary and primary levels, short breaks (of ten minutes or less) are included in the teaching time if the classroom teacher is responsible for the class during these breaks (see the *Definitions* section).

Other activities for teachers, such as professional development days, student examination days and conference attendance, are also excluded from the teaching time reported in this indicator. However, days devoted to these activities are not always specified in the regulations, and it may be difficult to estimate and exclude them from teaching time. At all levels of education, at least two-fifths of countries and economies can exclude all or most of these activities from statutory teaching time. However, excluding examination days may be more challenging for countries. At the lower secondary level, about 40% of countries do not exclude them, and in 10% of countries, the information on whether they are excluded or included is not available. This may result in teaching time being overestimated by a few days in these countries.

Moreover, official documents regulate teaching time as a minimum, typical or maximum time, which may explain some of the differences reported between countries. While most data refer to typical teaching time, about one-quarter of countries report maximum or minimum values for teaching time.

More detailed information on the reporting practices on teaching time for all participating countries and economies is available in Annex 3.

Teachers' working time

In the majority of countries, teachers' working time is partly 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, as stipulated in collective agreements or other contractual arrangements. 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, and countries differ in how they allocate time for each activity. 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 more time for non-teaching tasks, such as meetings with students or parents, preparation of lesson plans and checking of students' work.

More than half of OECD countries and economies specify the length of time teachers are required to be available at school, for both teaching and non-teaching activities, for at least one level of education. In over 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 5%. However, in Hungary, Iceland, Latvia, Portugal, Sweden and Turkey pre-primary teachers are required to be available at school at least 20% more hours than upper secondary school teachers (although statutory total working time is the same for both levels in Hungary, Iceland, Latvia and Turkey) (Table D4.1b).

In some other countries, 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. This is the case in Austria (in primary and lower secondary education), the Czech Republic, Denmark, England (United Kingdom), Estonia (in primary and secondary education), France (in lower and upper secondary education), the French Community of Belgium (in pre-primary and primary education), Germany, Japan, Korea, Lithuania (in primary and secondary education), the Netherlands, Poland, the Slovak Republic and Switzerland (Table D4.1b). Of these, teachers in France, Germany (in some *Länder*), Japan and Korea are subject to the same total statutory working time applied to civil servants.

In addition, workload and teaching load requirements may evolve throughout a teacher's career. In a number of countries, some new teachers have a reduced teaching load as part of their induction programmes. Some countries also encourage older teachers to stay in the teaching profession by diversifying their duties and reducing their teaching hours. For example, in Portugal, teachers may have a reduced teaching workload, due to their age, number of years in the profession or for doing extracurricular activities at school. Iceland reduces the working time of upper secondary teachers according to their age: 30-37 year-old teachers benefit from a 24-hour extra holiday a year and teachers aged 38 and over have a 48-hour extra holiday per year. In addition, upper secondary teachers aged 55 or over receive a reduction of teaching time (from 58 hours for 55-59 year-olds to 290 hours for those aged 60 and over).

Non-teaching time

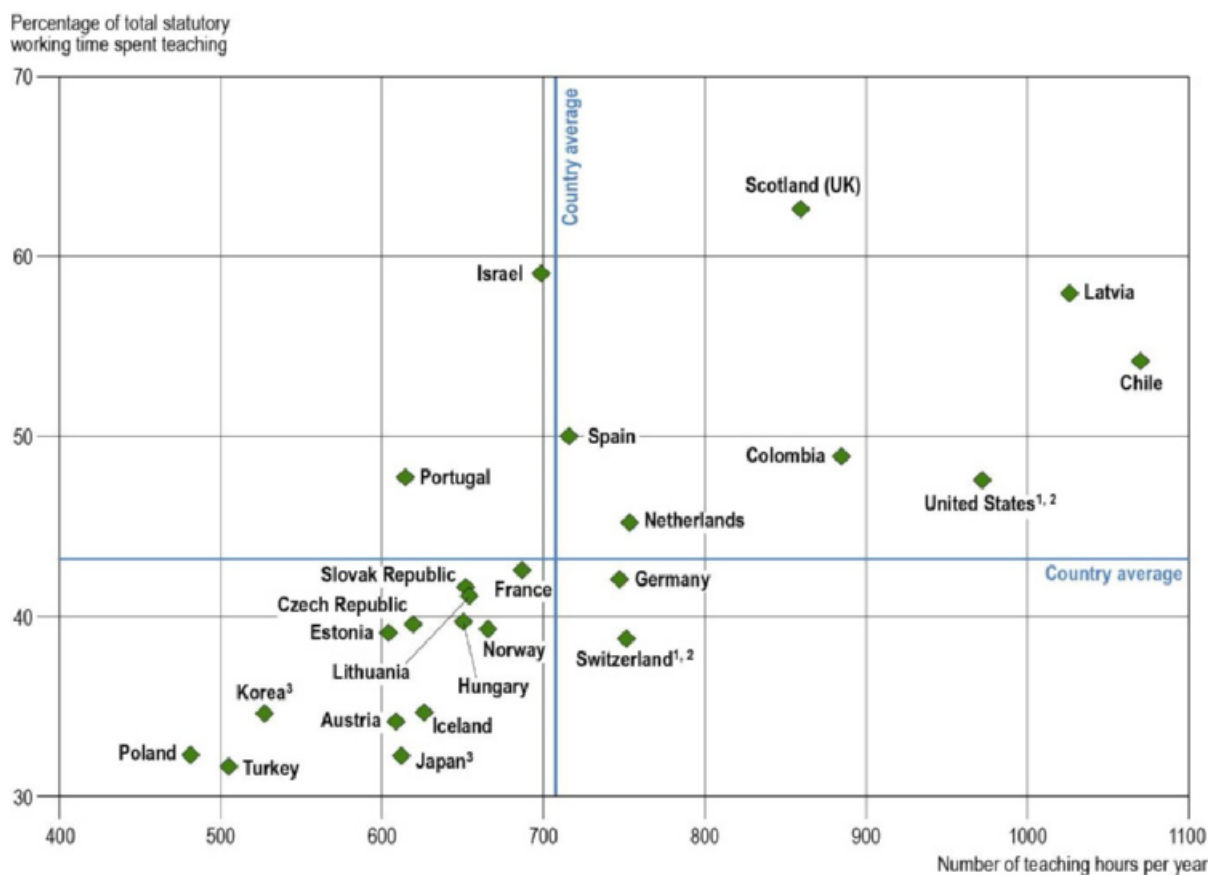
Although teaching time is a substantial component of teachers' workloads, other activities such as assessing students, preparing lessons, correcting students' work, in-service training and staff meetings should also be taken into account when analysing the demands placed on them in different countries.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

Even if teaching is a core activity of teachers, in a large number of countries, they spend most of their working time on activities other than teaching. In the 24 countries and economies with data for both teaching and total working time for lower secondary teachers, 43% of teachers' working time is spent on teaching on average, with the proportion ranging from 35% or less in Austria, Iceland, Japan, Korea, Poland 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 (610 hours in Japan and 612 hours in Portugal), but 32% of working time is spent on teaching in Japan, compared to 48% 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. For example, in Spain and the United States, lower secondary teachers spend about half of their working time teaching, but teachers teach 713 hours in Spain, compared to 966 hours in the United States. Only teachers in Chile, Israel, Latvia, Scotland (United Kingdom) and Spain spend at least 50% of their statutory working time teaching (Figure D4.4).

Figure D4.4. Percentage of lower secondary teachers' working time spent teaching (2018)

Net teaching time (typical annual number of hours) as a percentage of total statutory working time in general programmes in public institutions



1. Actual teaching time.

2. Reference year differs from 2018. Refer to the source table for details.

3. Average planned teaching time in each school at the beginning of the school year or semester.

Source: OECD (2019), Tables D4.1a and D4.1b. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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In some countries, such as Austria (upper secondary level), Costa Rica, the Flemish and French communities of Belgium (secondary levels), and Italy, there are no formal requirements for 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 D4.1b).

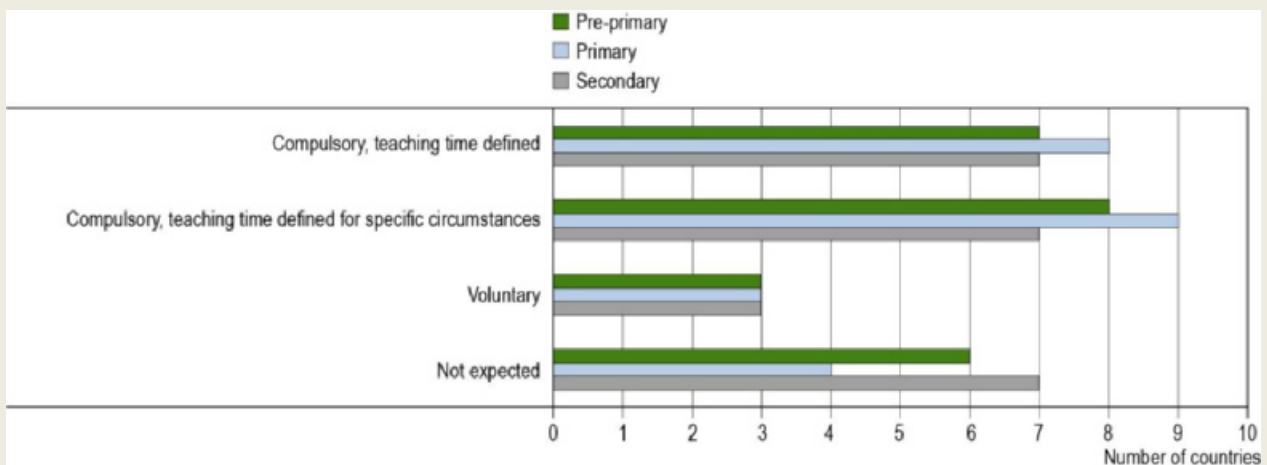
Box D4.3. Working and teaching time of school heads

School heads are valuable human resources in schools who not only perform managerial duties, but may also be involved in teaching activities. On average across the OECD countries participating in TALIS study, principals self-reported spending 16% of their working time to teaching and other teaching-related activities in 2018 (OECD, 2019_[1]). These school heads may be former teachers who decided to take other responsibilities in the school where they were teaching. A recent OECD survey gathered information on the way the working time of school heads is defined. This information could shed some light on the differences in working time of teachers and school heads.

Among the 27 countries participating in this survey, 21 reported that the same type of official document defines the working time of both school heads and teachers, for at least one level of education. Although it is not necessarily the same official document that is used as a reference for both teachers and school heads, this may suggest that these two jobs are closely related. In four countries and economies – England (United Kingdom), Israel, Slovenia and Spain – the definition of the working time of school heads explicitly states that pedagogical activities may be designated as a part of their tasks. In Poland, school heads are teachers entrusted with the position of school leader with teaching duty reduced or released. The working time of teachers and school heads are even similar in a few countries that reported comparable data for both teachers and school heads.

School heads may have some teaching duties in most of the 26 countries with available information. Teaching is compulsory for school heads in about one-third of the countries, while it is also required from school heads, but in specific circumstances related to the schools, in another third. In addition, in a few countries school heads are able to take on some teaching duties on a voluntary basis (Figure D4.a).

Figure D4.a. Teaching requirement of school heads by levels of education (2018)



Note: Secondary level of education includes both general and vocational programmes in lower and upper secondary education.

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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In general, school heads' teaching duties apply across different levels of education. However, in four countries, these duties vary between levels of education. More countries include teaching duties for school heads at the primary level than at the pre-primary or secondary levels of education.

In nearly all countries with information on the teaching time of school heads (16 out of 17 countries), the time that school heads have to spend on teaching duties varies according to characteristics of the schools or between subnational entities in the country. In 10 of these countries, the size and/or complexity of the school affects the teaching duties of school heads. In general, the bigger and more complex the school (based on the number of students enrolled, or the number of full-time teachers or classes), the less teaching school heads are required to do. This implies that heads of smaller schools are expected to act as supplementary teaching staff, providing support to full-time classroom teachers.

Non-teaching tasks and responsibilities of teachers

Non-teaching tasks are a part of teachers' workload and working conditions. The non-teaching activities required by legislation, regulations or agreements between stakeholders (e.g. teachers' unions, local authorities and school boards) do not necessarily reflect teachers' actual participation in non-teaching activities, but they provide an insight into the breadth and complexity of teachers' roles (for information on the workload of school heads, see Box D4.3).

Individual teachers often do not have the authority to choose whether to perform certain tasks, which are often related to teaching. According to regulations in more than 31 out of 39 countries and economies with available data, individual planning or preparing lessons, marking/correcting student work, and communicating and co-operating with parents are mandatory non-teaching tasks for lower secondary teachers (general programmes) during their statutory working time at school or statutory total working time. General administrative work and teamwork, and dialogue with colleagues are also required in at least 26 countries, and can be decided at the school level in another one-fifth of countries with available data. In 21 countries, participation in professional development activities is mandatory for teachers at all levels. For such mandatory tasks, incentives such as reduction in teaching time and financial compensation are rare (Table D4.3a and D4.3b).

Responsibilities such as being class/form teacher or participating in school or other management in addition to teaching duties are largely distributed among teachers at the school level. Teachers' participation in school or other management activities can result in specific compensation for teachers. In some countries, teaching time might be reduced to balance the workload between teaching and managerial tasks, in addition to financial compensation. Financial compensation and/or reductions in teaching time are often available when the tasks are performed voluntarily by individual teachers (Table D4.3b).

Of the various tasks teachers might perform, full-time classroom teachers are either required or asked to perform student counselling in more than two-thirds of countries and economies with available information. However, in Israel, only teachers with master's degree or higher can perform this duty (Table D4.3b).

Teachers do not only perform the tasks that are required by regulations or school heads; they often perform tasks voluntarily, such as teaching more classes or hours than their full-time contract requires, engaging in extracurricular activities, training student teachers, offering guidance counselling and participating in mentoring/support programmes for new teachers. In almost one-half of countries, individual teachers decide whether or not to perform these tasks. For these voluntary tasks, up to two-thirds of these countries offer financial compensation (Table D4.3b).

In general, requirements to perform certain tasks and responsibilities do not vary much across levels of education. However, there can be some differences according to the changing needs of students at different levels of education. For example, lower secondary teachers are required to supervise students during breaks in

16 countries, but not as many countries as for teachers at pre-primary (22 countries) and primary (20 countries) levels (Table D4.3a).

Definitions

Actual teaching time is the annual average number of hours that full-time teachers teach a group or class of students. It includes all extra hours, such as overtime. Data on these hours can be sourced 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, minus 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' employment contracts 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). It is a net contact time for instruction, as it excludes periods of time formally allowed for breaks between lessons or groups of lessons and the days that the school is closed for holidays. At pre-primary and primary levels, 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 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

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.

For more information please see the OECD Handbook for Internationally Comparable Education Statistics 2018 (OECD, 2018^[2]) and Annex 3 for country specific notes (<https://doi.org/10.1787/f8d7880d-en>).

Source

Data are from the 2018 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2017/18 (statutory information) or school year 2016/17 (actual data).

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.

References

- OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://dx.doi.org/10.1787/1d0bc92a-en>. [1]
- OECD (2018), *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264304444-en>. [2]

Indicator D4 Tables

- Table D4.1a** Organisation of teachers' teaching time (2018)
- Table D4.1b** Organisation of teachers' working time (2018)
- Table D4.2** Number of teaching hours per year (2000, 2005 to 2018)
- Table D4.3a** Tasks of teachers, by level of education (2018)
- Table D4.3b** Other responsibilities of teachers, by level of education (2018)

WEB Figure D4.5 Actual and statutory teaching time in general lower secondary education (2017)

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

StatLink: <https://doi.org/10.1787/888933981248>

Table D4.1a. Organisation of teachers' teaching time (2018)

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

	Number of weeks of teaching					Number of days of teaching					Net teaching time, in hours				
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
	(1)	(2)	(3)	(5)	(6)	(7)	(8)	(9)	(11)	(12)	(13)	(14)	(15)	(17)	(18)
OECD															
Countries															
Australia ¹	40	41	41	41	40	195	196	196	196	196	886	870	811	811	816
Austria ¹	m	38	38	38	m	m	180	180	180	m	m	779	607	589	m
Canada ¹	m	37	37	37	40	m	183	183	183	200	m	797	744	746	635
Chile ²	38	38	38	38	38	178	178	178	178	178	1 063	1 063	1 063	1 063	1 063
Colombia ¹	40	40	40	40	40	200	200	200	200	200	800	1 000	880	880	880
Czech Republic ¹	45	39	39	39	39	215	187	187	187	187	1 333	617	617	589	589
Denmark ^{1, 4}	a	a	a	a	a	a	a	a	a	a	a	a	a	a	405
Estonia ¹	46	35	35	35	40	220	172	172	172	197	1 320	585	602	568	a
Finland ⁴	m	38	38	38	38	m	188	188	188	188	m	677	592	550	692
France ¹	36	36	36	36	36	162	162	a	a	a	900	900	684	684	684
Germany ¹	46	40	40	40	40	225	193	193	193	193	1 755	800	744	717	724
Greece ²	36	36	36	38	38	177	177	178	186	186	827	664	614	642	642
Hungary ⁵	43	38	38	38	38	204	180	180	179	179	1 306	648	648	644	644
Iceland ¹	46	37	37	36	36	225	180	180	175	175	1 620	624	624	472	494
Ireland ¹	m	37	33	33	m	m	181	165	165	m	m	905	726	726	m
Israel ¹	38	38	36	36	36	182	182	174	172	172	1 029	843	696	623	623
Italy ⁵	42	39	39	39	39	187	172	172	172	172	933	755	617	617	617
Japan ⁶	m	40	40	39	39	m	201	201	196	196	m	739	610	511	511
Korea ⁶	36	38	38	38	38	180	190	190	190	190	789	675	526	547	549
Latvia ¹	39	35	35	35	44	190	170	170	170	215	1 520	1 020	1 020	1 020	1 290
Lithuania ¹	a	34	36	36	a	a	170	181	180	a	640	612	652	648	740
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico ¹	40	40	40	36	36	195	195	195	174	174	519	780	1 021	853	696
Netherlands ²	40	40	m	m	m	200	200	m	m	m	930	930	750	750	m
New Zealand ¹	m	38	38	38	m	m	192	191	190	m	m	922	840	760	m
Norway ²	a	38	38	38	38	225	190	190	190	190	a	741	663	523	595
Poland ²	45	37	37	37	37	217	178	178	176	176	1 085	561	481	475	475
Portugal ²	38	38	37	37	37	172	172	167	167	167	860	774	612	612	612
Slovak Republic ¹	44	39	39	39	39	208	191	191	191	191	1 144	783	649	573	611
Slovenia ¹	46	38	38	38	38	219	190	190	190	190	1 314	627	627	570	570
Spain ¹	37	37	37	36	36	176	176	176	171	171	880	880	713	693	693
Sweden	47	a	a	a	a	224	a	a	a	a	m	a	a	a	a
Switzerland ^{1, 4}	39	38	39	38	38	185	183	187	183	183	756	785	748	621	714
Turkey ¹	38	38	38	38	38	180	180	180	180	180	1 080	720	504	504	504
United States ^{1, 4}	36	36	36	36	a	180	180	180	180	a	1 011	1 004	966	966	a
Economies															
Flemish Comm. (Belgium) ¹	37	37	37	37	37	159	159	160	160	160	734	748	667	622	874
French Comm. (Belgium) ¹	36	36	36	36	36	179	179	179	179	179	775	716	657	596	596
England (UK)	38	38	38	38	a	190	190	190	190	a	a	a	a	a	a
Scotland (UK) ²	38	38	38	38	a	190	190	190	190	a	855	855	855	855	a
OECD average	40	38	38	37	38	195	183	183	182	185	1 024	783	709	667	682
EU23 average	41	37	37	37	38	195	180	179	179	183	1 062	754	673	643	688
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	42	42	42	42	42	200	200	200	200	200	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica ¹	41	41	41	41	41	198	198	198	198	198	812	1 188	1 267	1 267	1 267
India	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
Russian Federation ³	m	34	35	35	m	m	170	210	210	m	m	561	483	483	m
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

Note: See *Definitions* and *Methodology* sections for more information. Data on vocational programmes at lower secondary level (i.e. Columns 4, 10 and 16) are available for consultation on line. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Typical teaching time (teaching time required from most teachers when no specific circumstances apply to teachers).
2. Maximum teaching time.
3. Actual teaching time.
4. Year of reference 2017 for Denmark and Switzerland, 2016 for the United States.
5. Minimum teaching time.
6. Average planned teaching time in each school at the beginning of the school year or semester.

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933980051>

Table D4.1b. Organisation of teachers' working time (2018)

Teachers' statutory working time at school and total working time in public institutions over the school year

	Working time required at school, in hours					Total statutory working time, in hours				
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
	(1)	(2)	(3)	(5)	(6)	(7)	(8)	(9)	(11)	(12)
OECD										
Countries										
Australia	m	m	m	m	m	m	m	m	m	m
Austria	m	a	a	a	a	a	1776	1776	a	a
Canada	m	1 228	1 233	1 236	1 280	m	m	m	m	1 280
Chile	1 830	1 830	1 830	1 830	1 830	1 962	1 962	1 962	1 962	1 962
Colombia	1 350	1 350	1 350	1 350	1 350	1 800	1 800	1 800	1 800	1 800
Czech Republic	a	a	a	a	a	1 800	1 560	1 560	1 560	1 560
Denmark	a	a	a	a	a	1 680	1 680	1 680	1 680	1 680
Estonia	1 610	a	a	a	a	1 610	1 540	1 540	1 540	1 540
Finland	m	815	730	669	797	a	a	a	a	a
France	954	954	a	a	a	1 607	1 607	1 607	1 607	1 607
Germany	a	a	a	a	a	1 769	1 769	1 769	1 769	1 769
Greece	1 134	1 134	1 170	1 170	1 170	a	a	a	a	a
Hungary	1 476	1 152	1 152	1 146	1 146	1 632	1 632	1 632	1 632	1 632
Iceland	1 760	1 610	1 610	1 440	1 440	1 800	1 800	1 800	1 800	1 800
Ireland	m	1 073	811	811	m	a	a	a	a	a
Israel	1 066	1 235	1 178	1 195	1 195	1 066	1 235	1 178	1 195	1 195
Italy	a	a	a	a	a	a	a	a	a	a
Japan	a	a	a	a	a	1 891	1 891	1 891	1 891	1 891
Korea	a	a	a	a	a	1 520	1 520	1 520	1 520	1 520
Latvia	1 560	1 050	1 050	1 050	1 320	1 760	1 760	1 760	1 760	1 760
Lithuania	1 452	a	a	a	a	1 584	1 584	1 584	1 584	1 584
Luxembourg	m	m	m	m	m	m	m	m	m	m
Mexico	772	800	1 167	a	a	a	a	a	a	a
Netherlands	a	a	a	a	a	1 659	1 659	1 659	1 659	1 659
New Zealand	m	1 536	1 243	950	m	a	1 616	a	a	a
Norway	a	1 300	1 225	1 150	1 150	a	1 688	1 688	1 688	1 688
Poland	a	a	a	a	a	1 808	1 488	1 488	1 472	1 472
Portugal	1 021	935	810	810	810	1 308	1 308	1 283	1 283	1 283
Slovak Republic	m	m	m	m	m	1 560	1 560	1 560	1 560	1 560
Slovenia	a	a	a	a	a	m	m	m	m	m
Spain	1 140	1 140	1 140	1 140	1 140	1 425	1 425	1 425	1 425	1 425
Sweden	1 792	1 360	1 360	1 360	1 360	a	1 767	1 767	1 767	1 767
Switzerland	a	a	a	a	a	1 930	1 930	1 930	1 930	1 930
Turkey	1 160	980	836	836	836	1 592	1 592	1 592	1 592	1 592
United States ¹	1 441	1 443	1 449	1 446	a	1 980	2 016	2 032	2 047	a
Economies										
Flemish Comm. (Belgium)	916	916	a	a	a	a	a	a	a	a
French Comm. (Belgium)	a	a	a	a	a	962	962	a	a	a
England (UK)	a	a	a	a	a	1 265	1 265	1 265	1 265	a
Scotland (UK)	1 045	1 045	1 045	1 045	a	1 365	1 365	1 365	1 365	a
OECD average	m	m	m	m	m	1 613	1 612	1 634	1 629	1 623
EU23 average	m	m	m	m	m	1 550	1 539	1 572	1 558	1 593
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	a	a	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m	m	m
Costa Rica	a	a	a	a	a	a	a	a	a	a
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Russian Federation	a	a	a	a	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m

Note: See *Definitions* and *Methodology* sections for more information. Data on vocational programmes at lower secondary level (i.e. Columns 4 and 10) are available for consultation on line. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2016.

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933980070>

Table D4.2. Number of teaching hours per year (2000, 2005 to 2018)
Net statutory contact time in public institutions, by level of education

OECD	Countries	Primary					Lower secondary, general programmes					Upper secondary, general programmes				
		2000	2005	2010	2015	2018	2000	2005	2010	2015	2018	2000	2005	2010	2015	2018
		(16)	(17)	(22)	(27)	(30)	(31)	(32)	(37)	(42)	(45)	(46)	(47)	(52)	(57)	(60)
	Countries															
	Australia	882	888	868	866	870	811	810	819	806	811	803	810	803	804	811
	Austria ¹	m	774	779	779	779	m	607	607	607	607	m	589	589	589	589
	Canada	m	m	799	797	797	m	m	740	742	744	m	m	744	743	746
	Chile	m	1 128	1 105	1 157	1 063	m	1 128	1 105	1 157	1 063	m	1 128	1 105	1 157	1 063
	Colombia	m	1 000	1 000	1 000	1 000	m	1 200	1 200	1 200	880 ^b	m	1 200	1 200	1 200	880 ^b
	Czech Republic ¹	m	813	862	823	617	650	647	647	617	617	621	617	617	589	589
	Denmark ²	640	640	650	784 ^b	a	640	640	650	784 ^b	a	m	m	377	386	a
	Estonia	630	630	630	619	585	630	630	630	619	602	578	578	578	568	568
	Finland	656	677	680	677	677	570	592	595	592	592	527	550	553	550	550
	France	924	924	924	900	900	648	648	648	648	648	648	648	648	648	648
	Germany	783	808	805	799	800	732	758	756	750	744	690	714	713	714	717
	Greece	609	604	589	630 ^b	664	426	434	415	592 ^b	614	429	430	415	600 ^b	642
	Hungary	583	583	604	652	648	555	555	604	652	648	555	555	604	648	644
	Iceland	629	671	624	m	624	629	671	624	m	624	464	560	544	m	472
	Ireland	915	915	915	915	905	735	735	735	735	726	735	735	735	735	726
	Israel	731	731	820	864	843	579	579	598	704	696	524	524	521	587	623
	Italy	744	739	770	752	755	608	605	630	616	617	608	605	630	616	617
	Japan ³	635	578	707	742	739	557	505	602	610	610	478	429	500	511	511
	Korea ³	865	883	807	658	675	570	621	627	548	526	530	605	616	551	547
	Latvia	882	882	882	685 ^b	1 020	882	882	882	685 ^b	1 020	882	882	882	685 ^b	1 020
	Lithuania	m	m	m	565	612	m	m	m	610	652	m	m	m	610	648
	Luxembourg	m	774	739	810	m	m	642	634	739	m	m	642	634	739	m
	Mexico	800	800	800	800	780	1 182	1 047	1 047	1 047	1 021	m	848	843	848	853
	Netherlands	930	930	930	930	930	867	750	750	750	750	867	750	750	750	750
	New Zealand	m	m	m	922	922	m	m	m	840	840	m	m	m	760	760
	Norway	713	741	741	741	741	633	656	654	663	663	505	524	523	523	523
	Poland	m	m	586	573	561	m	m	497	486	481	m	m	494	481	475
	Portugal	779	765	779	743	774	634	623	634	605	612	577	567	634	605	612
	Slovak Republic	m	m	841	832	783	m	m	652	645	649	m	m	624	617	573
	Slovenia	m	627	627	627	627	m	627	627	627	627	m	570	570	570	570
	Spain	880	880	880	880	880	713	713	713	713	713	693	693	693	693	693
	Sweden	m	m	m	a	a	m	m	m	a	a	m	m	m	a	a
	Switzerland ^f	m	m	m	810	m	m	m	m	765	m	m	m	m	656	m
	Turkey	720	720	720	720	720	504	504	504	504	504	567	567	567	504	504
	United States ²	m	m	m	1 004	m	m	m	m	966	m	m	m	m	966	m
	Economies															
	Flemish Comm. (Belgium)	754	748	748	744	748	m	682 ^b	666	663	667	m	637 ^b	622	618	622
	French Comm. (Belgium)	722	722	732	728	716	662	662	671	668	657	603	603	610	606	596
	England (UK) ²	m	m	684	m	a	m	m	703	m	a	m	m	703	m	a
	Scotland (UK)	950	893	855	855	855	893	893	855	855	855	893	893	855	855	855
	OECD average	765	782	779	788	776	680	702	698	717	700	626	671	662	674	668
	Average for OECD countries with 2000, 2005, 2010, 2015 and 2018 data	771	769	775	769	783	682	673	681	685	695	634	632	640	635	656
	Average for EU23 countries with 2000, 2005, 2010, 2015 and 2018 data	774	771	773	768	790	678	673	676	680	697	660	655	661	657	684
	Partners															
	Argentina	m	m	m	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	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	m	m	m	1 188	1 188	m	m	m	1 267	1 267	m	m	m	1 267	1 267
	India	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
	Russian Federation ²	m	615	615	561	561	507	507	483	483	483	507	507	507	483	483
	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

Note: See *Definitions and Methodology* sections for more information. Data on years 2000 to 2018 for pre-primary education (i.e. Columns 1-15) are available for consultation on line. Data on years 2006, 2007, 2008, 2009, 2011, 2012, 2013, 2014, 2016 and 2017 for primary education, lower secondary education and upper secondary education (i.e. Columns 18-21; 23-26; 28-29; 33-36; 38-41; 43-44; 48-51; 53-56; 58-59) are available at <http://stats.oecd.org/>, Education at a Glance Database or via *StatLink* below).

1. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.

2. Actual teaching time (in Denmark except for pre-primary level).

3. Average planned teaching time in each school at the beginning of the school year or semester.

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933980089>

Table D4.3a. Tasks of teachers, by level of education (2018)

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

		Lower secondary, general programmes												
		Teaching			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	
		Work requirement	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form
		(1)	(2)	(3)	(6)	(7)	(10)	(11)	(14)	(15)	(18)	(19)	(22)	(23)
OECD	Countries													
	Australia	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Austria	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	Mand.	Mand.	T	Mand.	T	School req.	T	School req.	T	School req.	T	School req.	T
	Colombia	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Czech Republic	Mand.	Voluntary	m	Voluntary	m	School req.	m	Voluntary	m	School req.	m	School req.	m
	Denmark	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None	Mand.	None
	Estonia	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None	Mand.	None
	Finland	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None	Mand.	None
	France	Mand.	Mand.	F	Mand.	F	Mand.	F	Mand.	F	Not req.	None	Mand.	F
	Germany	Mand.	Mand.	None	Mand.	None	School req.	None	Mand.	None	School req.	None	Voluntary	None
	Greece	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Hungary	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Iceland	Mand.	Mand.	None	Mand.	None	School req.	None	School req.	T	Voluntary	None	School req.	None
	Ireland	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Israel	Mand.	Mand.	F	Mand.	None	Mand.	F	Mand.	None	Mand.	None	Mand.	F
	Italy	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Japan	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None	Mand.	None
	Korea	Mand.	Mand.	None	Mand.	None	Mand.	T	Mand.	None	Mand.	None	Mand.	None
	Latvia	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None
	Lithuania	Mand.	Mand.	F	Mand.	F	Mand.	F	Mand.	None	School req.	None	School req.	None
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	Mand.	Mand.	None	Mand.	None	School req.	T/F	School req.	None	Not req.	None	Mand.	None
	Netherlands	School req.	School req.	m	School req.	m	School req.	m	School req.	m	School req.	m	School req.	m
	New Zealand ¹	Mand.	Mand.	m	Mand.	m	Mand.	m	Mand.	m	School req.	m	Mand.	m
	Norway	Mand.	Mand.	None	Mand.	None	Mand.	None	School req.	T/F	Mand.	None	Mand.	None
	Poland	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Portugal	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Voluntary	None	Mand.	None
	Slovak Republic	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Slovenia	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	School req.	None	Mand.	None
	Spain	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None
	Sweden	Mand.	Mand.	m	Mand.	m	Mand.	m	Mand.	m	School req.	m	Mand.	m
Switzerland	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Mand.	None	
Turkey	Mand.	Mand.	F	Mand.	T	Not req.	None	Mand.	None	Voluntary	None	Mand.	None	
United States	Mand.	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F	
Economies														
	Flemish Comm. (Belgium)	Mand.	Mand.	None	School req.	None	School req.	None	School req.	None	School req.	None	School req.	None
	French Comm. (Belgium)	Mand.	Mand.	None	Mand.	None	Mand.	None	Mand.	None	Voluntary	None	Voluntary	None
	England (UK)	Mand.	Mand.	T	Mand.	T	Voluntary	None	Mand.	T	School req.	None	Mand.	T
	Scotland (UK)	Mand.	Mand.	None	Mand.	None	Voluntary	None	Mand.	None	Voluntary	None	Mand. / School req.	None
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	Mand.	Mand.	m	m	m	m	m	Mand.	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	Mand.	Mand.	T	Mand.	T	Voluntary	T/F	Mand.	T	Mand.	None	Mand.	T
	India	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
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	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
	Are tasks/responsibilities required of teachers?		Voluntary = No, voluntary at the discretion of individual teachers Mand. = Yes, mandatory School Req. = Yes, at the discretion of individual schools					What type of compensation exists for performing this task/responsibility? T = Teaching time reduced F = Specific financial compensation provided None = None					a: not applicable m: missing	

Note: Pre-primary, primary, lower secondary (vocational programmes) and upper secondary levels (added in separate rows) and data on reduced teaching time and financial compensation (i.e. Columns 4, 5, 8, 9, 12, 13, 16, 17, 20, 21, 24 and 25) are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

1. Criteria for the first two years of lower secondary education (general programmes) follow those for primary education and those for the last two years of lower secondary education (general programmes) follow those of upper secondary education (general programmes).

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933980108>

Table D4.3b. Other responsibilities of teachers, by level of education (2018)

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

		Lower secondary, general programmes							
		Participation in school or other management in addition to teaching duties (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)		Student counselling (including student supervision, virtual counselling, career guidance, and delinquency prevention)		Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)	
		Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form
		(1)	(2)	(5)	(6)	(9)	(10)	(13)	(14)
OECD	Countries								
	Australia	m	m	Not req.	None	Voluntary	F	Voluntary	None
	Austria	School req.	T/F	Mand.	F	School req.	F	Voluntary	None
	Canada	m	m	m	m	m	m	m	m
	Chile	Voluntary	T/F	School req.	T/F	School req.	T/F	Voluntary	T/F
	Colombia	Mand.	F	Mand.	F	Mand.	None	Not req.	None
	Czech Republic	Voluntary	F	School req.	F	Voluntary	T	Voluntary	F
	Denmark	School req.	F	School req.	F	School req.	None	School req.	None
	Estonia	School req.	T/F	Voluntary	F	Mand.	None	School req.	T/F
	Finland	Voluntary	T	Voluntary	F	Mand.	None	Voluntary	F
	France	Voluntary	T/F	Mand./Voluntary	F	Mand./Voluntary	F	Voluntary	None
	Germany	Voluntary	T	Voluntary	T	Voluntary	T	Voluntary	T
	Greece	Not req.	None	Voluntary	F	Mand.	None	Voluntary	None
	Hungary	Voluntary	T/F	Voluntary	T/F	Mand.	T	Mand.	None
	Iceland	Not req.	F	Not req.	F	Not req.	None	Not req.	F
	Ireland	School req.	F	Voluntary	None	Not req.	None	Voluntary	None
	Israel	Voluntary	F	Voluntary	F	School req.	F	Not req.	T
	Italy	School req.	F	Voluntary	F	Voluntary	F	Voluntary	F
	Japan	Mand./School req.	F	Mand./School req.	m	Mand.	None	Mand./School req.	F
	Korea	School req.	T/F	School req.	F	Mand.	T	School req.	F
	Latvia	Mand.	T	School req.	F	Mand.	None	School req.	None
	Lithuania	School req.	F	School req.	F	School req.	F	Voluntary	F
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	School req.	T/F	Not req.	None	Not req.	None	Not req.	None
	Netherlands	School req.	m	Voluntary	F	School req.	m	School req.	m
	New Zealand ¹	School req.	m	Not req.	m	Mand./School req.	m	Voluntary	m
	Norway	School req.	T/F	School req.	F	School req.	T/F	Not req.	None
	Poland	School req.	T	Voluntary	F	Not req.	None	Voluntary	None
	Portugal	Mand.	T	Mand.	F	Mand.	None	Mand.	None
	Slovak Republic	Voluntary	T/F	School req.	F	Voluntary	T/F	Voluntary	T/F
	Slovenia	School req.	F	Mand.	F	Mand.	None	Mand.	F
	Spain	Mand.	T/F	Not req.	F	Mand.	F	Voluntary	None
Sweden	Voluntary	m	Voluntary	m	School req.	m	Voluntary	m	
Switzerland	Voluntary	T/F	Not req.	None	Mand.	None	Not req.	T/F	
Turkey	Mand.	None	Voluntary	F	Not req.	None	School req.	None	
United States	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F	
Economies									
	Flemish Comm. (Belgium)	Voluntary	None	Voluntary	F	Not req.	None	Voluntary	None
	French Comm. (Belgium)	Voluntary	None	Voluntary	F	Voluntary	None	Voluntary	None
	England (UK)	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F
	Scotland (UK)	a	a	Voluntary	None	Mand.	None	Voluntary	None
Partners	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m
	Costa Rica	School req.	F	Voluntary	None	Mand.	T/F	Voluntary	T
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	Are tasks/responsibilities required of teachers?		Voluntary = No, voluntary at the discretion of individual teachers			What type of compensation exists for performing this task/responsibility?			a: not applicable m: missing
Mand. = Yes, mandatory		Not req. = No, not required			T = Teaching time reduced				
School Req. = Yes, at the discretion of individual schools		a: not applicable m: missing			F = Specific financial compensation provided				
					None = None				

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		Lower secondary, general programmes							
		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		Participation in professional development activities	
		Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form	Work requirement	Existence of compensation of any form
		(17)	(18)	(21)	(22)	(25)	(26)	(29)	(30)
OECD	Countries								
	Australia	School req.	F	School req.	F	Voluntary	None	m	m
	Austria	Voluntary	F	School req.	F	Voluntary	F	Mand.	None
	Canada	m	m	m	m	m	m	m	m
	Chile	Voluntary	T/F	School req.	T	Voluntary	T/F	Mand.	T
	Colombia	Not req.	None	Not req.	None	Not req.	None	School req.	None
	Czech Republic	Voluntary	F	School req.	m	School req.	F	Mand.	m
	Denmark	School req.	F	School req.	None	School req.	None	School req.	None
	Estonia	School req.	T/F	School req.	F	Voluntary	T/F	Mand.	None
	Finland	Voluntary	F	Voluntary	F	Voluntary	None	Mand.	None
	France	Voluntary	T/F	Voluntary	F	Voluntary	F	Mand./Voluntary	F
	Germany	Voluntary	None	Voluntary	T	Voluntary	None	School req.	None
	Greece	Voluntary	None	Mand.	None	Mand.	None	Mand.	None
	Hungary	Not req.	None	Voluntary	T/F	Voluntary	None	Mand.	T
	Iceland	Voluntary	T	School req.	F	Not req.	None	Mand.	T
	Ireland	Voluntary	None	School req.	None	Voluntary	None	Mand.	T
	Israel	Voluntary	F	School req.	F	Voluntary	F	Voluntary	F
	Italy	Voluntary	F	Not req.	None	Voluntary	F	Mand.	None
	Japan	School req.	F	Mand./School req.	None	School req.	None	Mand.	None
	Korea	School req.	T/F	School req.	F	School req.	T	Mand.	None
	Latvia	School req.	F	School req.	None	School req.	F	Mand.	F
	Lithuania	Voluntary	F	School req.	F	Voluntary	F	Mand.	None
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	School req.	F	Not req.	None	School req.	F	Mand.	None
	Netherlands	School req.	m	School req.	m	School req.	m	School req.	m
	New Zealand ¹	School req.	m	School req.	m	School req.	m	School req.	m
	Norway	Voluntary	T/F	School req.	T/F	Voluntary	T/F	Voluntary	T/F
	Poland	Voluntary	None	School req.	F	Voluntary	F	Mand.	None
Portugal	School req.	T	Mand.	None	School req.	T	Voluntary	None	
Slovak Republic	Voluntary	F	Mand.	F	Voluntary	F	Voluntary	F	
Slovenia	Mand.	None	Mand.	T/F	Mand.	F	Mand.	None	
Spain	Voluntary	None	Mand.	F	School req.	None	Voluntary	None	
Sweden	Voluntary	m	School req.	m	School req.	m	School req.	m	
Switzerland	Voluntary	T/F	Voluntary	T/F	Voluntary	T/F	Mand.	None	
Turkey	School req.	F	School req.	None	School req.	None	Voluntary	None	
United States	School req.	T/F	School req.	T/F	School req.	T/F	School req.	T/F	
	Economies								
	Flemish Comm. (Belgium)	Voluntary	None	Voluntary	None	Voluntary	None	Mand.	None
	French Comm. (Belgium)	Voluntary	F	Voluntary	None	School req.	None	Mand.	None
	England (UK)	School req.	T/F	School req.	None	School req.	T/F	Mand.	T/F
	Scotland (UK)	School req.	None	School req.	None	Mand.	None	Mand.	None
Partners	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	Mand.	m
	China	m	m	m	m	m	m	m	m
	Costa Rica	Mand.	T/F	Mand.	F	Mand.	F	School req.	T/F
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	Are tasks/responsibilities required of teachers?		Voluntary = No, voluntary at the discretion of individual teachers Mand. = Yes, mandatory School Req. = Yes, at the discretion of individual schools				What type of compensation exists for performing this task/responsibility?		a: not applicable m: missing
		Not req. = No, not required a: not applicable m: missing				T = Teaching time reduced F = Specific financial compensation provided None = None			

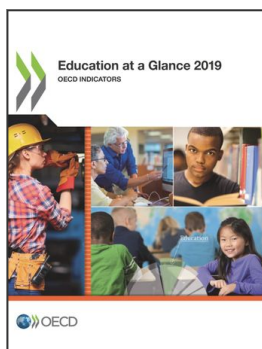
Note: Pre-primary, primary, lower secondary (vocational programmes) and upper secondary levels (added in separate rows) and data on reduced teaching time and financial compensation (i.e. Columns 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23, 24, 27, 28, 31 and 32) are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

1. Criteria for the first two years of lower secondary education (general programmes) follow those for primary education and those for the last two years of lower secondary education (general programmes) follow those of upper secondary education (general programmes).

Source: OECD (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

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