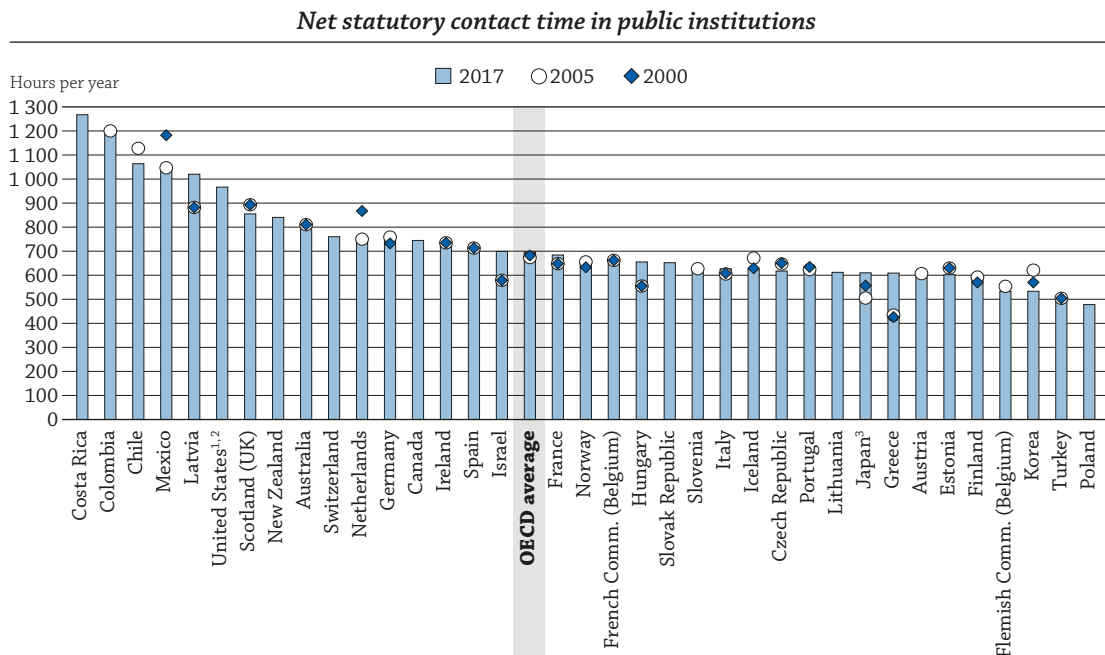


HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- Based on official regulations, public school teachers in OECD countries and economies are required to teach on average 1 044 hours per year at pre-primary level, 784 hours at primary level, 703 hours at lower secondary level (general programmes) and 657 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 2017.

Figure D4.1. Number of teaching hours per year in general lower secondary education (2000, 2005 and 2017)



Note: The OECD average refers to OECD countries and economies with available data for 2005, 2010, 2015 and 2017.

1. Actual teaching time.

2. Year of reference 2016 instead of 2017.

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

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2017.

Source: OECD (2018), Table D4.2. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-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 to work more hours than required by statutory working time.

In addition to class size and the ratio of students to teaching staff (see Indicator D2), students' hours of instruction (see Indicator D1) and teachers' salaries (see Indicator D3), the amount of time teachers spend teaching also affects the financial resources countries need to allocate to education (see Indicator C7).

■ Other findings

- Most countries regulate the number of hours per year that teachers are formally required to work, including teaching and non-teaching activities. Some of these countries regulate the specific number of hours required at school, while others set the overall working time, including hours at school and elsewhere.
- 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.
- On average across OECD countries and economies, in public institutions pre-primary teachers are required to teach about 39% more hours than primary school teachers. Statutory requirements for working time at school and/or total working time also differ between pre-primary and primary levels, but generally to a lesser extent.
- 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 1 044 hours per year across OECD countries and economies, ranging from 532 hours per year in Mexico to 1 755 in Germany.
- Public primary school teachers are required to teach on average 784 hours per year across OECD countries and economies, but this ranges from less than 590 in Estonia, Lithuania and Poland to more than 1 050 in Chile and Costa Rica.
- The number of teaching hours required in public lower secondary schools (general programmes) averages 703 hours per year across OECD countries and economies, ranging from 478 hours in Poland to over 1 050 hours in Chile, Colombia and Costa Rica.
- Teachers in public upper secondary schools (general programmes) are required to teach on average 657 hours per year across OECD countries and economies, but teaching time ranges from 405 hours in Denmark to over 1 050 hours in Chile, Colombia and Costa Rica.
- There has been little change in statutory teaching hours between 2000 and 2017 on average across countries with available data for 2000, 2005, 2010, 2015 and 2017, but in a few countries, teaching time increased or decreased by 10% or more between 2000 and 2017.

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 variation of teaching time at the subnational level, see Box D4.1).

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 157 per year in the Flemish Community of Belgium to 225 in Germany, Iceland and Norway. Annual teaching time ranges from 532 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 1 044 hours per year, spread over 41 weeks or 196 days of teaching (Table D4.1 and Figure D4.2).

Primary school teachers are required to teach an average of 784 hours per year in public institutions. In most countries with available data, daily teaching time ranges from three to six hours a day. 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, nearly 100 hours more than the OECD average. However, these teaching hours are spread over fewer days of instruction than the OECD average, because primary school teachers in Spain teach an average of 5 hours per day, compared to the OECD average of 4.3 hours (Table D4.1).

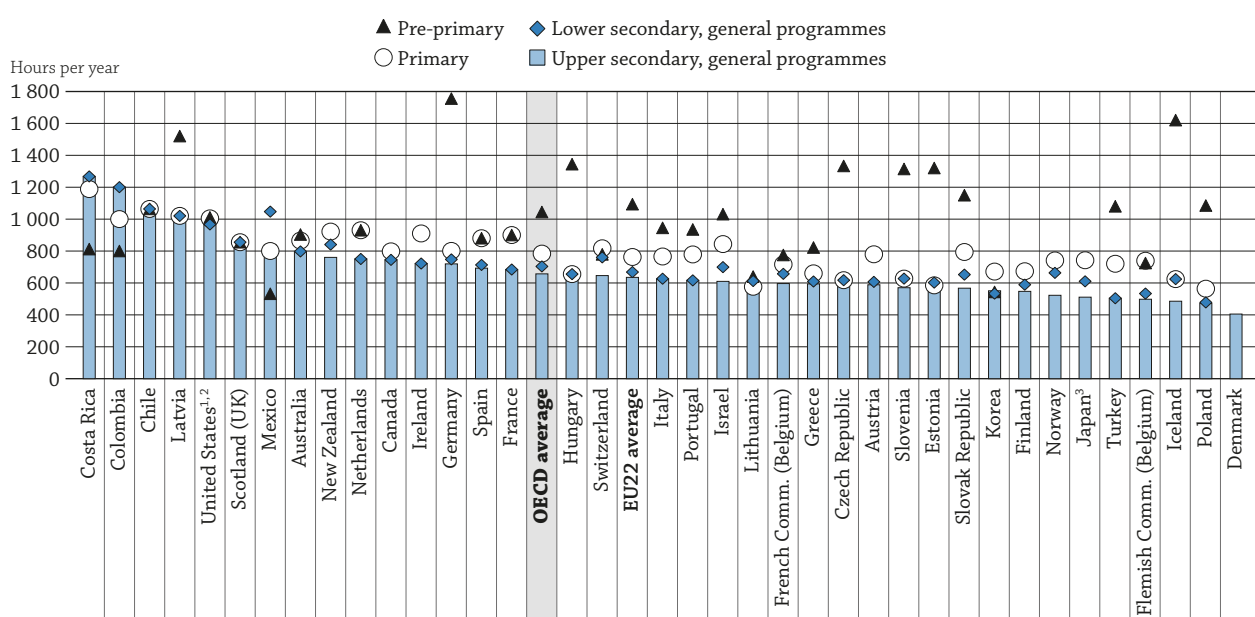
Box D4.1. Teaching and working time at the subnational level

Differences are observed across regions in teachers' statutory teaching and working time among the three countries (Belgium, Canada and the United Kingdom) reporting subnational data. The number of weeks of teaching (at pre-primary, primary, lower and upper secondary levels) varies between regions, by one week within Belgium (from 36 to 37 weeks) and two weeks within Canada (from 36 to 38 weeks). In the United Kingdom, there are 38 weeks of teaching in the different subnational regions. However these differences mask larger differences in teaching time of teachers (number of days or hours of teaching) at the subnational level (OECD/NCES, 2018^[1]).

Patterns of variation at the subnational level are different between these countries. In Belgium, the number of days of teaching varies much more between the French and Flemish Communities than the number of hours of teaching. At upper secondary level (general programmes), the number of days of teaching is 40% higher in the French Community than in the Flemish Community (179 days compared to 128 days), whereas the teaching hours varies by 20% between the two communities (498 hours in the Flemish Community compared to 596 hours in the French Community). However, these differences are mainly due to the fact that it is not possible to exclude the number of examination days in the French Community of Belgium, whereas these days are excluded in the Flemish Community of Belgium. By contrast, the number of teaching days at primary and secondary levels varies by 6% between the different provinces/territories in Canada (190 days compared to 180 days), but teaching hours vary much more between subnational regions. The largest number of teaching hours is 29% higher than the smallest number at primary level (905 hours compared to 700 hours), and the difference exceeds 50% at lower and upper secondary levels (934 hours compared to 612 hours) (OECD/NCES, 2018^[1]).

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 minimum or typical teaching time is reported in the subnational regions of Belgium, but maximum or estimated teaching time is reported in the different subnational regions in Canada (for more information on potential differences in data reported, see Box D4.2).

Lower secondary school teachers in general programmes in public institutions are required to teach an average of 703 hours per year, ranging from fewer than 600 hours in Finland, the Flemish Community of Belgium, Korea, Poland and Turkey to more than 1 000 hours in Chile, Colombia, Costa Rica, Latvia and Mexico. However, 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 (2017)*Net statutory contact time in public institutions*

1. Actual teaching time.
2. Year of reference 2016.
3. Average planned teaching time in each school at the beginning of the school year.

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

Source: OECD (2018), Table D4.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933805648>

A teacher of general subjects in upper secondary education in public institutions has an average teaching load of 657 hours per year. Teaching time exceeds 800 hours in only seven countries and economies: Chile, Colombia, Costa Rica, Latvia, Mexico, Scotland (United Kingdom) and the United States. However, in Chile and Scotland (United Kingdom), the reported hours refer to the maximum time teachers can be required to teach, not to their typical teaching load (Box D4.2). In contrast, teachers are required to teach fewer than 500 hours per year in Denmark, the Flemish Community of Belgium, Iceland and Poland. 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 Colombia, Costa Rica and Latvia (Table D4.1).

Variations in how teaching time is regulated and/or reported across countries may explain some of the differences in statutory teaching time between countries (Box 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 gathering this information ensures that similar definitions and methodologies are used in compilation of data in all 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. For example, teaching time is converted into hours (of 60 minutes) to avoid differences resulting from the varying duration of teaching periods between countries.

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 the pre-primary level, about one-quarter of the countries and economies reporting statutory teaching time could not specify whether these activities were included or excluded from these data. At other levels of education, most countries can exclude all or most of these activities from teaching time. However, excluding examination days may be more challenging for countries. At the upper secondary level about 30% of countries do not exclude them, and in 30% of countries, the information on whether they are excluded or included is not available. This may result in overestimating teaching time by a few days in these countries.

Moreover, data based on regulations that are reported in this indicator may refer to minimum, typical or maximum teaching time, which may explain some of the differences 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.

Differences in teaching time between levels of education

In most countries, statutory teaching time at the upper secondary level (general programmes) is less than at the pre-primary level. 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, Korea and Mexico, where upper secondary school teachers are required to teach more hours than pre-primary school teachers (Table D4.1 and Figure D4.2).

Teaching time requirements vary the most between the pre-primary and primary levels of education. On average, pre-primary school teachers are required to spend almost 39% 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 D4.1).

In the Flemish Community of Belgium, France and Turkey, primary school teachers have at least 30% 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 Colombia and Mexico (Table D4.1).

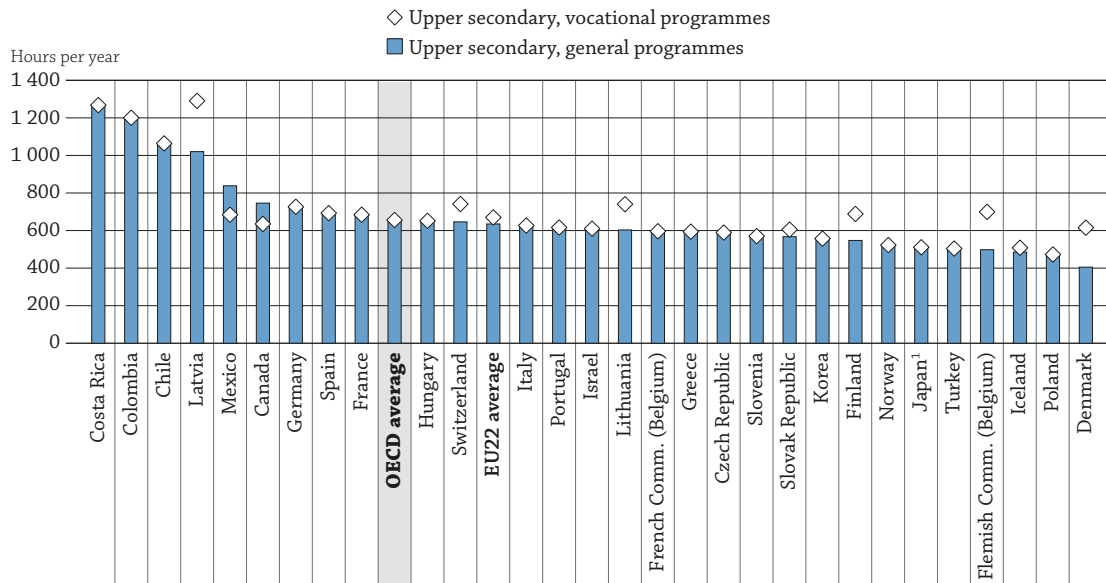
Teaching time at lower and upper secondary levels is similar across most countries. However, in Iceland, Mexico and Norway, annual required teaching time at the lower secondary level is at least 20% more than at the upper secondary level (Table D4.1).

Differences in teaching time between types of programmes

In most countries, statutory teaching time does not vary 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, Lithuania and Switzerland, and at least 40% higher in the Flemish Community of Belgium (for practical courses in vocational programmes) and Denmark. In both these countries, annual teaching time in general upper secondary programmes is significantly lower than the OECD average (fewer than 500 hours, compared to 657 hours on average across OECD countries). 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, teaching time of individual teachers may differ from the regulation, 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.

Figure D4.3. Number of teaching hours per year in general and vocational programmes at upper secondary level (2017)*Net statutory contact time in public institutions*

1. Average planned teaching time in each school at the beginning of the school year.

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

Source: OECD (2018), Table D4.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).
StatLink <https://doi.org/10.1787/888933805667>

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 significantly from statutory requirements. In Latvia, for example, lower secondary teachers actually teach 46% more than the statutory teaching time. This reflects the low value of statutory salaries, meaning teachers often perform additional teaching time or other tasks for which they can be compensated. In Slovenia, lower secondary teachers teach around 7% more hours than the statutory benchmark time, while in Poland, actual teaching time is up to 14% more than statutory requirements. By contrast, in France and Lithuania, actual teaching time is about 2% to 5% 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 17 years, some countries with available data (and no break in time series) reported an increase or decrease of 10% or more in teaching time in one or several levels between 2000 and 2017 (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 2017 in Israel, Japan and Latvia (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 is also significant in Japan, albeit to a lesser extent (about 9% or 53 hours). At the upper secondary level, the largest increase in teaching time also occurred in Israel, where teachers had to teach at least 16% more hours (86 additional hours) in 2017 than in 2000 (Table D4.2).

By contrast, net teaching time dropped between 2000 and 2017 in some countries and economies. At the pre-primary level, among the few countries and economies with available data for 2000 and 2017, teaching time decreased by 9% 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 135 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 level (by 63 hours). The decrease exceeded 22% in Korea at the primary level (194 hours). In Scotland (United Kingdom), the decrease in teaching time for primary teachers was part of the teachers' agreement, "A Teaching Profession for the 21st Century", which introduced a 35-hour working week for all teachers and a phased reduction of maximum teaching time to 22.5 hours per week for primary, secondary and special-school teachers in 2001. However, even with this decrease of net contact time, the maximum time teachers at these levels in Scotland (United Kingdom) can be required to teach is longer than the OECD average teaching time (Table D4.2).

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 lessons' 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 10%. However, in Hungary, Latvia, Sweden and Turkey pre-primary teachers are required to be available at school at least 30% more hours than upper secondary school teachers (although statutory total working time is the same for both levels in Hungary, Latvia and Turkey) (Table D4.1).

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, Norway (in pre-primary education), Poland, the Slovak Republic and Switzerland. This may result from the fact that, in some countries, such as France for example, total annual statutory working time is valid for all civil servants, not specifically for teachers (Table D4.1).

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

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, years in the profession or for doing extracurricular activities at school. Iceland reduces 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 38-year-old and older teachers have a 48-hour extra holiday per year. In addition, 55-year-old or older upper secondary teachers receive a reduction of teaching time (from 58 hours for 55-59 year-olds to 290 hours for 60-year-old and older teachers).

Non-teaching time

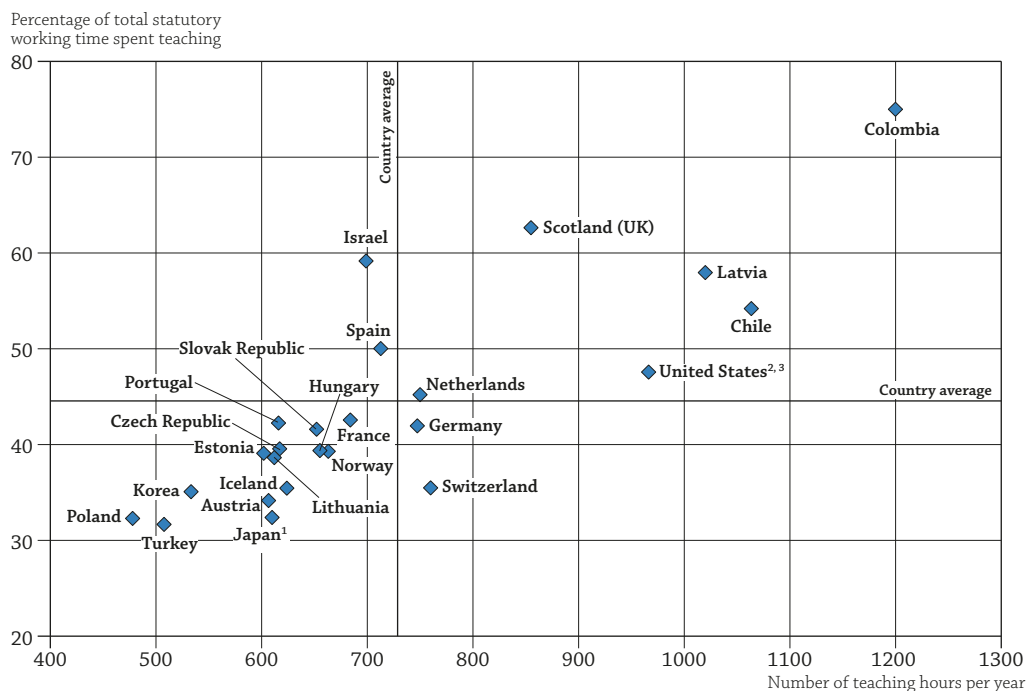
Although teaching time is a substantial component of teachers' workloads, other activities such as assessing students, preparing lessons, correcting students' work, in-service training and staff meetings should also be taken into account when analysing the demands placed on them in different countries (see Box D4.3 for details on these

tasks at lower secondary level). 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, most of their working time is spent on activities other than teaching. In the 24 countries and economies with data for both teaching and total working time for lower secondary teachers, 44% of teachers' working time is spent on teaching on average, with the proportion ranging from 32% or less in Japan, Poland and Turkey to 75% in Colombia. 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 616 hours in Portugal), but 32% of working time is spent on teaching in Japan, compared to 42% in Portugal. Moreover, in some countries, teachers devote similar proportions of their working time to teaching, even if the number of teaching hours differs considerably. 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, Colombia, Israel, Latvia, Scotland (United Kingdom) and Spain spend at least 50% of their statutory working time teaching (Figure D4.4).

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 D4.1).

Figure D4.4. Percentage of lower secondary teachers' working time spent teaching (2017)
Net teaching time (typical annual number of hours) as a percentage of total statutory working time
in general programmes in public institutions




1. Average planned teaching time in each school at the beginning of the school year.

2. Actual teaching time.

3. Year of reference 2016 instead of 2017.

Source: OECD (2018), Table D4.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933805686>

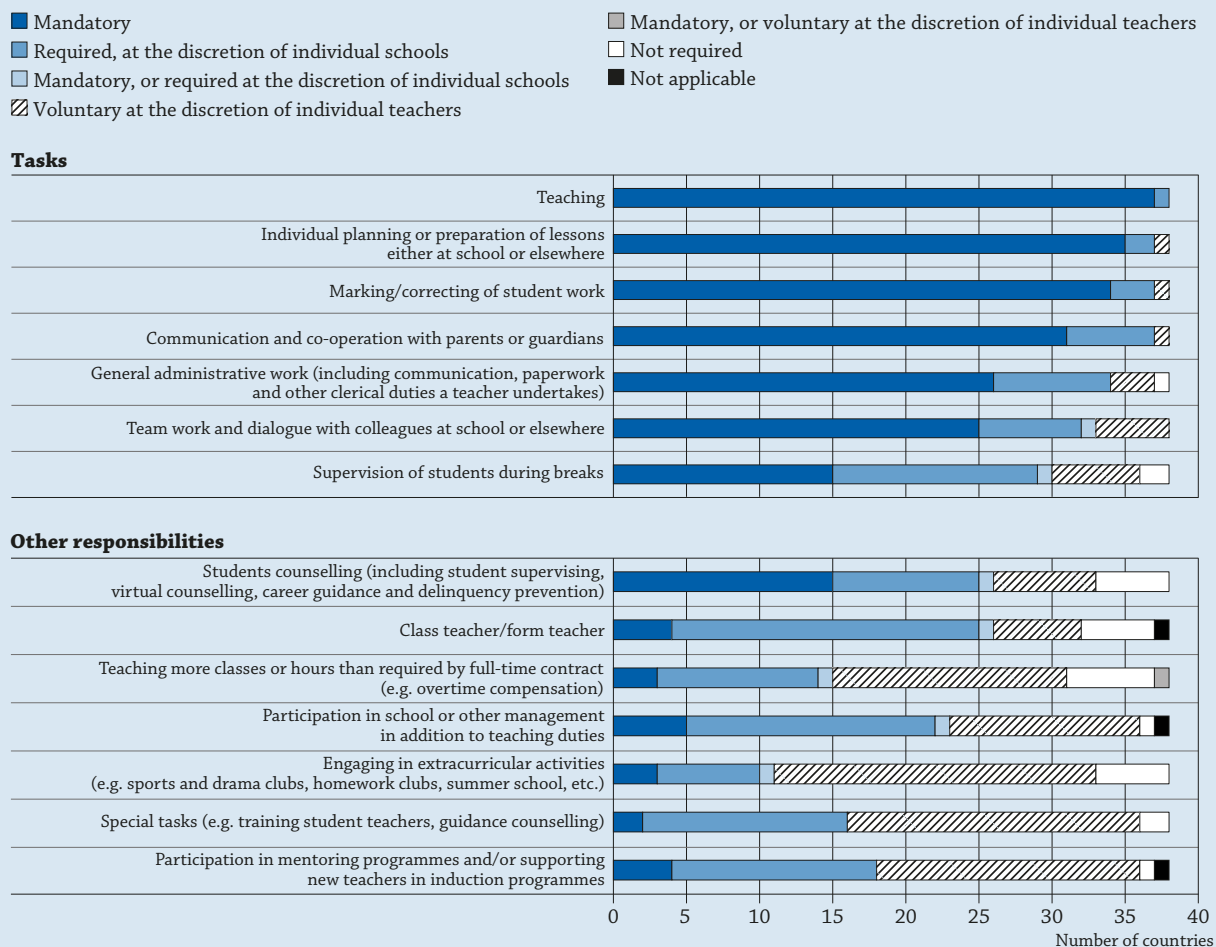
Box D4.3. Non-teaching tasks required of teachers in lower secondary education (2017)

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 the actual participation of teachers in non-teaching activities, but they provide an insight into the breadth and complexity of teachers’ roles.

According to regulations, individual planning or preparing lessons, marking/correcting student work, general administrative communication and paperwork, and communicating and co-operating with parents are the most common non-teaching tasks required of lower secondary teachers (general programmes) during their statutory working time at school or statutory total working time (Table D4.3). These tasks are required in at least 26 of the 37 countries and economies with available data. Teamwork and dialogue with colleagues and supervising students during breaks are also required in around half of the countries with available data. In a quarter of countries, lower secondary teachers are required to take on various additional responsibilities, such as counselling students, teaching more classes or hours than required in the full-time contract, or being class/form teacher (Table D4.3 and Figure D4.a).

Figure D4.a. Tasks and responsibilities lower secondary teachers are required to perform (2017)

For lower secondary teachers teaching general programmes in public institutions



Source: OECD (2018), Table D4.3. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).
StatLink <https://doi.org/10.1787/888933805705>

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

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, less the number of days on which the school is closed for holidays.

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

Statutory teaching time is defined as the scheduled number of 60-minute hours per year that a full-time teacher teaches a group or class of students, as set by policy, teachers' contracts of employment or other official documents. Teaching time can be defined on a weekly or annual basis. **Annual teaching time** is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding preparation time). 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 (<http://dx.doi.org/10.1787/eag-2018-36-en>).

Lithuania was not an OECD member at the time of preparation of this publication. Accordingly, Lithuania does not appear in the list of OECD members and is not included in the zone aggregates.

Source

Data are from the 2017 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2016/17 (statutory information) or school year 2015/16 (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.

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- OECD/NCES (2018), *Education at a Glance Subnational Supplement*, OECD/National Center for Education Statistics, Paris and Washington, DC, <https://nces.ed.gov/surveys/annualreports/oecd/index.asp>. [1]

D4**Indicator D4 Tables**


StatLink  <https://doi.org/10.1787/888933805553>

Table D4.1 Organisation of teachers' working time (2017)

Table D4.2 Number of teaching hours per year (2000, 2005 to 2017)

Table D4.3 Tasks and responsibilities of teachers, by level of education (2017)

WEB Figure D4.5 Actual and statutory teaching time in general lower secondary education (2016)

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. Data can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table D4.1. [1/2] Organisation of teachers' working time (2017)
 Number of statutory teaching weeks, teaching days, net teaching hours and teachers' working time in public institutions over the school year

D4

	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	40	40	40	m	198	195	195	195	m	903	865	797	797	m
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	798	745	746	635
Chile ²	38	38	38	38	38	178	178	178	178	178	1 064	1 064	1 064	1 064	1 064
Czech Republic ¹	45	39	39	39	39	215	187	187	187	187	1 333	617	617	589	589
Denmark	a	a	a	a	a	a	a	a	a	a	a	a	a	405	615
Estonia ¹	46	35	35	35	40	220	172	172	172	195	1 320	585	602	568	a
Finland ³	m	38	38	38	38	m	187	187	187	187	m	673	589	547	688
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	801	747	719	726
Greece ²	36	36	36	35	35	176	176	177	172	172	822	660	609	594	594
Hungary ³	43	38	38	38	38	210	182	182	181	181	1 344	655	655	652	652
Iceland	46	37	37	36	36	225	180	180	175	175	1 620	624	624	485	508
Ireland ¹	m	37	33	33	m	m	182	164	164	m	m	910	722	722	m
Israel ¹	37	37	36	36	36	182	182	175	173	173	1 031	843	699	610	610
Italy ¹	42	39	39	39	39	189	174	174	174	174	945	766	626	626	626
Japan ⁴	m	40	40	39	39	m	201	201	196	196	m	742	610	511	511
Korea ³	36	38	38	38	38	180	190	190	190	190	543	671	533	551	557
Latvia ¹	39	35	35	35	44	190	170	170	170	215	1 520	1 020	1 020	1 020	1 290
Luxembourg ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico ¹	42	42	42	36	36	200	200	200	171	171	532	800	1 047	838	684
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	45	38	38	38	38	225	190	190	190	190	a	741	663	523	523
Poland ¹	45	37	37	37	37	217	179	177	175	175	1 085	564	478	473	473
Portugal ²	41	39	38	38	38	187	173	168	168	168	935	779	616	616	616
Slovak Republic ¹	44	39	39	39	39	209	189	189	189	189	1 150	794	652	567	605
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 ¹	47	a	a	a	a	224	a	a	a	a	m	a	a	a	a
Switzerland ¹	39	39	39	39	39	190	190	190	190	190	779	817	760	646	741
Turkey ¹	38	38	38	38	38	180	180	180	180	180	1 080	720	504	504	504
United States ^{5, 6}	36	36	36	36 ^d	x(5)	180	180	180	180 ^d	x(11)	1 011	1 004	966	966 ^d	x(17)
Economies															
Flemish Comm. (Belgium) ^{1, 3}	37	37	37	37	37	157	157	128	128	128	725	739	533	498	699
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	41	38	38	37	38	196	183	181	180	182	1 044	784	703	657	656
EU22 average	41	38	37	37	38	197	180	177	177	180	1 093	762	668	635	670
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
Colombia ¹	40	40	40	40	40	200	200	200	200	200	800	1 000	1 200	1 200	1 200
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
Lithuania ¹	a	32	34	34	a	a	160	170	168	a	640	576	612	603	740
Russian Federation	m	m	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	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, 16, 22 and 28) 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) (in the Flemish Community of Belgium, for pre-primary and primary levels).

2. Maximum teaching time.

3. Minimum teaching time (in the Flemish Community of Belgium, for lower and upper secondary levels).

4. Average planned teaching time in each school at the beginning of the school year.

5. Actual teaching time.

6. Year of reference 2016.

Source: OECD (2018). See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


StatLink  <https://doi.org/10.1787/888933805572>

Table D4.1. [2/2] Organisation of teachers' working time (2017)
 Number of statutory teaching weeks, teaching days, net teaching hours and teachers' 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
	(19)	(20)	(21)	(23)	(24)	(25)	(26)	(27)	(29)	(30)
OECD										
Countries										
Australia ¹	1 243	1 242	1 239	1 239	m	a	a	a	a	a
Austria ¹	m	a	a	a	a	a	1 776	1 776	a	a
Canada ¹	m	1 228	1 233	1 236	1 280	m	a	a	a	1 280
Chile ²	1 830	1 830	1 830	1 830	1 830	1 962	1 962	1 962	1 962	1 962
Czech Republic ¹	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	1 610	a	a	a	a	1 610	1 540	1 540	1 540	1 540
Finland ³	m	787	703	642	769	a	a	a	a	a
France ¹	954	954	a	a	a	1 607	1 607	1 607	1 607	1 607
Germany ¹	a	a	a	a	a	1 782	1 782	1 782	1 782	1 782
Greece ²	1 134	1 134	1 176	1 176	1 176	a	a	a	a	a
Hungary ³	1 512	1 165	1 165	1 158	1 158	1 664	1 664	1 664	1 664	1 664
Iceland	1 760	1 610	1 610	1 440	1 440	1 760	1 760	1 760	1 800	1 800
Ireland ¹	m	1 073	811	811	m	a	a	a	a	a
Israel ¹	1 067	1 236	1 181	1 166	1 166	1 067	1 236	1 181	1 166	1 166
Italy ¹	a	a	a	a	a	a	a	a	a	a
Japan ⁴	a	a	a	a	a	1 883	1 883	1 883	1 883	1 883
Korea ³	a	a	a	a	a	1 520	1 520	1 520	1 520	1 520
Latvia ¹	1 560	1 050	1 050	1 050	1 320	1 760	1 760	1 760	1 760	1 760
Luxembourg ¹	m	m	m	m	m	m	m	m	m	m
Mexico ¹	772	800	1 167	971	692	a	a	a	a	a
Netherlands ²	a	a	a	a	a	1 659	1 659	1 659	1 659	1 659
New Zealand ¹	m	1 536	1 243	950	m	a	a	a	a	a
Norway ²	a	1 300	1 225	1 150	1 150	1 688	1 688	1 688	1 688	1 688
Poland ¹	m	m	m	m	m	1 808	1 496	1 480	1 464	1 464
Portugal ²	1 086	1 038	920	920	920	1 572	1 488	1 458	1 458	1 458
Slovak Republic ¹	m	m	m	m	m	1 568	1 568	1 568	1 568	1 568
Slovenia ¹	a	a	a	a	a	m	m	m	m	m
Spain ⁴	1 140	1 140	1 140	1 140	1 140	1 425	1 425	1 425	1 425	1 425
Sweden ¹	1 792	1 360	1 360	1 360	1 360	a	1 767	1 767	1 767	1 767
Switzerland ¹	a	a	a	a	a	2 142	2 142	2 142	2 142	2 142
Turkey ¹	1 160	980	836	836	836	1 592	1 592	1 592	1 592	1 592
United States ^{5, 6}	1 441	1 443	1 449	1 446 ⁴	x(23)	1 980	2 016	2 032	2 047 ^d	x(29)
Economies										
Flemish Comm. (Belgium) ^{1, 3}	904	904	a	a	a	a	a	a	a	a
French Comm. (Belgium) ¹	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) ²	1 045	1 045	1 045	1 045	a	1 365	1 365	1 365	1 365	a
OECD average	1 295	1 184	1 178	1 135	1 160	1 630	1 622	1 645	1 640	1 635
EU22 average	1 274	1 059	1 041	1 034	1 121	1 568	1 551	1 585	1 571	1 610
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
Colombia ¹	1 350	1 350	1 350	1 350	1 350	1 600	1 600	1 600	1 600	1 600
Costa Rica ¹	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
Lithuania ¹	1 452	a	a	a	a	1 584	1 584	1 584	1 584	1 584
Russian Federation	m	m	m	m	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, 10, 16, 22 and 28) 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) (in the Flemish Community of Belgium, for pre-primary and primary levels).
2. Maximum teaching time.
3. Minimum teaching time (in the Flemish Community of Belgium, for lower and upper secondary levels).
4. Average planned teaching time in each school at the beginning of the school year.
5. Actual teaching time.
6. Year of reference 2016.

Source: OECD (2018). See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


StatLink  <https://doi.org/10.1787/888933805572>

Table D4.2. Number of teaching hours per year (2000, 2005 to 2017)

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	2017	2000	2005	2010	2015	2017	2000	2005	2010	2015	2017
		(15)	(16)	(21)	(26)	(28)	(29)	(30)	(35)	(40)	(42)	(43)	(44)	(49)	(54)	(56)
	Australia	882	888	868	866	865	811	810	819	806	797	803	810	803	804	797
	Austria¹	m	774	779	779	779	m	607	607	607	607	m	589	589	589	589
	Canada	m	m	799	797	798	m	m	740	742	745	m	m	744	743	746
	Chile	m	1 128	1 105	1 157	1 064	m	1 128	1 105	1 157	1 064	m	1 128	1 105	1 157	1 064
	Czech Republic	m	813	862	823	617	650	647	647	617	617	621	617	617	589	589
	Denmark^{2,3}	640	640	650	784 ^b	a	640	640	650	784 ^b	a	m	m	377	386	405
	Estonia	630	630	630	619	585	630	630	630	619	602	578	578	578	568	568
	Finland	656	677	680	677	673	570	592	595	592	589	527	550	553	550	547
	France	924	924	924	900	900	648	648	648	648	684	648	648	648	648	684
	Germany	783	808	805	799	801	732	758	756	750	747	690	714	713	714	719
	Greece	609	604	589	630 ^b	660	426	434	415	592 ^b	609	429	430	415	600 ^b	594
	Hungary	583	583	604	652	655	555	555	604	652	655	555	555	604	648	652
	Iceland	629	671	624	m	624	629	671	624	m	624	464	560	544	m	485
	Ireland	915	915	915	915	910	735	735	735	735	722	735	735	735	735	722
	Israel	731	731	820	864	843	579	579	598	704	699	524	524	521	587	610
	Italy	744	739	770	752	766	608	605	630	616	626	608	605	630	616	626
	Japan⁴	635	578	707	742	742	557	505	602	610	610	478	429	500	511	511
	Korea	865	883	807	658	671	570	621	627	548	533	530	605	616	551	551
	Latvia	882	882	882	685 ^b	1 020	882	882	882	685 ^b	1 020	882	882	882	685 ^b	1 020
	Luxembourg	m	774	739	810	m	m	642	634	739	m	m	642	634	739	m
	Mexico	800	800	800	800	800	1 182	1 047	1 047	1 047	1 047	m	848	843	848	838
	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	564	m	m	497	486	478	m	m	494	481	473
	Portugal	779	765	779	743	779	634	623	634	605	616	577	567	634	605	616
	Slovak Republic	m	m	841	832	794	m	m	652	645	652	m	m	624	617	567
	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	884	m	m	810	817	m	m	m	765	760	674	m	m	656	646
	Turkey	720	720	720	720	720	504	504	504	504	504	567	567	567	504	504
	United States²	m	m	m	1 004	m	m	m	m	966	m	m	m	m	966	m
	Economies															
	Flemish Comm. (Belgium)	754	748	748	744	739	m	554 ^b	542	538	533	m	518 ^b	505	502	498
	French Comm. (Belgium)	722	722	732	728	716	662	662	671	668	657	603	603	610	606	596
	England (UK)²	m	m	684	942	a	m	m	703	817	a	m	m	703	817	a
	Scotland (UK)	950	893	855	855	855	893	893	855	855	855	893	893	855	855	855
	OECD average	770	775	772	793	777	680	680	679	705	695	628	648	642	662	647
	Average for OECD countries with 2000, 2005, 2010, 2015 and 2017 data	777	775	781	767	784	682	673	681	685	696	634	632	640	635	654
	Average for EU22 countries with 2000, 2005, 2010, 2015 and 2017 data	783	780	782	766	791	678	673	676	680	697	660	655	661	657	682
	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
	Colombia	m	1 000	1 000	1 000	1 000	m	1 200	1 200	1 200	1 200	m	1 200	1 200	1 200	1 200
	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
	Lithuania	m	m	m	565	576	m	m	m	610	612	m	m	m	610	603
	Russian Federation²	m	615	615	561	m	m	507	507	483	m	m	507	507	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 years 2000 to 2017 for pre-primary education (i.e. Columns 1-14) are available for consultation on line. Data on years 2006, 2007, 2008, 2009, 2011, 2012, 2013, 2014 and 2016 for primary education, lower secondary education and upper secondary education (i.e. Columns 17-20; 22-25; 27; 31-34; 36-39; 41; 45-48; 50-53; 55) 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, in England [UK] data for 2015 refer to 2016).

3. Year of reference 2011 instead of 2012 and 2013, and year of reference 2015 instead of 2014 for upper secondary education.

4. Average planned teaching time in each school at the beginning of the school year.

Source: OECD (2018). See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


StatLink  <https://doi.org/10.1787/888933805591>

Table D4.3. [1/2] **Tasks and responsibilities of teachers, by level of education (2017)**

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

		Lower secondary, general programmes						
		Tasks						
		Teaching	Individual planning or preparation of lessons either at school or elsewhere	Marking/ correcting of student work	General administrative work (including communication, paperwork and other clerical duties undertaken as part of the job)	Communication and co-operation with parents or guardians	Supervision of students during breaks	Team work and dialogue with colleagues at school or elsewhere
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD	Countries							
	Australia	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Austria	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Canada	m	m	m	m	m	m	m
	Chile	Mand.	Mand.	Mand.	School req.	School req.	School req.	School req.
	Czech Republic	Mand.	Voluntary	Voluntary	School req.	Voluntary	School req.	School req.
	Denmark	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Estonia	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Finland	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	France	Mand.	Mand.	Mand.	Mand.	Mand.	Not req.	Voluntary
	Germany	Mand.	Mand.	Mand.	School req.	Mand.	School req.	Voluntary
	Greece	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Hungary	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Iceland	Mand.	Mand.	Mand.	School req.	School req.	Voluntary	Voluntary
	Ireland	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Israel	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Italy	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Japan	Mand.	Mand.	Mand.	Mand.	Mand.	Mand./School req.	Mand.
	Korea	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Latvia	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School req.
	Luxembourg	m	m	m	m	m	m	m
	Mexico	Mand.	Mand.	Mand.	School req.	School req.	Not req.	Voluntary
	Netherlands	School req.	School req.	School req.	School req.	School req.	School req.	School req.
	New Zealand ¹	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Norway	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Poland	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Portugal	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Mand.
	Slovak Republic	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Slovenia	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Spain	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Sweden	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	Mand.
	Switzerland	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
Turkey	Mand.	Mand.	Mand.	Not req.	Mand.	Voluntary	Mand.	
United States	Mand.	School req.	School req.	School req.	School req.	School req.	School req.	
	Economies							
	Flemish Comm. (Belgium)	Mand.	Mand.	School req.	School req.	School req.	School req.	School req.
	French Comm. (Belgium)	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Voluntary
	England (UK)	Mand.	Mand.	Mand.	Voluntary	Mand.	Voluntary	Mand.
	Scotland (UK)	Mand.	Mand.	Mand.	Voluntary	Mand.	Voluntary	Mand./School req.
Partners	Argentina	m	m	m	m	m	m	m
	Brazil	Mand.	Mand.	m	m	Mand.	m	m
	China	m	m	m	m	m	m	m
	Colombia	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.
	Costa Rica	Mand.	Mand.	Mand.	Voluntary	Mand.	Mand.	Mand.
	India	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m
	Lithuania	Mand.	Mand.	Mand.	Mand.	Mand.	School req.	School req.
	Russian Federation	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m

Are tasks/responsibilities required of teachers?

- Mand. = Yes, mandatory
 School req. = Yes, at the discretion of individual schools
 Voluntary = No, voluntary at the discretion of individual teachers
 Not req. = No, not required

Note: Pre-primary, primary, lower secondary (vocational programmes) and upper secondary levels (added in separate rows) 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 (2018). See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


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Table D4.3. [2/2] **Tasks and responsibilities of teachers, by level of education (2017)**
Teachers' tasks and responsibilities in public institutions as defined explicitly in regulations and/or steering documents

D4

		Lower secondary, general programmes							
		Other responsibilities							
		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)	Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention)	Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)	Special tasks (e.g. training student teachers, guidance counselling)	Class teacher/form teacher	Participation in mentoring programmes and/or supporting new teachers in induction programmes	Participation in professional development activities
		(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Countries								
	Australia	School req.	Not req.	Voluntary	Voluntary	School req.	School req.	Voluntary	School req.
	Austria	School req.	Mand.	School req.	Voluntary	Voluntary	School req.	Voluntary	Mand.
	Canada	m	m	m	m	m	m	m	m
	Chile	Voluntary	School req.	School req.	Voluntary	Voluntary	School req.	Voluntary	Mand.
	Czech Republic	Voluntary	School req.	Voluntary	Voluntary	Voluntary	School req.	School req.	Mand.
	Denmark	School req.	School req.	School req.	School req.	School req.	School req.	School req.	School req.
	Estonia	School req.	Voluntary	Mand.	School req.	School req.	School req.	School req.	Voluntary
	Finland	Voluntary	Voluntary	Mand.	Voluntary	Voluntary	Voluntary	Voluntary	Mand.
	France	Voluntary	Mand./Vol.	Mand.	Voluntary	Voluntary	Voluntary	Voluntary	Mand./Vol.
	Germany	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School req.
	Greece	Not req.	Voluntary	Mand.	Voluntary	Voluntary	Mand.	Mand.	Mand.
	Hungary	Voluntary	Voluntary	Mand.	Mand.	Not req.	Not req.	Voluntary	Mand.
	Iceland	Voluntary	Not req.	Voluntary	Voluntary	Voluntary	School req.	Voluntary	Mand.
	Ireland	School req.	Voluntary	Not req.	Voluntary	Voluntary	School req.	Voluntary	Mand.
	Israel	Voluntary	Voluntary	School req.	Not req.	Voluntary	School req.	Voluntary	Voluntary
	Italy	School req.	Voluntary	Voluntary	Voluntary	Voluntary	Not req.	Voluntary	Mand.
	Japan	Mand./School req.	Mand./School req.	Mand.	Mand./School req.	School req.	Mand./School req.	School req.	Mand.
	Korea	School req.	Voluntary	Mand.	School req.	School req.	School req.	School req.	Mand.
	Latvia	Mand.	School req.	Mand.	School req.	School req.	School req.	School req.	Mand.
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	School req.	Not req.	Not req.	Not req.	School req.	Not req.	School req.	Mand.
	Netherlands	School req.	School req.	School req.	School req.	School req.	School req.	School req.	School req.
	New Zealand ¹	School req.	School req.	Mand./School req.	Voluntary	School req.	School req.	School req.	School req.
	Norway	School req.	School req.	School req.	Not req.	Voluntary	School req.	School req.	Voluntary
	Poland	School req.	Voluntary	Not req.	Voluntary	Voluntary	School req.	Voluntary	Mand.
	Portugal	Mand.	Mand.	Mand.	Mand.	School req.	Mand.	School req.	Voluntary
Slovak Republic	Voluntary	School req.	Voluntary	Voluntary	Voluntary	Mand.	Voluntary	Voluntary	
Slovenia	School req.	Mand.	Mand.	Mand.	Mand.	a	Mand.	Mand.	
Spain	Mand.	Not req.	Mand.	Voluntary	Voluntary	Not req.	School req.	Voluntary	
Sweden	Voluntary	Voluntary	School req.	Voluntary	Voluntary	School req.	a	School req.	
Switzerland	Voluntary	Not req.	Mand.	Not req.	Voluntary	Voluntary	Voluntary	Mand.	
Turkey	Mand.	Voluntary	Not req.	Voluntary	School req.	School req.	School req.	Voluntary	
United States	School req.	School req.	School req.	School req.	School req.	School req.	School req.	School req.	
	Economies								
	Flemish Comm. (Belgium)	Voluntary	Voluntary	Not req.	Voluntary	Voluntary	Voluntary	Voluntary	Mand.
	French Comm. (Belgium)	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School req.	Mand.	
	England (UK)	School req.	School req.	School req.	School req.	School req.	School req.	School req.	
	Scotland (UK)	a	Voluntary	Mand.	Voluntary	School req.	School req.	Mand.	
Partners	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	Mand.
	China	m	m	m	m	m	m	m	m
	Colombia	Mand.	Not req.	Mand.	Not req.	Not req.	Not req.	Not req.	School req.
	Costa Rica	School req.	Voluntary	Mand.	Voluntary	Mand.	Mand.	Mand.	School req.
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Lithuania	School req.	School req.	School req.	Voluntary	Voluntary	School req.	Voluntary	Mand.
	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

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