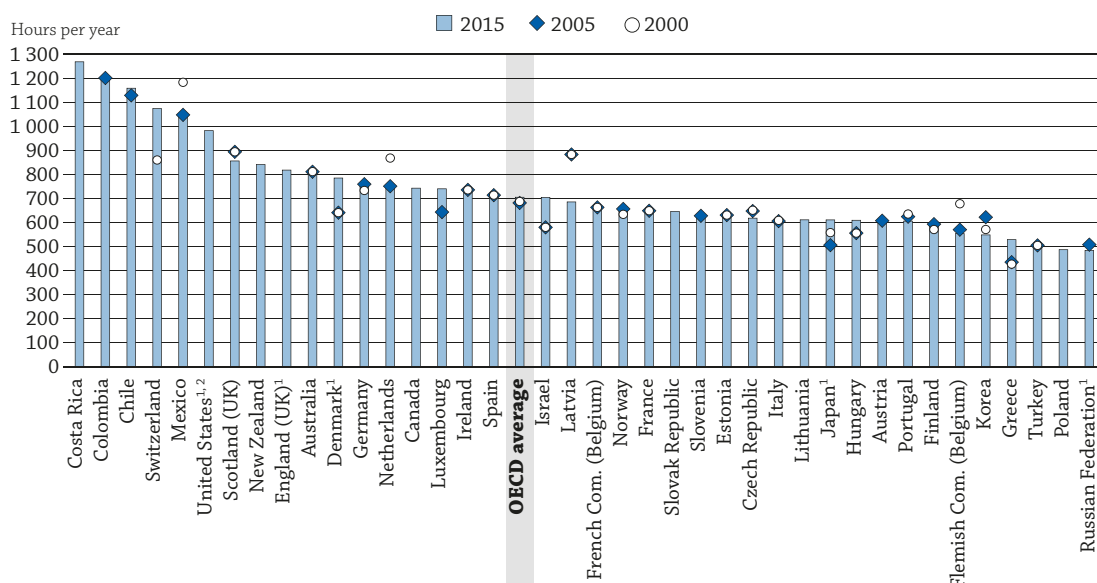


INDICATOR D4

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 1 001 hours per year at pre-primary level, 794 hours at primary level, 712 hours at lower secondary level (general programmes), and 662 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 2015.

Figure D4.1. Number of teaching hours per year in general lower secondary education (2000, 2005 and 2015)



1. Actual teaching time.

2. Year of reference 2013 instead of 2015.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2015.

Source: OECD (2017), Table D4.2. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558857>

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 large proportion of statutory working time spent teaching may indicate that less time is devoted to tasks such as assessing students and preparing lessons, as stated within 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 B7).

■ 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.
- On average across OECD countries and economies, in public institutions pre-primary teachers are required to teach about 30% 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 1 001 hours per year across OECD countries and economies, ranging, in OECD and partner countries and economies, from 532 hours per year in Mexico to 1 482 in Germany.
- Public primary school teachers are required to teach on average 794 hours per year across OECD countries and economies, but this ranges, in OECD and partner countries and economies, from 573 hours or less in Lithuania, Poland and the Russian Federation to more than 1 150 hours in Chile and Costa Rica.
- The number of teaching hours required in public lower secondary schools averages 712 hours per year across OECD countries and economies, ranging, in OECD and partner countries and economies, from 486 hours or less in Poland and the Russian Federation to over 1 100 hours in Chile, Colombia and Costa Rica.
- Teachers in public upper secondary schools are required to teach on average 662 hours per year across OECD countries and economies, but teaching time ranges, in OECD and partner countries and economies, from 386 hours in Denmark to over 1 100 hours in Chile, Colombia and Costa Rica.
- While there has been little change in statutory teaching hours between 2000 and 2015 on average across countries with available data for 2000, 2005, 2010 and 2015, in a few countries teaching time increased or decreased by 10% or more between 2000 and 2015.
- 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.

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.

Statutory teaching time at the pre-primary level in public schools varies more across countries than it does at any other level. The number of teaching days ranges from 162 or less in France and Lithuania to 225 in Norway. Annual teaching hours range from less than 700 in Korea, Lithuania and Mexico to almost 1 500 in Germany. On average across OECD countries and economies, teachers at this level of education are required to teach 1 001 hours per year, spread over 40 weeks or 191 days of teaching (Table D4.1 and Figure D4.2).

Primary school teachers are required to teach an average of 794 hours per year in public institutions. In most countries with available data, daily teaching time ranges from three hours up to six hours a day. The exception is Chile, where teachers teach slightly more than six hours per day (based on a five-day week). There is no set rule on how teaching time is distributed throughout the year. In Spain, for example, primary school teachers must teach 880 hours per year, about 80 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.

Lower secondary school teachers in general programmes in public institutions are required to teach an average of 712 hours per year, ranging from less than 600 hours in Finland, the Flemish Community of Belgium, Greece, Korea, Poland, the Russian Federation and Turkey to more than 1 000 hours in Chile, Colombia, Costa Rica, Mexico and Switzerland. 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 relevant school head (at the lower secondary in addition to all other levels of education).

A teacher of general subjects in upper secondary education in public institutions has an average teaching load of 662 hours per year. Teaching time exceeds 800 hours in only eight countries and economies: Australia, Chile, Colombia, Costa Rica, England (United Kingdom), Mexico, Scotland (United Kingdom) and Switzerland. 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 (see Box D4.1). In contrast, teachers are required to teach less than 500 hours per year in Denmark, Poland and the Russian Federation. Teachers in Finland, Japan, Korea, Norway, Poland, the Russian Federation, Slovenia and Turkey teach for three hours or less per day, on average, compared to more than six hours in Chile and Costa Rica.

Variations in how teaching time is regulated and/or reported across countries may explain some of the differences in statutory teaching time between countries (see Box D4.1).

Box D4.1. Comparability of statutory teaching time data (2015)

Data on teaching time in this indicator refer to net contact time as stated in the regulations of each country. The international data collection used to gather this information ensures similar definitions and methodologies are used in the 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 *Definitions* section).

Other activities for teachers, such as professional development days, student examination days and attending conferences, 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, nearly one-quarter of the countries and economies reporting statutory teaching time could not specify whether these activities were included or excluded from these data.

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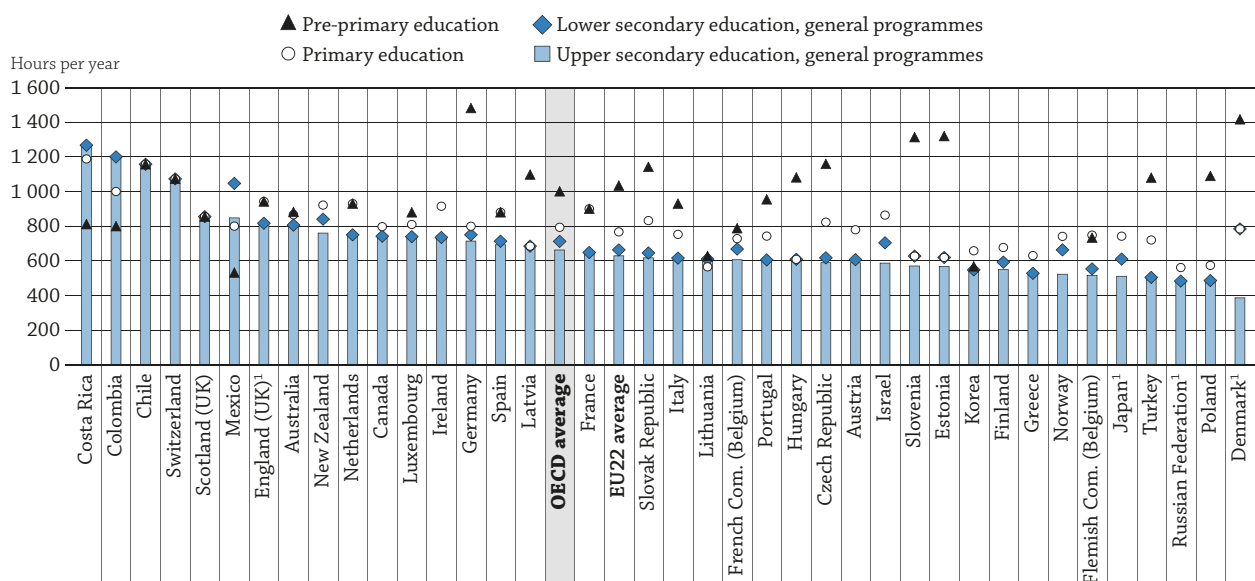
At other levels of education, most countries can exclude all or most of these activities from teaching time. However, excluding examination days may be more challenging for countries, and about 40% of countries do not exclude them, and a further 20% are unable to estimate or exclude them from teaching time. 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.

Figure D4.2. Number of teaching hours per year, by level of education (2015)


Net statutory contact time in public institutions



1. Actual teaching time.

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

Source: OECD (2017), Table D4.1. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933558876>

Differences in teaching time between levels of education

In most countries and economies, statutory teaching time at the upper secondary level is less than at the pre-primary level. The exceptions are Chile, Scotland (United Kingdom) and Switzerland – where the time teachers are required to teach is the same at all levels of education – and Colombia, Costa Rica 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 30% more time in the classroom than primary school teachers. In Slovenia, pre-primary school teachers are required to teach at least twice the amount of hours per year as primary school teachers.

In the Czech Republic, 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, Denmark, Estonia, Hungary, Latvia, Scotland (United Kingdom), Slovenia and Switzerland. The teaching load for primary school teachers is slightly lighter than for lower secondary school teachers in Costa Rica and Lithuania and much lighter in Colombia and Mexico.

Teaching time at lower and upper secondary levels is similar across most countries. However, in Israel, Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20% more than at the upper secondary level. In Denmark, it is double.

Actual teaching time

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

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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 significantly from statutory requirements. In Latvia, for example, lower secondary teachers actually teach 63% 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 6% more hours than the statutory benchmark time, while in Poland, actual teaching time is up to 14% more than statutory requirements. By contrast, in Estonia actual teaching time is about 2% less than statutory teaching time at the lower secondary level, and in Switzerland teachers teach 10% less than the statutory requirement (Figure D4.4, available on line).

Several factors may explain these differences between statutory and actual teaching time. For example, they 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 15 years, some countries with available data reported an increase or decrease of 10% or more in teaching time in one or several levels between 2000 and 2015 (Table D4.2 and Figure D4.1).

At the primary level, teaching time increased by at least 14% (more than 100 hours) between 2000 and 2015 in Israel and Japan. In Israel, this increase in teaching (and working) time is part of the "New Horizon" reform that has been gradually implemented since 2008. One of the key measures of this reform was to lengthen teachers' 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% (more than 100 hours) during this period. The increase at the lower secondary level is also significant, albeit to a lesser extent, in Hungary and Japan (both by 53 hours). At the upper secondary level, the largest increase in teaching time also occurred in Israel, where teachers had to teach at least 12% more hours (63 additional hours) in 2015 than in 2000.

By contrast, net teaching time dropped between 2000 and 2015 in some countries and economies. At the pre-primary level, among the few countries and economies with available data for 2000 and 2015, teaching time decreased by 7% or more (corresponding to 80 hours or more) in Portugal (from 1 035 hours to 955 hours) and Scotland (United Kingdom) (from 950 hours to 855 hours).

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) and in Scotland (United Kingdom) at primary level (by 95 hours). The decrease exceeded 22% in Korea at the primary level (by 207 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. In Turkey, the reduction in teaching and working time for upper secondary teachers is related to shorter classes – general upper secondary classes were cut from 45 to 40 minutes in 2013. Since then, teachers' total annual teaching time has been less than in previous years.

Teachers' working time

In the majority of countries, teachers' working time is determined by the statutory teaching time specified in working regulations. In addition, in most countries, teachers are formally required to work a specific number of hours per year, 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 more time for non-teaching tasks, such as meetings with students or parents, preparation of lessons' plans and checking of students' works.

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 Latvia, Norway, 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 are the same for both levels in 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 (primary and lower secondary education), the Czech Republic, Denmark, England (United Kingdom), France (lower and upper secondary education where total annual working time refers to the working conditions of all civil servants), the French Community of Belgium (pre-primary and primary education), Germany, Japan, Korea, the Netherlands, Poland, the Slovak Republic and Switzerland (Table D4.1). This may result from the fact that, in some countries, total annual statutory working time is valuable for all civil servants and not specifically for teachers.

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

In addition, workload and teaching load requirements may evolve throughout a teacher's career. In some 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. Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 23 class sessions per week. After 6 years, this drops to 21 sessions, and after 12 years to 20 sessions. After 20 years of service, teachers are required to teach 18 class sessions a week – more than 20% less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

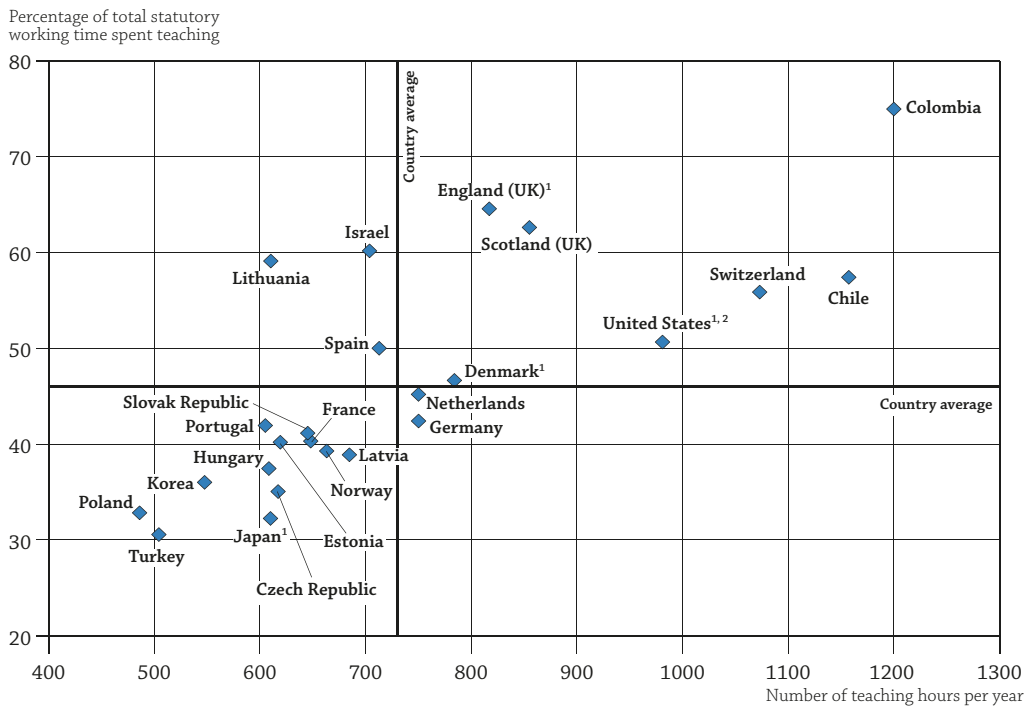
Non-teaching time

Although teaching time is a substantial component of teachers' workloads, 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 D4.2 for details on these tasks at lower secondary level). The amount of time available for these non-teaching activities varies across countries; a large proportion of statutory working time spent teaching may indicate that less time is devoted to these activities.

Even if teaching is a core activity of teachers, in a large number of countries, most of the working time is spent on activities other than teaching. In the 24 countries and economies with data for both teaching and total working time for lower secondary teachers, 47% of teachers' working time is spent on teaching on average, with the proportion ranging from less than 34% 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 605 hours in Portugal), but 32% of working time is spent on teaching in Japan, compared to 42% in Portugal. Moreover, in some countries, teachers devote similar proportions of their working time to teaching, even if the number of teaching hours differs considerably. This is the case, for example, in Spain and the United States, where lower secondary teachers spend half of their working time teaching, but teachers teach 713 hours in Spain, compared

to 981 hours in the United States. Only teachers in Chile, Colombia, England (United Kingdom), Israel, Lithuania, Scotland (United Kingdom), Spain, Switzerland and the United States spend at least 50% of their statutory working time teaching (Figure D4.3).

Figure D4.3. Percentage of lower secondary teachers' working time spent teaching (2015)
Net teaching time (typical annual number of hours) as a percentage of total statutory working time



1. Actual teaching time.

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

Source: OECD (2017), Table D4.1. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558895>

In some countries, such as Austria (upper secondary level), Brazil, 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 (Table D4.1). 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.

Box D4.2. Non-teaching tasks required of teachers in lower secondary education (2015)

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.

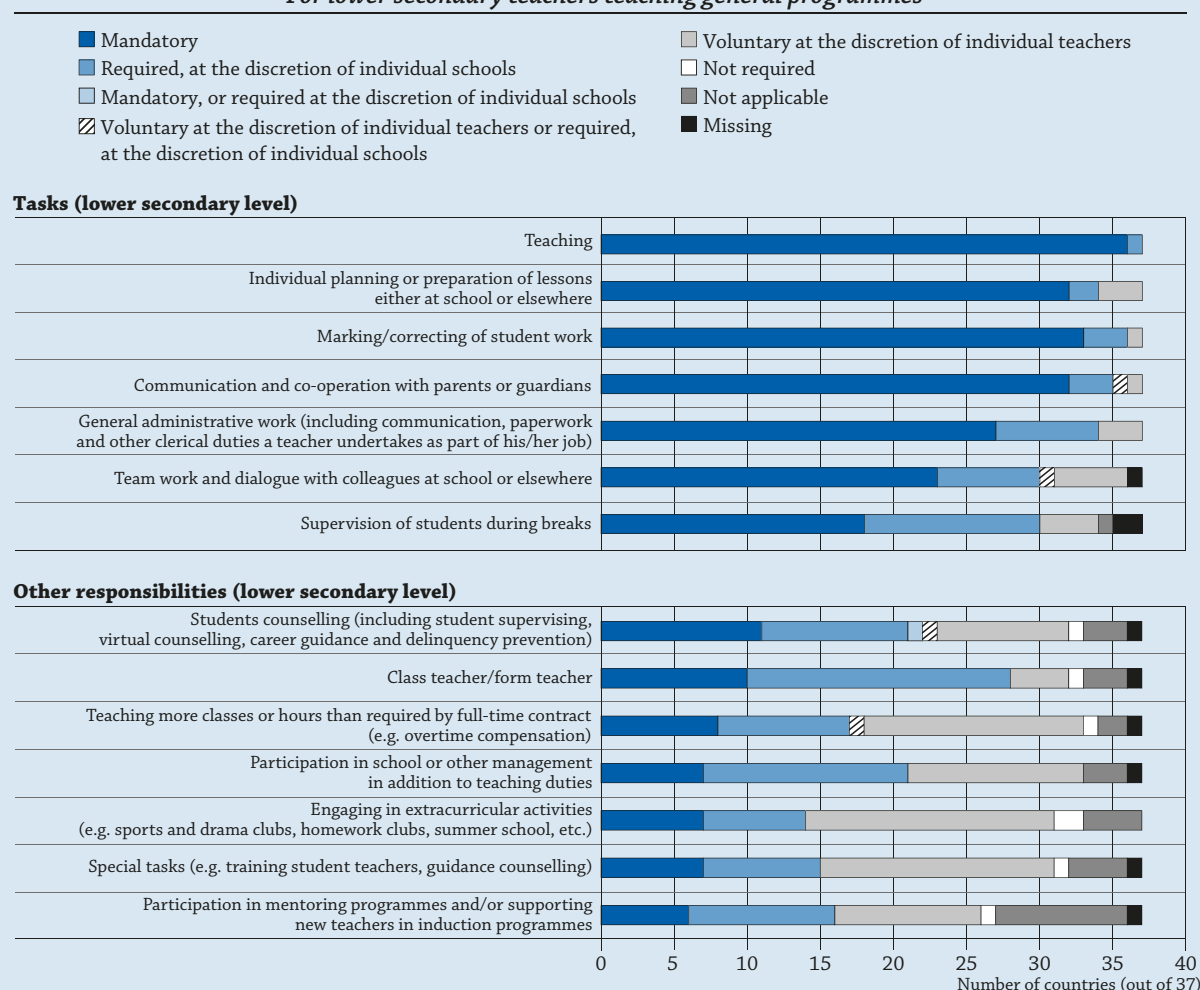
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According to regulations, individual planning or preparing lessons, marking/correcting student work, general administrative communication and paperwork, and communicating and co-operating with parents are the most common non-teaching tasks required of lower secondary teachers during their statutory working time at school or statutory total working time (Table D4.3). These tasks are required in at least 27 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 teacher/form teacher (Table D4.3).


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, it was individual teachers who 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.

Figure D4.a. Tasks and responsibilities lower secondary teachers are required to perform (2015)

For lower secondary teachers teaching general programmes



Source: OECD (2017), Table D4.3. See *Source* for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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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.

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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 Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

Data are from the 2016 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2014/15.

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 (2017), *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264279889-en>.
- OECD (2015), "Indicator D4. How much time do teachers spend teaching?", in OECD, *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-33-en>.

Indicator D4 Tables

StatLink  <http://dx.doi.org/10.1787/888933562201>

Table D4.1 Organisation of teachers' working time (2015)

Table D4.2 Number of teaching hours per year (2000, 2005 to 2015)

Table D4.3 Tasks and responsibilities of teachers, by level of education (2015)

WEB **Figure D4.6 Actual and statutory teaching time in general lower secondary education (2015)**

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

D4

Table D4.1. Organisation of teachers' working time (2015)

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


	Number of weeks of teaching				Number of days of teaching				Net teaching time, in hours				Working time required at school, in hours				Total statutory working time, in hours			
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Countries																			
Australia ¹	40	40	40	40	195	196	196	195	882	866	806	804	1 221	1 203	1 221	1 221	a	a	a	a
Austria ¹	m	38	38	38	m	180	180	180	m	779	607	589	m	a	a	m	1 776	1 776	1 776	m
Canada ¹	m	37	37	37	m	183	183	183	m	797	742	743	m	1 228	1 233	1 236	m	m	m	m
Chile ²	38	38	38	38	184	184	184	184	1 157	1 157	1 157	1 157	1 883	1 883	1 883	1 883	2 015	2 015	2 015	2 015
Czech Republic ¹	39	39	39	39	187	187	187	187	1 159	823	617	589	a	a	a	a	1 760	1 760	1 760	1 760
Denmark ^{1, 3}	a	a	a	a	a	a	a	a	1 417	784	784	386	a	a	a	a	1 680	1 680	1 680	1 680
Estonia ²	46	35	35	35	220	172	172	172	1 320	619	619	568	1 610	1 540	1 540	1 540	1 610	1 540	1 540	1 540
Finland ⁴	m	38	38	38	m	188	188	188	m	677	592	550	m	791	706	645	a	a	a	a
France ¹	36	36	36	36	162	162	a	a	900	900	648	648	972	972	a	a	1 607	1 607	1 607	1 607
Germany ¹	39	40	40	40	190	193	193	193	1 482	799	750	714	a	a	a	a	1 768	1 768	1 768	1 768
Greece ²	36	36	31	31	175	175	153	153	788	630	528	528	1 140	1 140	1 170	1 170	a	a	a	a
Hungary ⁴	36	36	36	36	169	169	169	168	1 082	608	608	605	1 158	1 158	1 158	1 158	1 624	1 624	1 624	1 624
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland ¹	m	37	33	33	m	183	167	167	m	915	735	735	m	1 073	768	768	a	a	a	a
Israel ¹	39	39	37	37	187	187	179	179	1 056	864	704	587	1 092	1 263	1 169	990	1 092	1 263	1 169	990
Italy ¹	42	39	39	39	186	171	171	171	930	752	616	616	a	a	a	a	1 520	1 520	1 520	1 520
Japan ³	39	40	40	39	m	201	201	196	m	742	610	511	a	a	a	a	1 891	1 891	1 891	1 891
Korea ⁴	36	38	38	38	180	190	190	190	568	658	548	551	a	a	a	a	1 520	1 520	1 520	1 520
Latvia ¹	39	35	35	35	183	163	163	163	1 098	685	685	685	1 200	735	735	735	1 760	1 760	1 760	1 760
Luxembourg ¹	36	36	36	36	176	176	176	176	880	810	739	739	1 060	990	828	828	a	a	a	a
Mexico ¹	41	41	41	36	200	200	200	173	532	800	1 047	848	772	800	1 167	971	a	a	a	a
Netherlands ²	40	40	m	m	195	195	m	m	930	930	750	750	a	a	a	a	1 659	1 659	1 659	1 659
New Zealand ¹	m	38	38	38	m	192	191	190	m	922	840	760	m	1 536	1 243	950	a	a	a	a
Norway ²	45	38	38	38	225	190	190	190	a	741	663	523	1 508	1 300	1 225	1 150	a	1 688	1 688	1 688
Poland ⁴	45	37	37	37	218	182	180	178	1 090	573	486	481	m	m	m	m	1 808	1 496	1 480	1 464
Portugal ²	41	36	36	36	191	165	165	165	955	743	605	605	1 105	1 013	914	914	1 602	1 442	1 442	1 442
Slovak Republic ¹	43	38	38	38	204	187	187	187	1 142	832	645	617	m	m	m	m	1 568	1 568	1 568	1 568
Slovenia ¹	46	38	38	38	219	190	190	190	1 314	627	627	570	a	a	a	a	m	m	m	m
Spain ¹	37	37	37	36	176	176	176	171	880	880	713	693	1 140	1 140	1 140	1 140	1 425	1 425	1 425	1 425
Sweden ¹	47	a	a	a	224	a	a	a	m	a	a	a	1 792	1 360	1 360	1 360	1 425	1 425	1 425	1 425
Switzerland ¹	38	38	38	38	185	185	185	185	1 073	1 073	1 073	1 073	a	a	a	a	1 920	1 920	1 920	1 920
Turkey ¹	38	38	38	38	180	180	180	180	1 080	720	504	504	1 160	980	836	836	1 592	1 592	1 592	1 592
United States ^{3, 5}	36	36	36	36	180	180	180	180	m	m	981	m	1 365	1 362	1 366	1 365	1 890	1 922	1 936	1 960
Economies																				
Flemish Com. (Belgium) ^{1, 4}	37	37	37	37	176	176	148	148	733	748	553	516	915	915	a	a	a	a	a	a
French Com. (Belgium) ¹	37	37	37	37	182	182	182	182	788	728	668	606	a	a	a	a	962	962	a	a
England (UK) ³	38	38	38	38	190	190	190	190	942	942	817	817	a	a	a	a	1 265	1 265	1 265	1 265
Scotland (UK) ²	38	38	38	38	190	190	190	190	855	855	855	855	1 045	1 045	1 045	1 045	1 365	1 365	1 365	1 365
OECD average	40	38	37	37	191	183	181	179	1 001	794	712	662	1 230	1 156	1 135	1 095	1 608	1 611	1 634	1 620
EU22 average	40	37	37	37	191	180	176	176	1 034	767	663	629	1 194	1 067	1 033	1 028	1 564	1 557	1 593	1 580
Partners																				
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	42	42	42	42	201	201	201	201	m	m	m	m	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ¹	40	40	40	40	200	200	200	200	800	1 000	1 200	1 200	1 350	1 350	1 350	1 350	1 600	1 600	1 600	1 600
Costa Rica	41	41	41	41	198	198	198	198	812	1 188	1 267	1 267	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania ¹	32	32	35	35	157	157	170	170	628	565	610	610	1 056	850	870	878	1 500	1 050	1 032	1 040
Russian Federation ³	m	34	35	35	m	170	210	210	m	561	483	483	a	a	a	a	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

 Note: See *Definitions* and *Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Typical teaching time (in the Flemish Community of Belgium, for pre-primary and primary levels).
2. Maximum teaching time.
3. Actual teaching time (in Denmark except for pre-primary level. Data for England [UK] refer to 2016).
4. Minimum teaching time (in the Flemish Community of Belgium, for lower and upper secondary levels).
5. Year of reference for net teaching time is 2013. Year of reference for working time is 2012.

 Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

 StatLink  <http://dx.doi.org/10.1787/888933562125>

A corrigendum has been issued for this page. See: <http://www.oecd.org/about/publishing/Corrigendum-Education-at-a-Glance2017.pdf>

Table D4.2. Number of teaching hours per year (2000, 2005 to 2015)

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

	Primary				Lower secondary, general programmes				Upper secondary, general programmes			
	2000	2005	2010	2015	2000	2005	2010	2015	2000	2005	2010	2015
	(13)	(14)	(19)	(24)	(25)	(26)	(31)	(36)	(37)	(38)	(43)	(48)
OECD												
Countries												
Australia	882	888	868	866	811	810	819	806	803	810	803	804
Austria ¹	m	774	779	779	m	607	607	607	m	589	589	589
Canada	m	m	799	797	m	m	740	742	m	m	744	743
Chile	m	1 128	1 105	1 157	m	1 128	1 105	1 157	m	1 128	1 105	1 157
Czech Republic	m	813	862	823	650	647	647	617	621	617	617	589
Denmark ^{2,3}	640	640	650	784 ^b	640	640	650	784 ^b	m	m	377	386
Estonia	630	630	630	619	630	630	630	619	578	578	578	568
Finland	656	677	680	677	570	592	595	592	527	550	553	550
France	924	924	924	900	648	648	648	648	648	648	648	648
Germany	783	808	805	799	732	758	756	750	690	714	713	714
Greece	609	604	589	630 ^b	426	434	415	528 ^b	429	430	415	528 ^b
Hungary	583	583	604	608	555	555	604	608	555	555	604	605
Iceland	629	671	624	m	629	671	624	m	464	560	544	m
Ireland	915	915	915	915	735	735	735	735	735	735	735	735
Israel	731	731	820	864	579	579	598	704	524	524	521	587
Italy	744	739	770	752	608	605	630	616	608	605	630	616
Japan ²	635	578	707	742	557	505	602	610	478	429	500	511
Korea	865	883	807	658	570	621	627	548	530	605	616	551
Latvia	882	882	882	685 ^b	882	882	882	685 ^b	882	882	882	685 ^b
Luxembourg	m	774	739	810	m	642	634	739	m	642	634	739
Mexico	800	800	800	800	1 182	1 047	1 047	1 047	m	848	843	848
Netherlands	930	930	930	930	867	750	750	750	867	750	750	750
New Zealand	m	m	m	922	m	m	m	840	m	m	m	760
Norway	713	741	741	741	633	656	654	663	505	524	523	523
Poland	m	m	586	573	m	m	497	486	m	m	494	481
Portugal	779	765	779	743	634	623	634	605	577	567	634	605
Slovak Republic	m	m	841	832	m	m	652	645	m	m	624	617
Slovenia	m	627	627	627	m	627	627	627	m	570	570	570
Spain	880	880	880	880	713	713	713	713	693	693	693	693
Sweden	m	m	m	a	m	m	m	a	m	m	m	a
Switzerland	884	m	m	1 073 ^b	859	m	m	1 073 ^b	674	m	m	1 073 ^b
Turkey	720	720	720	720	504	504	504	504	567	567	567	504
United States ²	m	m	m	m	m	m	m	m	m	m	m	m
Economies												
Flemish Com. (Belgium)	758	752	752	748	677	569 ^b	557	553	633	532 ^b	520	516
French Com. (Belgium)	722	722	732	728	662	662	671	668	603	603	610	606
England (UK) ²	m	m	684	942	m	m	703	817	m	m	703	817
Scotland (UK)	950	893	855	855	893	893	855	855	893	893	855	855
OECD average	770	775	772	794	686	680	679	704	628	648	642	662
Average for OECD countries with 2000, 2005, 2010 and 2015 data	771	769	776	767	682	669	676	675	634	628	635	625
Average for EU22 countries with 2000, 2005, 2010 and 2015 data	774	771	774	766	678	667	669	666	659	647	652	641
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	1 000	1 000	1 000	m	1 200	1 200	1 200	m	1 200	1 200	1 200
Costa Rica	m	m	m	1 188	m	m	m	1 267	m	m	m	1 267
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	565	m	m	m	610	m	m	m	610
Russian Federation ²	m	615	615	561	m	507	507	483	m	507	507	483
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: See *Definitions* and *Methodology* sections for more information. Data on years 2000, 2005 to 2015 for pre-primary education (i.e. Columns 1-12) are available for consultation on line. Data on years 2006, 2007, 2008, 2009, 2011, 2012, 2013 and 2014 for primary education, lower secondary education and upper secondary education (i.e. Columns 15-18; 20-23; 27-30; 32-35; 39-42; 44-47) 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.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table D4.3. [1/2] **Tasks and responsibilities of teachers, by level of education (2015)***Teachers' tasks and responsibilities in public institutions as defined explicitly in regulations and/or steering documents*

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

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 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 (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table D4.3. [2/2] **Tasks and responsibilities of teachers, by level of education (2015)**
Teachers' tasks and responsibilities in public institutions as defined explicitly in regulations and/or steering documents

D4

		Lower secondary education						
		Other responsibilities						
		Participation in school or other management duties in addition to teaching (e.g. serving as head of department or co-ordinator of teachers)	Teaching more classes or hours than required by full-time contract (e.g. overtime compensation)	Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention)	Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)	Special tasks (e.g. training student teachers, guidance counselling)	Class teacher/form teacher	Participation in mentoring programmes and/or supporting new teachers in induction programmes
		(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	Countries							
	Australia	m	m	m	m	m	m	m
	Austria	School Req.	Mand.	School Req.	Voluntary	Voluntary	Mand.	a
	Canada	m	m	m	Voluntary	m	m	Voluntary
	Chile	Voluntary	School Req./ Vol.	School Req./ Vol.	Voluntary	Voluntary	School Req.	Voluntary
	Czech Republic	School Req.	School Req.	Voluntary	Voluntary	School Req.	School Req.	School Req.
	Denmark	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	a
	Estonia	School Req.	Voluntary	School Req.	School Req.	School Req.	School Req.	a
	Finland	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	School Req.
	France	Voluntary	Voluntary	Mand.	Voluntary	Voluntary	Voluntary	Voluntary
	Germany	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.	a
	Greece	a	Voluntary	Mand.	a	a	Mand.	Mand.
	Hungary	Mand.	Mand.	Mand.	Mand.	Mand.	Not req.	Mand.
	Iceland	m	m	m	m	m	m	m
	Ireland	School Req.	a	a	Voluntary	Voluntary	School Req.	Voluntary
	Israel	Voluntary	Voluntary	School Req.	a	Voluntary	School Req.	Voluntary
	Italy	School Req.	Voluntary	Voluntary	Voluntary	Voluntary	a	Voluntary
	Japan	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.
	Korea	School Req.	Voluntary	Mand.	School Req.	Voluntary	School Req.	School Req.
	Latvia	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary
	Luxembourg	Mand.	Mand.	Mand.	Mand.	Mand.	Voluntary	Voluntary
Mexico	m	m	m	m	m	m	m	
Netherlands	School Req.	Voluntary	School Req.	School Req.	Voluntary	School Req.	a	
New Zealand ¹	School Req.	School Req./Not req.	Mand./School Req.	Voluntary	School Req.	School Req.	School Req.	
Norway	School Req.	School Req.	School Req.	Not req.	Not req.	School Req.	School Req.	
Poland	School Req.	School Req.	Voluntary	Mand.	School Req.	Mand.	Mand.	
Portugal	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	School Req.	
Slovak Republic	Voluntary	School Req.	Voluntary	Voluntary	Voluntary	Mand.	Voluntary	
Slovenia	School Req.	Mand.	Mand.	Mand.	Mand.	Mand.	Mand.	
Spain	Mand.	a	a	a	a	a	a	
Sweden	Voluntary	Voluntary	School Req.	Voluntary	Voluntary	School Req.	a	
Switzerland	Voluntary	Not req.	Not req.	Not req.	Voluntary	Mand.	Voluntary	
Turkey	Voluntary	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	
United States	School Req.	School Req.	School Req.	School Req.	School Req.	School Req.	m	
	Economies							
	Flemish Com. (Belgium)	Voluntary	Voluntary	a	Voluntary	Voluntary	Voluntary	a
	French Com. (Belgium)	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	Voluntary	School Req.
	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
	Brazil	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m
	Colombia	Mand.	Mand.	Voluntary	a	a	a	Not req.
	Costa Rica	School Req.	Voluntary	Mand.	Voluntary	Mand.	Mand.	Mand.
	India	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m
	Lithuania	a	School Req.	School Req.	School Req.	a	School Req.	a
	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

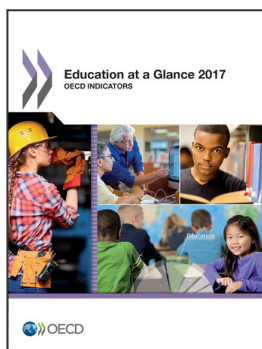
Note: Pre-primary, primary and upper secondary levels (added in separate rows) are available for consultation on line (see *StatLink* below). See *Definitions* and *Methodology* sections for more information.

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 (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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