

Table 6.12

Teachers' working hours

Average number of 60-minute hours lower secondary education teachers report having spent on the following activities during the most recent complete calendar week^{1,2}

| | Total working hours ³ | | Hours spent on teaching | | Hours spent on individual planning or preparation of lessons either at school or out of school | | Hours spent on team work and dialogue with colleagues within the school | | Hours spent marking/correcting of student work | | Hours spent on student counselling (including student supervision, virtual counselling, career guidance and delinquency guidance) | | Hours spent in participation in school management | | Hours spent on general administrative work (including communication, paperwork, and other clerical duties you undertake in your job as a teacher) | | Hours spent on communication and co-operation with parents or guardians | | Hours spent engaging in extracurricular activities (e.g., sports and cultural activities after school) | | Hours spent on all other tasks | |
|----------------------------------|----------------------------------|--------------|-------------------------|--------------|--|--------------|---|--------------|--|--------------|---|--------------|---|--------------|---|--------------|---|--------------|--|--------------|--------------------------------|--------------|
| | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) | Average | (S.E.) |
| Australia | 42.7 | (0.5) | 18.6 | (0.3) | 7.1 | (0.1) | 3.5 | (0.1) | 5.1 | (0.2) | 2.3 | (0.2) | 3.1 | (0.2) | 4.3 | (0.1) | 1.3 | (0.1) | 2.3 | (0.2) | 2.2 | (0.1) |
| Brazil | 36.7 | (0.4) | 25.4 | (0.2) | 7.1 | (0.1) | 3.3 | (0.1) | 5.7 | (0.1) | 2.7 | (0.1) | 1.7 | (0.1) | 1.8 | (0.1) | 1.7 | (0.1) | 2.4 | (0.1) | 2.2 | (0.1) |
| Bulgaria | 39.0 | (0.4) | 18.4 | (0.2) | 8.1 | (0.1) | 2.5 | (0.1) | 4.5 | (0.1) | 1.7 | (0.1) | 1.1 | (0.1) | 2.7 | (0.1) | 1.7 | (0.0) | 2.0 | (0.1) | 1.7 | (0.1) |
| Chile | 29.2 | (0.8) | 26.7 | (0.4) | 5.8 | (0.2) | 2.8 | (0.1) | 4.1 | (0.2) | 2.4 | (0.1) | 2.3 | (0.1) | 2.9 | (0.1) | 2.0 | (0.1) | 2.0 | (0.1) | 2.2 | (0.2) |
| Croatia | 39.6 | (0.2) | 19.6 | (0.1) | 9.7 | (0.1) | 2.1 | (0.1) | 3.9 | (0.1) | 1.8 | (0.1) | 0.5 | (0.0) | 2.6 | (0.1) | 1.5 | (0.1) | 1.9 | (0.1) | 1.8 | (0.1) |
| Cyprus ^{4,5} | 33.1 | (0.3) | 16.2 | (0.2) | 7.3 | (0.1) | 2.7 | (0.1) | 4.9 | (0.1) | 2.0 | (0.1) | 1.3 | (0.1) | 2.4 | (0.1) | 1.7 | (0.1) | 2.5 | (0.1) | 2.2 | (0.2) |
| Czech Republic | 39.4 | (0.3) | 17.8 | (0.1) | 8.3 | (0.1) | 2.2 | (0.1) | 4.5 | (0.1) | 2.2 | (0.1) | 1.1 | (0.1) | 2.7 | (0.1) | 0.9 | (0.0) | 1.3 | (0.1) | 1.4 | (0.1) |
| Denmark | 40.0 | (0.4) | 18.9 | (0.1) | 7.9 | (0.1) | 3.3 | (0.1) | 3.5 | (0.1) | 1.5 | (0.1) | 0.9 | (0.1) | 2.0 | (0.1) | 1.8 | (0.1) | 0.9 | (0.1) | 2.3 | (0.1) |
| Estonia | 36.1 | (0.5) | 20.9 | (0.2) | 6.9 | (0.1) | 1.9 | (0.0) | 4.3 | (0.1) | 2.1 | (0.1) | 0.8 | (0.1) | 2.3 | (0.1) | 1.3 | (0.1) | 1.9 | (0.1) | 1.5 | (0.1) |
| Finland | 31.6 | (0.2) | 20.6 | (0.2) | 4.8 | (0.1) | 1.9 | (0.1) | 3.1 | (0.1) | 1.0 | (0.1) | 0.4 | (0.0) | 1.3 | (0.1) | 1.2 | (0.0) | 0.6 | (0.1) | 1.0 | (0.1) |
| France | 36.5 | (0.3) | 18.6 | (0.1) | 7.5 | (0.1) | 1.9 | (0.0) | 5.6 | (0.1) | 1.2 | (0.0) | 0.7 | (0.0) | 1.3 | (0.0) | 1.0 | (0.0) | 1.0 | (0.0) | 1.1 | (0.0) |
| Iceland | 35.0 | (0.4) | 19.0 | (0.2) | 7.3 | (0.2) | 3.3 | (0.2) | 3.2 | (0.1) | 1.4 | (0.1) | 1.2 | (0.1) | 2.0 | (0.1) | 1.4 | (0.1) | 1.1 | (0.1) | 2.3 | (0.1) |
| Israel | 30.7 | (0.5) | 18.3 | (0.2) | 5.2 | (0.1) | 2.7 | (0.1) | 4.3 | (0.1) | 2.1 | (0.1) | 2.1 | (0.1) | 1.9 | (0.1) | 1.8 | (0.1) | 1.7 | (0.1) | 3.8 | (0.1) |
| Italy | 29.4 | (0.3) | 17.3 | (0.1) | 5.0 | (0.1) | 3.1 | (0.1) | 4.2 | (0.1) | 1.0 | (0.0) | 1.0 | (0.0) | 1.8 | (0.0) | 1.4 | (0.0) | 0.8 | (0.1) | 0.7 | (0.1) |
| Japan | 53.9 | (0.4) | 17.7 | (0.1) | 8.7 | (0.1) | 3.9 | (0.1) | 4.6 | (0.1) | 2.7 | (0.1) | 3.0 | (0.1) | 5.5 | (0.1) | 1.3 | (0.0) | 7.7 | (0.2) | 2.9 | (0.1) |
| Korea | 37.0 | (0.4) | 18.8 | (0.2) | 7.7 | (0.2) | 3.2 | (0.1) | 3.9 | (0.1) | 4.1 | (0.1) | 2.2 | (0.1) | 6.0 | (0.2) | 2.1 | (0.1) | 2.7 | (0.1) | 2.6 | (0.1) |
| Latvia | 36.1 | (0.4) | 19.2 | (0.3) | 6.4 | (0.2) | 2.3 | (0.1) | 4.6 | (0.1) | 3.2 | (0.1) | 1.0 | (0.1) | 2.4 | (0.1) | 1.5 | (0.1) | 2.1 | (0.1) | 1.4 | (0.1) |
| Malaysia | 45.1 | (0.7) | 17.1 | (0.3) | 6.4 | (0.2) | 4.1 | (0.1) | 7.4 | (0.2) | 2.9 | (0.1) | 5.0 | (0.2) | 5.7 | (0.2) | 2.4 | (0.1) | 4.9 | (0.2) | 4.3 | (0.2) |
| Mexico | 33.6 | (0.6) | 22.7 | (0.4) | 6.2 | (0.1) | 2.4 | (0.1) | 4.3 | (0.1) | 2.8 | (0.1) | 1.7 | (0.1) | 2.3 | (0.1) | 2.3 | (0.1) | 2.3 | (0.1) | 2.0 | (0.1) |
| Netherlands | 35.6 | (0.4) | 16.9 | (0.2) | 5.1 | (0.1) | 3.1 | (0.1) | 4.2 | (0.1) | 2.1 | (0.1) | 1.3 | (0.1) | 2.2 | (0.1) | 1.3 | (0.0) | 1.3 | (0.1) | 2.5 | (0.1) |
| Norway | 38.3 | (0.5) | 15.0 | (0.2) | 6.5 | (0.1) | 3.1 | (0.1) | 5.2 | (0.2) | 2.1 | (0.1) | 1.3 | (0.1) | 2.8 | (0.1) | 1.4 | (0.1) | 0.8 | (0.1) | 1.4 | (0.2) |
| Poland | 36.8 | (0.5) | 18.6 | (0.2) | 5.5 | (0.1) | 2.2 | (0.1) | 4.6 | (0.1) | 2.1 | (0.1) | 0.9 | (0.1) | 2.5 | (0.1) | 1.3 | (0.0) | 2.4 | (0.1) | 1.9 | (0.1) |
| Portugal | 44.7 | (0.3) | 20.8 | (0.1) | 8.5 | (0.2) | 3.7 | (0.2) | 9.6 | (0.2) | 2.2 | (0.1) | 1.8 | (0.1) | 3.8 | (0.2) | 1.8 | (0.1) | 2.4 | (0.2) | 2.6 | (0.2) |
| Romania | 35.7 | (0.5) | 16.2 | (0.2) | 8.0 | (0.2) | 2.7 | (0.1) | 4.0 | (0.1) | 2.6 | (0.1) | 0.9 | (0.1) | 1.5 | (0.1) | 1.8 | (0.1) | 2.3 | (0.1) | 1.8 | (0.1) |
| Serbia | 34.2 | (0.3) | 18.4 | (0.2) | 7.9 | (0.1) | 2.3 | (0.1) | 3.4 | (0.1) | 2.3 | (0.1) | 0.8 | (0.1) | 2.4 | (0.1) | 1.6 | (0.1) | 2.2 | (0.1) | 2.1 | (0.1) |
| Singapore | 47.6 | (0.4) | 17.1 | (0.1) | 8.4 | (0.1) | 3.6 | (0.1) | 8.7 | (0.1) | 2.6 | (0.0) | 1.9 | (0.1) | 5.3 | (0.1) | 1.6 | (0.0) | 3.4 | (0.1) | 2.7 | (0.1) |
| Slovak Republic | 37.5 | (0.4) | 19.9 | (0.2) | 7.5 | (0.1) | 2.3 | (0.1) | 3.5 | (0.1) | 1.9 | (0.1) | 1.1 | (0.1) | 2.7 | (0.1) | 1.3 | (0.1) | 2.0 | (0.1) | 1.6 | (0.1) |
| Spain | 37.6 | (0.4) | 18.6 | (0.2) | 6.6 | (0.1) | 2.7 | (0.1) | 6.1 | (0.2) | 1.5 | (0.0) | 1.7 | (0.1) | 1.8 | (0.0) | 1.5 | (0.0) | 0.9 | (0.1) | 1.5 | (0.1) |
| Sweden | 42.4 | (0.2) | 17.6 | (0.1) | 6.7 | (0.1) | 3.5 | (0.1) | 4.7 | (0.1) | 2.7 | (0.1) | 0.8 | (0.1) | 4.5 | (0.1) | 1.8 | (0.0) | 0.4 | (0.0) | 1.7 | (0.1) |
| Sub-national entities | | | | | | | | | | | | | | | | | | | | | | |
| Abu Dhabi (United Arab Emirates) | 36.2 | (0.5) | 21.2 | (0.3) | 7.6 | (0.3) | 3.8 | (0.2) | 5.4 | (0.2) | 3.3 | (0.1) | 2.7 | (0.2) | 3.3 | (0.2) | 2.6 | (0.2) | 2.5 | (0.1) | 2.1 | (0.1) |
| Alberta (Canada) | 48.2 | (0.5) | 26.4 | (0.3) | 7.5 | (0.2) | 3.0 | (0.1) | 5.5 | (0.2) | 2.7 | (0.1) | 2.2 | (0.2) | 3.2 | (0.1) | 1.7 | (0.1) | 3.6 | (0.2) | 1.9 | (0.1) |
| England (United Kingdom) | 45.9 | (0.4) | 19.6 | (0.2) | 7.8 | (0.1) | 3.3 | (0.1) | 6.1 | (0.1) | 1.7 | (0.1) | 2.2 | (0.1) | 4.0 | (0.1) | 1.6 | (0.0) | 2.2 | (0.1) | 2.3 | (0.1) |
| Flanders (Belgium) | 37.0 | (0.3) | 19.1 | (0.2) | 6.3 | (0.1) | 2.1 | (0.0) | 4.5 | (0.1) | 1.3 | (0.1) | 0.9 | (0.0) | 2.4 | (0.1) | 0.7 | (0.0) | 1.3 | (0.1) | 1.4 | (0.1) |
| Average | 38.3 | (0.1) | 19.3 | (0.0) | 7.1 | (0.0) | 2.9 | (0.0) | 4.9 | (0.0) | 2.2 | (0.0) | 1.6 | (0.0) | 2.9 | (0.0) | 1.6 | (0.0) | 2.1 | (0.0) | 2.0 | (0.0) |
| United States | 44.8 | (0.7) | 26.8 | (0.5) | 7.2 | (0.2) | 3.0 | (0.1) | 4.9 | (0.1) | 2.4 | (0.2) | 1.6 | (0.1) | 3.3 | (0.1) | 1.6 | (0.1) | 3.6 | (0.3) | 7.0 | (0.4) |

1. A "complete" calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also includes tasks that took place during weekends, evenings or other off-classroom hours.

2. The sum of hours spent on different tasks may not be equal to the number of total working hours because teachers were asked about these elements separately. It is also important to note that data presented in this table represent the averages from all the teachers surveyed, including part-time teachers.

3. Including teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other tasks related to the teacher's job at the school.

4. Footnote by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

5. Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Source: OECD, TALIS 2013 Database.

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