

Education at a Glance

OECD Indicators 2009

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

Table: Specific notes by country in the different indicators

	D1			D2	D3			D4		D5	D6	D7
	coverage	interpretation	methodology	coverage	D3.1		D3.3	interpretation	coverage and methodology	methodology	methodology	methodology
					coverage and methodology	interpretation	interpretation					
Australia	AUS		AUS	AUS	AUS	AUS	AUS	AUS	AUS			
Austria	AUT		AUT	AUT	AUT							
Belgium	BEL	BEL		BEL	BEL	BEL BEL1	BEL	BEL	BEL			
Canada												
Czech Republic	CZE	CZE		CZE	CZE	CZE CZE1	CZE	CZE	CZE			
Denmark					DNK		DNK	DNK	DNK			
England	ENG	ENG	ENG		ENG	ENG ENG1	ENG	ENG	ENG			
Finland	FIN	FIN	FIN	FIN	FIN							
France			FRA	FRA	FRA	FRA FRA1	FRA	FRA				
Germany			DEU	DEU	DEU		DEU		DEU			
Greece	GRC	GRC	GRC		GRC		GRC	GRC	GRC			
Hungary	HUN	HUN		HUN	HUN	HUN	HUN	HUN	HUN			
Iceland		ISL	ISL	ISL	ISL		ISL	ISL	ISL			
Ireland	IRE		IRE	IRE	IRE		IRE	IRE	IRE			
Italy		ITA		ITA			ITA	ITA	ITA			
Japan	JPN				JPN		JPN					
Korea	KOR							KOR	KOR			
Luxembourg	LUX				LUX		LUX		LUX			
Mexico		MEX		MEX	MEX	MEX MEX1	MEX		MEX			
Netherlands	NLD	NLD			NLD	NLD, NLD1	NLD	NLD	NLD			
New Zealand		NZL			NZL	NZL	NZL		NZL			
Norway	NOR		NOR	NOR	NOR	NOR	NOR		NOR			
Poland				POL								
Portugal	PRT		PRT	PRT			PRT	PRT	PRT			
Scotland	SCO	SCO			SCO	SCO SCO1 SCO2	SCO	SCO	SCO			
Slovak Republic				SVK								
Spain	ESP	ESP	ESP		ESP	ESP	ESP	ESP	ESP			
Sweden		SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE			
Switzerland				CHE	CHE		CHE	CHE				
Turkey		TUR	TUR		TUR		TUR		TUR			
United Kingdom				UKM								
United States				USA	USA		USA		USA			
Brazil				BRA	BRA							
Chile		CHL			CHL	CHL	CHL	CHL				
Estonia	EST		EST	EST	EST				EST			
Israel		ISR			ISR							
Russian Federation												
Slovenia				SVN		SVN	SVN	SVN				

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CHAPTER D: THE SCHOOL ENVIRONMENT

INDICATOR D1: How much time do students spend in the classroom?

■ General notes

Methodology

Instruction time in Indicator D1 refers to intended instruction time based on policy documents (e.g. curricula) in countries which have a formal policy. In other countries, the number of hours was estimated from survey data. Data are based on countries' responses to questionnaire CURR 1 of the system-level annual data collection of INES Network Survey of Teachers and the Curriculum. Data were collected on class sessions per year in public institutions, by subject in the modal grades of 7-to-15 year-olds for the reference school year 2006/07. Hours lost when schools were closed for holidays and celebrations, such as national holidays, were excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring or private study before or after school.

List of study areas (subjects) used in the questionnaire:

Reading, writing, and literature: reading and writing (and literature) in the mother tongue, reading and writing (and literature) in the language of instruction, reading and writing in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature.

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy.

Modern foreign languages: languages different from the language of instruction.

Ancient Greek and/or Latin

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology.

Arts: arts, music, visual arts, practical art, drama, music performance, photography, drawing, creative handicraft, creative needlework.

Physical education: physical education, gymnastics, dance, health.

Religion: religion, history of religions, religion culture, ethics.

Practical and vocational skills: vocational skills (preparation for specific occupations), techniques, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, sloyd (handicraft).

Other: Subjects that cannot be classified under one of the above headings. [Back to table](#)

■ Notes on specific countries

Coverage

Australia: Eight key learning areas have been identified as required areas of study for school students in Australia. These eight curriculum areas are: the arts; English; health and physical education; languages other than English; mathematics; science; studies of society and environment; and technology. [Back to table](#)

Austria: For 11-14 year-olds a weighted mean of the general secondary school (*Hauptschule*) and the lower branch of the academic secondary schools (AHS) at ISCED 1 was calculated on basis of the distribution of students enrolled in these two programmes. In the previous years only one branch of the academic secondary schools (the “Realgymnasium”) was considered.

For the 15 year-olds the upper branch of the general academic schools was used along with a representative list of relevant vocational programmes. Calculating a mean figure for the two only made sense for the total because of the wide diversity of subjects. The pre-vocational year at secondary schools was taken as the least demanding programme for 15 year-olds.

“Modern foreign languages”, for 7-8 year-olds: 32 class sessions per year are devoted to “modern foreign languages” and are integrated into other subjects (except reading and writing own language). Practical and vocational skills for 7-10 year-olds: ten class sessions per year are devoted to “behaviour in traffic” and are integrated into other subjects. “Modern foreign languages” for 15 year-olds: in some schools Latin can be chosen in addition to a modern language.

Non-compulsory curriculum: on average 1.5 class sessions a week are offered for electives, support for special students, etc. [Back to table](#)

Belgium (Flemish Community): In ISCED level 1, *Nederlands* (= Dutch) is classified in the category “reading, writing and literature”, *Wiskunde* (= Mathematics) in “mathematics”, *Wereldoriëntatie* (= environmental studies) in “other”, *Frans* (= French) in “modern foreign languages”, *Lichamelijke Opvoeding* (= physical education) in “physical education”, *Muzische vorming* (= expressive education) in “arts”, *Zedenleer/Godsdiens*t (= moral education/religious education) in “religion”. Science and social studies are referred to under “other” because of the cross-curricular character of environmental studies; neither “technology” nor “practical and vocational skills” are included in the elementary education curriculum.

In ISCED level 2, *Godsdienst/Niet-Confessionele Zedenleer* (= moral education/religious education) is classified in “religion”, *Aardrijkskunde* (= geography) and *Geschiedenis* (= history) in “social studies”, *Biologie* (= biology) in “biology”, *Engels* (English) and *Frans* (French) in “modern foreign languages”, *Lichamelijke opvoeding* in “physical education”, *Muzikale opvoeding* and *Plastische opvoeding* in “arts”, *Nederlands* in “reading, writing and literature”, *Wiskunde* in “mathematics”, *Technologische opvoeding*, *Exploratie*, *PV Realisatietechnieken Gezinstechnieken* (= PV = practical subjects), *PV Realisatietechnieken Nijverheidstechnieken* and *Informatie- en communicatietechnologie* in “practical and vocational skills”.

In ISCED level 3, *Godsdienst of Niet-confessionele zedenleer* is classified in “religion”, *Aardrijkskunde* and *Geschiedenis* in “social studies”, *Biologie Chemie Fysica* in “sciences”, *Engels* and *Frans* in “modern foreign languages”, *Lichamelijke opvoeding* in “physical education”, *Nederlands* in “reading writing and literature”, *Wiskunde* in “mathematics”.

In ISCED level 2 first grade, for the umbrella organisation of municipal education and Flemish Community education the number of class sessions of the *eerste leerjaar A* were taken into account.

In ISCED level 2 second grade for the umbrella organisation of municipal education the number of class sessions of *Artistieke vorming*, *Bouw-en houttechnieken*, *Handel*, *Hotel-voeding*, *Industriële wetenschappen*, *Latijn*, *Mechanica-Elektriciteit*, *Moderne wetenschappen*, *Sociale en technische vorming* were taken into account.

In ISCED level 2 second grade for the umbrella organisation of Flemish Community education the number of class sessions of *Agro- en biotechnieken*, *Artistieke vorming*, *Ballet*, *Bouw- en houttechnieken*, *Grafische communicatie en media*, *Grieks-Latijn*, *Handel*, *Hotel-Voeding*, *Industriële wetenschappen*, *Latijn*, *Maritieme vorming*, *Mechanica-elektriciteit*, *Moderne wetenschappen*, *Sociale en technische vorming* and *Topsport* were taken into account.

In ISCED level 3 for the umbrella organisation of municipal education the number of class sessions of *Economie*, *Humane wetenschappen*, *Latijn*, *Wetenschappen* were taken into account.

In ISCED level 3 for the umbrella organisation of the Flemish Community education the number of class sessions of the *Economie*, *Grieks*, *Grieks-Latijn*, *Humane wetenschappen*, *Latijn*, *Sport*, *Wetenschappen* were taken into account.

For the umbrella organisation of the schools run by the provincial authorities the number of class sessions recommended by the umbrella organisation of municipal education were taken into account.

Regulations refer to the recommendations of the umbrella organisations.

For the 15 year-olds in the least demanding programme (*deeltijds beroepssecundair onderwijs*) refers to the regulations the *Besluit van de Vlaamse Regering van 31-7-1990 houdende inrichting van het deeltijds beroepssecundair onderwijs, laatst gewijzigd bij besluit van 13 januari 2006*.

The number of class sessions recommended by the two umbrella organisations has been computed as mathematical means.

For the least demanding programme, there is only one regulation for all school types. [Back to table](#)

Czech Republic: Optional subjects may be introduced in grade 7, but must be included in grades 8 and 9. Each optional subject is taught for at least one semester. These include foreign languages, conversation in a foreign language, computer science, technical education, technical drawing, introduction to economics and accounting, seminar in social sciences, seminar and practical work in geography, seminar and practical work in natural sciences, administrative services and home economics. This list of optional subjects may be extended by the school head in accordance with the facilities and staffing available at the school and the interests of the pupils, as long as they observe the Basic Educational Standard. [Back to table](#)

England: At ISCED 1 the statutory subjects that all pupils must study are art and design, design and technology, English, geography, history, information and communication technology, mathematics, music, physical education and science. Religious education must also be provided.

At ISCED 2 all pupils must study are art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

At ISCED 3 the statutory subjects that all pupils must study are citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

“Other” includes: PSHE (Personal, Social and Health Education), Citizenship, Sex and Relationships. [Back to table](#)

Estonia: For grades 1 to 3 (7-9 year-olds) “social studies” covers personal and health studies. “Arts” covers music. For grades 4 to 6 (10-12 year-olds): “social studies” covers personal and social education, civic education and history. “Arts” covers music and arts. For grades 7 to 9 (13-15 year-olds): “Science” covers geography, biology, chemistry, physics and science. “Social studies” covers personal and social education, civic education and history. “Arts” covers music and arts. [Back to table](#)

Finland: The compulsory curriculum has a considerable amount of flexibility (altogether $13 \times 38 = 494$ hours throughout nine year-classes). These may be applied and advanced studies in common subjects, modules composed of multiple subjects, foreign languages and subjects related to information technology. In a few schools it is possible to study also Latin in upper classes. The name, breadth, objectives and content of each optional subject are decided upon in the local/school curriculum, as are the grade levels at which the subject is to be offered. The compulsory flexible curriculum is calculated on average as $13 \div 9 = 1.4$, multiplied by 38 (= 53.2). “Science” includes geography and health education. “Practical and vocational skills” include educational and vocational guidance and

home economics. Studying a voluntary A-language is possible from the third year class; this is included in the non-compulsory curriculum. About 1% of pupils are seriously disabled. [Back to table](#)

Greece: For students aged 10 and 11 years, “Other” includes civil education (one hour per week). For students aged 12, 13, 14 and 15, “Other” includes ancient Greek literature (grades 7 to 9: in each grade five hours per week, grade 10: six hours per week), civil education (grade 9: two hours per week) and domestic economics (grade 7: one hour per week, grade 8: two hours per week). [Back to table](#)

Hungary: Geography is divided between “science” and “social studies”. [Back to table](#)

Ireland: The curriculum for primary schools is an integrated curriculum and envisages an integrated learning experience for children. The learning experience organised for children should facilitate cross-curricular activity. To assist schools in planning the implementation of the curriculum, a time framework is suggested that allocates a minimum time to each of the curriculum areas. Four hours each day must be set aside for secular instruction. A period of two hours per week of discretionary time is allowed in order to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the pupils. This is included under compulsory flexible curriculum.

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (4.5 hours), Irish (3 hours), mathematics (3 hours), social, environment and scientific education (3 hours, divided between science and social sciences), social, personal and health education (0.5 hours, included in “Other”), physical education (1 hour), arts education (3 hours), discretionary curriculum time (2 hours), religious education (2.5 hours), assembly/roll call (2.5 hours, included in “Other”) and small breaks (0.8 hours, included in “Other”). Total 25.8 hours. Recreation (typically 2.5 hours) is not included in the curriculum tables. Classical languages are not taught at primary level.

The whole curriculum in primary education is obligatory for all pupils except those with special educational needs. Learning support measures are available for such pupils. Children are granted exemption from religious instruction at the request of their parents or guardians. The figures under “Other” include social, personal and health education, assembly time, roll call and small breaks.

The curriculum for 12-15 year-olds consists of compulsory subjects and approved subjects. The compulsory subjects are Irish, English, mathematics and social studies (includes history, geography and civic, social and political education). In Tables D1.2a and D1.2b (available on the Internet only for 2005), the total compulsory part of the curriculum includes English and Irish, mathematics and social studies (history, geography and civics, social and political education). Students must also take two subjects from the following list of approved subjects: Latin, Greek, Spanish, Italian, French, German, science, technology, home economics, music, art/craft/design, materials technology, metalwork, technical graphics, business studies, typewriting and environmental studies. In practice, most schools offer and take three rather than two of the above list of approved subjects. Because most students take science and at least one foreign language from the list of approved subjects, these two subjects have been entered in the data as compulsory subjects and the third subject taken by most students has been entered under non-compulsory curriculum. It is intended that religion and physical education should form part of the curriculum in all schools. Numbers taking ancient Greek and/or Latin in the State examination (Junior Certificate) at the end of the Junior Cycle of second-level education are quite small and therefore no data are registered. There are no regulations governing the precise amount of time to be spent each year on teaching the individual subjects in the curriculum. [Back to table](#)

Japan: Elementary schools (7-11 year-olds): In grade 2 of elementary schools (7 year-olds), life environment studies are divided into “science” and “social studies”. “Arts” consists of music and craft. “Other” consists of home economics (in grades 5 and 6 of elementary school, 10-11 year-olds), moral education, class activities in special activities and period of integrated study. The compulsory flexible curriculum consists of instruction time allocated to activities other than class activities. This is estimated from survey data since it is not specified in the courses of study and schools can allocate appropriate instruction time.

Secondary schools (12-14 year-olds): “Technology” consists of the industrial arts field in the subject industrial arts/homemaking in grade 1 to 3 of lower secondary school (12-14 year-olds). “Arts” consists of music and fine arts. “Other” consists of homemaking in industrial arts/ homemaking, moral education, class activity in special activity, and period of integrated study. Instruction time for the period of integrated study for grades 1 to 3 of lower secondary school (12-14 year-olds) used in the calculation of the total compulsory core curriculum is an average of the minimum and maximum hours. The hours for the total compulsory flexible curriculum consists of the instruction time allocated for the compulsory flexible curriculum specified by *Chugakko-Gakushu-Shido-Yoryo* (The Courses of Study for Lower Secondary Schools 2002) and the instruction time allocated for special activities other than class activities. The specific instruction time allocated for the compulsory flexible curriculum can be decided by each school within the allowable range specified. Therefore the instruction time for the compulsory flexible curriculum used in the calculation of the total compulsory flexible curriculum is an average of the minimum and maximum hours. The instruction time allocated for special activities other than class activities is estimated from survey data since it is not specified in the courses of study and schools can allocate appropriate instruction time. [Back to table](#)

Korea: This table was prepared for the education curriculum implemented in 2007. For 7 year-olds, only the total amount of annual instruction time is reported because the national education curriculum was designed to be interdisciplinary for this age group, which makes it very hard to break down total instruction hours by subject matters except “reading, writing and literature” and “mathematics”. [Back to table](#)

Luxembourg: The mother tongue of the students is the Luxembourg language (*Letzebuergesch*). This language is also used and taught in pre-primary education. From primary education onwards, the language of instruction is German; French is taught as a foreign language. In primary education 1 hour per week is spent on *Letzebuergesch*. “Reading, writing and literature” includes both *Letzebuergesch* and German, although German is considered to be a foreign language in Luxembourg. [Back to table](#)

Netherlands: The duration of one class session may vary in primary education. There is no formal compulsory curriculum. Between secondary schools the duration of one class session may vary. There is no formal compulsory curriculum. Schools are autonomous in scheduling their lessons. [Back to table](#)

Norway: Compared to data published in *Education at a Glance 2008*, the distribution of instruction time by subject changed as a consequence of the Knowledge Promotion. The Knowledge Promotion is the latest reform in the 10-year compulsory school and in upper secondary education and training. It introduces certain changes in substance, structure and organisation from the first grade in the 10-year compulsory school to the last grade in upper secondary education and training. The reform takes effect in autumn 2006 for pupils in grades 1-9 in 10-year compulsory school and for pupils in their first year of upper secondary education and training (i.e. the 11th grade). The Knowledge Promotion was not introduced in grade 10 until a year later (2007), which means that the source and methodology applied for this level is the same as for previous years.

The distribution of teaching hours per subject for the 10-year compulsory school is established for primary schooling (ISCED1) as a whole (grades 1-7), and for lower secondary schooling (ISCED2) as a whole (grades 8-10). The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each level. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has freedom to organise in class sessions within the prescribed teaching hours. Because the Knowledge Promotion only prescribes the number of teaching hours for primary schooling as a whole, and lower secondary schooling as a whole, the number of class sessions in each subject needs to be estimated for each grade (2 to 9). [Back to table](#)

Portugal: Grades 5 and 6 (10-11 year-olds): The time allocated to “reading, writing and literature”, “social sciences” and “foreign languages”, as well as the time allocated to “mathematics” and “science” is managed flexibly within statutory time parameters, following school criteria and priorities. The data presented are according to known criteria and practices.

10-14 year-olds (grades 5 to 9): “Other” comprises project area, tutorial study and civic education. Students working in these three curricula areas must incorporate the use of information and communication technology. A meaningful part of tutorial study is meant to complement mathematics and Portuguese (mother tongue). Tutorial study is monitored by two teachers from different areas (usually mathematics or science and languages or humanities). In the 9th grade, “Other” includes Information and Communications Technologies. “Technology” and “arts” (grade 9, 14 year-olds): The students choose either technology or arts. In grades 5 and 6 (10-11 year-olds) each school has autonomy to decide which percentage of class sessions to attribute to either technology or arts. Total compulsory flexible curriculum is determined by the school.

Total non-compulsory curriculum coincides with the discipline "Religious and Moral Education".

Grade 10 (15 year-olds in the typical programme): “Scientific and Humanistic studies” (generalistic), which concern the majority of students, were taken into account. The curricular design has two areas: general (compulsory core curriculum) and specific (compulsory flexible curriculum). The specific area, which is aligned with the theme of the course, comprises a main subject (mathematics, history, foreign language or drawing with 102.6 class sessions) and one optional (102.6 class sessions). Religion is now the only subject that is part of the non-compulsory curriculum.

In 2004/2005 it was set up a curricular reform addressing ISCED 3 (10th to 12th grades), which will encompass all grades progressively. Therefore, the curricular design of 15 year-olds (grade 10, typical programme) changed deeply.

15 year-olds (grade 10 in 'typical programme') - It was taken into account the design of 'Scientific and Humanistic studies' (generalistic), which is attended by the majority of students. The curricular design has two areas: General (coincident with the compulsory core curriculum) and Specific (the same as compulsory flexible curriculum). The Specific area, which is aligned with the theme of the course, comprises a main subject (either Math, History, Foreign Language or Drawing with 102,6 units) and one optional (102,6 class units, as well). Religion is now the only subject that is part of the 'non-compulsory curriculum'.

'15 year-olds in least demanding programme' - In 2004/2005 a new set of professional courses (Courses of Education and Training) was launched, comprising Types 1, 2, 3, 4, FC (Complementary Training), 5, 6, and 7. Data for 15 year olds reports to:

- "Type 1" (for students with less than the 6th grade and 2 or more repetitions) - provides a vocational qualification equivalent to the 2nd cycle of compulsory education (ISCED level 1);
- "Type 2" (for students who have already completed Grades 6 or 7 or who attended grade 8) courses - provides a vocational qualification equivalent to the 3rd cycle of compulsory education (ISCED level 2);
- "Type 3" (for students who have already completed Grade 8 or who attended grade 9) courses - provides a vocational qualification equivalent to the 3rd cycle of compulsory education (ISCED level 2);
- "Type 4" courses (level 2 vocational qualification, which address students who have already completed Grade 9 or who attended secondary education) - provides a school competence certificate and a level 2 vocational qualification;
- "Type FC" courses (for students who completed "Type 2" or "Type 3" Courses, and who wish to continue studies in further Courses of Education and Training) - provides a School competence certificate ; and
- "Type 5" Courses (for students who completed grade 10 of Secondary Education or equivalent, attended grade 11 of Secondary Education, or completed a "Type 4" Course or a vocational 10th grade, or who completed both a "Type 2" and a "Type FC" courses) - provides a vocational qualification equivalent to the Secondary education (ISCED level 2).

These courses encompass the following components (common to all course types, although their time load is different): Socio-cultural, Scientific, Technological and 'In-work' training.

Duration of Courses of Education and Training:

- Type 1 Courses last a minimum of 33 weeks (27 at school and 6 'in-work') in 1 school year, and a maximum of 54 weeks in 2 school years (48 at school and 6 'in-work') within which schools have some flexibility to manage the curricula;
- Type 2 Courses last 61 weeks (55 at school and 6 'in-work') during 2 school years, within which schools have some flexibility to manage the curricula;
- Type 3 Courses last 35 weeks (29 at school and 6 'in-work') during 1 school year, within which schools have some flexibility to manage the curricula;
- Type 4 Courses last 36 weeks (30 at school and 6 'in-work') during 1 school year, within which schools have some flexibility to manage the curricula;
- Type FC Courses last 30 weeks (24 at school and 6 'in-work') during 1 school year, within which schools have some flexibility to manage the curricula;
- Type 5 Courses last 65 weeks (59 at school and 6 'in-work') during 2 school years, within which schools have some flexibility to manage the curricula.

The amount of time spent on Physical education for 15-year-olds may be halved in case of absence of proper working conditions.

School types involved: Data applies to schools providing the mentioned curricula irrespectively to their types.

Technology and Arts - 9th grade: The students choose either Technology either Arts; 5th and 6th grades: each school has autonomy to decide which percentage of class sessions they attribute to each component. [Back to table](#)

Scotland: In primary schools, 15% of instruction time is allocated to environmental studies, which cover science, social subjects (history, modern studies, etc.), technical education and home economics; and 15% of instruction time is allocated to expressive arts, which cover music, art, physical education and drama. Other categories cover personal and social development and health education. In lower secondary education, 30% of instruction time is allocated to environmental studies, 15% is allocated to expressive arts and 15% is allocated to religious and moral education. [Back to table](#)

Spain: The category “Other” covers the tutorial. The tutor can work on aspects related to social skills, study techniques, civics, career counselling, etc., in connection with the Counselling Department. 15-year-olds in the typical programme must choose three subjects among biology and geology, plastic and visual arts, physics and chemistry, Latin, computing, music, technology, and second foreign language. These subjects are considered as compulsory flexible curriculum. The non-compulsory curriculum is negligible in all the autonomous communities. The least demanding programme for 15 year-olds consists of the same programme in smaller groups with relevant adaptations of the content and methodology of the curriculum. It is offered to students who have difficulty following standard classes. This programme leads to the same certification as the regular programme. [Back to table](#)

Interpretation

Austria: In terms of the distribution of the different subjects within the compulsory curriculum the figures can be seen as typical (schools have some flexibility in shifting lessons from one subject to another). However, the total for the compulsory curriculum must not be exceeded and is therefore a maximum. For the non-compulsory curriculum the figures can be considered as typical (elective and remedial courses). [Back to table](#)

Belgium (Flemish Community): The data reported should be considered with serious caution. They are based on recommendations by the umbrella organisations and schools are still free to organise themselves the number of class sessions.

In primary education (7 till 9 years) modern foreign languages may be organized but the umbrella organizations don't recommend it. Still, individual schools may and can organize them.

In secondary education the maximum number of hours may be higher than 32 for some classes. Though, the number of hours in general has been delimited to 32 and in the forthcoming case the number of hours of compulsory flexible curriculum has been delimited.

Deviations in the curriculum data for 12-14 year-olds compared to data reported last year occur because last year's data have been revised since for the 13-year-olds

Chile: The national curriculum covers the entire educational system. [Back to table](#)

Czech Republic: The number of lessons for all subjects and their organisation in grades 6 to 9 (11-14 year-olds) is determined by the school head in agreement with the teachers so that all subjects in the curriculum are taught in the given year. The minimum number of lessons per subject must be respected, as well as the stipulated number of lessons per week.

Age 15 typical programme (grade 10): School heads are allowed to deviate from the official documents. They may alter the curriculum observing certain rules, usually by no more than 10% of the total number of hours. The curriculum in individual subjects may be altered by up to 30% of the total number of teaching hours. Schools may develop their own curriculum for use after approval by the Ministry of Education.

15 year-olds in least demanding programme (grade 10): In vocational education programmes, pupils have 26 lessons per week (a total of 1 004.4 hours in current year), including 18 work-based lessons per week. The work-based lessons are excluded from the instruction time in Table D1.1. [Back to table](#)

England: the Department for Children Schools and Families (DCSF) recommends to governing bodies of maintained schools a minimum weekly lesson time:

21 hours for pupils aged 5-7 years (Key Stage 1);

23 hours and 30 minutes for pupils aged 8-11 years (Key Stage 2);

24 hours for pupils aged 12-13 years (Key Stage 3);

25 hours for pupils aged 14-16 years (Key Stage 4).

Taught time does not include breaks, registration or acts of collective worship.

Daily session times for any school are set by its Governing Body. Every day on which a school meets shall be divided into two sessions; and there must be a break in the middle of the day between those two sessions. [Back to table](#)

Finland: Some years ago there has been an important reform of the national core curriculum for both primary and secondary education. [Back to table](#)

Greece: The figures on instruction time are derived from estimates of the average duration of one class session. For 15 year-olds the total number of compulsory, flexible and intended instruction hours per year is available. The first grade of upper secondary education (15 year-olds) is a grade of programme orientation, which generally includes a total of 32 instructional hours per week plus optional lessons. From the optional lessons the student is obliged to choose one two-hour lesson of two hours' duration per week. That is, the students in the first grade of upper secondary education attend compulsory lessons amount to 34 hours per week. Additionally, every student, if s/he wants, can attend one more two-hour lesson per week of his/her choice (Ministerial Decision Γ2/54530/2-6-2005 and Γ2/6344/27-6-2005). [Back to table](#)

Hungary: In 2004/05 a modified National Core Curriculum was introduced in grade 1 (7 year-olds). In the other grades the Frame Curriculum was in force (the Frame Curriculum is a recommended form). From 2003/04 on, new (also recommended) Frame Curricula were introduced in grades 5, 9 and 10 (11-, 15- and 16-year-olds respectively) with smaller numbers of lessons. In 2005/06 this new curriculum has been introduced in grades 3 and 7 (9 year-olds and 13 year-olds, respectively). [Back to table](#)

Iceland: Ten years of compulsory schooling, starting at age 6. [Back to table](#)

Israel: Literacy subjects (“reading, writing and literature”), “mathematics” and “science” were reinforced in 2005/06 for 7-8 year-olds. [Back to table](#)

Italy: In the school year 2006/2007, for the lower secondary school the decree n. 226/2005 became completely effective. As a result, the duration of the compulsory curriculum changed from 890 to 957 hours, corresponding to an average of 29 weekly hours. According to the students choices, schools organize optional teaching activities for further 132 hours, for an average of 4 hours per week. [Back to table](#)

Mexico: For the 2006-2007 school year, the lower secondary education curriculum has changed. It resulted from “The Lower Secondary Education Reform (RES)” which reform has been developed recently in the years 2005, 2006 and 2007. [Back to table](#)

Netherlands: in Grade 9, 1000 hours of instruction is based on 60 % of the students (VMBO). For 40% of the students the instruction time is 1040 hours (HAVO/VWO). [Back to table](#)

New Zealand: All decisions about the allocation of time for the curriculum (national or local) are decided at the level of the individual school; this information is not collected centrally.

The national curriculum is specified through seven learning area statements. State and state-integrated schools are required to provide programmes of learning based on the curriculum statements of all students in years 1 to 10. However, how the schools do this is not prescribed in terms of time allocations or programme/timetable arrangements.

Generally schools set their own policies concerning compulsory subjects in Years 11 to 13. The numeracy and literacy requirements for the National Certificate of Educational Achievement (NCEA) mean that most students are required to study English (or Te Reo Maori) and Mathematics. [Back to table](#)

Scotland: It is impossible to calculate the number of class sessions undertaken by students at each stage every year, as this is not prescribed in any documentation. It is up to individual schools and educational authorities to divide their lessons. Guidance is provided on the minimum percentage of the curriculum for subject areas. In primary education this is 20% language, 15% mathematics, 15% environmental studies, 15% expressive arts, 15% religious and moral education and 20% for flexibility. For lower secondary schools, the guidance is 20% language, 10% mathematics, 30% environmental studies, society, science and technology, 15% expressive arts, 5% religious and moral education and 20% for flexibility. [Back to table](#)

Spain: The Ministry of Education establishes the national minimum core curriculum (55 to 65% of instruction time) which must be implemented in all Autonomous Communities, which use their own priorities to reach 100% of instruction time. [Back to table](#)

Sweden: Intended instruction time per year for each school subject as well as the duration of one class session is not regulated nationally but decided on locally. The data for Sweden are estimates (for more details see the methodology section). [Back to table](#)

Turkey: In 2005, the curriculum for ISCED 1, grades 1 to 5 was changed by the Decision of Board of Education and Discipline No. 192. Also, by the Decision of Board of Education and Discipline on the Reconstruction of Secondary Education No. 193, the duration of secondary schooling became four years and the curriculum has changed as a result. For 15-year-olds, general high schools programme figures are reported since most students are enrolled in that type of programme. In that programme a student can choose among one of the four specified subject training programmes within the compulsory core curriculum of science, social sciences, Turkish-mathematics (TM) and foreign language. Data reported in column 9 are for the TM programme which is chosen by most students since the average does not reflect the actual situation. For the other fields, total instruction time does not change, but there are large differences in the allocations by subject field (Board Decision No. 193). [Back to table](#)

Methodology

Australia: Data are based on a weighted average of State and Territory responses. The weights are based on the number of public school enrolments for each State or Territory. When calculating "Curriculum Information", missing data have not been removed, and are included in the calculation, in line with OECD practice. [Back to table](#)

Austria: This school year is calculated on the basis of 180 days of instruction. [Back to table](#)

England: National sample survey, Autumn 2007 for 7-11 year-olds, 2005 for 12-13 year-olds and 2004 for 14-15 year-olds.

Total compulsory core curriculum time is recommended minimum. [Back to table](#)

Estonia: National curricula validates compulsory core curriculum hours per week for each school level (grades 1-3, 4-6, 7-9, and Gymnasium).

The data provided are based on the assumption that all courses are evenly distributed over the 3 years of each school level.

The lessons per week are multiplied by 35 effective teaching weeks. [Back to table](#)

Finland: All figures are estimates based on theoretical averages (described below). Finland has implemented a large national reform of the curriculum both in primary and secondary education (see notes on interpretation). In the new distribution of lesson periods, subjects and subject groups are grouped into sections. In each section the minimum amount is defined in terms of weekly lessons per year over a couple or several years of classes. The figures in the table were calculated as follows. For mother tongue and literature there are 14 weekly lessons for the first and second years and therefore an

average of 7 weekly lessons for each year. For years 3 to 5, there are altogether 14 weekly lessons per year, i.e. an average of 4.7 weekly lessons for each of the years 3, 4 and 5. For years 6 to 9 there are altogether 14 weekly lessons per year and therefore an average of 3.5 weekly lessons for each of the years 6, 7, 8 and 9. The total of mother tongue and literature from years 1 to 9 is 42 weekly lessons per year. [Back to table](#)

France: Data are based on national statistics. [Back to table](#)

Germany: Data are based on weighted means. [Back to table](#)

Greece: The number of class sessions is based on 40 teaching weeks in primary education and 38 teaching weeks in secondary education (ISCED 2 and 3). [Back to table](#)

Iceland: Number of class sessions per week multiplied by 36 weeks. Minimum numbers of sessions and weeks according to law and regulations. [Back to table](#)

Ireland: In primary education, the duration of a lesson may vary. The average lesson unit is of 30 minutes duration. In lower secondary education, the allocation of instruction time represents an estimation of the general practice in schools, based on an average individual class unit of 40 minutes duration. The yearly figures are calculated with reference to the Rules and Programme for Secondary Schools and on an estimate of their application in a typical school of 700 to 800 students. The flexible compulsory part of the curriculum is calculated by assuming that all schools offer two additional subjects from the list of approved subjects and allocate four teaching periods of 40 minutes to each of these subjects.

For purposes of this data collection, the total compulsory part of the curriculum includes English and Irish, mathematics, social studies (history, geography, and civics, social and political education). Schools administered by Vocational Education Committees may substitute one or more practical subjects for history and geography as part of the core curriculum.

A major review of the curriculum by the Statutory Curriculum and Assessment Board has been ongoing for almost ten years. New and revised syllabi have been adopted and are gradually introduced following in-service training programmes. [Back to table](#)

Norway: Because the Knowledge Promotion only prescribes the number of teaching hours for primary schooling as a whole, and lower secondary schooling as a whole, the number of class sessions in each subject needs to be estimated for each grade (2 to 9).

Grades 2-7: Estimated data

For primary school (level 1-7), one can observe a distinction in the total number of class sessions between grade 4 and 5. From this distinction, the numbers of class sessions for each subject for grade 1 to 7 are estimated using the following procedures.

a) The number of class sessions in core subjects Reading, writing and literature, Mathematics, Arts and Religion is considered constant on all levels.

b) The number of class sessions for the remaining core subjects, Science, Social Studies, Modern foreign languages and Other, is estimated from the observed total number of class sessions for each grade, using the following equation: $Y = \frac{(OG - CG) \cdot S}{X}$ when: Y = Number of Class sessions for each subject for each grade. O = Observed total number of class sessions for each grade. C = Sum of class sessions for subjects considered constant on all levels (Reading, writing and literature, Mathematics, Arts and Religion). G = Grade. X = Sum of class sessions for subjects Science, Social Studies, Modern foreign languages and Other). S = Total number of class sessions for subject (Science, Social Studies, Modern foreign languages and Other).

c) All estimates are rounded.

d) Grade 5 is used to balance the estimates.

Grades 8-9: Estimated data

For lower secondary school (level 8-10) the numbers of class sessions are estimated using the following procedures.

a) All subjects are constant on all levels.

b) All estimates are rounded.

c) Grade 10 is used to balance the estimates. The numbers of class sessions for grade 10 which are reported in this survey do not follow the procedure described above. This is due to the fact that the Knowledge Promotion was introduced to grade 10 a year later (2007). For grade 10: No changes from previous years. [Back to table](#)

Portugal: The number of class sessions per year was calculated on the basis of 35.2 weeks of intended instruction time, except for students aged 15 attending the least demanding programme, where the course hours for 15-year-olds comprise between 27 and 30 weeks at school - to be managed autonomously - and 6 weeks in job training. In grades 9, 11 and 12, students attended for 32.2 weeks owing to the national examinations in mid-June. [Back to table](#)

Spain: Data show the average number of hours per year devoted to each subject in the Autonomous Communities weight by the number of students in public institutions in their ISCED level. In the autonomous communities of the Basque Country, Catalonia, Galicia, Valencia and Balearic Islands, the number of hours devoted to Spanish language varies and consequently the number of hours devoted to other subjects. [Back to table](#)

Sweden: Intended instruction time per year for each school subject is not regulated nationally and the duration of a class session may vary. This is decided locally. Thus, intended instruction time for 7-to-15-year-olds has been estimated by dividing the total number of hours per required school subject by the nine years of compulsory education. This may mean that in a given year, the intended instruction time for certain school subjects may be overestimated (e.g. reading and writing in mother tongue, arts) and underestimated in other grades and subjects (e.g. science). [Back to table](#)

Turkey: For 13 year-olds, general high school programme data are reported since most students are enrolled in that type of programme. For 14 year-olds, general high school programmes are reported but only for Turkish Mathematics (TM) since most students in that programme choose this field. A

student in grade 11 can choose among three fields: science, social sciences and foreign language. The data only reflect the TM field. [Back to table](#)

Sources and references

Indicator D1- How much time do students spend in the classroom?: sources and references

Country	Source and reference period
Australia	State and Territory Education Departments, primarily regulatory documents, although sources are a mixture of regulations and actual data. <i>Year:2007.</i>
Austria	Law or policy document based on law ("Lehrplan"). Curricula are public ordinances which are enacted by the Federal Ministry. <i>School year: 2006/07.</i>
Belgium (Fl.)	Recommendations on the number of class sessions from the umbrella organisation of Flemish Community education, municipal education and schools run by the provincial authorities (this last umbrella follows in its recommendations the number of class sessions recommended by the umbrella organisation of municipal education). <i>School year: 2006/07.</i>
Belgium (Fr.)	Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement; Circulaire n°1532 du 3 juillet 2006 relative aux directives pour l'année scolaire 2006-2007 - Organisation, structures et encadrement; Circulaire n°1993 du 21 août 2007 relative à l'organisation de l'enseignement maternel et primaire ordinaire <i>School year: 2006/07.</i>
Chile	Plans and Programmes, Ministry of Education of Chile. <i>School year : 2007.</i>
Czech Republic	Government decree. <i>School year: 2006/07.</i>
Denmark	Act on the <i>folkeskole</i> . <i>School year: 2006/07.</i>
England	Centre for Formative Assessment Studies survey 2008, Monitoring Curriculum and Assessment Project 2005/06. <i>School year: 2006/07.</i>
Estonia	Legislative acts. <i>School year: 2006/07.</i>
Finland	Basic Education Act (628/1998), Decree (852/1998), Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education referred to in Basic Education Act (1435/2001), Finnish National Board of Education: National Core Curriculum for Basic Education 2004/Regulation 3/011/2004. <i>School year: 2006/07.</i>
France	Law and policy documents based on law. <i>School year: 2006/07.</i>
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany. <i>School year: 2006/07.</i>
Greece	Law and policy documents (data based on formal arrangements). <i>School year: 2005/06.</i>
Hungary	Public Education Act 1993, The Amendment of the Public Education Act 1996, 1999, 28/2000. Ministerial Decree on the Frame Curriculum., 10/2003. <i>School year: 2006/07.</i>
Iceland	Act on Compulsory Education No. 66/1995 and Regulation on Enforcement of National Curriculum in Compulsory Schools No. 43/1996. <i>School year: 2005/06</i>
Ireland	Department of Education and Science statistical reports and circulars; Primary School Curriculum – Introduction; Rules and programme for Secondary Schools. <i>School year: 2006/07.</i>
Israel	Data are based on formal arrangements, Ministry of Education. <i>School year 2006/07.</i>
Italy ¹	Ministerial Decree of 10/9/1991; Legislative Decree n. 59 of 19/2/2004; Legislative Decree n 226 of 17/10/2005. <i>School year: 2006/07.</i>
Japan	<i>Shogakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Elementary Schools 2002), and <i>Chugakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Lower Secondary Schools 2002, Ministry of Education, Science, Sports and Culture. <i>School year: 2006/07.</i>
Korea	The Seventh Primary School Curriculum (1997), Ministry of Education, Science and Technology. <i>School year: 2007.</i>
Luxembourg	Ministry for Education and Vocational Training, Horaires et Programmes. <i>School year: 2006/07.</i>
Mexico	Secretaría de Educación Pública(SEP), Normas de inscripción, reinscripción, regularización y certificación para escuelas primarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2000-20001, Agosto 2000, México; SEP, Plan de estudios 2006, Reforma de la Educación Secundaria, Hacia una nueva escuela secundaria. <i>School year: 2006/07.</i>
Netherlands	Primary education is based on empirical data (PRIMA cohort) and lower secondary education is based on law (WVO). Grade 6: School year 2005-2006, Other: <i>school year: 2006/07.</i>
New Zealand	<i>School year: 2007.</i>
Norway	Law and policy document based on law - subject syllabuses. For grade 1 to 9: F12-06; for grade 10: L97 (Læreplaner L97) <i>School year: 2006/07.</i>
Portugal	Despacho n.º 15 458/2006 from the Ministry of Education Despacho conjunto n.º 453/2004 of 27 July; Rectificação n.º 1673/2004 of 7 September. <i>School year: 2006/07.</i>

Russian Federation	Basic curriculum. <i>School year 2006/07</i>
Scotland	The Structure and Balance of the Curriculum 5-14. Curriculum Design for the Secondary Stages: Guidelines for schools. <i>School year: 2006/07.</i>
Slovenia	Ministry of Education and Sport. <i>School year: 2006/07.</i>
Spain	Royal Decrees (RD) establishing the national core curriculum for the different educational stages: Primary education, RD 1006/1991, of June 14th. Lower secondary education RD 3473/2000, of December 29th, which modifies RD 1007/1991, of June 14th. Each Autonomous Community publishes, in its respective official bulletins, its own official regulations regarding instruction time in primary (ISCED 1) and lower secondary education (ISCED 2) based on the above-mentioned Royal Decrees. The ORGANIC LAW 10/2002, of December 23rd, for the Quality of Education (LOCE), modified the former ORGANIC LAW 1/1990, of October 3rd, of the General Ordination of the Educational System (LOGSE). Nevertheless, this law was never implemented, only some Regions did it partially. Since May 2006 a new Education Act (Organic LAW 2/2006) is in force and started to be implemented in the academic year 2007/2008. <i>School year: 2006/07.</i>
Sweden	Law or policy document based on law (data on formal arrangements). <i>School year: 2005/06.</i>
Turkey	Regulations of Primary Education Institutions, 1992; Primary School Lesson Table Weekly, MoNE Board of Education and Discipline Decisions No. 339 and 192; General High Schools Lesson Tables Weekly, MoNE Board of Education and Discipline Decision No. 193; Reconstruction of Secondary Education Decision of MoNE Board of Education and Discipline No. 184 Institutions. <i>School year: 2005/06.</i>

INDICATOR D2: What is the student-teacher ratio and how big are classes?

■ General notes

Methodology

The ratio of students to teaching staff is calculated by dividing student numbers in full-time equivalents by the number of teaching staff in full-time equivalents. Teaching staff refers to professional personnel directly involved in teaching students (and whose primary function is teaching) but excludes teachers' aides and teaching/research assistants. [Back to table](#)

■ Notes on specific countries

Coverage

Australia: Public and private institutions from all states and territories were approached for input into the survey on class size. A strong response was obtained from both government and private education institutions. However, some institutions/sectors did not respond or were unable to provide the data requested. As a result final figures in Table D2.1 are indicative only and should not be taken to represent actual class sizes. When there was more than one response for a particular sector and state/territory, responses were combined before being scaled.

All data was scaled using the Australian Bureau of Statistics national schools census data. The class sizes presented are calculated using the formula:

(total student numbers from census / (survey student numbers / survey class size)).

The data from the states/territories were then combined and weighted (using national schools census data) and a national figure was derived.

Where data were missing class size ratios from the previous year were used.

Ratio of students to teaching staff: Since data published in *Education at a Glance 2008*, casual staff are excluded from staff numbers. The figures for staff numbers only include staff on a permanent work contract. By excluding casual staff, total staff were reduced by about 8,500 between 2005 and 2006, all of whom were included as part-time. The full-time equivalent figures are unchanged, are still correct, and include both permanent and casual staff. [Back to table](#)

Austria: Data on trainers in the work-based element of combined school and work-based programmes are not available. Therefore the number of students in combined school and work-based programmes is converted using a factor of 0.3 in the calculation of the ratio of students to teaching staff.

Compared to the previous year, the ratio of student to teaching staff at tertiary level decreased due to a change in the methodology used to report personnel which led to an increase of 25% in personnel. [Back to table](#)

Belgium: Data exclude independent private institutions. These data are not collected by the Education Department. Data concerning personnel working in secondary education refer to all secondary education (including personnel from ISCED levels 2 and 3) and post-secondary non-tertiary education (ISCED level 4). In the case of personnel working in non-university tertiary education (*hogescholenonderwijs*) it is not possible to distinguish between ISCED 5A and 5B programmes (in the French Communities). However, all *hogescholenonderwijs* personnel are included in the total for higher education.

Data exclude students and teachers from the German-speaking Community as it was not possible to distribute them by level of education. Data relating to the French Community exclude teachers and students from social advancement education which are not reported for ISCED levels 2, 3 and 5. [Back to table](#)

Brazil: Compared to data published in *Education at a Glance 2008* and previously, the large increases in the ratio of student to teaching staff at primary and secondary levels of education (mainly due to increases in public institutions), are due mainly to the methodological changes in school census on basic education. [Back to table](#)

Czech Republic: Compared to data published in *Education at a Glance 2007*, values for the ratio of student to teaching staff varied partly because of a change in methodology. Full-time equivalents refer to the reference date 31/10/2006 (except for universities), while an average over the whole year was used in previous years. As some teachers are not employed during holidays, the average over the whole year is lower than the staff number on the 31/10/2006. Moreover, the decrease is larger for private schools where this practice is more common. [Back to table](#)

Estonia: Since *Education at a Glance 2008*, only data for primary to upper secondary levels of education (ISCED 0-3) are available.

Data exclude personnel temporarily not at work [Back to table](#)

Finland: Upper secondary education includes teachers in all vocational and technical programmes. Teachers at post-secondary non-tertiary and tertiary-type B levels (ISCED 4 and 5B), and teachers in vocational programmes at tertiary-type A level (ISCED 5A) are included in upper secondary education. However, the number of tertiary-type A and B students in these programmes is negligible.

Starting from the UOE 2007 (school/academic year 2005-2006) data at ISCED levels 5-6 academic staff includes only instructional personnel. Research personnel is excluded (personnel whose main function is research). Previously also research personnel was included in the academic staff at ISCED levels 5-6. [Back to table](#)

France: Compared to data published in *Education at a Glance 2008*, the ratio of student to contact staff in pre-primary education increased (from 13.7 to 19.2) as teachers aides were classified in another personnel category in 2007 compared to 2006 data. [Back to table](#)

Germany: As data on the work-based element of combined school and work-based programmes are not available, the number of students in combined school and work-based programmes (e.g. Dual System) is converted using a factor of 0.4 in the calculation of the ratio of students to teaching staff. The factor of 0.4 corresponds to the share of the week usually spent at school.

Data on teaching staff for vocational academies (ISCED 5B) are not available. Data on advanced research programmes (ISCED 6) are not included in Table D2.2.

Since data published in *Education at a Glance 2008*, additional information on teachers in the new *Länder* became available. This led to some variation in the distribution of teachers by age at ISCED 2. [Back to table](#)

Hungary: Compared to data published in *Education at a Glance 2007*, the ratio of students to teaching staff in tertiary-type B programmes (ISCED 5B) and in tertiary-type A and research programmes (ISCED 5A/6) varied as a result of an improvement in data availability. Two types of institutions provide tertiary-type B programmes: vocational secondary schools and tertiary educational institutions. In the 2007 edition of *Education at a Glance*, the number of teachers in tertiary-type B programmes included the teachers in vocational secondary schools and did not include the number of academic staff because of a lack of separate data. The number of students included students at vocational secondary schools and at colleges and universities. The ratio of students to teaching staff at tertiary level was overestimated in previous years. [Back to table](#)

Iceland: Students in multi-grade classes are included but were excluded previous to *Education at a Glance 2005*. [Back to table](#)

Ireland: Programmes at lower secondary, upper secondary and post-secondary non-tertiary levels are generally provided in the same institutions (i.e. secondary schools) and are taught by personnel who teach at more than one level and in many cases at all three levels. It is therefore not feasible to provide a breakdown of teachers by level of education. Thus, the distribution of teachers by age group in upper secondary education includes teachers in lower secondary and post-secondary non-tertiary education.

In Table D2.3, for the ratio of student to teaching staff at secondary level of education, as private institutions are not obliged to return data on personnel, data can refer to different institutions each year and change for one year to another. For example in 2004/05, from the 12 private institutions for which data were requested, 10 replied; this gave a total of 53 full-time teachers and 180 part-time teachers. For 2005/06, 10 institutions again replied (but not the same as in the previous year). This gave a total of 105 full-time teachers and 125 part-time teachers. [Back to table](#)

Italy: Teaching staff excludes teachers working in regional vocational education (*formazione professionale regionale*) and those in tertiary-type B private institutions. The coverage of personnel in ISCED level 5B programmes has increased by 95% compared to the previous year, leading to a decrease in the student to teaching staff ratio at this level of about 40%. [Back to table](#)

Mexico: Since *Education at a Glance 2005*, in the ratio of students to teaching staff in table D2.2, teaching staff only includes personnel whose primary function is teaching, whereas in *Education at a Glance 2004*, it also included personnel whose primary function was not teaching but had some teaching responsibilities – at least 0.25 FTE (only their teaching activities were included). [Back to table](#)

Norway: The breakdown of classroom teachers between ISCED levels 1 and 2 is estimated (67.8% for ISCED 1 and 32.2 % for ISCED 2). This estimation results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (Table D6.1) and the gender distribution of teachers (Table D6.2).

The data source on classroom teachers, academic staff, management personnel and teacher aides has changed since the latest UOE data collection (reference year 2003/04) published in *Education at a Glance 2006*. The change has provided figures on teacher aides in ISCED 1 to 3, and was previously reported as missing. Data are not directly comparable with figures reported for the year 2003/04 in *Education at a Glance 2006*, owing to different data sources and definitions at a national level.
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Poland: Compared to data published in *Education at a Glance 2008* and previously, the number of government dependent private institutions at level ISCED 4 decreased as these institutions must get permission of local self-government entities (LSGE) to run activities. Such permission obliges the LSGE to finance the school in amount like for public schools. The LSGs have not their interest to give such permissions and that is the reason of decreasing the number of such kind of schools.
[Back to table](#)

Portugal: As in previous editions of *Education at a Glance*, class size in Table D2.1 excludes data from the regions Azores and Madeira.

Data relating to post-secondary non-tertiary education (ISCED 4) refer only to courses in non-tertiary education institutions. Thus, the information about this level of education is incomplete.
[Back to table](#)

Slovak Republic: Since data published in *Education at a Glance 2008*, at the tertiary-type B level (ISCED 5B), data from two new private universities are included in the data for private institutions (six private universities instead of four). The ratio of student to teaching staff at tertiary-type B level decreased compared to editions of *Education at a Glance* previous to 2008 as a result of the transition of more students in the health field from tertiary-type B to tertiary-type A “university bachelor” and due to the increasing number of students in the artistic field of study. [Back to table](#)

Slovenia: In pre-primary education there are, by law, two types of teaching staff in Slovenia: teachers and teaching assistants. The task of the teacher is to plan, prepare and implement educational activities. The teacher must have completed tertiary education in a suitable field and a specialisation programme for pre-school education. The task of the teaching assistant is to help and co-operate with the teacher in planning, preparing and implementing the educational activities. The teaching assistant must either have upper secondary education in the field of pre-school education or have finished a four-year grammar school (*gimnazija*) and the course for working with pre-school children. Both the teacher and the teaching assistant implement pre-school education and therefore both should be considered as teaching staff/classroom teachers.

Teachers and pedagogues at primary school level who provide pupils with programme and curricular continuity, such as those in after-school classes, are not included. The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 12 who wish to stay at school after regular lessons. In 2004/05, 56.7% of the primary school population attended after-school classes. At primary school level, 2 078 additional teachers and pedagogues were appointed to after-school pedagogical duties.

At the primary level of education (ISCED 1) full-time equivalent (FTE) teachers also include persons whose primary responsibility is not teaching but have some teaching hours (such as headmasters,

librarians, nutritionists, after-school care teachers). They are not included in the headcounts, but they are include in the FTE figure, which also includes overtime work. [Back to table](#)

Sweden: Data on class sizes are not collected on a national level in Sweden. [Back to table](#)

Switzerland: The breakdown of teachers working at more than one level of education between ISCED levels 0, 1, 2, 3 and 4 is estimated on the basis of the distribution of students enrolled in these levels. For cantons which did not deliver data for the school year 2006/07, the number of missing teachers and full-time equivalents are estimated on the basis of the cantonal ratio of students to teacher full-time equivalents calculated at the end of the 1990s (last known ratios).

For *pre-primary* education, the estimated teachers and full-time equivalents amount to 3% of the total.

For *primary* education, the estimated full-time equivalents amount to 3% of the total. The teachers are fully covered.

For *lower secondary* education, the estimated full-time equivalents amount to 2% of the total. The teachers are fully covered

For *upper secondary* education (general programmes), the estimated number of teachers amount to 3.5% of the total. The estimated full-time equivalents amount to 4% of the total

Special education teachers are not included. [Back to table](#)

United Kingdom: Students to teaching staff ratios at the secondary level only refer to secondary general education. Upper secondary vocational (further education) student data are based on a “whole-year count” (of students enrolled at any point in the year). Students enrolled for only part of the year, on “short courses” lasting a few weeks or months, are included in the further education student count. Including these students would distort calculations of students to teaching staff ratios at the secondary level.

Since data published in *Education at a Glance 2008*, at the pre-primary level of education (ISCED 0) the ratio of students to teaching staff increased significantly compared to previous editions as a result of the increase in the FTE student enrolment rate (up 24%). This is due mainly to a change in methodology and the use of a more accurate figure for the FTE conversion factor for part-time pupils.

Since data published in *Education at a Glance 2008*, at the upper secondary level of education (ISCED 3) the ratio of students to teaching staff in government-dependent private institutions decreased compared to previous editions because of a change in methodology: teachers in academies (approximately 1 000) are reported under government-dependent private, rather than independent private institutions as in the previous data collection. [Back to table](#)

United States: Data in Table D2.1 are based on 2003-2004 data. [Back to table](#)

INDICATOR D3: What are teacher salaries?

■ General notes

The indicator draws on data from the system-level data collection of Network C on Teachers and the Curriculum datasheets:

CURR 3: Annual statutory teacher compensation by level of education, programme orientation and number of years and level of teaching experience.

CURR 4: Years to grow from minimum to maximum salary, by level of education and programme.

CURR 5: Criteria for additional bonuses in public institutions. [Back to table](#)

■ Notes on specific countries

Table D3.1

Coverage and methodology

Australia: Estimates based on a mixture of relevant industry regulations and awards, and actual data, supplied by State and Territory education departments, and weighted to produce an estimate for Australia. [Back to table](#)

Austria: At the beginning of their service Austrian teachers are allocated to remuneration or pay groups on the basis of their level of qualifications. Six different remuneration groups are stipulated with differences in the level of compensation. To obtain reasonable figures, weighted means were determined for the respective ISCED levels using the distribution of teachers among the remuneration groups. For teachers with maximum qualifications only the highest possible pay group was considered.

To obtain figures for the school year 2006/07 weighted means of the 2006 and 2007 salaries were calculated ($1/3 * \text{salary } 2006 + 2/3 * \text{salary } 2007$). [Back to table](#)

Belgium (Flemish and French Communities): PPP and GDP per capita for all of Belgium were used for calculations relating to both the French Community and the Flemish Community.

Belgium (French Community): Salaries are calculated on the basis of the scales applied at the beginning of the school year. Additional amounts for holiday and end-of-year allowances are included. [Back to table](#)

Brazil: In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. Therefore, there is no national statutory salary. [Back to table](#)

Chile: Estimations of salaries are based on the data source. [Back to table](#)

Czech Republic: Estimated average instead of maximum amount is given for additional bonuses. [Back to table](#)

Denmark: In addition to the reported gross annual salary, which is given in accordance with the general salary scale as a part of collective agreements, each teacher can have – and typically will have – personal bonuses given and decided at the school level or by the local authorities. The reported salary scale and annual salary are used for all teachers of relevance in the categories mentioned. Because of the personal bonus (the locally decided additional payment given to almost all the teachers) the reported annual salary is typically a minimum salary. [Back to table](#)

England: There are separate pay scales for England and Wales (which figures in the tables and below refer to), with higher pay ranges for inner London, outer London and the Fringe (surrounding London). Classroom teachers who take on substantial management responsibilities may be awarded Teaching and Learning Responsibility (TLR) payments ranging from GBP 2 306 to GBP 11 275 per year. Teachers of special needs students (SEN) may receive an allowance of GBP 1 818 or GBP 3 597 per year. Schools can also make extra payments to teachers for recruitment and retention purposes and are able to decide the amounts themselves. The maximum additional bonuses of GBP 13 093 are calculated as TLR: GBP 11 275 plus SEN GBP 1 818 as in practice only a very few teachers have bonuses larger than this. At the top of the main scale, 36% (ISC0/1) and 62% (ISC2/3) of teachers receive an additional allowance. At the top of the upper pay scale, 66% (ISC0/1) and 87% (ISC2/3) of the teachers receive an additional allowance. The Fast Track Teaching Programme (England only) is for new entrants and existing teachers with high leadership potential. After the induction year, all Fast Track teachers on the programme receive an extra recruitment and retention payment of around GBP 2 000. Advanced skills teachers (ASTs) have their own 18-point pay spine which ranges from GBP 34 083 to GBP 51 819. Each AST is paid within a five-point range which is based primarily on the nature of the work undertaken, the scale of the challenges to be tackled, the professional competencies required and any other recruitment considerations. The pay spine reflects the fact that the grade is an alternative career path to taking up a leadership or management post. Head teachers and other school leaders are paid on the 43-point leadership spine which extends from GBP 34 083 to GBP 95 631. Heads' pay is normally related to school group size, but governing bodies may pay more when necessary to recruit and retain head teachers in the most challenging and largest schools.

Comments on years to go from minimum to maximum: Qualified classroom teachers start on a six-point main scale and normally move yearly to the next point on the scale. On reaching the top of the main scale teachers may apply for access to the three-point upper scale. If they are successful (95% of the teachers who apply are), they will move on this scale every two years to the next point. So teachers reach the top of the main scale after five years and those teachers admitted to the upper scale need at least another five years (1+2+2), or at least 10 years in total, to reach the top of the upper scale. The top of the upper scale is considered to be the maximum salary level, which deviates from previously reported data for 2002-05, which gave the top of the main scale. [Back to table](#)

Estonia: According to the Basic Schools and Upper Secondary Schools Act:

1. The Government of the Republic, the authorised representatives of local governments and a delegation formed by the representatives authorised by registered associations of teachers shall agree on the minimum salaries of teachers nationally by each grade to which teachers are appointed upon evaluation. If no agreement is reached, the Government of the Republic shall establish the minimum salaries of teachers of municipal schools nationally by each grade to which teachers are appointed upon evaluation.

2. Rural municipality or city councils shall approve the bases of remuneration of teachers of municipal schools, and upon approval of the salary grades and rates of teachers, the agreement between previously mentioned parties shall be taken into account. If no agreement is reached, the minimum salaries of teachers in municipal schools established by the Government of the Republic shall be the basis.

Teachers are appointed in one out of 4 wage levels:

- Young teacher (*noorempedagoog*)
- Teacher (*pedagoog*)
- Senior teacher (*vanempedagoog*)
- Teacher-methodologist (*pedagoog-metoodik*)

Evaluation shall be conducted in order to decide on the professional skills and professional competence of teachers and their level of qualification. The conditions and procedure for evaluation shall be established by a regulation of the Minister of Education and Research. Young teacher, teacher and senior teacher are evaluated on local level (at school) and the teacher-methodologist is evaluated at central level.

The salaries reported in the Indicator D3 are actually the minimum salaries for each level, which are determined in legal act on central level. The real wage level, the teacher gets, comes from the agreement of teacher and school leader and we do not have information about these agreements. Usually all teachers appointed in the same level at one school receive the same salary.

Since the salary system is not based on years of experience estimates for this survey are based on the following:

Starting salary = minimum salary for a 'young teacher'.

Salary for teachers with a minimum level of training after 15 years of experience = $0.85 * \text{minimum salary of a 'teacher'}$.

Salary for teachers with a minimum level of training at top of salary scale = $0.85 * \text{minimum salary of a 'teacher-methodologist'}$.

Salary for teachers with maximum qualifications at top of salary scale = minimum salary of a 'teacher-methodologist'.

Salary for teachers with typical qualifications after 15 years of experience = minimum salary of a 'teacher'.

Salary for teachers with maximum qualifications and 15 years of experience = minimum salary of a 'teacher-methodologist'.

In the following example a teacher is not qualified : when a teacher is a methodologist in mathematics and he/she also teaches physics, but he/she is not qualified to teach it, then he/she gets 15% lower wage ($0.85 * \text{minimum salary of a 'teacher-methodologist'}$) proportionally for physic lessons.

Compared to data published in *Education at a Glance 2008* values for salaries changed as a consequence of a change in methodology. Minimum requirements of training for experienced and starting teacher with minimum level of training have changed over the last 15 years. There were different minimum requirements to qualify as a teacher 15 years ago. Therefore, teachers with 15 years of experience who did not raised their qualifications so far can have (but not necessarily) lower salaries than the salary basis of a starting teacher. Moreover, salaries are not based on years of experience. Teachers are appointed in one out four wage levels according to their professional skills and professional competences and their level of qualification. The salaries in table D3.1 are actually the minimum salaries for each level, which are determined in legal act on central level. Actual salaries may be much higher than the reported salaries. [Back to table](#)

Finland: The data include all teachers in Finland.

Numbers of years from minimum to maximum salary are estimated from the same data as the salary calculation. Estimates on numbers of years could be slightly biased. The old payroll system made it possible to calculate ages using salary groups (depending on teaching experience). In the new payroll system there are no salary groups, so different estimates of age had to be used. [Back to table](#)

France: The indicator remains calculated as a theoretical gross salary. It is the best salary that a teacher could earn. It is not an average salary. [Back to table](#)

Germany: Compared to data published in *Education at a Glance 2008* values for salaries changed as a consequence of a change in methodology.

Before the year 2007, the salary scale used was the same in the whole of Germany and data were collected in the Länder containing the number of teachers belonging in each category of the salary scale. The calculation of the average salaries was first made for each of the Länder, then for the whole of Germany (weighted means). Since around November 2006, there exists no more salary scale which is used all over Germany. Therefore, Länder are asked to send the average annual gross statutory salary and the numbers of teachers for each category. Weighted means for the whole of Germany are calculated from the Länder data.

One consequence is that comparisons with data of the years before are not possible or sensible. The new methodology results in data which are probably closer to reality than before. [Back to table](#)

Greece: According to the Reform Act 2470/1997 salaries at various ISCED levels are the same as of 1 January 2000. [Back to table](#)

Hungary: Data are averages based on a yearly survey. The survey of teachers' earnings covers all institutions in the public sector and all employees in educational institutions belonging to municipalities. [Back to table](#)

Iceland: Salary per month multiplied by 12. Salaries depend on age as well as experience.

Since no direct estimates could be made for the OECD categories, they are based on age categories. Reference ages used for each category of teachers: starting teacher: 24 years old; teacher with minimum training and 15 years of experience: 39 years old; all other categories: 45 years old.

ISCED 0: All contractual annual bonus payments have been added to gross annual salary.

ISCED 1 and 2: Some contractual annual bonus payments have been added to base salary. Other bonuses are maximum additional bonuses by contract. Not all teachers receive such additional bonuses but there is not data on the percentage of teachers, nor the average amount of additional bonuses.

ISCED 3: In 2006 wage deals were moved from a central contract into institutional contracts between the state and each individual institute. The scheduled gross annual salary is an estimate made by the teachers union. No information on additional maximum bonuses. [Back to table](#)

Ireland: Teachers with two years of full-time pre-service training start on the first point of a 25-point scale, those with three years of full-time training on the second point (typical for ISCED 0 and 1); those with four years full-time training on the third point (typical for ISCED 2 and 3 teachers who must take a one-year professional course on top of a three-year primary degree to be eligible for appointment as a teacher).

There is no difference between minimum and maximum levels of training/qualifications in the common basic scale used for teachers across ISCED levels 0-3 inclusive. Qualifications that exceed the minimum required to be recognised as a teacher are compensated for as additional bonuses to base salaries of which only two from a menu may be held simultaneously.

Maximum additional bonuses: Teachers are permitted to hold a maximum of two additional allowances, one from each of two categories. In the figure given for Ireland, the highest allowances are those for *i*) a higher diploma in Education Hons, which is the additional qualification required over and above a primary degree to be a second-level teacher and *ii*) doctorate. [Back to table](#)

Israel: Salary data do not include reimbursed expenses for administrative responsibilities, salary for counselling, incentive payments or salary as a special education teacher or a teacher of gifted pupils. Teachers who have a Ph.D. degree are included in the maximum qualifications category. The salaries provided do not include a reduction of the workload owing to age or level of education or supplementary payments to teachers preparing students for matriculation exams. Salary related to in-service training is included in the category “maximum additional bonuses to base salary”. [Back to table](#)

Japan: Gross annual salaries include a general bonus equivalent to 4.45 months’ salary. [Back to table](#)

Luxembourg: The salaries include a 13th month bonus salary. Pre-primary and primary teachers are in the same salary category. Lower and upper secondary teachers are in the same salary category. Maximum qualifications are considered “typical” and minimum level of training refers to starting teachers. The salaries after 15 years of experience are based on estimated averages.

As salaries are a result of combined years of in-service training and age, the number of years to move from minimum to maximum salary is undefined. An average value might be 20 to 25 years. [Back to table](#)

Mexico: Bonuses are included in the gross salary amounts. [Back to table](#)

Netherlands:

Primary education:

monthly salary + 8% holiday allowance + 6,74 % single payment at the end of the year + EUR 148 nominal at the end of the year + EUR 367 income allowance.

Most teachers at the top of the salary scale receive an additional yearly allowance of EUR 310. This amount has been included in the gross salaries.

Secondary Education

monthly salary + 8% holiday allowance + 5,78 % single payment at the end of the year + EUR 83 nominal at the end of the year + EUR 367 income allowance.

Most teachers at the top of the salary scale receive an additional yearly allowance of EUR 310. This amount has been included in the gross salaries. [Back to table](#)

New Zealand: Additional bonuses are calculated on the basis of the maximum additional salary available under the terms of the relevant employment agreement. The additional bonuses for teachers include a notional maximum of six units for primary teachers and nine units for secondary teachers

based on a review of the highest number of units allocated to individual teachers in the respective sectors. Data for ISCED 2 have been computed as the average of ISCED 1 and 3. [Back to table](#)

Norway: As the figures for 1 December 2006 were found to be representative for the school year 2005/06, the yearly salary is calculated as the monthly salary multiplied by 12. [Back to table](#)

Scotland: The figures shown are approximations based on the assumption that teachers teach the maximum number of hours as specified in the agreement, A Teaching Profession for the 21st Century.

Salaries of unpromoted primary and secondary teachers are on a common scale, which is why the salaries for the two sectors are the same. Salary increments do not depend on training. The figure of GBP 31 241 is the maximum point on the common scale: there are no additional incremental points beyond this figure, so after 15 years of experience teachers will still be at the maximum of the common scale.

Comments on years to go from minimum to maximum salary: Teachers in Scotland are on a seven-point incremental salary scale (points 0-6). Teachers start on point 0 and remain on this salary point until the completion of their probationary period. This is normally one academic session. Assuming a teacher completes his/her probation within the normal time, it would take a teacher starting on point 0 six years to reach the maximum. The new Chartered Teacher Programme is not yet taken into account. [Back to table](#)

Spain: The data provided are the average teachers' salaries, which have been calculated as weighted means based on the salaries of different Autonomous Communities weighted by the number of teachers in each Community by ISCED level. [Back to table](#)

Sweden: The figures reported are actual average salaries. Data on maximum qualifications are not available. Data are not reliable enough to be reported yet because registers only cover degrees from 1995 onwards.

Comments on years from minimum to maximum salary: No data are available on a national level since salaries are regulated in local agreements and on an individual basis. [Back to table](#)

Switzerland: Teacher with a minimum level of training and 15 years of experience: the available data refer to the eleventh year of experience, not the fifteenth.

Special education teachers are not included.

Data are weighted national averages of cantonal data. For *Cantons* which did not provide data for the school year 2006/07, the number of full-time teachers is estimated on the basis of the cantonal ratio of students per full-time equivalent of a teacher calculated at the end of the 1990s (last known ratios). [Back to table](#)

Turkey: Salaries calculation based on laws and regulations. In addition, because of differences in salaries between classroom teachers (grades 1 to 5) and subject matter teachers (grades 6 to 8) in primary education, a weighted mean is calculated for primary education. Percentages are given according to the legal definition of starting teacher, *i.e.* typical starting degree.

Compared to data published in *Education at a Glance 2007*, salaries exclude the maximum additional courses payments from base salaries. However, data for salaries include some other additional payments that a teacher with maximum qualifications can receive. [Back to table](#)

United States: The salaries are derived from the Schools and Staffing Survey (SASS) 1993/94 and 2003/04. This survey several components, which include both self-administered questionnaires to a representative sample of public and private school teachers, and self-administered questionnaires to a representative sample of public school districts. To calculate estimates for school year 2006/07, the salaries are adjusted from the 2003/04 administration using the Employment Cost Index (ECI; US Department of Labor, Bureau of Labor Statistics). This index shows a 2.5% increase in wages and salaries from 1 October 2004 to 30 September 2005, a 4.1% increase from 1 October 2005 to 30 September 2006 and 2.9% increase from 1 October 2006 to 30 September 2007 in wages and salaries for state and local government workers in the primary and secondary school sector.

Data on starting salary, minimum training are based on the average salary amounts earned by teachers with 3 or fewer years of experience, in order to have a larger sample size and more robust estimates. Data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15 or 16 years of experience, in order to have larger sample sizes and more robust estimates.

Because of a change in the methodology of the SASS survey, the United States' reporting definition of teacher salaries has been revised after *Education at a Glance 2005*. Unlike most OECD countries, the United States does not have centralised administrative records of teacher salaries. The salary data prior to *Education at a Glance 2006* were based on scheduled salary levels reported by a sample of school districts. School districts are the local education agencies that employ public K-12 teachers. There is generally one salary schedule per school district, but each school district has its own salary schedule. The SASS gathers data from a sample of about 4 400 school districts (out of more than 15 000 nationwide). The data collected on scheduled teacher salaries for the years prior to *Education at a Glance 2006* were based on averaging the scheduled teacher salaries using the 1993/94 SASS school district questionnaire. Prior to *Education at a Glance 2006*, the scheduled salaries were based on 10 years of teaching experience and the bachelor's degree (the minimum level for hiring teachers), while the scheduled salaries for those with 20 years of teaching experience were based on those with a master's degree. This is the typical degree level for those with more than 10 years of teaching experience in the United States.

In the 2003/04 SASS district questionnaire, the 20-year experience interval was no longer collected. Since there were insufficient data from the district questionnaire on scheduled salaries for reporting this indicator, the data reflect salaries reported by teachers. SASS collects self-reported annual teacher salaries from about 42 000 teachers at all levels of teaching experience and degree levels. However, there was insufficient sample size for beginning teachers, so the estimate represents the average teacher salary for teachers with minimum qualifications and 3 or fewer years of teaching experience. Similarly, there are few teachers with only the bachelor's degree (minimum level) at 15 years of teaching experience. Most have gone on to achieve a master's degree or its equivalent in graduate credits. With a small sample size of teachers meeting the criteria of both 15 years of teaching experience and a bachelor's as the highest degree, what was reported was based on those with 14 to 16 years of experience and the bachelor's degree as the highest degree.

Comment on years to go from minimum to maximum salary: Salary schedules are set at the school district level. There are about 15 000 districts in the United States. There is no single pattern for the amount of time it takes to achieve the maximum salary.

Comments on additional bonuses: Bonuses are not uniform, as each school district can set these separately. Education and years of experience are built into the salary schedule and 93% of school districts have a salary schedule. [Back to table](#)

Interpretation

Australia: Comparison of salary data with data reported in earlier years should be done with caution, because changes in levels of training/qualifications have not been controlled for over time, which affects salary time series. [Back to table](#)

Finland: From February 2005, there have been some adjustments in the teachers' payroll system. The former salary class separation no longer exists and teachers' salaries are calculated using a new method. Therefore, there is a break in the series for Finland from 2005, and earlier figures are not necessarily comparable with the new data.

Comments on years to go from minimum to maximum salary: Years are estimated from the same data as those where the salaries are calculated from. The old teachers' pay roll system allowed easy estimation of experience in teaching profession and it was easy to determine the numbers of years in the tables. In the new pay roll system (from 2005 on) the wages are not determined by experience-related salary groups any more. That is why the teachers' years of experience have been estimated otherwise, which may introduce some excess bias in the provided figures.

Comments on additional payments: Most bonuses are agreed nationally in the collective agreement for teachers. Local authorities and schools have to follow the national agreement. Some information is based on interpretation of specialists by the Finnish Commission for Local Authority Employers. [Back to table](#)

Hungary: Since the previous school year there have not been any rises in the statutory basic wages of teachers. [Back to table](#)

Netherlands: In the new system of payment in secondary education, introduced in 2004, teachers' salary is based on the content and the weight of the function and is no longer exclusively related to the level of education of the teacher or the field in which the teacher works.

In the new system teachers in secondary education can be appointed at scale LB, LC or LD, depending on the content and the weight of the function. In this the schools are autonomous. It has been shown that a lot of new teachers in upper secondary education are no longer payed in Scale LD. The part of teachers in salary Scale LD dropped from 19% in 2002 to 16,7% in 2006. The part of teachers in scale LB dropped either, from 68,4% in 2002 to 67,6% in 2006. Against the decrease of teachers in scale LB and LD there is an increase of teachers in scale LC, from 12,2% in 2002 to 15,3% in 2006.

There is an overlap in the salary scales. I.e. the minimum gross salary in Scale LC is less than the maximum gross salary in Scale LB. The same holds for Scale LD compared to Scale LC and also for Scale LD compared to Scale LB.

Comments on additional bonuses: As schools can make their own decisions about rewarding additional bonuses, there is no information about the criteria used by the schools, except that "family status" and "age" are not criteria. Because all decisions are made at school level, all criteria except these two are coded as criteria on school level. [Back to table](#)

New Zealand: Schools are not divided into lower and upper secondary. Primary school is from years 1 to 8 and secondary school is from years 9 to 13. Data for lower secondary education are the average of primary education and upper secondary education.

In New Zealand, any teacher who has been teaching for 15 years is considered to be at the top of the salary scale. The progression is annual subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step depends on their qualifications.

The number of years to go from minimum to maximum salary: Estimates. In practice the progression is subject to attestation against national professional standards.

Comments on additional payments: Some bonuses are available under the terms of the national employment agreements, but eligibility relates to local (school) level decisions. These are coded as involving both the national and the school level. [Back to table](#)

Norway: Salary data are averages based on actual figures. Norway has a minimum wage system for teachers (as for all workers employed by local and regional authorities). The general wage agreement between municipalities (KS) and teachers specify minimum wages for different types of teachers after 0, 4, 8, 10 and 16 years of experience. According to the Centralised agreement, it takes 16 years to grow from minimum to maximum salary. However, maximum salary is only a notion in the Centralised agreement. In local negotiation it is possible to get higher wages than what the Centralised agreement defines as maximum salary.

ISCED levels 1-3

Teachers with minimum level of training = general teachers (*adjunkt*) with 4 years of training.

Teacher with maximum qualifications = teachers with 6 years of training (*lektor m/tilleggsutdanning*).

Teacher with typical qualifications = general teachers with one year additional training – in total 5 years of teacher training (*adjunkt m/tilleggsutdanning*). [Back to table](#)

Scotland: August 2003 saw the introduction of the Chartered Teacher Programme, a qualification-based grade of teacher which awards additional salary increments if teachers undertake voluntary study modules and developmental activities, in addition to their contractual hours of professional development. A salary increment is awarded for every second module completed. The Chartered Teacher qualification has been included under the maximum qualifications data. It is ‘possible’ for a pre-primary teacher to gain Chartered Teacher qualification. [Back to table](#)

Slovenia: *Comments on additional bonuses:* 0.1 coefficient amounts to the annual sum of EUR 269.14. [Back to table](#)

Spain: In primary education it is assumed that teachers can start their professional career at age 23 and therefore accumulate a maximum of 13 “ *trienios*” (salary supplement after every three-year period) over 40 years until retirement. In general secondary education the initial training requirements are higher, so teachers can start their professional career at age 25 and are able to accumulate a maximum

of 12 “*trienios*” in 38 years. Recently, the Spanish administration has encouraged early retirement by means of grants, so the current retirement age is around 63 years of age.

The criteria for additional payments are mostly the same in all autonomous communities (except for the location allowances and the family status), but the amount of bonuses varies. [Back to table](#)

Sweden: A “starting teacher” has been interpreted as one who has worked for 1-2 years. “Minimum level of training” has been interpreted as teachers with pedagogical qualifications. “Top of salary scale” has been interpreted as teachers belonging to the 90th percentile, which means that 10% of the teachers have a higher or the same salary as the 90th percentile. “Typical qualifications” has been interpreted as teachers with minimum level of training, *i.e.* fully qualified teachers with pedagogical education. [Back to table](#)

ANNUAL STATUTORY TEACHER COMPENSATION BY LEVEL OF EDUCATION: SALARY SCALES

Some countries report gross salaries based on more than one salary scale or remuneration group. For these countries additional data are collected on the number of scales that apply within the country as well as the distribution of teachers in the different scales (see below).

Number of scales that apply by ISCED level and name of scale and % of teachers in scale

	ISCED 1	ISCED 2	ISCED 3
Belgium (Flemish Community) Back to table	1 scale Elementary school teacher (‘ <i>Onderwijzer(es)</i> ’) (100%)	3 scales Lower secondary teacher (96, 05%) Master (= <i>licentiaat</i> degree) with secondary school teaching qualification (3.57%) Lower secondary teacher with function at teacher training institutions (0.39%)	3 scales Lower secondary teacher (35.36%) Master (= <i>licentiaat</i> degree) with secondary school teaching qualification (61.62%) Lower secondary teacher teaching in upper secondary education (2.65%)
Chile Back to table	1 scale	1 scale	1 scale
Czech Republic Back to table	3 scales Scale 11 (12%) Scale 12 (87%)	3 scales Scale 11 (11%) Scale 12 (87%)	3 scales Scale 11 (26%) Scale 12 (72%)

	Scale 13 (1%) Scale 13 usually headmaster	Scale 13 (2%) Scale 13 usually headmaster	Scale 13 (1%) Scale 13 usually headmaster
England Back to table	3 scales Main scale (53%) Upper scale (46%) Advanced skills teacher (1%)	3 scales Main scale (45%) Upper scale (54%) Advanced skills teacher (2%)	3 scales (x: ISCED 2)
France Back to table		2 main scales reported <i>Certifiés</i> (86%) <i>Agrégés</i> (5%)	2 main scales reported <i>Certifiés</i> (61%) <i>Agrégés</i> (27%)
Mexico Back to table	<i>Initial level: Tradicional</i> And 5 scales of <i>Carrera</i> <i>Magisterial</i> : Level A Level B Level C Level D Level E	<i>Initial level: Tradicional</i> And 5 scales of <i>Carrera</i> <i>Magisterial</i> : Level A Level B Level C Level D Level E	
Netherlands Back to table	2 scales LA (94%) LB (6%)	3 scales LB (75%) LC (7%) LD (18%)	3 scales (x: ISCED 2)
Scotland Back to table	2 scales Main grade salary scale (96%) Chartered teachers (4%)	2 scales (x: ISCED 1)	2 scales (x: ISCED 1)

Scale reported as the salary level for a teacher with minimum level of training at top of salary scale

	ISCED 1	ISCED 2	ISCED 3
Belgium (Flemish Community) Back to table	Maximum of the lowest scale: elementary school teacher ('Onderwijzer(es)')	Maximum of the lowest scale: lower secondary teacher	Maximum of the highest scale: master (= <i>licentiaat</i> degree) with secondary school teaching qualification
Czech Republic Back to table	m	m	m
England Back to table	Maximum of the lowest scale: main scale	Maximum of the lowest scale: main scale	Maximum of the lowest scale: main scale
France Back to table		Maximum of the lowest scale: <i>certifiés</i>	Maximum of the lowest scale: <i>certifiés</i>
Mexico Back to table		Average of minimum and maximum in the fourth scale which corresponds to level D of <i>Carrera Magisterial</i> .	
Netherlands Back to table	Maximum of the lowest scale: scale LA	Maximum of the lowest scale: scale LB	Maximum of the highest scale: scale LD
Scotland Back to table	Maximum of the lowest scale: main grade salary scale	Maximum of the lowest scale: main grade salary scale	Maximum of the lowest scale: main grade salary scale

Table D3.3- Criteria for adjustments to base salary

Interpretation

Australia

Years of experience as a teacher: All states/territories recognise years of teaching experience in determining salary. This is usually achieved through either a higher starting salary and/or movement through pre-determined salary increments based on length of service.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Most states/territories reward higher than the minimum qualifications through higher starting salaries. There are usually no additional supplemental payments made.

Management responsibilities in addition to teaching duties: Management responsibilities are usually associated with promotional positions won on merit that attract higher rates of pay. This may be either permanent or temporary.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Practices vary between states/territories; however, generally the number of years of training and/or relevant experience may be taken into account when determining starting salary or be used to accelerate the progression through the salary increments.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Only some states/territories provide financial rewards for teachers with outstanding performance. There is variation in the application of this process in different states/territories, although it is usually done through an increased base salary rather than as a supplemental payment.

Teaching students with special education needs: In some states/territories allowances are available for teachers teaching students with special educational needs.

Teaching more classes or hours than required by full-time contract: In one state/territory payments are available for teachers who teach during allocated non-teaching time.

Special activities: In a small number of states/territories an allowance may be paid to teachers who perform special activities.

Special tasks: In some states/territories teachers with special tasks may be paid an allowance or a higher salary than a teacher with the same number of years of experience.

Teaching in a disadvantaged, remote or high-cost area: Allowances are commonly paid for teaching in schools that are considered remote or isolated.

Family status: In some states/territories there is an increased allowance for teachers with dependants in remote locations.

Other (Senior Leading Teacher Allowance): Two states have arrangements for senior or leading teachers to receive an additional allowance in exchange for additional duties/responsibilities.

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Austria

Years of experience as a teacher: Supplement to the allowance for principals for long-term exercise of the function.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: In a limited number of subjects different scales may apply depending on the level of educational qualification.

Holding an initial educational qualification in multiple subjects: The multiple subject qualification is a standard requirement.

Management responsibilities in addition to teaching duties: Appointments to management positions are decided by the regional or national authorities depending on the type of school involved; the appointee has a statutory right to a reduction of the teaching load (or exemption from teaching obligation) and to an allowance depending on the salary scale, seniority and the size of the school (with a supplement for long-term exercise of the function). Teachers entrusted with more limited administrative or co-ordinating functions are remunerated by a flat rate compensation or a reduction of the teaching load which is fixed centrally and applies whenever such a function is assigned (normally by the principal). There is a certain pool of extra pay (flat-rate remuneration) for extra duties available for assignment by the principal. For specific projects, the Ministry for Education, Science and Culture may grant a reduction of the teaching load.

Outstanding performance in teaching: Outstanding performance or involvement in a particularly successful project may be rewarded with a lump sum bonus if means are available.

Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): Statutory bonus for regular overtime teaching assignments and for substituting for absent colleagues.

Special activities (e.g. sports and drama clubs, homework clubs, summer school, etc.): Statutory bonus only for specific out-of-school activities complementing the curriculum.

Special tasks (e.g. training student teachers, guidance counselling): Statutory allowance for training student teachers.

Family status (e.g. married, number of children): Statutory allowance for each dependent child.

Other: Some other criteria exist, i.e. statutory allowance for teaching classes with pupils of different grades, statutory allowance for teaching pupils of different performance groups and statutory bonus for special counselling duties. [Back to table](#)

Belgium (Flemish Community)

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a *licentiaat* degree receive a higher salary than lower secondary teachers in the second degree of secondary education.

Holding a higher than minimum level of teacher certification or training obtained during professional life (this specific bonus is included for the first time in *Education at a Glance 2006*; in previous editions, the bonuses covered here were integrated in the category “Other”): There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).

Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): Hours above the maximum hours of duty are paid the same as mandated hours. This regulation applies only to the total number of periods allocated by the Flemish Community for funding purposes. The school head or the school group divides the total number of periods allocated for funding purposes among the teaching staff. This regulation applies to all secondary education teachers and those primary education teachers with a duty of education at home (Flemish Act of Parliament of 8 June 2000 laying down various urgent measures concerning the teaching profession).

Other (family status combined with gross salary): The Flemish Community decided not to include the home and local allowance (*haard- en standplaatsvergoeding*) in gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers receive a *haard- en standplaatsvergoeding*.

Other (Special status of Brussels Capital): Teachers working in primary education in the bilingual area of Brussels Capital may receive a bonus. To receive this bonus they need to have a specific certificate attesting an excellent knowledge of the compulsory second language (French) in primary education.

Other (specific diploma or certificate in special education): Teachers with a specific diploma or certificate who have a teaching job in special education receive a bonus.

Belgium (French Community)

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a “licence” receive a higher salary than lower secondary teachers in the second degree of secondary education.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers with a aggregation (AESI or AESS) or a CAP (in professional education) receive a higher salary.

Special tasks: The French Community grants an allowance to teachers who welcome trainees of the Schools of Formation of the Teachers. The concerned schools must have concluded a contract of collaboration.

Other: The French Community provides young teachers with a supplementary allowance (allowance of home or residence) according to the family situation provided that his/her gross income does not exceed a fixed sum. [Back to table](#)

Chile

Outstanding performance in teaching: This is a bonus paid to all teachers working in high-performing schools according to the national system of performance evaluation (SNED).

Teaching in a disadvantaged, remote or high-cost area: There are two different bonuses for teachers that work in hard and/or extreme geographical conditions. One is received by all teachers working in a

particular area, region or city, and the other is paid to all teachers working in a school that qualifies under certain conditions (very similar to the former). [Back to table](#)

Czech Republic

Reaching high scores in the qualification examination: No official examination system is used in the Czech Republic.

Management responsibilities in addition to teaching duties: This bonus is awarded to the deputy school principal. The law set the range of the amount of this bonus, however only as a range.

Teaching students with special educational needs: This bonus is paid to teachers of special classes in regular schools.

Teaching more classes or hours than required by full-time contract: The law set the amount of this bonus.

Age: The head teacher decides if a single bonus is awarded to a teacher when he/she reaches 50 years of age or retires. [Back to table](#)

Denmark

Years of experience as a teacher: Decisions on the position in the base salary scale are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Decisions on the position in the base salary scale for holding an initial educational level higher than the minimum qualification for the general upper secondary level are regulated by national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions.

Holding an initial educational qualification in multiple subjects: Educational qualification in one subject is a minimum qualification for teachers at upper secondary schools, but normally teachers hold qualifications in two subjects. Decisions on the position in the base salary scale for holding an initial education in two subjects and therefore on a higher level than the minimum qualification for the general upper secondary level are regulated by national agreements between the teachers' union and the Ministry of Finance. Decisions on possible supplementary payments are not regulated in national agreements. If they arise, the decision will be at a lower level, probably at the school level.

Management responsibilities in addition to teaching duties: Decisions on the position in the base salary scale are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Decisions on the position in the base salary scale are taken at the school level by the head teacher,

but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions.

Teaching students with special education needs: Decisions on supplementary payments which are paid every year for teaching students with special educational needs at primary and lower secondary level are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers' unions.

Teaching more classes or hours than required by full-time contract: Decisions on supplementary payments for teaching more hours than required are regulated by the national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions.

Special tasks: Decisions on supplementary payments for special tasks for some ordinary tasks such as guidance counselling are regulated by national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions. For other tasks without such regulation the decisions are taken at the school level.

Teaching in a disadvantaged, remote or high-cost area: Local allowance for teachers at primary and lower secondary level is an integral part of the salary scale decided as a part of the national agreements between the Association of Local Governments and the Ministry of Finance on the one hand and the labour unions on the other. [Back to table](#)

England

Outstanding performance in teaching: It is possible, though very unusual, to "double jump" points on the main scale, for excellence.

Teaching courses in a particular field: Schools can pay recruitment and retention allowances for scarce subject skills but few do.

Teaching in a disadvantaged, remote or high-cost area: There are nationally agreed supplements for London. Schools can pay recruitment and retention supplements in disadvantaged areas (but also in other areas). [Back to table](#)

Finland

Holding an educational qualification in multiple subjects (e.g. history and mathematics): Negotiated in collective agreements. Higher base salary for elementary teachers who have further qualification in some specific field.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): Negotiated in collective agreements and for some teachers also at the local level.

Outstanding performance in teaching: According to the General Agreement, the local authorities and education providers have an opportunity to encourage individual teachers in their work by personal

cash bonuses on the basis of individual professional proficiency and performance at work (e.g. exceptional co-operation skills, special responsibilities and other locally regulated criteria).

Teaching courses in a particular field (e.g. mathematics or science): Negotiated in collective agreements. Amount of classroom lessons required for full salary depends on the subject taught.

Teaching students with special educational needs (in regular schools): Negotiated in collective agreements. If there are enough students, who have just started the school and been there less than one year (the first school year), the teacher is allowed to have a special additional bonus.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Amount of overtime locally; compensation per overtime hour in collective agreements.

Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Amount locally; compensation per hour in collective agreements.

Special tasks (e.g. training student teachers, guidance counselling): Amount locally; compensation per hour in collective agreements.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Negotiated in collective agreements. [Back to table](#)

France

Successful completion of professional development activities: It is the result of a regional inspection and an interview with the head teacher.

Management responsibilities in addition to teaching duties: For ISCED 2 and 3 only.

Teaching students with special educational needs (in regular schools): For ISCED 1 only. [Back to table](#)

Germany

Years of experience as a teacher: Years of experience (as measured by age) do not matter for assignment to a certain salary group but are used to determine the precise amount of salary in a certain salary group.

Management responsibilities in addition to teaching duties: Teachers with management responsibilities can enter a higher salary group or receive allowances as part of the basic salary.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Bonuses are awarded only for teaching more hours.

Family status: Family allowance is included in the salary. The family allowance varies according to the salary group and the family circumstances of the civil servant (e.g. married and widowed civil servants without children fall under level 1, while married and widowed teachers with one child fall under level 2).

Age: The basic salary depends on the salary group and the seniority grade. The seniority grade is based on the age of the teacher at the time that he/she became a civil servant, with the teacher's training period also taken into account.

Note: Teachers are entitled to have a reduction in the number of periods for performing certain duties, such as administrative work in the case of head teachers or their deputies. The number of periods is also reduced for members of staff carrying out special tasks, such as teacher training, preparation of timetables and running of libraries. [Back to table](#)

Greece

Years of experience as a teacher: National legislation.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers must have a university degree, with the exception of some categories of teachers in technological and vocational schools (TEE-ISCED 3) who may have degrees from technological education establishments (ISCED 5B).

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): There is a salary adjustment for teachers with a master's degree or Ph.D. If a teacher has a master's degree s/he receives an additional EUR 352 per year and if s/he has a Ph.D. degree s/he receives an additional EUR 634 per year.

Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): There is overtime compensation when a teacher teaches more hours than required in a normal situation.

Special tasks: Teachers receive additional bonuses for teaching seminars or training programmes, depending on the time and the subject.

Teaching in a disadvantaged, remote or high-cost area (location allowance): There are three categories of location allowances for teachers in Greece: disadvantaged regions of category B: EUR 387 per year; disadvantaged regions of category A: EUR 528 per year; and (disadvantaged and borderland regions: EUR 880 per year.

Family status: Teachers receive additional bonuses, depending on marital status and number of children: marriage, EUR 423 per year; first child, EUR 211 per year; second child, EUR 211 per year; third child, EUR 423 per year; fourth child, EUR 563 per year; and fifth child and above, EUR 880 per year. [Back to table](#)

Hungary

Reaching high scores in the qualification examination: There is a teacher's post graduate professional examination, which is not compulsory. A large number of teachers take it.

Successful completion of professional development activities: Participation in in-service training is compulsory for teachers once every seven years. Teachers who meet this requirement can move up by one category in the salary scale a year earlier.

Management responsibilities in addition to teaching duties: Teachers are entitled to this additional bonus by Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category.

Teaching students with special educational needs (in regular schools): Teachers are entitled to this additional bonus by Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category.

Special tasks: Teachers are entitled to this additional bonus by Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Local authorities ensure the sum of money for the additional bonus within the framework defined by the central budget. [Back to table](#)

Iceland

All applicable criteria: The level of decision depends on the ISCED level. In general, when local or regional authorities are involved, this concerns decisions at ISCED levels 1 and 2 (and in some cases also ISCED level 0). Decisions that involve the national authority concern ISCED level 3. Schools may be involved in decisions at all ISCED levels. [Back to table](#)

Ireland

Years of experience as a teacher: In addition to point-of-scale salary based on years of experience, a teacher may have an additional allowance based on academic qualification and/or long service.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers have a common basic salary scale; point of entry is determined by number of years of training.

Management responsibilities in addition to teaching duties: Additional payments are paid to principals, deputy principals, assistant principals and special duties teachers.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Extra payments are made for additional academic qualifications, e.g. a master's or doctorate degree.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Payable to teachers in Gealtacht (Irish speaking) districts and on offshore islands.

Other (long service): 35 years of service = 10 years at maximum of the scale. [Back to table](#)

Italy

Years of experience as a teacher: According to the Teacher National Collective Contract.

Management responsibilities in addition to teaching duties: Criteria are decided by the teaching staff in each school.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): According to the Teacher National Collective Contract.

Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Criteria are decided by the teaching staff in each school.

Special tasks (e.g. training student teachers, guidance counselling): Criteria are decided by the teaching staff in each school.

Teaching in a disadvantaged, remote or high-cost area: According to the Teacher National Collective Contract.

Family status: According to the Teacher National Collective Contract. [Back to table](#)

Japan

Management responsibilities in addition to teaching duties: An allowance of JPY 200 per day is allocated to chief teachers, who are in charge of management.

Teaching students with special educational needs: This allowance is allocated to teachers who are in charge of special classes or who work in special education schools (about 6% of salary).

Special activities: This allowance is allocated to teachers who take emergency work in case of disaster (JPY 3 200/time).

Teaching in a disadvantaged, remote or high-cost area (location allowance): Allowances are paid to teachers living in areas where they need the high cost of living and where salary level of the private sector is high.

Family status: This allowance is allocated to teachers with dependants.

Other: All teachers receive an allowance, which is equivalent to 4.45 months' salary, an allowance for teaching more classes or hours than required (about 4% of their salary), and an allowance for teaching in compulsory education (about 3.8% of their salary).

An allowance is available for teachers who commute from a distance of over 2 km or a remote area or take posts in a city that is more than 60 km from home; a housing allowance is provided to teachers if their rent is more than JPY 12 000; an allowance is allocated to the teachers of multi-grade classes; a cold area allowance is provided, an allowance is provided to teachers on day and night duty, an allowance is allocated to high school teachers who are in charge of industrial education for agriculture, fisheries, industry and merchant vessel; and an allowance is allocated to high school teachers who are

in charge of day/evening and correspondence education. The amount of allowance for each of the latter two conditions is 10% of the salary. [Back to table](#)

Luxembourg

Teaching students with special educational needs (in regular schools): Teachers do not receive supplemental payments, they teach smaller classes and/or have reduced teaching time. [Back to table](#)

Mexico

Years of experience as a teacher: Primary and lower secondary education: this criterion is part of the professional background and corresponds to the knowledge required by teachers to perform their duties.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Primary and lower secondary education: holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession does not affect the base salary or mean additional payments for the new entrant teachers. However with years of experience, the initial qualification has some importance for the career development. Upper secondary education: this criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "Academic grade", maximum score 100.

Reaching high scores in the qualification examination: Primary and lower secondary education: professional background: corresponds to the knowledge required by the teacher to perform his/her duties. Upper secondary education: this criterion is considered by the Performance Programme. It is evaluated by means of an instrument designed and applied by educational authorities.

Successful completion of professional development activities: Primary and lower secondary education: this criterion forms part of the professional background and corresponds to the knowledge required by the teacher to perform his/her duties.

Management responsibilities in addition to teaching duties: Upper secondary education: management position compensation.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Primary and lower secondary education: modernisation courses and professional development consist of completing courses at state and national level. Upper secondary education: teacher promotion process.

Outstanding performance in teaching: Primary and lower secondary education: academic achievement: Evaluation of the learning achievement of the students in the class or subject. Upper secondary education: this criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "Instructor Factor Supply Instruction Dedication", 100 maximum score. High percentage of teachers participate.

Teaching courses in a particular field: Teaching courses compatible with the duties of the professor. For example: courses from teachers to other teachers, at a level below the Master's Degree of Basic Sciences of the distance education programme.

Teaching more classes or hours than required: Upper secondary education: working hours on Saturday or Sunday.

Special tasks: Upper secondary education: special tutorials. The work in the tutorial activities is evaluated by the number of hours spending in tutorials and by the student evaluation. It forms part of the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "instructor/factor instruction working time". Maximum score of 100.

Teaching in a disadvantaged, remote or high-cost area: In primary and lower secondary education, additional bonuses are provided for teachers who work in less developed areas of the country. Upper secondary education: This criterion is applied to professors who carry out their sabbatical year in these areas. They benefit from a "fellowship of the Commission" or from fellowship of CONACyT or COSNET. [Back to table](#)

Netherlands

As schools can make their own decisions about awarding additional bonuses, there is no information about the criteria used by the schools, except that "family status" and "age" are not criteria for bonuses. Because all decisions are made on school level, all criteria except these two are coded as criteria on school level. [Back to table](#)

New Zealand

Years of experience as a teacher: Teachers start teaching at a salary step determined by their qualification level and move up to the next step each year (service increment) until they reach the highest step available for their qualification level.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Higher starting salaries are available to teachers with higher than the minimum required level of teacher training qualification.

Management responsibilities in addition to teaching duties: Schools are able to allocate a certain number of "units" depending on the size and level of the school to recognise management responsibilities. Each unit is worth NZD 3 500 per year (as in February, 2007) to the teacher. Teachers can receive a multiple number of units. In secondary schools, teachers are also eligible to get up to an extra two middle management allowances. Each allowance is worth NZD 1 000 per year.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers who improve their qualifications may be entitled to progress to a higher qualification maximum salary. Teachers in upper secondary education (and some primary teachers) can receive the service increment allowance under some circumstances if they have improved their qualifications since entering the service.

Outstanding performance in teaching: Units may be awarded to individual teachers for performance.

Teaching courses in a particular field: Teachers of an approved Maori language immersion programme, who teach a minimum of 31% of their classes in Te Reo Māori, are entitled to the Maori immersion teacher allowance of 1 unit (NZD 3 500).

Teaching students with special educational needs: Designated teachers of students with special educational needs may receive the special duties increment allowance at the value of one salary step (variable) or NZD 995 per year when the teacher is at his/her qualification maximum.

Special activities: Teachers may be awarded one or more units in recognition of their undertaking specific activities related to extra-curricular or pastoral duties.

Special tasks: An associate teacher allowance is available to primary teachers (NZD 51.60 per week) or to secondary teachers (NZD 3.19 per hour) who are responsible for overseeing trainee teachers on placement. A careers adviser allowance (NZD 1 054 per year) is payable to secondary teachers appointed as a careers adviser.

Teaching in a disadvantaged, remote or high-cost area (location allowance): A location allowance (up to NZD 3 032 per year) is available to primary teachers employed in remote schools. The staffing incentive allowance (NZD 1 000 per year) is available to teachers in schools able to demonstrate difficulties in attracting staff.

Other (specialist classroom teacher): A teacher appointed as a specialist classroom teacher is paid an allowance of NZD 6 500 per year (from February 2006).

Other: Teachers in normal or model schools (*i.e.* primary schools that have a relationship to a specific teacher-training provider) are eligible for the normal school allowance (NZD 2 000 per year).

Other: The high priority teacher supply allowance is available to secondary teachers employed in an area of short supply/high priority. The allowance is worth NZD 2 500 per year.

N.B. Some allowances are available under the terms of the national employment agreements, but eligibility relates to (school) level decisions. [Back to table](#)

Norway

The criteria coded as decisions made by the National authority are Centralised agreement regulations. The following criterias are Centralised agreement regulations (additional criterias may be applied in local negotiations):

Years of experience as a teacher: Minimum base salary levels at 0, 4, 8, 10 and 16 years.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Four base payment levels after 3, 4, 5 or 6 years of formal education, independent of the level of education programme.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade).

Special tasks (e.g. training student teachers, guidance counselling). [Back to table](#)

Portugal

Years of experience as a teacher: Teachers' careers are structured in two categories: Teacher (with six levels) and Titular Teacher (with three levels).

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Undergraduate teachers begin their career in level 1, while graduate teachers begin in level 3.

Successful completion of professional development activities: Teachers must complete a certain amount of professional development credits in order to progress in their careers.

Management responsibilities in addition to teaching duties: Principals receive an increase in salary during the assignment for the position. Educational guidance managers – heads of curricular departments, class tutors' co-ordinators and class tutors – have their teaching time reduced, during the time they hold the position. The school board defines the criteria for distributing the statutory available amount of time among the educational guidance structures.

Holding a higher than minimum level of teacher certification or training obtained during professional life: In addition to the requirement of a University degree:

- Teachers with the category of teacher, who hold a masters degree and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression;
- Teachers with the category of titular teacher, who hold a masters degree and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers with the category of teacher, who hold a doctorate and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 4 years in the career progression;
- Teachers with the category of titular teacher, who hold a doctorate and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Outstanding performance in teaching: After 15 years of teaching and after receiving an appraisal of "good" by the school, teachers may apply for a special appraisal of their *curriculum vitae* and receive an increase of two years in their career progression.

Teaching students with special educational needs (in regular schools): Teachers holding a certified qualification in special needs teaching are rewarded with a bonus corresponding to one year in their career progression. The decisions on positions in the base salary scale are taken by the Ministry of Finance.

Teaching more classes or hours than required by full-time contract: Teachers are paid extra for the classes/hours taught beyond teachers' statutory working time. In general, this occurs because of the difference between the individual teaching load and the curriculum hours. The first extra hour is paid 25% above the cost of the ordinary hour and each of the following extra hours is paid 50% above the ordinary one.

Special tasks: Teachers responsible for teacher training receive a salary increase and a reduction in teaching time.

Family status: Family status is not specific to teachers, but corresponds to a social allowance to every family with children. The amounts are decided by the Ministry of Finance and Ministry of Labour and Social Solidarity.

N.B. Bonuses are given on a monthly basis and they are supposed to last for the whole school year.
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Scotland

Years of experience as a teacher: National criteria are set for considering additional salary points for a teacher's relevant experience in the subject taught. Each case is considered under these criteria and local authority employers make the final decision.

Holding a higher than minimum level of teacher certification or training obtained during professional life: August 2003 saw the introduction of the Chartered Teacher Programme. This is a qualification-based teacher categorisation which awards additional salary increments if teachers undertake voluntary study modules and developmental activities, in addition to their contractual hours of professional development. A salary increment is awarded for every second module completed. Previous learning and experience can be accredited.

Teaching in a disadvantaged, remote or high-cost area (location allowance): These allowances are set nationally by the Scottish Negotiating Committee for Teachers (SNCT). Although unlikely, it is possible for a teacher to receive both the distant island and the remote schools allowance. A distant island is any of the Orkney Islands, Shetland Islands, or Outer Hebrides and the islands of Colonsay, Tiree, Coll, Muck, Eigg, Rhum, Canna and Soay. [Back to table](#)

Slovenia

Years of experience as a teacher: Teachers receive a 0.5% addition to their basic salary for each working year. Women with more than 25 years of working experience receive a 0.25% addition to their basic salary.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers who hold an initial educational qualification higher than the one required (university degree) receive an addition to their scheduled gross annual salary. For the specialisation degree they receive an addition of 0.2 coefficient to their scheduled gross annual salary, for the master's degree 0.3 coefficient and for a Ph.D. degree 0.5 coefficient.

Successful completion of professional development activities: This bonus is part of the scheduled gross annual salary of teachers.

Management responsibilities in addition to teaching duties: This bonus ranging between 0.3 and 0.5 coefficient (depending on school size and level of management responsibilities) is part of the scheduled gross annual salary of teachers.

Holding a higher than minimum level of teacher certification or training obtained during professional life: This bonus is part of the scheduled gross annual salary of teachers.

Outstanding performance in teaching: This bonus is usually part of the bonus for exceptional performance of teachers. It amounts up to 20% to the basic salary depending on the teacher's task/duty.

Teaching courses in a particular field: ISCED 1 and ISCED 2: the bonus for teaching a course which is part of the external evaluation of pupils is 10%. ISCED 3: the bonus depends on the nature of the course/school subject. The 10% bonus is added to the scheduled gross annual salary of teachers if they teach a course of mathematics, mother tongue or a foreign language. The 5% bonus is added to the scheduled gross annual salary of teachers if they teach a course of other subjects which are included in the annual natural examination of pupils.

Special activities: This bonus is usually part of the exceptional performance of teachers (see above). It amounts up to 20% to the basic salary depending on the task/duty of a teacher:

Special tasks: If a teacher has a trainee (student teacher) for a period of time (depending on the trainee's year of study) s/he receives a bonus of 30% during the time of training of the trainee.

Performance of special tasks related to a particular class may also be a criterion for a bonus.

Teaching in a disadvantaged, remote or high-cost area: The bonus for teaching in a remote area is 10%.

Teaching in a class of two or more different grades of pupils: The bonus for teaching a combined class of pupils of different age groups ranges between 10 and 15%.

Teaching students with special educational needs (in regular schools): The bonus for teaching in a bilingual school is 20%, the bonus for teaching in a school including pupils of national minorities is 15%. The bonus for teaching in a class of Roma pupils is 10%.

Teaching three or more courses/school subjects: The bonus for teaching three or more courses/school subjects is 5%.

Qualification to train a student teacher: This bonus is part of the scheduled gross annual salary of teachers.

Teaching in two or more schools: This bonus (of 0.2 coefficient) is part of the scheduled gross annual salary of teachers. [Back to table](#)

Spain

Years of experience as a teacher: The *trienios* that are small salary bonuses added to the salary of teachers and are paid every three years, and *sexenios* are salary supplements added after each six-year period and related to the in-service training (*i.e.* a minimum of 100 hours of officially recognised in-service training activities).

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: No salary bonus exists for more highly qualified teachers in pre-primary and primary education. In secondary education teachers that qualify as *catedrático* receive a salary bonus

for the rest of their teaching career; This is a distinct teacher level with the same initial qualification but higher entry requirements.

Successful completion of professional development activities: Sexenios are salary supplements added after each six-year period and are related to the in-service training (*i.e.* a minimum of 100 hours of officially recognised in-service training activities).

Management responsibilities in addition to teaching duties: The head in each didactical department, who is chosen by the school principal, receives a fixed salary bonus during the period they hold this responsibility.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Sexenios, small salary bonuses, are related to the in-service training. In order to get a sexenio, it is necessary to perform a minimum of 100 hours of officially recognized in-service training activities.

Teaching in a disadvantaged, remote or high-cost area: Teachers in Ceuta and Melilla and the Canary Islands receive a salary supplement for remote location. [Back to table](#)

Sweden

In Sweden, teachers are awarded individual salaries and there is no fixed salary scale. Additional bonuses in the true sense of the concept are rare and difficult to isolate because of the individual setting of salaries.

Holding an educational qualification in multiple subjects (e.g. history and mathematics): It is rather the combination of subjects demanded that may influence the salary.

Teaching students with special educational needs (in regular schools): This may occur in some schools, where it is hard to find teachers with proper training.

Teaching more classes or hours than required by full-time contract: This is paid as overtime compensation, not as a higher individual salary.

Special tasks: They may occur in some schools, but are rare. [Back to table](#)

Switzerland

Management responsibilities in addition to teaching duties: This criterion does not apply in all cantons.

Teaching students with special educational needs (in regular schools): This criterion does not apply in all cantons.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This criterion does not apply in all cantons.

Special activities: This criterion does not apply in all cantons.

Special tasks: This criterion does not apply in all cantons.

Family status: This criterion applies in all cantons.

Note: A salary scale determined by years of experience is not applied. Teachers receive less than the base salary for a given number of years of experience. This criterion does not concern all cantons (temporary measure). [Back to table](#)

Turkey

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: A teacher who has a master's degree or a doctorate from any department of faculty of education gains one year in the salary scale for the former and three years for the latter.

Successful completion of professional development activities: A teacher reaching a level (A, B, C) in the National Public Staff Foreign Language Exam gets an additional bonus based on the level reached.

Outstanding performance in teaching: Teachers who achieve high levels of success in their profession are evaluated by the Provincial Directorate of National Education and by the Ministry, and are awarded an additional bonus.

Teaching more classes or hours than required by a full-time contract: Teachers must teach more hours than stated in the full-time contract if it is required by the school administration. Any additional teaching hours are paid by the teaching hour/lesson hour.

Special activities: In grades 6 to 8 in primary and secondary education, teachers are paid for three additional teaching hours if they are involved in special activities.

Special tasks: Teacher trainers are paid per teaching hour if appointed as a lecturer in courses or seminars, although these take place outside of education and training time.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Additional bonuses are paid to teachers working in areas that have been given priority with regard to development.

Family status: An additional bonus is paid to a teacher if the teacher's wife or husband is unemployed or has children (maximum of two less than 18 years old).

Other: A teacher who does not live in a flat belonging to government receives a monthly contribution for the rented flat.

Other: New school year preparation expense. [Back to table](#)

United States

The United States did not participate in the 2006 Locus of Decision making survey. The data in Table D3.3a are collected as part of the regular data collection for Network C, and those responses were used for the United States in Table D3.3c.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a master's degree or Ph.D. would have higher base salaries than teachers with a bachelor's degree.

Management responsibilities in addition to teaching duties: This concerns additional duties as specified in a contract.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Master's degree rather than bachelor's degree, or additional graduate credits beyond master's degree, or a Ph.D. degree.

Outstanding performance in teaching: Achieving the National Board for Professional Teaching Standards certification or for increase in student achievement test scores.

Teaching courses in a particular field: Based on determination of subjects for which there is a shortage of teachers.

Teaching students with special educational needs Based on determination of special education areas for which there is a shortage of teachers.

Special activities: Additional activities may, but not always, be specified for additional pay in contracts. For example, coaching a sports team or summer school duty are usually paid; while club sponsors are not.

Teaching in a disadvantaged, remote or high-cost area: Depends upon designation of areas for which there is a shortage of teachers. [Back to table](#)

*Sources and references***Indicator D3 What are teacher salaries?: Sources and references**

Country	Sources	Reference period
Australia	Data are sourced from the respective state and territory education departments	2007
Austria	Legal documents (Civil Service Act, statutory pay schemes)	School year 2006/07
Belgium (Flemish Community)	Decrees and resolutions	January 2007
Belgium (French Community)	Entreprise publique des Technologies Nouvelle de l'Informatique et de la Communication (ETNIC)	School year 2006/07
Chile	Teachers Law, 1996, Ministry of Education	2007
Czech Republic	Data base Institute for Information on Education (IIE). Scheduled salary tables. Information System of Salaries (ISS)	School year 2006/07
Denmark	Collective agreements with teachers' unions	School year 2006/07
England	National (England & Wales) agreement: School Teachers' Pay and Conditions Document 2006	September 2006
Estonia	Legislative acts	2006/07
Finland	<i>Teacher compensation and Years from minimum to maximum salary:</i> Statistics Finland, Local government sector wages and salaries <i>Additional payments:</i> The collective agreement for teachers and General Collective Agreement for the local government sector 2005-07; The collective agreement for teachers 2005-07	<i>Teacher compensation:</i> October 2006 <i>Additional payments:</i> School year 2006/07
France	Nature of law and policy documents based on law, national statistics	School year 2006/07
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	School year 2006/07
Greece	<i>Teacher compensation:</i> National legislation <i>Years to move from minimum to maximum salary:</i> Law and policy documents (data on formal arrangements)	Financial Year 2005 (1 January to 31 December) School Year 2005/06
Hungary	<i>Teacher compensation:</i> Annual statistical survey on individual earnings, carried out in May each year by the National Employment Office of the Ministry of Social Affairs and Labour	2007
Iceland	<i>Teacher compensation:</i> Wage contracts in effect: <i>i)</i> 01.01.2006 between the Icelandic Teachers' Union (pre-primary school teachers) and the Wage Committee of Municipalities, <i>ii)</i> 01.08.2005 between the Icelandic Teachers' Union (compulsory school teachers) and the Wage Committee of Municipalities, <i>iii)</i> 18.03.2005 between the Icelandic Teachers' Union (upper secondary school teachers) and the state <i>Additional payments:</i> The Pre-primary School Act No. 78/1994, the Compulsory School Act No. 80/1996, the wage contracts as mentioned under teacher compensation	2006/07
Ireland	Department of Education and Science payroll/salary agreements and circulars	2006/07
Israel	Ministry of Education	2006/07
Italy	Natiuonal teachers' Collective Contract	School year 2006/2007
Japan		School year 2006/07
Korea	<i>i)</i> The presidential degree of public servant compensation and allowance, <i>ii)</i> the reference for compilation of the national budget	2007
Luxembourg	Ministry of Education, Service du personnel; Ministry of Education, Service administratif	2006/07
Mexico	Secretariat of Public Education (Secretaria de Educaci3n Publica, SEP)	School year 2006/07
Netherlands	Financiële arbeidsvoorwaarden PO, Financiële arbeidsvoorwaarden VO. Ministerie van OCenW	School year August 2006/July 2007
New Zealand	Secondary Teachers' Collective Agreement 2004-07; Primary Teachers' Collective Agreement 2004-07	1 January, 2007
Norway	<i>Salaries:</i> A database called PAI, owned by the Norwegian Association of Local and Regional Authorities <i>Years to go from minimum to maximum salary:</i> Centralised agreement between municipalities and teachers' unions. (Hovedtraiffavtalen and Sentral særavtale SFS 2213).	1 December 2007

Portugal	<i>Salaries and Years to go from minimum to maximum salary:</i> Office for Financial Management <i>Additional payments:</i> i) Office for Financial Management, ii) Law/policy document: Decreto-Lei n° 139-A/90, Decreto-Lei n° 1/98 and Decreto-Lei n° 15/2007 of 19 January – Teachers’ Career Statute; Decreto Regulamentar n° 10/99	School year 2006/07
Scotland	The 2001 teachers agreement: “A Teaching Profession for the 21 st Century”	School year 2006/07
Slovenia	Ministry of Education and Sport	School year 2006/07
Spain	Salary tables provided by the Education Departments of the Autonomous Communities	School year 2006/07
Sweden	<i>Salaries:</i> Data on actual teacher salaries are reported The main source is the Register of Teachers managed by Statistics Sweden (SCB), combined with other data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual. Teachers on ISCED level 0 were not included in the register in 1999. Therefore the data on this level are not as reliable as for the other ISCED levels. <i>Additional payments:</i> Communications with Teachers’ unions and the Swedish Association of Local Authorities	Salaries: 2007 Additional payments: 2006/07
Switzerland	i) Lehrkräftestatistik, Bundesamt für Statistik/ national statistics (data on populations), ii) Besoldungsstatistik, LCH Dachverband Schweizer Lehrerinnen und Lehrer (LCH) / law or policy documents (data on formal arrangements)	i) 2006/07, ii) 2007
Turkey	-Working Calendar for Formal and Non formal Educational Institutions, 2002 -Regulations related Secondary Education, 1983 -Regulations related Primary Education Institutions, 1992 -Regulations related Pre-Primary Education Institutions, 1999 -The Law Numbered 657 of Public Staff -MNE Fundamental Principals related to Salaried Teaching Hours of Teachers and Administrators -Administrative records	Financial year 2007
United States	i) Data adjusted from 2003/04 Schools and Staffing Survey to School Year 2006/07 using Employment Cost Index; Public school teacher questionnaire (sample survey of self-administered questionnaires to a representative sample of public school teachers), ii) Employment Cost Index	School year 2006/07

Nature of reported data on salaries, bonuses and years to grow from minimum to maximum salary (2007)												
Salary of starting teacher with minimum level of training			Salary of teacher with minimum level of training at top of the scale			Max. bonus of teacher with minimum level of training at top of scale			Years to grow from min to max salary			
Is the reported data (R)egulations, (A)ctual or (M)ixed	is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	Is the reported data (R)egulations, (A)ctual or (M)ixed	is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	Is the reported data (R)egulations, (A)ctual or (M)ixed	is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	Is the reported data (R)egulations, (A)ctual or (M)ixed	is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	
Australia	M	T	3	M	T	3	M	T	3	M	T	3
Austria	R	T	3	R	T	3	a	a	a	R	T	3
Belgium (Fl.)	R	T	3	R	T	3	a	a	a	R	T	3
Belgium (Fr.)	R	T	3	R	T	3	R	T	3	R	T	3
Czech Republic	R	T	3	R	T	3	M	T	3			
Denmark	R	MIN	2	R	MIN	2	A			R	MIN	2
England	R	MIN	4	R	MIN	4	A			R	MIN	4
Finland	A			A			A			A		
France	R	T	3	R	T	3	R	MAX	5	R	T	3
Germany	M	T	3	M	T	3				M	T	3
Greece	R	T	3	R	T	3				R	T	3
Hungary				A			A			A		
Iceland	R	MIN	3	R	MIN	3	R	MAX	9	R	MIN	3
Ireland	A			A			A			A		
Italy	R	T	3	R	T	3				R	T	3
Japan	R	T	4	R	T	4	m	m	m	R	T	4
Korea	R	T	3	R	T	3	R	T	3			
Luxembourg	R	T	3	R	T	3				R	T	3
Mexico	A	T	a	A	T	a	xr:A5	xr:A5	a	A	T	a
Netherlands	R	MIN	3									
New Zealand	A	MIN	3	M	M	3	M	M	9	M	M	3
Norway	A			A			A			R	T	3
Poland												
Portugal	R	T	3	R	T	3	R	T	3	R	T	3
Scotland	A			A			A			A		
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
Spain	M	T	3	M	T	3	m	m	m	M	T	3
Sweden	A			A						A		
Switzerland	R	m	9	R	m	9						
Turkey	R	T	3	R	T	3	R	M	2	R	T	3
United States	A									A		
Brazil												
Chile	R	MIN	3	R	T	3	R	T	3	R	T	3
Estonia	R	MIN	1	R	MIN	2	m	m	m	R	MIN	1
Israel	R	T	3	R	T	3	R	MAX	2	R	T	3
Russian Federation												
Slovenia	M	T	3	M	T	3	M	MAX	2	M	T	3

Salaries: codes are bold if the codes for starting salaries and salaries at the top of scale are different.

Bonus: codes are bold if they differ from codes on salary at top of scale.

1. Coded as 1= Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; 9 = Insufficient knowledge

INDICATOR D4: How much time do teachers spend teaching?

■ General note

The indicator draws on data from the annual system-level data collection of Network C on Teachers and the Curriculum, data sheet.

CURR 2: Teaching and working time of teachers by level of education. [Back to table](#)

■ Notes on specific countries

Interpretation

Austria: The pre-primary schools (ISCED 0) are not independent entities but are integrated into the schools at ISCED 1. There is no difference in any teacher-related matter between these two levels. [Back to table](#)

Belgium (Flemish Community): Only hours of teaching are formally set except for pre-primary and primary education where the school assignment is 26 hours of 60 minutes. The additional non-teaching hours in the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 26 lessons per week in pre-primary education, a minimum of 24 and a maximum of 27 in primary education, 22 to 23 in lower secondary education, 21 to 22 in the first two years of upper secondary education, and 20 to 21 in the last two years of upper secondary education.. [Back to table](#)

Belgium (French Community): Les prestations de cours, de surveillances et concertation réunies ne peuvent dépasser 1560 minutes (26 heures) par semaine. Cette limite ne s'applique pas aux instituteurs maternels et aux instituteurs primaires dans les écoles ou implantations isolées, primaires ou maternelles, à classe unique. La durée totale des prestations de cours, de surveillances et de concertation ne peut dépasser 962 heures par année scolaire [Back to table](#)

Czech Republic: The teaching duties of school principals and deputies are reduced according to school size and vary between 13 and 24 hours in pre-primary education, 5 to 16 lessons in primary and lower secondary education and 2 to 6 lessons in upper secondary education.

Teaching time and total working time of teachers is prescribed by law. Teachers' working time at school is determined by the school head and differs from school to school. [Back to table](#)

England: No formal teaching hours other than teaching 190 days per year. Teachers are entitled to guaranteed planning and preparation time equal to no less than 10% of their teaching time. The 32.5 scheduled non-teaching hours cover 5 days. Fulltime teachers are required to be available in school for 1265 hours per year. Daily session times for any school are set by its Governing body.

Every day on which a school meets shall be divided in two sessions; and there must be a break in the middle of these sessions. [Back to table](#)

Finland: Teaching and working time have been agreed in the collective agreement for teachers. [Back to table](#)

Greece: There is a reduction of teaching hours in line with years of service. When the teachers are appointed, their teaching time is 21 hours per week. After 6 years the teaching time is 19 hours per week. After 12 years the teaching time is 18 hours per week and finally after 20 years the teaching time is 16 hours per week. However, the remaining hours of teachers' obligatory working time have to be spent at school (The legislation is: Degree 1566/85 and 2413/96). [Back to table](#)

Hungary: Net teaching time. The change in Primary education from previous years is due to the change in methodology. In the 2007 data breaks between classes (15 minutes typically) are excluded from the calculations even though teachers usually stay with the class in breaks in primary education. Compared to earlier years, this causes a break in the time series. However, data are comparable to data for the reference year 1999 and before when the present methodology was used. [Back to table](#)

Iceland: For teachers in primary and lower secondary education 150 hours are assigned for in-service education each year. [Back to table](#)

Ireland: Number of days a teacher teaches per year: the minimum length of the school year for pre-primary and primary education is 183 days; for secondary education it is 167 days. In actual terms, minimum = maximum.

Number of hours a teacher teaches per day: for primary education: (5 hours 40 min) – (30 min. recreation) = 5.0 hrs 10 min; for pre-primary one hour less teaching is required, so 4 hrs. For secondary education, 22 hours per week (maximum) are required = 4.4 teaching hours on average per day.

Working time at school: In pre-primary and primary education all teachers are required to be in attendance for full pupil day of 5 hrs. 40 min. and responsible for teaching and supervisory duties; teachers in pre-primary education use the additional one hour non-teaching time for classroom management and preparation.

Teachers at primary level supervise pupils at small breaks typically on a staff rota system, depending on the size of school - in 2-teacher schools, for example, both would have supervision duty every day most likely. The larger the school staff, even allowing for the need for teams of teachers to supervise, the less often supervision duty is required of teachers. The nature of the school premises/grounds/play areas etc. will also be a factor. [Back to table](#)

Italy: The School year, as a rule, is spread over 33.3 weeks (33 weeks by convention). The number 33.3 is obtained by dividing 200, the least number of school days for students, by 6 (number of days worked per week). As a matter of fact, the school year lasts about 38 weeks (from September to the middle of June) for primary and secondary schools and about 40 weeks for preprimary school (until the end of June).

The number of days of teaching (177 in pre-primary and 167 in the others school levels) is different from the number of school days for students (200). This happens because each school, in its

autonomy, can plan to open five or six days a week. Therefore, given the number of hours a teacher teaches per week (provided by the National Contract) the fact that the activities are spread over 5 working days implies that the overall weekly hours are concentrated in 5 days (in this case daily working hours are higher than ones spread over 6 days).

The 40 hours of scheduled non-teaching hours at school per annum represents a minimum of the so called "attività funzionali all'insegnamento" and they are compulsory hours as set by the National Contract. This time is dedicated to meetings of the teaching staff, parent-teaching class committee and consulting hours. The National Contract provides further 40 non-compulsory hours for activities (more consulting hours, etc) left to the choice of the teaching staff.

Short breaks of less than 5 minutes are included in the teachers' teaching time for all ISCED levels.
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Korea: There is no policy on how many hours teachers should teach in a week or a month or a year. The data on teaching time is based on the annual administrative data collection and refer to the time teachers usually teach per week during the school year. Teachers are civil servants and their working time is regulated within that framework. Whereas there are national regulations on the length of the school year and on the working hours of civil servants, which apply to teachers during the school year period, teachers work during the summer and winter vacations following self-regulated schedules of professional developmental training. These self-regulated schedules are excluded from the figures. .

In Korea students have lessons for five days every two weeks and six days during the other weeks. Before 2006, students had lessons for six days every week. [Back to table](#)

Netherlands: Primary education: Short breaks are included in teaching time. Very often short breaks can be seen as a kind of physical education. In the case of bad weather the teacher reads a book or the children can play in a games room. Teachers have a lunch break of 30 minutes. This is not included in teaching time. Since 1 August 2006 schools in primary education are autonomous in organizing school time.

Secondary education: School boards for secondary education have a large degree of autonomy on decision making, including on teaching time. Since 2004 the collective labour agreement contains no longer formal regulations about teaching time for teachers in secondary education. In the past there was a maximum of 750 clock hours a year.

In the new collective labour agreement 2008-2010 teacher unions and the employers organization for secondary education have noted that the maximum teaching time will be 750 clock hours again, with commencing date 1 August 2009. From that date the individual (full time) teacher yearly has the right to exchange 24 hours of teaching time for other school activities or payment. In addition to this, an analysis on the integral work force count of teachers in secondary education (IPTO-VO) has shown that, converted to the average of a full time teacher, teaching time is 690 clock hours, assuming that the number of weeks a teacher teaches per annum is 38,5.

Working time: The total working time in hours per annum is regulated on a national level.
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Portugal: Pre-school and first cycle primary school teachers (6-to-9-year-olds) have a teaching load of 25 hours per week.

Teachers, who teach grades 9, 11 and 12, have less instruction weeks, due to national examinations that start in mid-June (35 weeks=175 days minus 14 holidays and inaction days during week days for the school year of 2006/2007). All other grades have 37 weeks=185 days minus 14 holidays and inaction days for the school year of 2006/2007.

Primary school teachers (first cycle, grades 1 to 4) usually supervise students' breaks by turns, according to the schools' internal regulations.

Teachers in lower and upper secondary education who have a reduced teaching time (due to age, number of years of service, appointment to a position, etc.) often have their teaching schedule distributed over four days a week. Therefore, their daily workload may be above the calculated mean.

The calculation of the number of days of instruction was based on the intended 171 days of instruction for all ISCED levels. As most teachers teach more than one grade, two exceptions were not taken into account, i.e. grades 9, 11 and 12 which have 161 days of instruction owing due to the period of national examinations. In the least demanding upper secondary education programme, it is compulsory for teachers to respect the statutory amount of time allocated to each subject.

The total working hours per year was calculated on the basis of 221 working days for all education levels.

For 10-to-11-year-olds the teaching time is the same as in ISCED 2.

Primary school teachers (grades 1 to 4; 6 to 9-year-olds) usually supervise children during breaks on a rotative basis, according to the school internal regulations. Supervision of pupils during short breaks between classes in ISCED levels 1 and 2 is done by Personnel for pedagogical support. In primary education short breaks between classes range from 15 to 20 minutes

The reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties but is usually lower owing to the possibility of reduced working hours' for extra-curricular activities at school (mathematics clubs, etc.). [Back to table](#)

Scotland: The school is open for 39 working weeks per year, but each teacher undertakes 5 days of in-service training per year. A 35-hour working week for all teachers was introduced in August 2001, as set out in the Teachers Agreement "A Teaching Profession for the 21st Century". The agreement also set out a phased reduction of the maximum class contact time to 22.5 hours per week by 2006, equalised across all sectors. In 2005/06, the maximum class contact time in primary and secondary education is 23.5 hours per week. There was no distinction between upper and lower secondary education.

During the phase-in period, the class contact commitment of a teacher will be complemented by an allowance, of no less than one third of the teacher's actual class contact time, of personal time for preparation and correction. The use of the remaining time, that is, beyond class contact commitment and preparation and correction time, is subject to agreement at the school level. It will include, for example, activities such as meetings with parents, staff meetings, formal assessment and additional supervised pupil activities.

All tasks that do not require the teacher to be on the school premises can be carried out at a time and a place of the teacher's choosing, with appropriate notification to management. [Back to table](#)

Spain: The information provided is based on the general national regulations. The autonomous communities may have adapted to these regulations for their teachers. [Back to table](#)

Sweden: Working time is regulated in formal agreements between the Swedish Association of Local Authorities and Regions (SALAR) and teachers' unions. Local agreements may differ, especially in the *förskoleklassen*, which is the last year of pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for primary schools. [Back to table](#)

Coverage and methodology

Australia: Data are based on a weighted average of state and territory responses. The state and territory education departments derive the data from relevant industry awards. The weights are based on the number of public school teachers for each state or territory. Missing data are excluded from the calculation and weights are based on states or territories that responded to the particular question. [Back to table](#)

Austria: Teaching time: For all teachers at different educational levels teaching time is defined in legal documents. However, the legal frameworks for teachers in the compulsory school system and for teachers in the medium and advanced schools are different. For the first group the teaching time (and also the total working time) is defined on a yearly basis. The teachers for the second group are employed on the basis of a weekly defined teaching time (but no total working time is defined). In primary education teachers are only in the first group. In secondary education both systems occur. Therefore a weighted mean was calculated on the basis of the distribution of teachers in the two systems. At upper secondary level schools are usually open five days a week (schools can decide whether they open five or six days). Although it is not laid down legally, teachers at upper secondary level also teach five days (like primary and lower secondary teachers). In some rare cases they may teach six days.

Breaks:

The number of hours per day a teacher spends supervising pupils have been calculated and are included in the teachers' scheduled teaching time.

In pre-primary and primary schools teachers have to supervise the pupils

a) during the breaks (not included the break between morning and afternoon - this break is additional workingtime),

b) 15 minutes before the beginning of the actual schoolday and

c) after the schoolday while the pupils are leaving the school building

to take care of their corporally and healthy saftey and to ward risks.

The supervision can be dropped, if the pupils have the maturity. But this is not the case in pre-primary and primary schools. In these schools the classteachers supervise their own class during the breaks. The length of the breaks is decided at the school level. Usually breaks last mainly 5 or 10 minutes.

The calculated minutes in number of hours per day a teacher spends supervising pupils during short breaks include only the supervision during the breaks (see above a) and disregard the all-day schools.

The amount is dependent on the particular school time per day.

Working time at school: In neither of the two systems is the working time at school defined.

Total working time: The total working time is only defined for teachers working in the compulsory school system. As this applies to 100% of teachers in primary education the relevant figure is given. In lower secondary education, both systems are found but more than 75% of teachers work at compulsory schools (*Hauptschulen*). Therefore, the total working time is given at this level. In upper secondary education the two systems also apply. However, only a very small minority of teachers at this level work according to a legally defined total working time. Thus code “a” is the most appropriate option.

At ISCED level 3 schools are usually open five days a week (schools can decide whether they are open five or six days). However, teachers usually teach on five days (as at ISCED 1 and 2). [Back to table](#)

Belgium (Flemish Community): *Primary education:* Teaching time consists of minimum of 24 and a maximum of 27 lessons of 50 minutes per week. The school assignment consists of a maximum of 26 hours (60 minutes) per week. Teaching time = (maximum lesson hours (22.5 * 60 minutes) * (37 teaching weeks – 1.2 weeks of festivities = 35.8 weeks).

Lower secondary education: Teaching time consists of a minimum of 22 and a maximum of 23 lessons of 50 minutes per week. Teaching time is calculated as the (maximum lesson hours (19.2* 60 minutes) * (37 teaching weeks – 1.0 week of festivities).

Upper secondary programmes (general programmes): Teaching time consists of a minimum of 21 and a maximum of 22 lesson hours (50 minutes) per week in the first two years of general upper secondary education (the so called “second stage”). In the last two years (“third stage”) teaching time consists of a minimum of 20 and a maximum of 21 lesson hours (50 minutes) per week. The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage. The average maximum assignment is 21.5 hours per week (50 minutes) * (37 teaching weeks – 1.0 week for festivities). [Back to table](#)

Czech Republic: Teaching duties are set in terms of number of lessons per week. The duration of one lesson is 45 minutes, except for pre-primary education, where it is 60 minutes.

For pre-primary education, it is 31 lessons per week.

For primary education it is 22 lessons per week, with exception of teachers that teach grade 1 (20 to 22 lessons per week). Short breaks are added to this for the computation of the teaching time.

For lower secondary education, the formal teaching duty is 21 lessons, but the actual teaching duty is usually higher. For upper secondary general education the formal teaching duty is 21 lessons per week. [Back to table](#)

Denmark: The numbers of teaching hours are estimated from research done by Rambøll Management A/S and Capacent A/S on behalf of the Ministry of Finance and Ministry of Education. The data for primary and lower secondary schools are based on data from 102 schools. The results are published in the report "Folkeskolelærernes arbejdstid. Barrierer for ledelse og prioritering, September 2007 (www.uvm.dk/07/documents/pm_bedre_folkeskole). The data for the general upper secondary level are based on data from 29 schools for the school year 2006/07. The results are published in "Kortlægning af lærernes arbejdstid på de almene gymnasier", Ministry of Education, October 2007. [Back to table](#)

Estonia: Electronic Riigi Teataja – ERT. [Back to table](#)

Finland: Based on legislation the schools are closed for festivities 3 days per year if the festivities are not on Saturday or Sunday. In 2005/06 schools were closed for holidays for 2 days (in the previous year for 3 days).

The number of hours a teacher teaches per year is an average of the minimum and maximum amount and does not describe the actual situation of all teachers. There is great variation among teachers depending on the subject they teach. Teaching time in lower secondary education varies between 513 and 684 hours and in upper secondary education between 456 and 655.5 hours per year. In 2005 joint planning time (for other than upper secondary teachers) rose from 2 to 3 hours per week. In addition teachers work on average 3 to 4 extra hours per week and joint planning takes many more hours than indicated in the collective agreement.

Pre-primary education means education given at school.

Breaks: Figures given are hours a teacher teaches per day converted into 60-minute periods. In an hour a teacher shall teach at least 45 minutes, and there is a 15 minutes break before the next hour. At school the teachers are obliged to supervise the pupils during these breaks depending on their varying responsibilities for supervision during school meals and in different areas within the school (corridores, school fields etc.) This cannot be expressed or measured exactly in hours per day and in different schools the breaks can also be organised in such a way that some breaks may be shorter than 15 minutes. This means that an hour converted into 60-minute periods includes 45 teaching and 15 minutes break. [Back to table](#)

Germany: Data are based on computation of weighed means. [Back to table](#)

Greece: By law every teacher (in pre-primary, primary and secondary education) must work 37.5 hours per week and must teach 25 hours per week for (pre-) primary education and 21 hours per week for secondary education (ISCED 2 and 3). The examinations period (about two weeks for lower and upper secondary education), Christmas and Easter holidays (about four weeks), are not included in the number of weeks of instruction. [Back to table](#)

Japan: Teaching time per week: Until last year, we used raw data from the report of School Teachers Survey, in which teaching time per week is calculated in the following way: (Total number of classes per week) / (Total number of teachers). In this figure, total number of teachers includes teachers temporary not at work because of maternity leave, suspension of work, etc. They are counted as teachers working 0.0h. For the present data collection we excluded teachers temporary not at work from the total number of teachers so as to avoid impact on teaching time per week.

The number of weeks of instruction: The Course of Study for each school level prescribes that each school can decide on the number of weeks a teacher teaches per annum, with a minimum standard of 35 weeks, except for the 1st grade in primary education, where it is 34 weeks. According to a latest survey taking actual data, we estimate that an elementary and lower secondary school teacher teaches about 200 days (equivalent to 40 weeks) per annum. [Back to table](#)

Korea: Since there is no formal policy on how many hours teachers should teach in a week, month or year, the data on teaching time was prepared on the basis of the annual administrative data collection which was designed for the entire teaching staff in Korea and refers to the actual time teachers usually teach per week during the school year.

For the working hours of teachers, only the working hours during the school year were included. The calculation of working hours during the school year was based on the national regulations on the length of the school year and the working hours of civil servants, which apply to teachers during this period. The working hours during the summer and winter vacations was excluded because teachers work on the self-regulated schedule of professional developmental training during this period, making it very hard to estimate the exact working time. [Back to table](#)

Luxembourg: The classroom teachers in a school make a plan for the supervision during the breaks. [Back to table](#)

Mexico: the students in pre-primary education have a lunch break of 20 minutes. The teacher has the responsibility for the class during these breaks. This break time is not included in the teaching time. [Back to table](#)

New Zealand: Data reported are based on the number of half-days on which schools are required by law to be open for instruction. One half-day represents 2.5 hours (under the Education Act a half-day is a minimum of 2 hours, but in practice it is usually 2.5). Schools are closed on public holidays so these are not included as days on which the school is open for instruction.

The most common number of timetabled hours for teachers is 25 per week but it is up to individual school boards to develop school and teacher timetables, They do not have to be based on a 25-hour week.

There are no data available on the number of non-teaching hours.

New Zealand schools are not divided into lower and upper secondary. Primary school is from years 1 to 8 and secondary school is from years 9 to 13. Therefore the midpoint between primary and upper secondary has been used for lower secondary data. [Back to table](#)

Norway: Figures refer to central agreement. In some municipalities there will be local variations based on local agreements. Norwegian law regulate the pupils' school year to 190 days.

ISCED1: Teachers' scheduled teaching time is regulated. The time a teacher spends during short breaks in primary education (0.25 hours) is an estimated average per day. Typically a primary teacher is supervising pupils in short breaks 2 days a week for about half an hour each day. In the reported data, breaks are not included in the number of hours a teacher teaches per day.

ISCED2 and ISCED3: Teachers' scheduled teaching time are average numbers depending on the subject they are teaching (for ISCED3 teaching time are also depending on the number of students in the group one teaches). [Back to table](#)

Scotland: The figures shown are approximations based on the assumption that teachers teach close to their maximum number of hours, as specified in the Teachers Agreement, "A Teaching Profession for the 21st Century". [Back to table](#)

Spain: Teachers of all levels are required to be at school for 30 hours per week from 1 September to 30 June (excluding holiday periods and days the schools are closed for festivities), 38 weeks per year in all. Calculation of working time: 38 weeks * 37.5 hours per week = 1 425 working hours per year.

The net contact teaching time of secondary teachers with students includes tutorial duties and cover time in classes. This makes it possible to compare this with the net contact teaching time of primary teachers. Thus, 75% of secondary teachers complete the 21 hours of direct teaching time established by law, while the other 25% work 18 hours per week in direct contact time with the students, with 3 hours per week used for administrative responsibilities in the school. The aggregated sum of both groups is as follows: $0.75 * 21 + 0.25 * 18 = 15.75 + 4.5 = 20.25$ hours per week = 4.05 hours per day. The information provided is based on the general national regulations. The autonomous communities may have made some adaptations to these regulations for their teachers. [Back to table](#)

Sweden: See the text on Sweden under the heading "Interpretation". [Back to table](#)

Turkey: For primary education, the information provided is a weighted mean of classroom teachers' teaching time and subject teachers' teaching time for the number of hours a teacher teaches per day. As primary education is continuous in Turkey, it also includes lower secondary education and teachers in grades 6, 7 and 8 (*i.e.* mathematics, science, etc.) who are not classroom teachers but subject teachers.

Teaching time in hours is calculated by the compulsory hours given in the related laws and regulations. [Back to table](#)

United States: The data are based on a sample survey that is representative of each state in the United States and of each type of private school. The data reported in the 2003/04 survey are for self-reported hours worked per week and instructional hours per week. In each case, the hours per week were multiplied by the typical number of instructional weeks per year. A direct question on instructional hours taught was added in the 2003/04 SASS. For previous *Education at a Glance* reports, the data did not come from a direct question about the number of instructional hours; rather, time spent on lunch or planning was subtracted from the total hours required to work each week, and that was multiplied by the typical number of instructional hours per year. The new data show fewer hours per year than the previous data but there should not be any inference made that this was due to a major change in instructional practices. Rather, the 2003/04 data are based on a more direct measure of teachers' instructional time and may take into account the amount of non-instructional time in the school week more accurately than the previous estimates. [Back to table](#)

*Sources and reference period***Indicator D4 – How much time do teachers spend teaching?: Sources and references**

Country	Source	Reference period
Australia	Respective state and territory education departments, which primarily derive their data from relevant industry awards	2007
Austria	Legal documents	School year 2006/07
Belgium (Flemish Community)	Decrees and resolutions	School year 2006/07
Belgium (French Community)	Circulaire n°1993 du 21 août 2007 relative à l'organisation de l'enseignement maternel et primaire ordinaire ; Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement; Circulaire n°1532 du 3 juillet 2006 relative aux directives pour l'année scolaire 2006-2007 - Organisation, structures et encadrement; Loi du 19 juillet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire (article 8); Arrêté de l'Exécutif du 22 mars 1984 fixant le régime des vacances et des congés dans l'enseignement organisé dans la Communauté; Arrêté du Gouvernement de la Communauté française du 18 novembre 2005 fixant les vacances et congés dans l'enseignement fondamental et secondaire pour l'année scolaire 2006-2007,	School year 2006/07
Brazil	National Educational Law, Decrees and Resolutions	School year 2007
Chile	Legislation that defines the length of the school year and the Teacher Law (DFL 1, 1996)	2007
Czech Republic	Government decree	School year 2006/07
Denmark	Ministry of Finance and Ministry of Education	School year 2005/06; for upper secondary schools 2006/07
England	National (England and Wales) agreement: School Teachers' Pay and Conditions Document 2006	September 2006 – August 2007
Estonia	Legislative acts	School year 2006/07
Finland	Basic Education Act (1998/628) Collective agreement for teachers (based on legislation)	School year 2006/07
France	Nature of the sources: Law and policy document based on law; national statistics	School year 2006/07
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany	School year 2006/07
Greece	Law and policy documents based on law, data on formal arrangements	School year 2006/07
Hungary		School year 2006/07
Iceland		School year 2006/07
Ireland	Department of Education and Science circulars; Primary Curriculum – Introduction	School year 2006/07
Israel	Ministry of Education, data based on formal arrangements	School year 2006/07
Italy	National Teachers' Collective Contract. DPR No. 295/1999	School year 2006/07
Japan	Number of weeks a teachers teaches per year: <i>Shogakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Elementary Schools 2002), and <i>Chugakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Lower Secondary Schools 2002), and <i>Kotogakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Upper Secondary Schools 1989), Ministry of Education, Culture, Sports, Science and Technology Civil servants' working time: Law concerning Working Hours and Leave of Absence of Employees in the Regular Service	School year 2006/07

Korea	The 7th Primary and Secondary School Curriculum (1997), by the Ministry of Education, Science and Technology	School year 2007
Luxembourg	Ministry of Education, Horaires et Programmes	School year 2006/07
Mexico	Teaching time: <i>Secretaría de Educación Pública (SEP), Calendario escolar 2006/07, Agosto 2006, México</i>	School year 2006/07
Netherlands	CAO, decentralised per school board	School year 2006/07
New Zealand	Secondary Teachers' Collective Agreement 2004-07, Primary Teachers' Collective Agreement 2004-07	School year 2007
Norway	Centralised agreement between municipalities and the teachers' unions (municipalities is Norwegian association of local and regional authorities).	2007
Portugal	Law/Policy document: <i>i) Decreto-Lei nº 139-A/90 and Decreto-Lei nº 1/98-Teachers' Career Statute; ii) Despacho nº 13781/2001 – Teachers' schedule (ISCED 1 grades 5 and 6, ISCED 2/3), iii) Despacho Normativo nº 24/2000, Despacho nº 12 110/2000, Declaração de Rectificação nº 4-A/2001, Despacho nº 12809/2004 – Organisation of the School Year; iv) Decreto-Lei 100/99 , Decreto-Lei nº 157/2001 – public servants' holidays</i>	School year 2006/07
Scotland	The 2001 Teachers Agreement "A Teaching Profession for the 21st Century"	School year 2006/07
Slovenia	Ministry of Education and Sport	School year 2006/07
Spain	RESOLUTION of 27 April 1995 of the Secretary of State for the Public Administration, giving instructions about the working time and time schedules of the civil servants of the National General Administration (National Official Bulletin, 10 May 1995) // ORDERS of 29 June 1994, giving instructions which regulate the organisation and functioning of pre-primary, primary and secondary education schools (National Official Bulletin, 5 July 1994) // ORDER of 29 February 1996, which modifies the Orders of 29 June, 1994 (National Official Bulletin, 9 March 1996) // ORGANIC LAW 10/2002, of 23 December, for the Quality of Education (LOCE), which modifies ORGANIC LAW 1/1990, of 3 October, of the General Ordination of the Educational System (LOGSE)	School year 2006/07
Sweden	Collective agreement between the Swedish Association of Local Authorities and Regions (SALAR) and teachers' unions	School year 2006/07
Turkey	Working Calendar for Formal and Non-Formal Educational Institutions, 2002; Regulations Related Secondary Education, 1983; Regulations Related Primary Education Institutions, 1992; Regulations Related Pre-Primary Education Institutions, 1999, The Law Numbered 657 of Public Staff, MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administrators	School year 2006/07
United States	Schools and Staffing Survey 2003/04	School year 2003/04

Nature of the reported data on teaching time and working time (2007)

	Number of days a teacher teaches per annum			Number of hours a teacher teaches per annum			Working time at school: hours per annum		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time ¹
Australia	M	T	3	M	T	3	M	T	3
Austria	R	T	3	R	T	3	R	T	3
Belgium (Fl.)	R	T	3	M	MAX	3	a	a	a
Belgium (Fr.)	R	T	3	R	T	3			
Czech Republic	R	T	3	R	T	3	R	T	3
Denmark	R	MAX		A	T		R	T	
England	R	T	3				R	MIN	4
Finland	R	T	3	R	MIN	4	a	a	a
France				A					
Germany							M	T	
Greece									
Hungary	R	T	3	R	MIN	4	a	a	a
Iceland	A			A			A		
Ireland	R	MIN	3	R	T	3	a	a	a
Italy	M	MIN	3	M	MIN	3	a	a	a
Japan	A			A			a	a	a
Korea	R	MIN	3	M	MIN	4			
Luxembourg	R	T	3	R	T	3			
Mexico	R	T	3	R	T	3	a	a	a
Netherlands	A	T	3	T	T	3	R	T	3
New Zealand				R	T	3			
Norway	R	T	9	R	T	9	R	T	9
Poland									
Portugal	R	MAX	3	R	MAX	3	R	MAX	3
Scotland	R	MAX	m	R	MAX	m	R	MAX	m
Slovak Republic	m	m	m	m	m	m	m	m	m
Spain	R	T	3	R	T	3	R	T	3
Sweden	M	T	3	M	T	3	M	T	3
Switzerland									
Turkey	A			R	T	3			
United States	R	T	3	A					
Brazil	M	T	2	M	T	2	M	T	2
Chile	M	T	3	R	T	3	a	a	a
Estonia	R	T	3						
Israel	R	T	3	R	T	3	a	a	a
Russian Federatior	R	T	3	A	T		a	a	a
Slovenia	M	T	2	M	MIN	4			

Teaching time: codes are bold if the codes for days per annum and hours per annum are different

Working time: codes are bold if they differ from teaching hours per annum

¹ Coded as 1= Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; 9 = Insufficient knowledge

INDICATOR D5: How much appraisal and feedback do teachers receive, and what is its impact?

■ General note

Definitions and methodologies

The indicator data refer to responses to the following questions posed to:

School principles

Table D5.1 and Chart D5.1

How often during the last 5 years did this school produce a school self-evaluation document and/or was the school evaluated by an external agency or body (e.g. external inspector)?

Teachers

Chart D5.1

From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?

Response options: principal; other teachers or members of the school management team; external individual or body (e.g. external inspector).

Table D5.2 and Chart D5.2

Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Response options: change in salary; financial bonus or another kind of monetary reward; opportunities for professional development activities; change in the likelihood of career advancement; public recognition from the principal and/or your colleagues; changes in your work responsibilities that make the job more attractive; role in school development initiatives (e.g. curriculum development group, development of school objectives).

Table D5.3: Teachers had to answer YES/No to the following statements:

The appraisal and/or feedback contained a judgment about the quality of my work.

The appraisal and/or feedback contained suggestions for improving certain aspects of my work.

I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school.

I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.

Table D5.4

Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Response options: changes in job security; changes in job satisfaction.

Table D5.5 and Chart D5.2

We would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?

Response options: “In my opinion, in this school”...the principal takes steps to alter the monetary rewards of a persistently underperforming teacher; the sustained poor performance of a teacher would be tolerated by the rest of the staff; teachers will be dismissed because of sustained poor performance; the principal uses effective methods to determine whether teachers are performing well or badly; a development or training plan is established for teachers to improve their work as a teacher; the most effective teachers in this school receive the greatest monetary or non-monetary rewards; the review of teachers’ work is largely done to fulfill administrative requirements; the review of teachers’ work has little impact upon the way teachers teach in the classroom; if I am more innovative in my teaching at this school, I will receive increased monetary or non-monetary rewards.

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INDICATOR D6: What is the impact of teacher practices and beliefs?

■ **General note**

Please refer to the TALIS report for specific information about this indicator (chapter 4).

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INDICATOR D7: Who are the teachers?

■ **General note**

Data on age and gender derive from the UOE Questionnaire 2008, reference year 2006/07. Characteristics are measured as the percentage of teachers in each of the five age groups, by level of education. **This indicator is only available from the website www.oecd.org/edu/eag2009 and is not published in the printed book.**

■ **Notes on specific countries**

See notes on Indicator D2. [Back to table](#)