



## **International Experiences of High School Teachers' Working Time**

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### **Abstract**

The objective of the study is to synthesize experience on the quota, workload and working time of teachers all over the world. These are issues that Vietnam needs to refer to manage the workload of teachers in education innovation. Research results are drawn from the summarization of research articles, reports, and international journals. The results show that teachers have a lot of stress at work, they often have to work over the prescribed time and spend too much time on non-teaching activities such as administrative work, grading, and contact with parents. The study provides solutions for the school and recommendations for the Ministry of Education to improve the workload of teachers.

**Keywords:** teacher workload, teaching time, non-teaching activities



## **1. Introduction**

In Vietnam, a new education program is built in the direction of developing the quality and capacity of students; creating a suitable environment to help students develop both physically and mentally, become active and creative learners, apply positive learning methods to get knowledge and basic skills. Because of these advantages, students have the necessary qualities and competence to become responsible citizens, creative workers; to meet the personal needs and social requirements; to build and defend the country in the era of globalization and the new industrial revolution (Circular 32/2018 / Circular-Ministry of Education and Training). The roadmap for applying the new Education Program starts from 2020-2021 for grade 1 and the following year for grade 2, ... With the change of the curriculum structure, content and teaching methods, the Ministry of Education and Training should set a new quota about working time for teachers and staffing. Therefore, it is necessary to research on international experience about teacher labor quota.

The teacher's workload and teaching time is always an issue frequently mentioned in research papers. The question is how much workload will be appropriate for the teacher and help them teach most effectively. However, in the past, people often considered the results and achievements of students and teachers more than other management issues. As a result, teachers are stressed because they have to handle too much work and constantly work overtime.

In this research, we focus on gathering information relating to the teacher's workload, teaching time and reasons why teachers become stressed.

Based on references, we have summarized quotas and teaching time of teachers in some countries: England, Australia, Canada, Malaysia, USA, Pakistan, OECD countries,...

## **2. International experiences of teachers' statutory working time**

### **In America**

A study of Standards, Accountability, and School Reform at Stanford University shows that: In US schools, where only 43% of the total number of educational staff are classroom teachers (compared to with 60-80% in many European schools and in Japan), the cost of supporting non-classroom staff needs some resources to provide more planning time for teachers. Therefore, according to the National Commission on Future Teaching and Education, while teachers in many other countries have up to 15 to 20 hours per week for planning and teaching, US teachers only have 3 to 5 hours per week to prepare for classes by themselves. Creating time for teachers to work with colleagues help reduce the number of non-classroom staff, cutting staff and experts and reassigning teaching groups to gain individual strength of teachers.

Since 1950, the proportion of classroom teachers has decreased from 70% to 53%, of which only about 3/4 of them regularly participate in classroom teaching (National Committee on Teaching and Future Education of the United States, 1996). The number of both non-teaching teacher professionals and non-instructional support staff has increased significantly. In contrast, 60 to 80 percent of the education staff in European countries are classroom teachers, allowing much greater flexibility in using the teacher's time, including creating more time to make collaboration plans and professional development (OECD, 1995)



In 1991, most Boston secondary and high schools scheduled for students to take seven 45-minute periods a day. Each teacher taught 125 to 150 students a day, five 25-students classes in secondary school and five 30-students classes in high school. Rethinking the curriculum and arranging time to extend the length of class with each teacher is the way that help reduce teacher workload as well as utilize cost. Instead of seven 45-minute classes a day, students and teachers can have four classes a day, each lasting over an hour. This solution can be implemented due to combining traditional subjects or dividing, allowing smaller groups of students to work actively with teachers (Carroll, 1994).

According to the Center for Educational Statistics of America (NCEs, 1994), the educational reforms that stem from the incentives have been lost with minimal impact on the basic organization of schools. The typical school has about 1 teacher for every 18 students and an adult for 9 students. In the US, the number of students per teacher dropped from 26 in 1960 to 17.6 in 1992

In US, Miles & Darling-Hammond (1998) researched for 500 6th grade students at the Quebec specialist school, 475 Douglass elementary students in Tennessee, 90 students 5th grade at Lyons school, Massachusetts, 450 students from grades 7 to 12 Central Park East in New York State and 475 students at the international school in New York about the topic “Rethinking the Allocation of Teaching Resources: Some Lessons From High-Performing Schools”

In Boston, interstate contracts regulate the number of hours worked, from the morning to the afternoon. This contract makes it difficult to arrange a start time to make the best use of staff’ time or to meet student needs. For example, a high school wants to change instructor working hours so that they start later in the day and end after 4:30 so students could meet with guidance counselors when questions arise with their course. However, this contract prohibits such changes during working hours and the request is not accepted. The contract also specifies how teachers can be assigned during the day, requires that the planning time be distributed evenly throughout the day and prohibits teachers from teaching more than three consecutive periods. This makes it difficult to combine teachers’ non-instructional intervals to create longer intervals. The use of part-time teachers is obviously prohibited if they replace full-time teachers.

At International, teachers have two teaching periods (140 minutes) per week for planning. During that time, students participate in club activities or courses. Half of the day (about three hours) of each week is devoted to student club activities, in which teachers work together to plan and engage in staff training. In addition, teachers have a daily 70-minute personal planning time, often coinciding with the planning time of the other team members. These models provide a stark contrast to the traditional high school model, where teachers have one or two 45 minutes free time to guide students on non-academic tasks and prepare lessons, make plans with other teachers

### **In Australia**

In Australia, The Victorian Government Schools Agreement 2017 regulates that teachers spend 30 hours per week for teaching tasks and tasks directly related to the curriculum; spend the remaining 8 hours for other activities such as meetings, outdoor duties and having lunch. The work directly related to the teaching and learning program of a teacher’s class(es) (such as planning, preparation, assessment of student learning, collaboration, professional development and peer observation including feedback and reflection). The study specifies the maximum face-to-face teaching hours



that a principal may assign to a teacher as follows: for primary teachers - not more than 22.5 hours per week, for secondary teachers - not more than 20 hours per week. A high level of duties, or activities involving voluntary or discretionary effort, may warrant a reduction in the face-to-face component. Similarly, where a teacher has a lower face-to-face teaching component, additional duties may be allocated.

### **In Canada**

In Saskatchewan, a report on teacher labor quota in 2016 surveyed 950 educators and 10 in-depth teacher interviews pointed out some ideas about the teacher's working time. According to section 28, in each school year, every board of education and the conseil scolaire shall provide at least: 950 hours of instructional time for grades 1 to 12; and 475 hours of instructional time for kindergarten. Section 2 in The Education Act, 1995, states: “ “school year” means the period commencing on July 1 in one calendar year and ending on June 30 in the next calendar year”. Section 163 of the Act gives a more particular definition for the school year: A school year consists of 200 school days, but for any school year the minister may, by order, determine any lesser number of school days that the minister considers advisable. Besides, Section 27 states the specific regulations concerning student instructional times: “ A school day shall consist of not less than five hours of instructional time; non-instructional time; or a combination of instructional time and non-instructional time. In the educational law of the state of Saskatchewan (Canada), it is stipulated that "the working time of teachers per year must not exceed 1044 hours". Instructional time is any time in which pupils of a school are in attendance and under teacher supervision for the purpose of receiving instruction in an educational program, including work experience programs, parent-teacher-pupil conferences, examinations, and other learning activities provided by the board of education or conseil scolaire. In section 26, Non-instructional time is any time when pupils of a school are not in attendance but teachers are present at the school and at another site agreed to by the board of education or conseil scolaire. or when teachers are present at the school and pupils of the school are in attendance at school but are not receiving instruction in an educational program. In section 164, School hours are from 9 am to 12 pm and 1 pm to 3:30 pm with a recess period of 15 minutes, or break periods of 15 minutes each morning and afternoon.

### **In OECD countries**

According to “Education at a Glance 2018 OECD INDICATORS”, public school teachers in OECD countries and economies are required to teach on average 1 044 hours per year at pre-primary level, 784 hours at primary level, 703 hours at lower secondary level (general programmes) and 657 hours at upper secondary level (general programmes). The amount of statutory teaching time in primary, lower secondary and upper secondary public institutions remained largely unchanged between 2000 and 2017. A large proportion of teachers' total working time is devoted to teaching tasks, so the time spent on other tasks only accounts for a smaller proportion. It may also indicate that teachers must perform these tasks at their own time and therefore must work longer hours than required by statutory working hours.



Teaching hours requirement of Public school teachers in OECD per year varies significantly from one country to another and tends to decrease as education levels increase.

Public primary school teachers are required to teach on average 784 hours per year across OECD countries and economies, but this ranges from less than 590 in Estonia, Lithuania and Poland to more than 1 050 in Chile and Costa Rica. Teachers' daily instructional time ranges from three to six hours per day. In addition, there are no standards in the distribution of instructional time throughout the year. For example, in Spain, primary teachers have to teach 880 hours per year, almost 100 hours higher than the OECD average.

Lower secondary school teachers in general programmes in public institutions are required to teach an average of 703 hours per year, ranging from fewer than 600 hours in Finland, the Flemish Community of Belgium, Korea, Poland and Turkey to more than 1 000 hours in Chile, Colombia, Costa Rica, Latvia and Mexico. However, teachers in Poland can be obliged to teach as much as 25% of the statutory time as additional overtime, at the discretion of the school head (at the lower secondary level).

A teacher of general subjects in upper secondary education in public institutions has an average teaching load of 657 hours per year. Teaching time exceeds 800 hours in only seven countries and economies: Chile, Colombia, Costa Rica, Latvia, Mexico, Scotland (United Kingdom) and the United States. However, in Chile and Scotland (United Kingdom), the reported hours refer to the maximum time teachers can be required to teach, not to their typical teaching load. In contrast, teachers are required to teach fewer than 500 hours per year in Denmark, the Flemish Community of Belgium, Iceland and Poland. Teachers in Finland, Iceland, Japan, Korea, Norway, Poland, the Slovak Republic, Slovenia and Turkey teach for three hours or less per day, on average, compared to six hours or more in Colombia, Costa Rica and Latvia.

### **3. International experiences of teachers' actual working time**

#### **In UK**

Research paper is about teacher workload at local level (Kathy, B. 2017). The average total, self-reported hours in the reference week for all classroom teachers and middle leaders was 54.4 hours. As in other workload studies, primary classroom teachers and middle leaders self-reported higher total working hours (a mean of 55.5 hours) than teachers in secondary schools (53.5 hours). Almost a third of part-time teachers reported that 40% of their total hours were worked outside of school hours (i.e. in the evening, early mornings and weekends). Primary teachers with less than six years' experience reported working a total of 18.8 hours per week outside of school hours. This was two additional hours compared to their more experienced primary colleagues, and an hour and a half more than secondary teachers with the same level of experience. Across all schools, senior leaders reported an average total of 60.0 hours in the reference week, and were twice as likely as other roles to report such hours. Secondary school senior leaders reported longer total working hours than those in primary schools (62.1 hours compared to 59.8).

Another study on teacher workloads in the UK (TNS BMRN 2014) was done with the purpose of providing data on the number of working hours of teachers with the survey of 1004 teachers in primary schools, secondary schools, special schools and institutes ("Academy school" - The school is funded by the British Ministry of Education and operates independently of local government





control. Survey results show that the average working hours of elementary and secondary school teachers is 60 hours / week. In particular, for secondary teachers, head teachers have higher working hours than ordinary classroom teachers (63 and 55 hours per week, respectively.) The average working hours of teachers at institutions is 55 hours/week.

In another research in 2016, analysis finds that teachers in England are working, on average, longer hours than in most other jurisdictions. Full time teachers in England reported working, on average, 48.2 hours in the sampled week, including evenings and weekends. This is 19 % longer than the average elsewhere of 40.6 hours. Only Japan and Alberta reported longer average working hours than teachers in England. It is common to work long hours in England: half of full time teachers work between 40 and 58 hours, and overall a fifth of teachers work 60 hours or more. Teachers in England spent only an average of 4 days on these CPD opportunities (including courses, observational visits, seminars and in-service training), compared with an average of 10.5 days.

### **In Australia**

Research paper of Weldon, P. and Ingvarson, L. (2016) pointed out the workload of the school's staff. The survey indicated that full-time primary teachers averaged 52.8 hours per week and full-time secondary teachers averaged 53.2 hours per week. Leading teachers worked a slightly longer week, averaging about 55 hours per week. Proportionally, teachers spent just under 80 per cent of their time on teaching and teaching-related tasks, or about 41 hours per week. Just over one-fifth of their time, or about 11 hours per week, was spent on other activities. This time was largely spent on additional duties, meetings and administration. Full-time teachers work about 14 to 15 hours per week over their required hours, on average. When working outside of required hours, including 5 to 6 hours over the weekend, teachers spend the majority of that time on teaching-related activities, including planning, preparing and, particularly at the secondary level, marking. Only about one fifth of teachers think that their workload is often or nearly always manageable, and about the same proportion felt that they often or nearly always had a good balance between home and work. Around 90 per cent of teachers indicated that their workload at some stage has had a negative effect on their quality of teaching. Just over one third of teachers in all schools indicated that their workload often or nearly always adversely affected their health. About half of secondary teachers and 61 per cent of primary teachers regularly look forward to the school day. About one third of teachers regularly think about leaving the teaching profession. On average, principals in both primary and secondary schools worked 60.6 hours per week. Assistant principals in primary schools averaged 59.4 hours per week and in secondary schools averaged 60.3 hours per week. All indicated that they worked on average over 10 hours per day during school terms and two to three hours per weekday during the holidays. About one third of principals' time (principals and assistant principals, in Term 1) is taken up with school-based administrative tasks. Assistant principals spend about one fifth of their time on curriculum and teaching-related tasks while principals spend slightly less time in this area. Principals at both primary and secondary levels, and assistant principals in secondary schools also spend about one fifth of their time on compliance requirements. About one quarter of principals consider their workload to be manageable often or always and at the primary level, about three quarters look forward to the school day often or always. About one third of administration and operations staff at the primary level, and 42% at the secondary level are often or always able to complete work during their formal working hours and of those who do work at school outside their paid attendance hours, they typically work an additional three to four hours.



### **In Canada**

The authors studied the workload of Alberta teachers (Canada) in 2015 with 3,374 teachers, 357 administrators, and 173 central office staff. Results show that 35% of teachers and 30% of managers feel less satisfied with the amount of time they have to collaborate with colleagues. In addition, the study also found that 26% of teachers and 30% of managers felt that their work and life balance made them less satisfied with their work. According to a study by the Northwest Teachers Association of Canada in conjunction with YuKon teachers, “Stress relates to non-instructional issues such as student and family behavior, student psychology or social evils such as addiction, and poverty.

In Ontario, the paper examines the workload and qualifications of primary teachers in Ontario with a total of 6973 teachers surveyed. Elementary teachers answer have the average teaching experience in 15 years. On average they have three years of work experience in other jobs after completing university education and two years of work experience in other educational roles (aside from being a classroom teacher). On average, the teachers in the survey group worked in the school they have been teaching for 7.7 years. Primary teachers spend an average of 48h42 ' /week on work related teaching, a teacher works 50 median hours per week.

In Alberta, The study was conducted in 2015 to investigate the workload of teachers in this province. Considering all hours worked, including regular school hours, before and after school hours, and weekend work, both teachers and administrators completed more than 40 hours of work a week (Teachers: 44.2 hours and Administrators: 46.2 hours). Teachers worked 40 or more hours in 74% of the reported weeks, while administrators did so for 78% of the reported weeks. Excluding outlier weeks (Christmas break, Spring Break and Last week of June), the typical work week for a teacher was 48 hours and for an administrator it was 50 hours. Teachers worked from 8.0 to 8.7 hours per day, Monday through Thursday, and 7.1 hours on Fridays. Administrators generally worked more hours during the week, from 8.5 to 9.1 hours daily, Monday through Thursday, and 7.6 hours on Fridays. On the weekends, teachers and administrators worked similar hours (3.5 hours and 3.3 hours, respectively). Between September and June, teachers worked 1,943.9 hours and administrators worked 2,032.1 hours, on average. These hours include a significant number of early morning, evening and weekend hours (457.5 hours teachers; 515.0 hours administrators). The average weekly hours worked by teachers and administrators varied considerably over the year, in alignment with school schedules.

#### **4. International experiences about reducing teacher workload and teacher's satisfaction**

In the UK, according to the UK Education and Employment Rating Division, jobs should be reduced because of the time it takes for teachers. Firstly, the issue of reporting and governance is one of the main issues causing unnecessary workload. 56% of respondents think that unnecessary work is recording, importing, monitoring and analyzing data. Besides, the level of detail, duplication and volume of tasks are also a problem that hinders and increases the work pressure. Having to read and respond to too many emails via email also increases the workload so teachers in the UK want to assistance in delegating tasks more effectively. 20% of the 400,000 respondents in the UK's labor norms challenges (2015) said that changing the implementation of new initiatives is a good opportunity to solve the problem.



In New Zealand, high school teachers have too little time to meet the number of assessments and collaborations among teachers. The over-application of the school's technology in assessing and adjusting tasks has made teachers' workloads increase. Besides, the quality assurance needs of NZQA (New Zealand Qualifications Authority: led by Kristine Kilkelly, Deputy Chief) overwhelmed the teachers. Changes in the availability and quality of supporting materials across curriculum areas and the lack of updated materials and their resources are also the problem. NZECR 2016 also pointed out that 29% of teachers in the country want more support in reducing the workload. High schools found that 41% of teachers wanted to reduce class sizes; and 51% of high school teachers, 69% of all school teachers want more time to work with other teachers.

In Australia, research on working standard also includes a research topic on the reforms of teachers' work in Fiji in 2017. School-based assessments require relevant knowledge and skills to prepare appropriate evaluation tasks for children. Analysis of both quantitative and qualitative data has shown that assessment is a major change in their work practices. Teachers find this job very demanding and consume too much of their time. Teacher feedback indicated that they were required to do additional work even though they had limited knowledge and skills on this type of assessment. All teachers report that they face a lot of daily paperwork. The Ministry of Education has provided some specific guidance on the basis of schools supposedly preparing the school's strategic plans. Based on the school's strategic plan, teachers are required to prepare their annual plan and then their personal work plan. All of these plans will be structured in a manner that is tailored to the Ministry's own plan..

In Canada, the study about working standard of Alberta high school teacher found that 69% of teachers and 81% of managers were satisfied with the job. However 34% of teachers and 49% of managers find it less than satisfied to spend time related to work-related activities. Research shows that up to 91% of teachers and 96% of managers are unhappy with work due to workload and 65% of teachers, 62% of managers find that there is an increase in their workload compared to the previous year.

In Pakistan, a study in 2013 on how organizational equity affects job satisfaction and the workload of employees in public and private secondary schools, surveyed 50 teachers from 5 public schools and 50 teachers from 5 private schools in Lahore. The results show that there is a significant difference between the workload of public and private school teachers. The workload of public school teachers is often more than that of private schools with mean of 23.7 and 23.02 respectively. Teacher satisfaction levels in the two types of schools also differ. Teachers in public schools were more satisfied with their jobs than in private schools with mean of 43.92 and 39.84 respectively

In Selangor, Malacca and Sabah ( the states of Malaysia), the research examines factors relating to the duties of teachers in order to determine their workload. Respondents include 185 teachers in secondary schools. The results show that the workload of teachers has increased in recent years and teacher workload is higher than in other professions.

## **5. Discussion and conclusion**

Study of some other countries' experiences on statutory working time, the teacher's workload and actual working hours shows that, although different countries have different required working time for teachers, a large number of teachers have experienced the heavy workloads and had to work





longer hours than required. This harms the mental health, professionalism, work and life balance of teachers.

The table below summarizes the results of the above study on teachers' working time

**Table 1: Summary of primary teachers' working time**

Country	Statutory working hours	Total actual working time	Actual teaching time	Non-teaching time
Scotland (UK)	855 hours per month	Average 60 hours per week	- On average 19-20 hours per week (16.8 hours for teachers in special schools)	- On average 33.2 hours per week - Time for work outside office hours: 18.8 per week (on average) for primary teachers with less than 6 years' experience. 16.8 hours per week for teachers with more than 6 years.
Australia	797 hours/ month Maximum face-to-face teaching hours: 22.5 hours per week	- Average 52.8 hours per week for full-time teachers. 59.4 hours per week for principal assistants.		1.5 hours per week (on average) for behavior management related tasks such as contact students, parents, etc.
Canada	745 hours per month	50-55 hours per week (on average), increased from 50.98 to 55.6 since 2000	40 hours per week (on average). 8-8.7 hours per day from Monday to Thursday, and 7.1 hours on Friday.	10- 20 hours per week working outside the office hours. 1 hour for minor tasks such as reply email,...



OECD countries	794 hours per month (on average). (Less than 573 hours in 573 Litva, Poland and the Russian Federation; more than 1150 hours in Chile and Costa Rica. 880 hours per year in Spain)			
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**Table 2: Summary of lower and upper secondary teachers' working time**

Country	Statutory working hours	Total actual working time	Actual teaching time	Non-teaching time
UK	855 hours per month	60 hours per week (on average)	21.6 hours per week (on average)	- Time for work outside office hours: average 18.3 per week for teachers with less than 6 years' experience.
Australia	865 hours per month	53.2 hours per week (on average)		10 hours per week (on average); 1.5 hour for behavior management related tasks.
Canada	798 hours per month.	50-55 hours per week (on average). Typical working week is 48 hours.	Average 44.2 hours per week. 8.0-8.7 hours per day from monday to thursday, and 7.1 hours on friday	10- 20 hours per week spent working outside the office hours. 1 hour for minor tasks such as reply email, contact with co-workers.



OECD countries	<p><b>Lower secondary school:</b> Average 712 hours/month. From 600 hours in Finland, Flemish Community of Belgium, Greece, Korea, Poland, Russian Federation and Turkey.</p> <p>More than 1000 hours in Chile, Colombia, Costa Rica, Mexico and Switzerland</p> <p><b>Upper secondary school:</b> Average 612 hours/month. From 386 hours in Denmark to over 1000 hours in Chile, Colombia and Costa Rica.</p>			
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**Table 3: Summary of school administrators' working time**

Country	Total actual working time	Actual teaching time	Non-teaching time
UK	Average 60 hours per week. (62.1 hours for high school leaders and 59.8 hours for primary schools)	Average 17-18 hours per week (head teachers)	Average 33.4 hours per week (head teachers)
Australia	Average 60.6 hours per week for school administrators; 60.3 hours/week for principal assistants.		
Canada	46.2 hours/ week (on average). 8,5-9,1 hours/ day from Monday to Thursday and 7.6 hours on Friday		



In Vietnam, according to the current regulations on required working hours of public school teachers (Circular No. 03 / VBHN-BGDĐT June 23, 2017): total number of teaching weeks of primary teachers is 42 weeks per year, of which 35 weeks will be for teaching jobs and educational activities as prescribed, 5 weeks for further training and improvement, 1 week for preparing for a new school year and a week for closing ceremony; the total number of teaching weeks of junior high school and high school teachers is also 42 weeks, of which there will be 37 weeks for teaching jobs and educational activities as prescribed, 3 weeks for academic training, 1 week preparing for the new school year and 1 week for closing ceremony.

The standard of teaching period for a high school teacher is 17 periods/week x 37 weeks/year = 629 periods/year, for secondary school is 19 periods / week x 37 weeks = 703 periods / year, for primary school 23 periods / week x 35 weeks = 805 periods (each teaching period in primary school is 35-40 minutes depending on the subject, in secondary school and high school is 45 minutes). Teachers who hold more than one office will be reduced lectures (for example, homeroom teachers reduce 4 periods, professional leaders reduce 3 periods).

Regulations on the number of people working in schools: for primary school, 1.2 teachers per class for schools with 1 session and 1.5 teachers per class for schools with 2 sessions; for citizen semi-boarding and schools for disabled people, the rate of teachers is 1.5 teachers per class. Secondary school: 1.9 teachers per class, ethnic secondary boarding schools for secondary schools and schools for people with disabilities, the ratio of teachers is 1.5 teachers per class; High school: 2.25 teachers in 1 class; The provincial boarding school for teachers has 2.4 teachers per class, and for high schools for gifted students, the teacher ratio is 3.1 teachers per class. (According to Circular No. 16/2017 / TT-BGDDT "Guiding the list of job placement frameworks and norms for number of people working in public general education institutions")

The teaching staff is one of the important factors determining the successful implementation of education reform.

According to statistics of the Ministry of Education and Training (MOET) in 2017, Vietnam currently has nearly 859,000 teachers, in which primary school level has nearly 400,000 teachers, secondary school has more than 300,000, and high school has nearly 160,000 teachers. However, there is a shortage of local teachers, both redundant and insufficient at all levels. MOET also reported the situation of the excess of 40,264 teachers of all levels. In particular, lower secondary education is the most abundant (currently nearly 311,000 teachers). The number of high school teachers is 4,508 in the 2021-2022 school year out of the current 150,700 people (Vietnamnet, 2017). The quality of the teaching staff is considered to be the most important factor affecting the quality of the school. The percentage of teachers who do not yet have the required teaching capability which meets the demand of educational reform is also quite high: the highest in the capability of program development (54%); teaching capability in the form of creative experience (41.8%); innovation, creativity, improvement of teaching quality and capability to adapt to different teaching conditions (40.5%) (Pham Thi Kim Anh, 2016).

In terms of content, the new program does not miss any subject of the current program but integrates some subjects into a new subject with more compact, more practical content. Teaching time has decreased but the time spent on practical activities has increased. The new program reduces the number of subjects and hours compared to the current program but requires innovation



in educational methods and creativity. Therefore, the requirement for teacher competencies changes, and from there needs to change teacher management, teachers' performance evaluation criteria, to the norms of high school teachers in the new system.

To determine statutory working hours for teachers to meet the requirements of reforming general education, a survey is needed to analyze the currently working time situation of teachers, the teacher's workload and analyze the need for educational innovation to make an appropriate standard of working time.

Therefore, the Government needs to have reasonable policies to successfully implement educational reform, schools and teachers themselves must take measures to reduce the workload, especially non-teaching jobs.

For the government, effective education reform is needed. In some countries, changes in the curriculum have been judged by teachers that it takes time and increases their workload significantly. However, this does not mean that the reform process should stop, but the Ministry of Education should give detailed guidance on the changes and the time to apply those changes to the curriculum. Changes need to be discussed and have a specific implementation plan, should not make immediate changes and require teachers to implement immediately, but need a roadmap. Policies are needed to balance the implementation of educational reforms with the workload that teachers have to implement, and also reduce unnecessary reports, records, and eliminate unnecessary rules around marking. Besides, incentive policies related to salaries, reduced working hours, additional educational staff to support administrative tasks (replying to emails, taking notes, entering, track metrics ...) are also needed.

For the school, hiring enough administrative staff as required to ensure that teachers are not overloaded with administrative work. Along with providing IT support, develops management software and minimizing the frequency of weekly internal meetings by using 5-minute standing meetings to exchange important information. In terms of student assessment, teachers can be flexible and use a variety of grading and evaluation methods. Marking can be in the form of oral or written, peer evaluation or self- evaluation. Teachers can also reduce their workload by reducing homework for students. However, the school needs to have conversations with parents to ensure they are still satisfied with this new change.

Finally, schools should facilitate teachers to participate in exchange programs, encourage new teachers and collaboration among teachers. The school should pay more attention to the spiritual life of teachers and school staff providing healthy meals, relaxation activities, yoga, Zumba, organizing sharing sessions for teachers, organizing to visit cultural centers such as painting exhibitions and museums should be taken into consideration.





## CONCLUSION

Currently, the issue of teacher standard working time in the world is getting more attention due to the increase in teachers' workload. Researching and providing solutions to rationally improve the working framework for teachers is an important prerequisite for the development of global education. The influence of standard factors such as the number of teaching hours, non-teaching hours affecting satisfaction, the stress level of the teachers which results in working time has helped the research team to have an overview of the actual workload of teachers in many different areas. This is a lesson for Vietnam on building a framework for teachers to implement the renovation of general education.

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