Index

ability grouping, 148–149, 159–160
diversity and, 160–161
Abubakar, Fatima Bensali, 188–191
academic performance, diversity and, 142
accountability, 1, 184–186
adult education
  in Greece, 71–72
  in the Philippines, 188–189
Advanced Placement (AP)
classes, 148–149, 160
tests, 148–149
agrégation examinations, 171–172, 222
Americanization of international cultures, 6–7, 166
anti-intellectualism, 165
AP. See Advanced Placement
de Araújo, Ana Paula, 191–194
Armenia, Azerbaijan and, 94
art
  in Finland, 34–35
  in Greece, 72–73
  in Taiwan, 43–44
Al Asmary, Abdullah Ali, 212–215
assessment
  PISA, 11–12, 182–183
  student, in Taiwan, 42
teacher, in Greece, 64–65
Athens, Greece, 57
athletics, in U.S., 155
attrition, 181–182
authority, 174–178
defining, 175
derivation of, 178
in France, 176
in Greece, 177–178
loss of, 186
in Romania, 206
in South Africa, 202–203
status of teacher and, 177–178
in Taiwan, 45, 178
in U.S., 175
autonomy, in Finland, 18–20
Azerbaijan, 13–14, 75–96
Armenia and, 94
bribery in, 77, 88
civic mindedness in, 88, 93
corruption in, 85
critical thinking skills in, 90
democracy in, 85
disabilities education in, 83–84, 94
diversity in, 85–87
education reform in, 92–93
English Access Microscholarship Program, 91–92
examinations in, 76–78, 89
foreign language learning in, 82
fundamentalism in, 85–87
future of, 84–87
diversity in, 83–84
history of, 75–76
homophobia in, 85
“interactive teaching” in, 92–93
perspectives on, 83–87
present-day, 85
prestige of teachers in, 95
professional development in, 79
refugees in, 76–77
renovations in, 85, 87
respect in, 95
school classroom in, 80
school director in, 91
secularism in, 75, 219
Soviet influence in schools, 75–78, 92–95
Soviet rule of, 75–76, 83–85
struggles of, 76
student participation in, 81
students in, 79, 91, 93
teacher preparation in, 82–83
teacher salaries in, 78
teachers’ lounge in, 76–77
teaching profession in, 95–96
teaching schedule in, 78–79

227
<table>
<thead>
<tr>
<th>Page</th>
<th>Index</th>
</tr>
</thead>
</table>
| 228  | Azerbaijan (cont.)
|      | tutoring in, 78, 89
|      | university entrance and, 77–78
|      | Beecher, Catherine, 4, 178
|      | benefits, 118. See also pensions; salaries
|      | best practices, culture and, 15
|      | book-learning, in U.S., 165
|      | Brazil
|      | dropout rates in, 194
|      | foreign language learning in, 191–193
|      | resources in, 192
|      | socioeconomic class in, 193–194
|      | teacher preparation in, 191
|      | technical high schools in, 192–193
|      | bribery
|      | in Azerbaijan, 77, 88
|      | in Taiwan, 49–50
|      | budget cuts
|      | in Chile, 127
|      | in Finland, 32
|      | in Greece, 57–58, 60–62
|      | budgets, 15
|      | burnout, teacher, 161, 180–182
|      | camaraderie, teacher, 118–119
|      | CAPES (certificat d’aptitude au professorat de l’enseignement du second degré exam, 171–172, 222
|      | “Cassandra effect,” 177–178
|      | certificate d’aptitude au professorat de l’enseignement du second degré exam. See CAPES exam
|      | charismatic authority, 175
|      | Charlie Hebdo terrorist attacks, 110
|      | charter schools, 1, 68
|      | child-centered pedagogy, 182
|      | child-centeredness, 180
|      | children, 165
|      | childcare, in France, 103
|      | teaching whole child, in Finland, 27–34
|      | Chile, 14, 122–140
|      | budget cuts in, 127
|      | class size in, 131–132, 137
|      | classroom in, 129–130
|      | curricular materials in, 131–132
|      | decline in education system of, 132
|      | education reform in, 126–127, 140
|      | group discussion in, 137
|      | Liceo 1 Javiera Carrera, 125, 133–134
|      | pensions in, 129
|      | politics in, 122–123, 125–127, 138–139
|      | prestige of teachers in, 134–135
|      | private schools in, 125–126, 136
|      | protests in, 126, 140
|      | public schools in, 126
|      | resources in, 133, 135, 139–140
|      | Santiago, 122
|      | school funding in, 123–124, 126–127
|      | socioeconomic class and, 126, 131–132, 135–136, 139–140
|      | student loan debt in, 140
|      | student strikes in, 116–117, 140
|      | teacher preparation in, 124–125, 170
|      | teacher salaries in, 127, 129, 136, 134, 174
|      | teachers’ lounge in, 129
|      | teachers’ unions in, 138
|      | teaching schedule in, 128–132
|      | tenure in, 128
|      | violence in, 220
|      | class size
|      | in Chile, 131–132, 137
|      | in Finland, 52
|      | in France, 117
|      | in Greece, 61
|      | in Norway, 208
|      | in South Africa, 203
|      | in Taiwan, 41–42
|      | classes préparatoires, 99–100
|      | acceptance rates into, 219–220
|      | teachers of, 101–102, 121
|      | in technical high schools, 113–114
|      | classroom
|      | in Chile, 129–130
|      | in Greece, 62–63, 65–66
|      | in Norway, 208
|      | in Siberia, 196
|      | Communism, 67–68
|      | common property in, 204–205
|      | intellectualism and, 205
|      | in Romania, 204–206
|      | in Siberia, 196–197
|      | competition, in teaching profession, 22
|      | corruption. See also bribery
|      | in Azerbaijan, 85
|      | in the Philippines, 191
|      | cost of living
|      | in Taiwan, 31
|      | teacher salaries relative to, 172–173
|      | Counts, George, 186
|      | cram schools, 59, 64
|      | critical thinking skills
|      | in Azerbaijan, 90
|      | in U.S., 153
|      | culture
|      | Americanization of international, 6–7, 166
|      | best practices and, 15
|      | prestige and, 164
|      | curricular materials
|      | in Chile, 131–132
|      | in Finland, 24–25
|      | in Taiwan, 49–50, 53–54
|      | teacher creation of, 24–25, 49–50

© in this web service Cambridge University Press

www.cambridge.org
curriculums
- in Chile, 131–132
- in Greece, 66–67
- open, 1
- in Saudi Arabia, 215
- in South Africa, 200
- in Taiwan, 53–54
- teacher preparation of, 170–171
- in U.S., 152–153, 184

Darling-Hammond, Linda, 168–170
debate, 109. See also group discussion
democracy
- in Azerbaijan, 85
- education and, 111
- intellectualism and, 165
- school governance and, 180

Dewey, John, 180, 225
disabilities education
- in Azerbaijan, 83–84, 94
- in Finland, 28–29
- in U.S., 144
disciplining students. See also student behavior
- in South Africa, 202–203
- in Taiwan, 46, 55
diversity, 15
- ability grouping and, 160–161
- academic performance and, 142
- in Azerbaijan, 85–87
- in Finland, 19–20
- in France, 97, 99–100, 110–113
- in Greece, 70–71
- laïcité and, 110–111
- in U.S., 141, 151–152, 160–161
dropout rates, in Brazil, 194
ecological crisis, teacher crisis and, 186–187
education
democracy and, 111
- globally, 165–166
- reform, 1–2
- education policy
  - corporate management and, 184–185
  - in U.S., 184–185
- educational philosophy, 180–182
- educational studies, 11
- egalitarianism, 119
- electives, 1
- English Access Microscholarship Program, Azerbaijan, 91–92
- essential skills, 1
- ethnographic portraiture, 9–10. See also
  - specific countries and teachers
drawing connections across, 15
- ethnography, 9–11
- EviJenth, Renate, 208–212
- examinations

agréation, 171–172, 222
- AP, 148–149
- in Azerbaijan, 76–78, 89
- CAPES exam, 171–172, 222
- in Finland, 30–32, 34
- for Grandes Écoles, 99
- in Greece, 68
- high-stakes testing, 225–226
- matriculation, 30–32
- in Siberia, 197
- in South Africa, 203
- standardized testing, 1, 225–226
- in Taiwan, 53–54
- teacher, 82–83
- teacher preparation, 104–105, 171–172
- university entrance, 77–78, 97
- in U.S., 148–149
- experimental schools, 64, 68
failing schools
- answer to, 1
- teacher talent and, 1–2
feminization of teaching profession, 3–4.
- 173–174
Ferry, Luc, 172
Fineman, Bonnie, 14–15, 143–153
- private life of, 156–158
- school administration certification, 152
- teaching challenging students, 143–148
- teaching strongest students, 153–155
Finland, 12–13, 17–39, 182–183
- autonomy in, 18–20
- budget cuts in, 32
- class size in, 32
- curricular materials in, 24–25
- disabilities education in, 28–29
- education reform in, 19–21, 32–33
- education system problems in, 32–34
- examinations in, 30–32, 34
- hierarchy in, 19–20
- pensions in, 37
- professional development in, 24–25
- school choice in, 34–35
- school funding in, 33
- school pacing in, 18–19
- school structure in, 18
- Tampere, 25–37
- teacher preparation in, 23–24, 170–171
- teacher success in, 183–184
- teachers in, 18–20, 39
- teaching schedule in, 18
- teaching whole child in, 27–34
- transformation of, 20–27
- unemployment in, 33
- firing teachers, 64–65

© in this web service Cambridge University Press

www.cambridge.org
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>foreign language learning</td>
</tr>
<tr>
<td>in Azerbaijan, 82</td>
</tr>
<tr>
<td>in Brazil, 191–193</td>
</tr>
<tr>
<td>in Siberia, 194–197</td>
</tr>
<tr>
<td>in South Africa, 201</td>
</tr>
<tr>
<td>France, 14, 97–121</td>
</tr>
<tr>
<td>changing education system in, 115–118</td>
</tr>
<tr>
<td>childcare system in, 103</td>
</tr>
<tr>
<td>class size in, 117</td>
</tr>
<tr>
<td>classes préparatoires, 99–100</td>
</tr>
<tr>
<td>classroom in, 105</td>
</tr>
<tr>
<td>debate in, 109</td>
</tr>
<tr>
<td>diversity in, 97, 99–100, 110–113</td>
</tr>
<tr>
<td>education standards in, 115–118</td>
</tr>
<tr>
<td>egalitarianism in, 119</td>
</tr>
<tr>
<td>Grandes Écoles, 99</td>
</tr>
<tr>
<td>group discussion in, 98–99, 105–108, 112–113</td>
</tr>
<tr>
<td>internships in, 105</td>
</tr>
<tr>
<td>Islam in, 110–111</td>
</tr>
<tr>
<td>laïcité in, 110–113</td>
</tr>
<tr>
<td>lycée général, 99</td>
</tr>
<tr>
<td>Lycée Jean Jaurès, 97</td>
</tr>
<tr>
<td>marriage in, 102</td>
</tr>
<tr>
<td>motherhood in, 101–103</td>
</tr>
<tr>
<td>Paris, 100</td>
</tr>
<tr>
<td>pensions in, 115</td>
</tr>
<tr>
<td>post-secondary institutions, 99</td>
</tr>
<tr>
<td>prestige of teachers in, 116–118</td>
</tr>
<tr>
<td>school lunch in, 109</td>
</tr>
<tr>
<td>socioeconomic class and, 109, 111, 116–117</td>
</tr>
<tr>
<td>status of teachers in, 116, 165–166</td>
</tr>
<tr>
<td>student participation in, 105–108</td>
</tr>
<tr>
<td>teacher benefits in, 118</td>
</tr>
<tr>
<td>teacher camaraderie in, 118–119</td>
</tr>
<tr>
<td>teacher preparation in, 104–105, 170–172</td>
</tr>
<tr>
<td>teacher salaries in, 219–220</td>
</tr>
<tr>
<td>teacher strikes in, 120</td>
</tr>
<tr>
<td>teacher workload in, 117</td>
</tr>
<tr>
<td>teaching profession in, 119–121</td>
</tr>
<tr>
<td>technical high schools, 99, 113–114</td>
</tr>
<tr>
<td>U.S. and, 111–112</td>
</tr>
<tr>
<td>fundamentalism, 85–87</td>
</tr>
<tr>
<td>funding, school</td>
</tr>
<tr>
<td>in Chile, 123–124, 126–127</td>
</tr>
<tr>
<td>in Finland, 33</td>
</tr>
<tr>
<td>in Greece, 57–58, 60</td>
</tr>
<tr>
<td>gender of teachers</td>
</tr>
<tr>
<td>feminization of teaching profession and, 3–4, 173–174</td>
</tr>
<tr>
<td>in Taiwan, 50–51, 218</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Index

IEP. See Individualized Education Plan
incentives
student, 42
teacher, 173–174, 185–186
individuality, in Finland, 29
Individualized Education Plan (IEP), 94
informality, in Greece, 62–63
intellectualism
anti-, 165
Communism and, 205
democracy and, 165
in U.S., 221
“interactive teaching,” 92–93
intercultural schools, 70–71
international school educators, 135
international teachers
narratives of, 6–8
prestige of, 5–8
status shift and, 6–8
Internet, authority and, 175
internships, teaching
in Azerbaijan, 82–83
in Finland, 23
in France, 105
in South Africa, 198–199
in U.S., 150–151
intrinsic rewards, of teaching profession, 179
Islam, in France, 110–111
Japan, teacher salaries in, 174
journaling, 45, 52–53
Kansas, U.S., teaching in, 221
Kirillin, Viktor, 194–197
Kozol, Johnathan, 177–178, 224
Kuo, Feng-juan, 13, 40–56
artistic pursuits of, 43–44
school life and home life balance, 52–53
teacher preparation, 171

laïcité (secularity), in French schools, 110–113
diversity and, 110–111
Laslau, Gabriela, 204–207
leadership position, of teacher, 180
lectures, 41–42
legal-rational authority, 175
license, teaching, 150
in Chile, 124–125
in the Philippines, 188
Liceo 1 Javiera Carrera, Santiago, Chile, 125,
133–134
Lieberman, Ann, 19–20
Lortie, Dan, 173–174, 224
lycée général, 99
classes préparatoires in, 99–100
Lycée Jean Jaurès, Paris, France, 97
Manfrini, Laurence, 14, 100–105
authority of, 176
teacher preparation for, 171–172
teaching style of, 103–104
material authority, 176
matriculation exams, 30–32
metaphors for teachers, 178–179
change and, 179
global, 182
service, 182
unions and, 179
methodology, 9–11
subjectivity in, 10–11
Michaëllodou, Vassiliki, 13, 58
authority of, 177–178
private life of, 69–70
teaching style and philosophy of, 62–63, 74
minorities
in Greece, 70–71
in U.S., 148–149, 169–170
morality, teaching and, 3–4, 223–224
motherhood
in France, 101–103
teaching and, 103, 157–158
in U.S., 157–158
motivation, student, 179
in Greece, 59–60
in U.S., 159–160
motivation, teacher, 180–182, 223
multidisciplinary teaching, 116
neopatism, in Greece, 64–65
new teachers
attracting, 185–186
in Norway, 210–211
Noddings, Nel, 180–182
Norway, 208–212
class size in, 208
classroom in, 208
new teachers in, 210–211
teacher preparation in, 208–210
open curriculum, 1
parents, teachers and, 34, 158,
202–203
Paris, France, 100
participant observation, 9
pedagogy
child-centered, 182
progressive, 180
pensions
in Chile, 129
in Finland, 37
in France, 115
in Taiwan, 51
© in this web service Cambridge University Press
www.cambridge.org
Index

Pfeffer, Jeffrey, 184–185
the Philippines, 188–191
adult education in, 188–189
corruption in, 191
prestige of teachers in, 188
student participation in, 190
teacher education in, 188, 190
prestige of teachers in, 188
teaching schedule in, 190
violence in, 189–191
PISA (Programme for International Student Assessment), 11–12, 182–183
politics
in Chile, 122–123, 125–127, 138–139
teachers’ unions and, 115–116
prestige of teachers, 1–2
Americanization of international cultures and, 6–7
aspects impacting, 167
in Azerbaijan, 95
in Chile, 114–115
culture and, 164
defining, 165
in France, 116–118
in Greece, 63
in the Philippines, 188
internationally, 5–8
meanings of, 164–167
reform and, 164
in Romania, 207
in South Africa, 199
in Taiwan, 50–51
teacher preparation and, 167–168
in U.S., 1–2, 165
privacy, in Taiwan, 55–56
private schools
in Chile, 125–126, 136
in France, 110
in Taiwan, 48–50
professional development
in Azerbaijan, 79
in Finland, 24–25
Programme for International Student Assessment. See PISA
progressive education, 226
“project class,” 66
Project Opening Doors, 148–149
protests
in Chile, 126, 136–140
in Greece, 67–69
psychic rewards, of teaching profession, 173–174, 179
public schools
in Chile, 126
in France, 110
in Greece, 64
in Taiwan, 48
teacher preparation for, 48, 50
public servants, teachers as, 178
punishment, in Taiwan, 46, 55
racial integration. See also diversity
global perspective on, 7–8
in South Africa, 198–201
in U.S., 148–149
Ramirez, Mauricio, 14, 123–125
recognition of, 128
teacher preparation for, 124–125
reform, education, 1–2
in Azerbaijan, 92–93
in Chile, 126–127
in Finland, 19–21, 32–33
good teachers and, 163–164
in Greece, 62, 67–68
prestige and, 164
protests of, in Greece, 67–68
in Taiwan, 54–55
of teacher preparation, 169–170
teachers and, 1–2, 184
religion, teaching profession and, 179
resources
in Brazil, 192
in Chile, 133, 135, 139–140
in Greece, 66–67
in Siberia, 195–196
in South Africa, 199, 201
respect
in Azerbaijan, 95
in Taiwan, 55–56
in U.S., 184
rewards
in Taiwan, 46, 55
of teaching profession, 173–174, 179
rights of teachers, 180
Romania, 204–207
authority, teacher in, 206
education in, 206–207
prestige of teachers in, 207
Soviet Union and, 204–206
salaries, 172–174
in Azerbaijan, 78
in Chile, 127, 129, 136, 138, 174
cost of living and, 172–173
in Finland, 37
in France, 219–220
globally, 174
in Greece, 60–61, 174
metaphors for teachers and, 179
in Saudi Arabia, 214
in South Africa, 199
in Taiwan, 51
in U.S., 173–174
© in this web service Cambridge University Press
www.cambridge.org
Taiwan (cont.)
class size in, 41–42
cost of living in, 51
curricular materials in, 49–50
education system in, 45–46
examinations in, 53–54
gender of teachers in, 218
group discussion in, 42–43
humanizing of schools in, 55
lectures in, 41–42
pensions in, 51
prestige of teachers in, 50–51
privacy in, 55–56
private schools in, 48–50
public schools in, 48
reform in, educational, 54–55
rewards and punishments in, 46, 55
school cleaning in, 51–52
student assessment in, 42
student participation in, 42
Taipei, 13, 40
teacher education in, 222
teacher meetings in, 53–54
teacher preparation in, 46–51, 170–171
teacher salaries in, 51
teaching profession in, 54–56
teaching schedule in, 51–54
Tampere, Finland, 25–27
Teach for All movement, 185–186
Teach for America, 182
teacher education
difficult entry into, 170
entrance requirements for, 172
in the Philippines, 188, 190
reform of, 169–170
status of, 167–172
in Taiwan, 222
teacher meetings, in Taiwan, 53–54
teacher preparation
in Azerbaijan, 82–83
in Brazil, 191
in Chile, 124–125, 170
content and curriculum of, 170–171
examinations for, 171–172
in Finland, 23–24, 170–171
in France, 104–105, 170–172
in Greece, 64, 70, 170
low status of, 168–169
in Norway, 208–210
prestige of teachers and, 167–168
for public schools, 48, 50
rigor of, 168
in Saudi Arabia, 213
in South Africa, 198
in Taiwan, 46–51, 170–171
in U.S., 150–151, 168
watering down of, 166
teacher shortages, 166–167
global, 167
in Saudi Arabia, 214–215
in U.S., 166–167, 221
teacher-centered schools, 182–187
teachers. See also specific topics
commonalities, 163
in community, 2–3
in comparative perspective, 163–187
depiction of, 3
differences among, 163
good, 163–164
importance of talented, 1–2
verbal ability of, 217
teachers’ lounge
in Azerbaijan, 76–77
in Chile, 129
in Finland, 19–20
in Greece, 58
teaching
challenging students, 143–148
conditions for, global, 185–186
first year of, 210–211, 214–215
in rural schools, 189–190
strongest students, 153–155
teaching profession
attitudes toward, 186–187
attracting people to, 185–186
in Azerbaijan, 95–96
competition in, 22
complexity of, 168–169
criticism of, 170
difficult entry into, 167–172
feminization of, 3–4, 173–174
in France, 119–121
global comparison of, 15
global perspective on, 5–9
in Greece, 61, 63–65, 70–72
in the Philippines, 188
interest in, 167
intrinsic rewards of, 179
morality and, 3–4, 223–224
prestige of, 1–2
psychic rewards of, 173–174, 179
religion and, 4, 179
service and, 4–5
in Taiwan, 54–56
in U.S., 2–5, 158–161
teaching schedule
in Azerbaijan, 78–79
in Chile, 128–132
in Finland, 18
in France, 117
in the Philippines, 190
in Saudi Arabia, 213
in South Africa, 199, 203
Index

in Taiwan, 51–54
in U.S., 152
technical high schools
in Brazil, 192–193
in France, 99, 113–114
tenure
in Chile, 128
in Finland, 24
in Greece, 64–65
testing. See examinations
traditional authority, 175
traditionalism, in Taiwan, 46
tutoring, in Azerbaijan, 78
unemployment
in Finland, 33
in Greece, 61
unions
in Chile, 138
in France, 115–116, 220
metaphors for teachers and, 179
multidisciplinary teaching and, 116
politics and, 115–116
United States (U.S.), 14–15, 141–162
ability grouping in, 148–149, 159–160
AP testing in, 148–149
athletics in, 155
authority in, 175
book-learning in, 165
critical thinking skills in, 153
curriculums in, 152–153, 184
disabilities education in, 144
diversity in, 141, 151–152, 160–161
education policy in, 184–185
education reform in, 1–2
feminization of teaching profession in,
173–174
France and, 111–112
group discussion in, 145
integrated, 148–149
intellectualism in, 221
Kansas, teaching in, 221
low-level classes in, 143–149
minorities in, 148–149, 169–170
motherhood in, 157–158
motivating students in, 159–160
prestige of teachers in, 1–2, 165
reading level in, 143
respect in, 184
school administration in, 152
school announcements in, 159
socioeconomic class in, 142, 151–152
student behavioral problems in, 160–161
student participation in, 146–148, 153–154
student teaching in, 150–151
students in, 143–148, 153–155
teacher preparation in, 150–151, 168
teacher salaries in, 173–174
teacher shortages in, 166–167, 221
teacher success in, 183–184
teaching in, 143–148
teaching internships in, 150–151
teaching profession in, 2–5, 158–161
teaching schedule in, 152
Windsor High School, Connecticut, 141–142
work/life balance in, 156–157
university entrance examinations, 77–78, 97
U.S. See United States

veteran teachers, reenergizing, 186
violence
Charlie Hebdo terrorist attacks, 110
in Chile, 220
in the Philippines, 189–191
slow, 226

Walkerdine, Valerie, 182
Waller, Willard, 4–5
whole child, teaching, 27–34
Windsor High School, Connecticut, 141–142
diversity in, 141
work/life balance, 103, 157–158
in Azerbaijan, 81–83
in France, 101–103
in Taiwan, 52–53
in U.S., 156–157