

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, 176
 - 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
 - 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

- 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
- certificat 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, 136–137, 140
 teacher preparation in, 124–125, 170
 teacher salaries in, 127, 129, 136, 138, 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, 32
 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, 51
 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

- 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 portraits, 9–10. *See also*
 - specific countries and teachers*
- drawing connections across, 15
- ethnography, 9–11
- Evjenth, Renate, 208–212
- examinations
 - agrégation, 171–172, 222
 - AP, 148–149
 - in Azerbaijan, 76–78, 89
 - CAPES exam, 171–172, 222
 - in Finland, 30–32, 34
 - in France, 97, 113–114, 171–172, 219–220, 222
 - 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
 - teacher preparation for, 150–151
 - 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, 25–27
 - 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

- foreign language learning
 - in Azerbaijan, 82
 - in Brazil, 191–193
 - in Siberia, 194–197
 - in South Africa, 201
- France, 14, 97–121
 - authority, teacher in, 176
 - changing education system in, 115–118
 - childcare system in, 103
 - class size in, 117
 - classes préparatoires*, 99–100
 - classroom in, 105
 - debate in, 109
 - diversity in, 97, 99–100, 110–113
 - education standards in, 115–118
 - egalitarianism in, 119
 - examinations in, 97, 113–114, 171–172, 219–220, 222
 - Grandes Écoles*, 99
 - group discussion in, 98–99, 105–108, 112–113
 - internships in, 105
 - Islam in, 110–111
 - laïcité* in, 110–113
 - lycée général*, 99
 - Lycée Jean Jaurès, 97
 - marriage in, 102
 - motherhood in, 101–103
 - Paris, 100
 - pensions in, 115
 - post-secondary institutions, 99
 - prestige of teachers in, 116–118
 - private *versus* public schools in, 110
 - school lunch in, 109
 - socioeconomic class and, 109, 111, 116–117
 - status of teachers in, 116, 165–166
 - student participation in, 105–108
 - teacher benefits in, 118
 - teacher camaraderie in, 118–119
 - teacher preparation in, 104–105, 170–172
 - teacher salaries in, 219–220
 - teacher strikes in, 120
 - teacher workload in, 117
 - teachers' unions in, 115–116, 220
 - teaching profession in, 119–121
 - technical high schools, 99, 113–114
 - U.S. and, 111–112
- fundamentalism, 85–87
- funding, school
 - in Chile, 123–124, 126–127
 - in Finland, 33
 - in Greece, 57–58, 60
- gender of teachers
 - feminization of teaching profession and, 3–4, 173–174
 - in Taiwan, 50–51, 218
- globalization, 166
- Grandes Écoles*, 99
- Greece, 13, 57–74
 - adult education in, 71–72
 - art in, 72
 - Athens, 57
 - austerity measures in, 57–58, 60–62
 - authority, teacher in, 177–178
 - budget cuts in, 57–58, 60–62
 - celebrations in, 72–73
 - class size in, 61
 - cram schools in, 59, 64
 - diversity in, 70–71
 - education reform in, 62, 67–68
 - examinations in, 68
 - experimental schools in, 64, 68
 - government of, 67–69
 - group discussion in, 62–63, 73
 - intercultural schools in, 70–71
 - lesson planning in, 66–67
 - minorities in, 70–71
 - motivating students in, 59–60
 - prestige of teachers in, 63
 - “project class” in, 66
 - protests in, 67–69
 - public schools in, 64
 - relocation of teachers in, 70–72
 - resources in, 66
 - salaries in, 60–61
 - school funding in, 57–58, 60
 - secondary school system, 59
 - socioeconomic class and, 68
 - strikes in, teacher, 62
 - teacher preparation in, 64, 70, 170
 - teacher salaries in, 174
 - teaching profession in, 61, 63–65, 70–72
 - tenure in, 64–65
 - textbooks in, 66–67
 - unemployment in, 61
- group discussion
 - in Chile, 137
 - in France, 98–99, 105–108, 112–113
 - in Greece, 62–63, 73
 - in Taiwan, 42–43
 - in U.S., 145
- Haciyeve, Gulnaz, 13–14, 76–79, 87–89
 - civic mindedness of, 88
 - teaching schedule of, 78–79
 - teaching style of, 80–81, 89–91
 - work/life balance for, 81–83
- Harker, Jeannette, 197–204
- hierarchy, in Finland, 19–20
- high-stakes testing, 225–226
- homophobia, 85
- humanities, 166

- 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
- Michailodou, 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
- nepotism, 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

- 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
 teaching profession 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, 134–135
 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, 4, 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

- Santiago, Chile, 122
 Liceo 1 Javiera Carrera, 125, 133–134
 socioeconomic class in, 139
 Santoro, Doris, 177–178
 Saudi Arabia, 212–215
 curricular materials in, 215
 educational system in, 214
 student-teacher relationship in, 214
 teacher preparation in, 213
 teacher shortages in, 214–215
 teaching schedule in, 213
 school administration, 152
 school choice, in Finland, 34–35
 school governance, 180
 school lunch, in France, 109
 science, technology, engineering, and mathematics (STEM), 166
 secularism
 in Azerbaijan, 75, 219
 laïcité, 110–113
 self-effacement, 45
 self-sacrificing role, of teachers, 180–182
 Siberia, 194–197
 classroom in, 196
 examinations in, 197
 foreign language learning in, 194–197
 resources in, 195–196
 Singapore, teacher salaries in, 174
 single-sex schools, in Chile, 133–134
 site-based management, 1
 Social Reconstructionism, 226
 socioeconomic class
 in Brazil, 193–194
 Chile, 139
 in Chile, 126, 131–132, 135–136, 139–140
 France, 109, 111, 116–117
 in Greece, 68
 in the Philippines, 188–189
 in U.S., 142, 151–152
 South Africa, 197–204
 class size in, 203
 curriculum in, 200
 disciplining students in, 202–203
 examinations in, 203
 foreign language learning in, 201
 prestige of teachers in, 199
 race in, 197–198
 racial integration in, 198–201
 resources in, 199, 201
 salaries in, 199
 teacher preparation in, 198
 teacher workload in, 199
 teaching internships in, 198–199
 Soviet Union
 Azerbaijan and, 75–76, 83–85
 Azerbaijani education system and influence of, 75–78, 92–95
 Romania and, 204–206
 Siberia and, 194–197
 standardized testing, 1, 225–226
 status of teachers, 163. *See also* prestige of teachers
 aspects impacting, 167
 authority and, 177–178
 child-centered pedagogy and, 182
 defining, 164–165
 in Finland, 18–20
 in France, 116, 165–166
 internationally, 6–8
 in Taiwan, 45–46
 teacher education and, 167–172
 STEM. *See* science, technology, engineering, and mathematics
 stereotypes, 3, 179, 223, 225
 strikes, student, 136–137, 140
 strikes, teacher
 in Chile, 136–140
 in France, 120
 in Greece, 62
 student behavior
 in Finland, 28
 problems with, 160–161
 in U.S., 144, 160–161
 student health, in Finland, 28–29
 student loan debt, 140
 student participation
 in the Philippines, 190
 in Taiwan, 42
 in U.S., 146–148, 153–154
 student teaching, 150–151
 students
 demographic complexity of, 169–170
 self-efficacy of, 28
 teaching challenging, 143–148
 teaching strongest, 153–155
 verbal ability of teacher and achievement of, 217
 student-teacher relationship
 in Norway, 212
 power dynamics in, 62–63
 in Saudi Arabia, 214
 subjects, 11–16
 selecting, 11–12
 success, teacher, 183–184
 Suonio, Annukka, 12–13, 21–25
 Finnish educational system and, 17–39
 home life of, 35–37
 teacher preparation for, 170–171
 teaching style of, 38–39
 Taipei, Taiwan, 13, 40
 Taiwan, 40–56, 182–183
 authority in, 45, 176
 bribery in, 49–50

- 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

- 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