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Positioning of the Book; 1.3 My Personal Biography; 1.3.1 From Teaching of Subject to Teaching of the 'Person' 1.3.2 From Essentialist Selfhood to Constructivist Selfhood 1.4 Why This Book?; 1.5 The Organisation of the Book; References; Chapter 2: Hybridities, Border Crossing and Yin - Yang; 2.1 Introduction; 2.2 Identities and Life Choices; 2.3 The Non-western Self; 2.4 Teachers' Identities; 2.5 Globalisation; 2.6 Globalisation as Hybridisation; 2.6.1 Hybridisation as Empirical; 2.6.2 Hybridisation as Theoretical; 2.6.3 Hybridisation as Normative; 2.6.4 Hybridity as 'In-Betweenness'; 2.6.5 Rizvi's Critical/Moral Hybridities; 2.7 Chinese Yin-Yang Concept; 2.8 Conclusion; References

Chapter 3: Methodology 3.1 Introduction; 3.2 Hybrid Methodology; 3.3 Narratives and Identities; 3.4 Individual and Group Interviews to Study Personal and Structural Changes; 3.5 Subjects of the Study; 3.6 Researchers' Roles and Relationships; 3.7 Conclusion; References;

Chapter 4: Dialectics of the Chinese Culture: Continuities and Changes in the Confucian Order; 4.1 Introduction; 4.2 Confucian Order; 4.2.1 Confucian Self and Cardinal Relationships; 4.2.2 Contemporary Confucian Self and Cardinal Relationships in the Institutions of School and Family; 4.3 Dialectics of Chinese Culture

4.4 Continuities and Changes in Contemporary Self and Cardinal Relationships: Life Stories 4.4.1 Story of Siu Ping: A Senior Female School Guidance Teacher; 4.4.1.1 Change in School Position; 4.4.1.2 Change in Principal-Teacher Relationship; 4.4.1.3 Family Roles and Relationships; 4.4.1.4 Negotiations About Her Son's Education; 4.4.1.5 What She Willingly Conceded; 4.4.2 Story of Tai Sun: A Senior Male Physical Education Teacher; 4.4.2.1 Changing Roles and Relationships in School; 4.4.2.2 Family Roles and Relationships; 4.4.2.3 Time with Children

4.4.2.4 Tai Sun's 'Mothering' and 'Housewife' Roles 4.5 Discussion; 4.5.1 Principle of Change; 4.5.2 Principle of Contradiction; 4.5.3 Principle of Relationship and Holism; 4.6 Conclusion; References; Chapter 5: Evolving Hybrid Femininities (Yin) and Masculinities (Yang); 5.1 Introduction; 5.2 Chinese Linguistics and Gender Order; 5.3 Hybridities; 5.4 Taoist Concept of Yin-Yang; 5.5 Female Teachers' Hybrid Gender Identities; 5.5.1 Reconfiguration of the Family: Hybridities in Family; 5.5.2 Renegotiation of the Husband-Wife Relationship; 5.5.3 The Place of Children in the Family

5.6 Male Teachers' Hybrid Gender Identities

Sommario/riassunto

This book discusses issues related to teachers' identities and life choices when globalisation and localisation are enmeshed. It examines how competing cultural traditions and contexts acted as resources or/and constraints in framing teachers' identities and their negotiations in the family and the work domains according to their gender positioning, their roles in the family such as husband, wife, father, mother, brother, sister, son and daughter and roles in the school such as principal, senior teacher or regular teacher. Contrary to an essentialist approach to identity and culture, teachers' stories show that their identities and life choices were hardly free choices; but were often part and parcel of the culture and contexts in which they were embedded. Teachers' identities are found to be fluid, complex, hybrid and multifaceted. Using Hong Kong as a case study, this book provides not only traces of the continuity and changes of Confucian self and cardinal relationships but also a glimpse of how educational reform as neo-capitalist discourses in the workplace interacts with Confucian cultural traditions creating new hybrid practices (problems or possibilities or both) in the school and in the daily lives of teachers.

