Teachers' professional development in Greece:
an Open and Flexible Learning Environment or a Confined and Rigid Education System?

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The research which I am going to present was conducted as part of my postgraduate dissertation with the support of Mr Bagakis.

The subject of my research regards the new circumstances which have arisen concerning the professional development and training of teachers in secondary education in Greece.
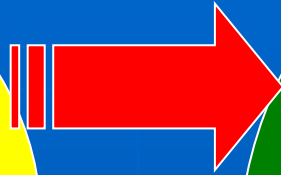
This research is still in progress today.

Knowledge Economy
(globalisation, growth of ICT, development of science and new technologies)

Changes in Education

Adult education, continually evolving levels of knowledge, student-centered learning, flexible study programmes, Distance learning, (Jarvis 2007)

Teacher
Changes in "what is taught"
(Extra-curricular experiences, Knowledge constructive for students' lives, «general skills», «thinking skills», «problem solving» etc
and «how it is taught»
(Practical, authentic, cooperative methods etc)

GLOBAL COMMUNITY

➤ **New objectives for knowledge** e.g.«doing» rather than «knowing», flexible, self-regulating (Yates & Young, 2010)
➤ **Power-from the producers to the customers of knowledge**
➤ **Diversity and choice** (school, subjects)
➤ **Focus on results** (accountability, publicising)
➤ **Increased autonomy in schools, decentralisation, participation,** Parental involvement
➤ **Collaboration private-public sector**
➤ **Optimisation of technology**
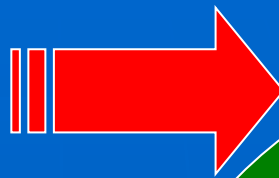
European Education Policy

(Treaty of Maastricht, Lisbon, «EC 2020»)

High level of education, flexible, formal, non-formal and informal effective, open, Lifelong learning, innovative and creative

Greek Education

(L. 1566/85, , «The New School: The student comes first»
L. 3879/2010: Development of Lifelong Learning)
Education is being modernised, enriched and extended
(new technologies, workshops, educational projects, lifelong, diverse, multilevelled

Environment for teachers' professional development:

- Continual personal and professional support

- Provision of individualised learning opportunities incorporated into the overall improvement of the school

- Cooperative forms of training

- Opportunities for social networking e.g. e-Twinning activities in the EU

- Digital Learning and Open Educational Resources must be researched, especially under conditions with strictly limited budgets

- Independent lifelong professional development

Law No. 3879/2010: Development of Lifelong Learning

The aim of the law is:

The development of lifelong learning through:

➢ **Alternative educational pathways**

➢ **The networking of all lifelong learning providers**

➢ **The assurance of transparency and quality**

– Lifelong learning – employment

– Individual's complete personality

– Social and economic development

The following are recognised by this law

ISSUES
which concern the acquisition
and development
of knowledge and skills for
individual's complete personality and
social and economic
development

All **FORMS**
of learning activities during
a person's life
(formal, non-formal,
informal)

The **PROVIDERS**
can belong to the public
or private sector or can even be
informal learning bodies

ORGANISATION FRAMEWORK
Accredited programmes, research,
Events, distance learning, links
between schools and the community,
Educational trips, symposium,
seminars, lecture...

CERTIFICATION
Degrees, awards,
certificates of competency,
moral and material
recognition...

PURPOSE AND METHODOLOGY OF RESEARCH

PURPOSE

Research, recording and analysis of changes which are observed in the field of training-professional development of teachers of Secondary Education and which are based on e-mails the school received regarding educational activities

METHODOLOGY

- Content analysis

- Inductive

  (from specific to general, from specific cases to general ascertainment because there was no previous research on this topic)

- Data statistic analysis and graphic representation using the programme excel

Research questions

- Which **PROVIDERS** are engaged in professional development of teachers nowadays?
- How are educational activities conducted? **(FORMS)**
- Who are the **RECIPIENTS/TRAINEES?**
- What is the **CONTENT ?**
- What are the **METHODOLOGIES?**
- What is the **DURATION** of the training?
- What are the **INCENTIVES** for participation?
- Are **BOUNDARIES** between different types of education (formal/non-formal/informal) becoming fewer?

Research sample

526 e-mails

The sampling took place during the first 6 months of the school year (from September to February 2013) because the largest number of educational suggestions was received in that period of time

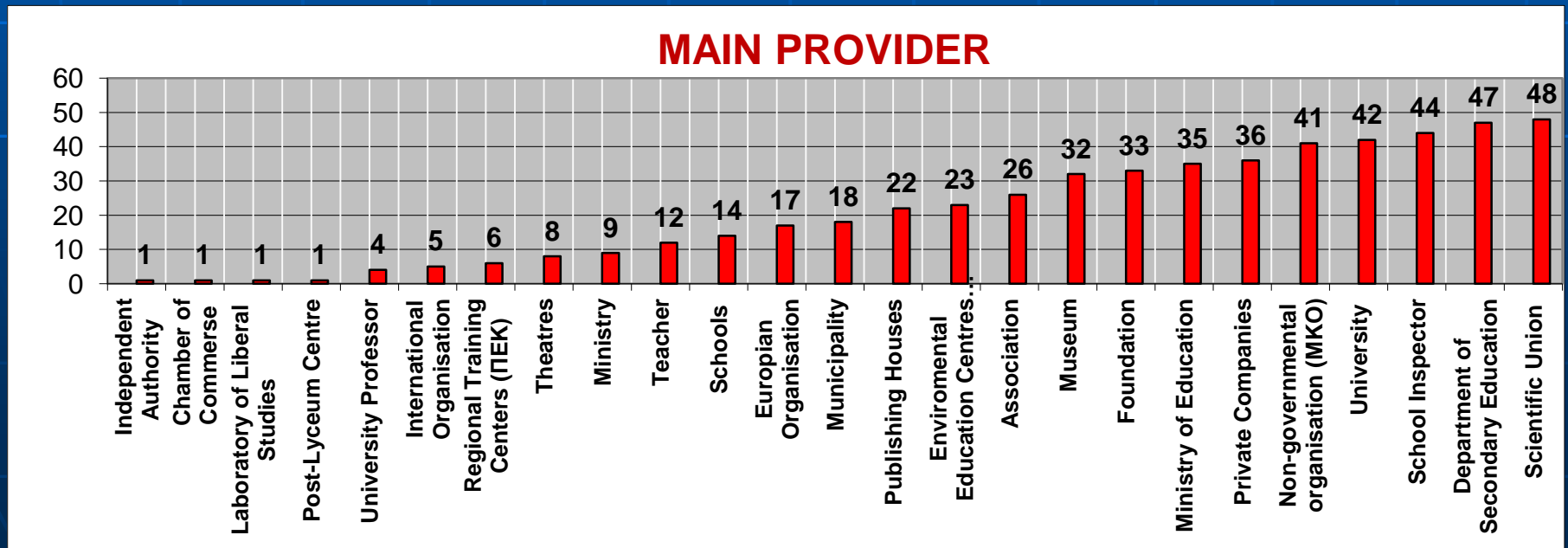| Total e-mails per month					
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
99	106	95	67	63	96

Categories – Subcategories

- **Main provider** (e.g. Advisor, University, Theatre etc.)
- **Cooperating provider**
- **Recipient/trainees** (disciplines, specific categories etc.)
- **Forms** (seminar, courses, symposium, e-learning, exhibition etc.)
- **Content** (administrative, discipline, teaching methodology etc.)
- **Methods** (passive, active and participative learning, e-learning etc.)
- **Duration** (short, average, long)
- **Certification** (Degree, award, certificate, master etc.)
- **Financing** (free, tuition fees, expenses etc.)
- **Cooperation with Ministry of Education** (yes, no)
- **Formal/Non-formal/Informal education**
- **Participants** (teacher, teacher with students)

Research results

MAIN PROVIDER

➢ **Individuals** (Teacher, school inspector, University Professor)

➢ **Collective bodies** (Scientific Union, Schools, Foundation)

➢ **Public institutions** (ministries, Department of Secondary Education)

➢ **Private** (Foundations, Private Companies, Publishing Houses, Theatre)

➢ **National and European and world Organisation**

➢ **Institutionalized** (Regional Training Centers, Universities, School inspector)

➢ **Non Institutionalized** (Foundations, Chambers etc.)

MAIN PROVIDER

Provider	Value
Independent Authority	1
Chamber of Commerse	1
Laboratory of Liberal Studies	1
Post-Lyceum Centre	1
University Professor	4
International Organisation	5
Regional Training Centers (ΠΕΚ)	6
Theatres	8
Ministry	9
Teacher	12
Schools	14
Europian Organisation	17
Municipality	18
Publishing Houses	22
Enviromental Education Centres…	23
Association	26
Museum	32
Foundation	33
Ministry of Education	35
Private Companies	36
Non-governmental organisation (MKO)	41
University	42
School Inspector	44
Department of Secondary Education	47
Scientific Union	48

MAIN PROVIDER

Increased percentage of private sector organisations

MAIN PROVIDER

Individuals (teacher, professor) 3%

Europian/ International Organisation 4%

Private Sector Organisa-tions 51%
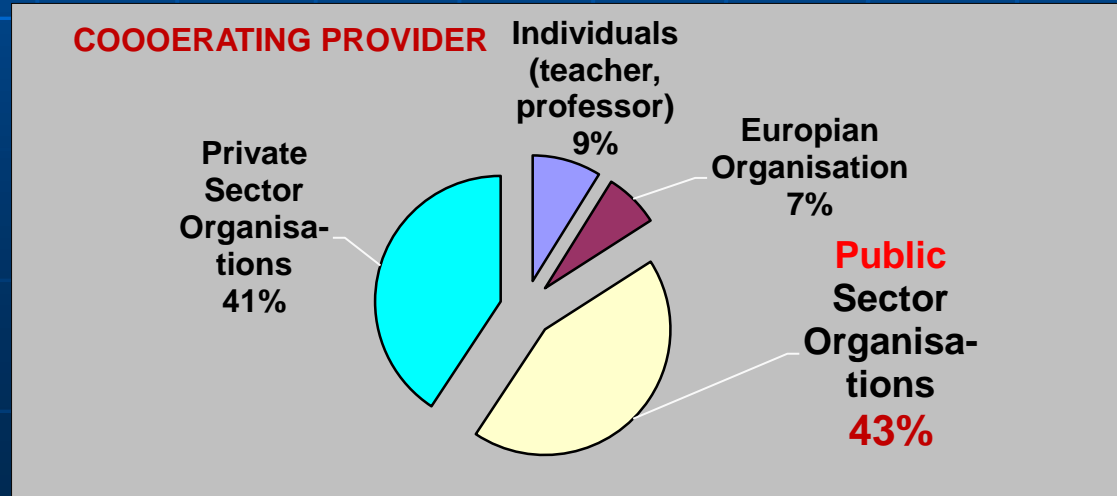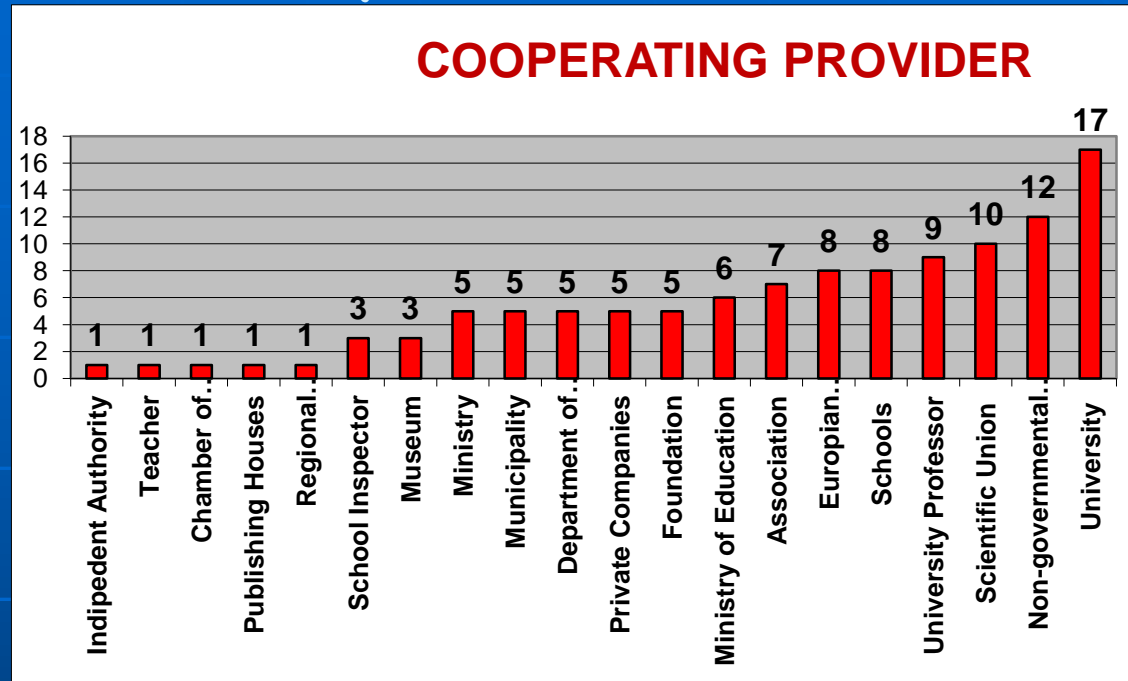
Public Sector Organisa-tions 42%
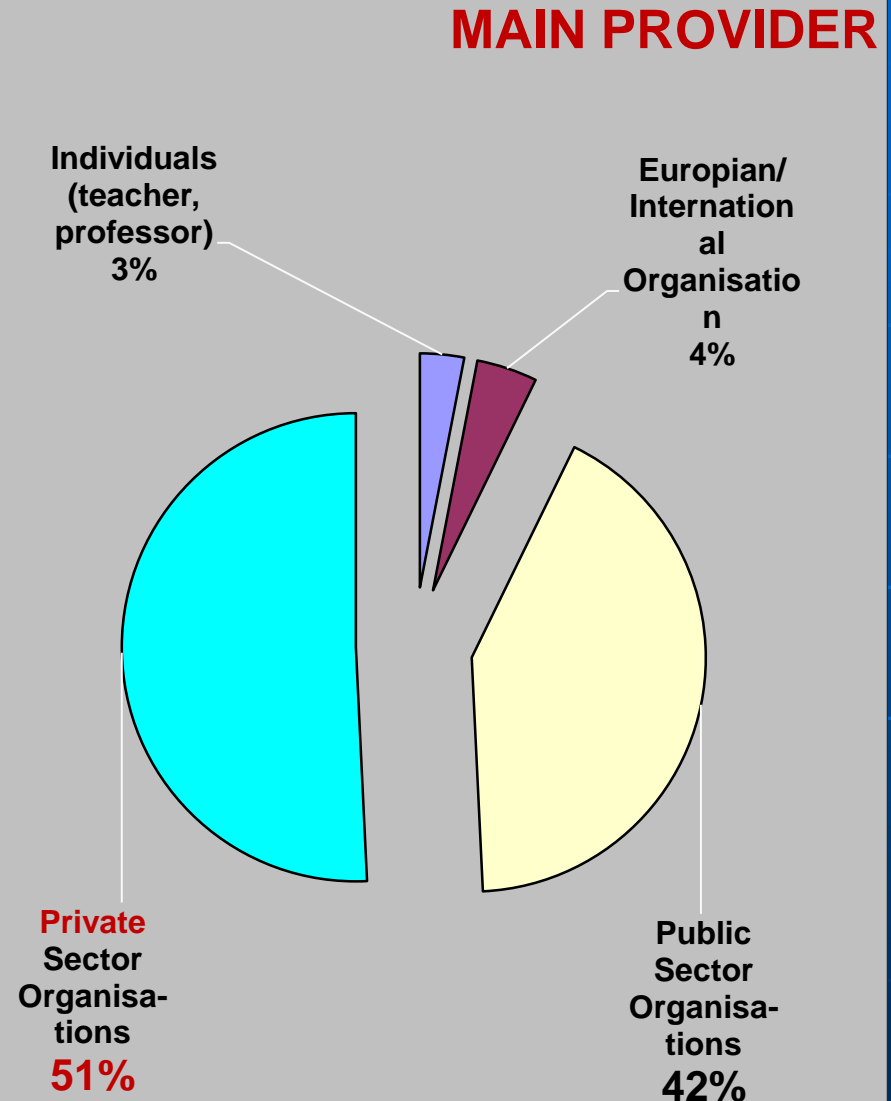
2) COOPERATING PROVIDER
(113 e-mails, 22%)

→ **The university is the leader**

→ **Increased percentage of public sector organisations**

COOPERATING PROVIDER

Category	Value
Indipedent Authority	1
Teacher	1
Chamber of..	1
Publishing Houses	1
Regional.	1
School Inspector	3
Museum	3
Ministry	5
Municipality	5
Department of.	5
Private Companies	5
Foundation	5
Ministry of Education	6
Association	7
Europian.	8
Schools	8
University Professor	9
Scientific Union	10
Non-governmental.	12
University	17

COOOERATING PROVIDER

- Individuals (teacher, professor) 9%
- Europian Organisation 7%
- Public Sector Organisations 43%
- Private Sector Organisations 41%

3) RECIPIENTS/TRAINEES

All disciplines (76%)

Recipient / trainee

- Specific categories 3%
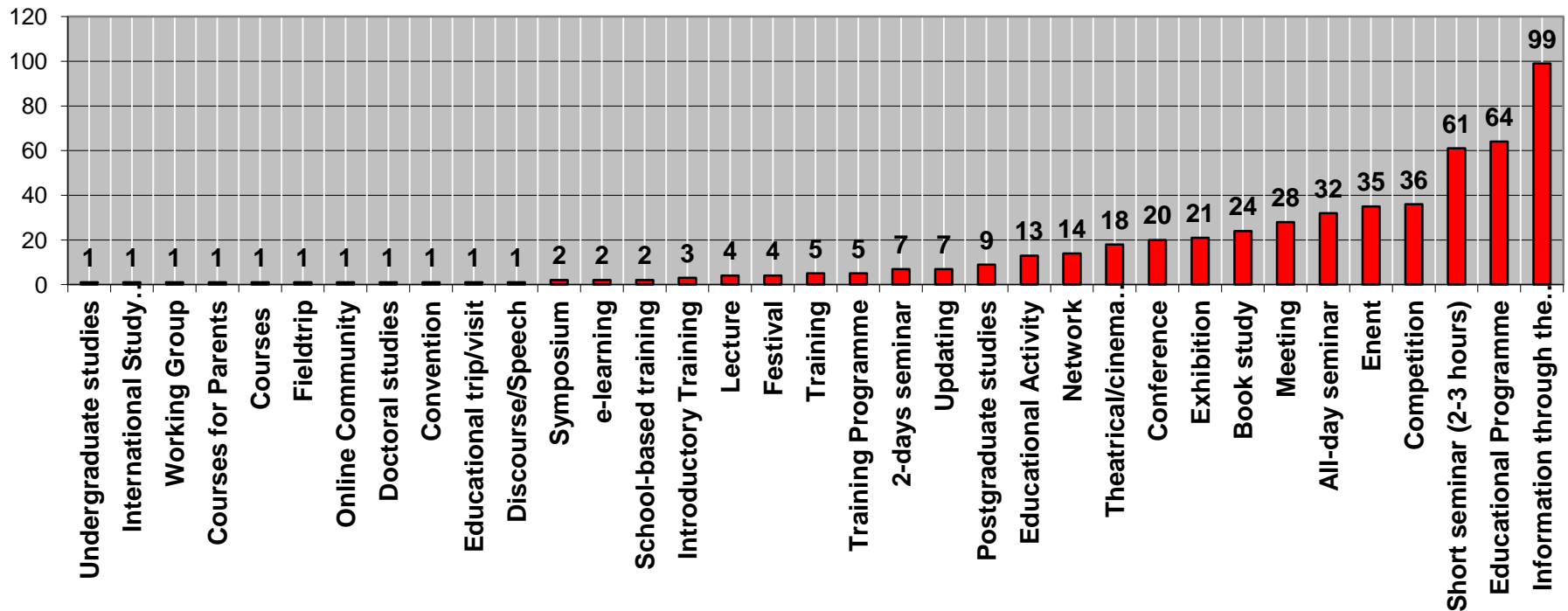- Discipline-based 21%
- All disciplines 76%
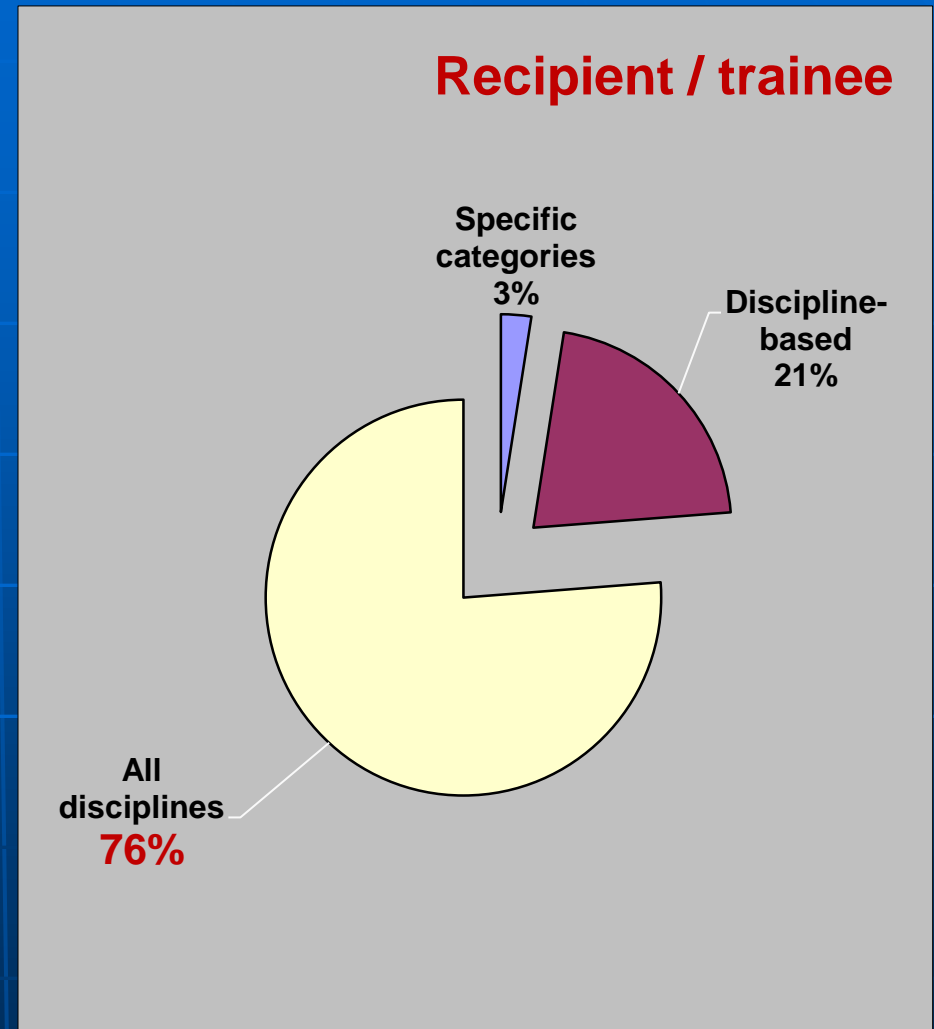
4) FORMS

→ 35 forms of training courses

→ "Electronic information" first position for four consecutive months (99), followed by "Educational Programmes" (64) "Short Seminar" (60) "Competitions" (36)
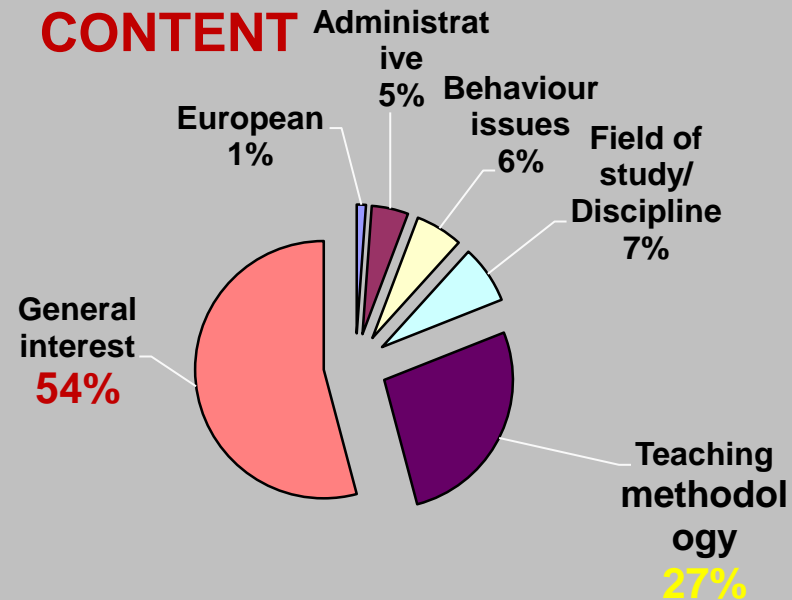
FORMS

5) CONTENT

→ issues of general interest (54%)
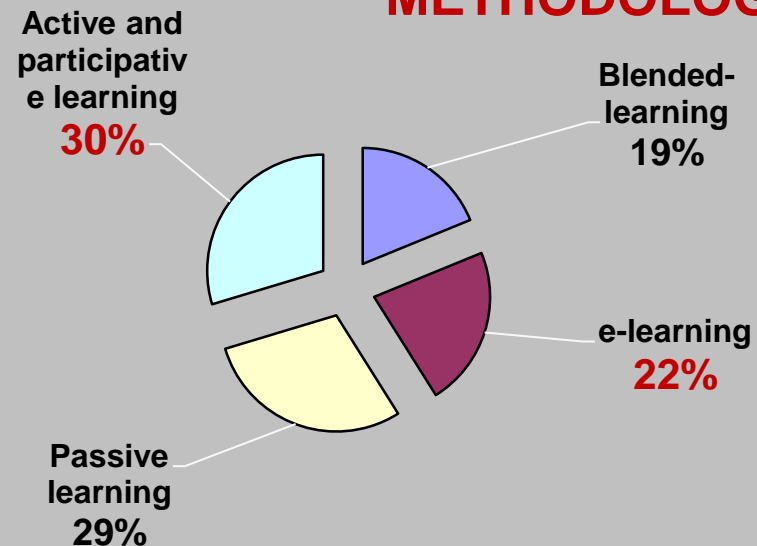
→ issues of teaching methodology (27%)

6) METHODOLOGIES

→ active (30%)
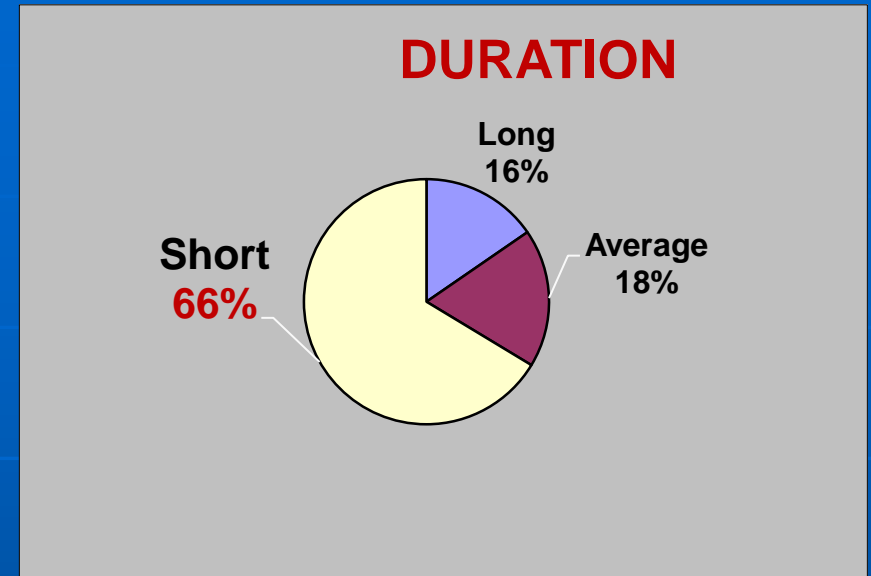and passive (29) methods are competing for first place

→ Increased percentage of e-learning (22%)

CONTENT
- Administrative 5%
- European 1%
- Behaviour issues 6%
- Field of study/ Discipline 7%
- General interest 54%
- Teaching methodology 27%

METHODOLOGY
- Active and participative learning 30%
- Blended-learning 19%
- e-learning 22%
- Passive learning 29%

7) DURATION

→ Activities of short duration (66%)

8) RECIPIENTS/TRAINEES

→ Only Teachers (56%)

→ Teachers with students (44%)

DURATION

Long 16%

Short 66%

Average 18%

## PARTICIPANTS

Teacher with students 44%

Only teachers 56%
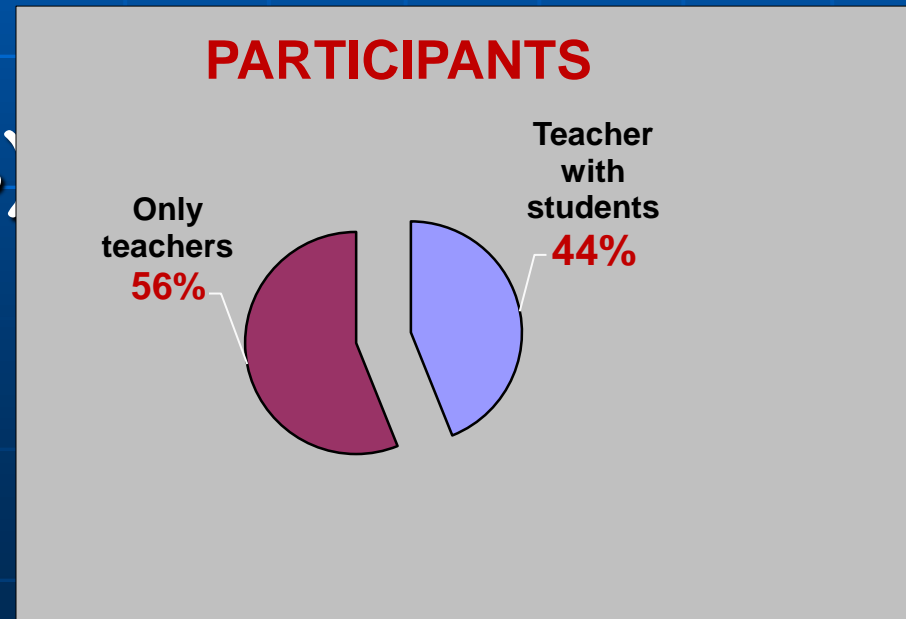
9) CERTIFICATION

→ No certificate received (54%)

→ «certification» (36%)

→ «award» (7%)

→ degree, master, doctorate low percentages (0-2%)

Certificate of commendation 0%
Degree 0%
Credits 1%
Doctorate 0%
Postgraduate degree 2%
Award 7%
No certificate received **54%**
Certification 36%

CERTIFICATION
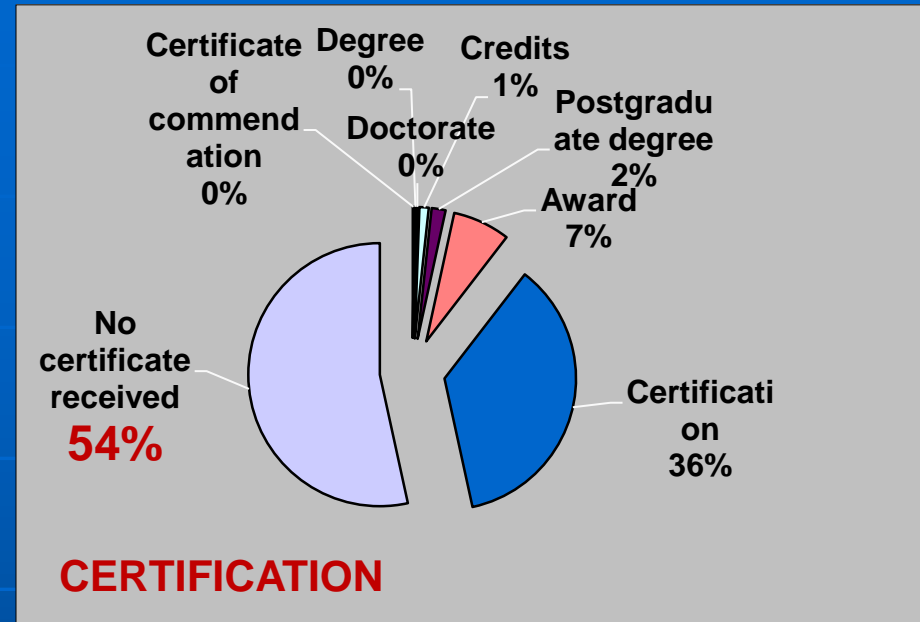
10) FINANCING

→ With charge **58%**

(fees, accommodation, tickets)

→ free of charge **35%**

(e-learning, school-based)

FINANCING

Indirect costs (food, accomodation, tickets) **38%**
European 7%
Tuition fees **20%**
Free of charge 35%
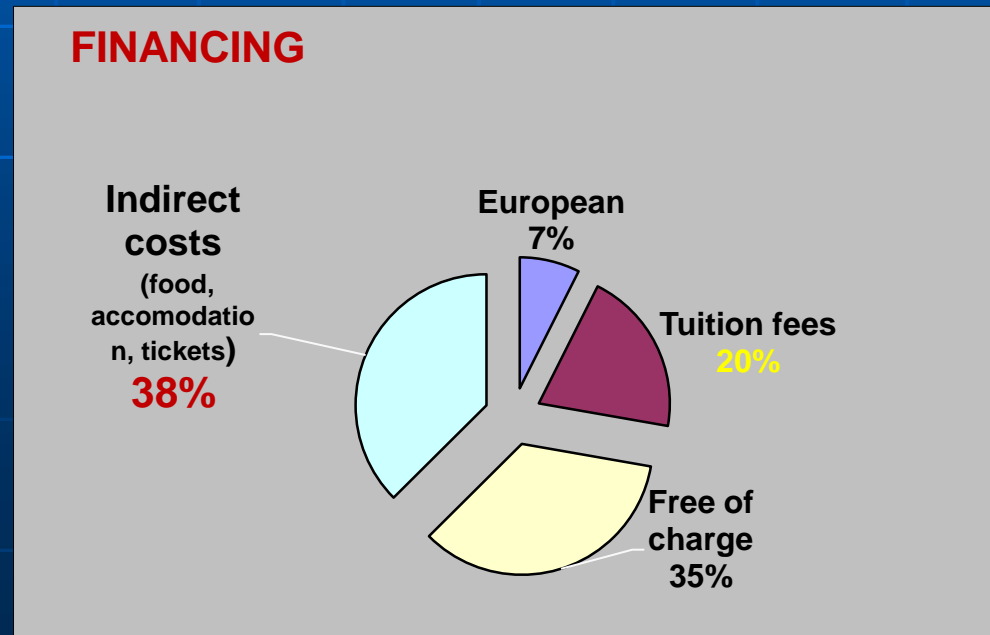
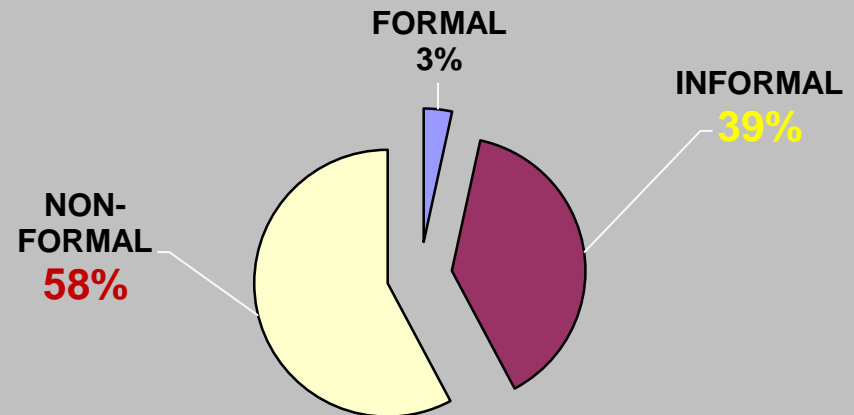# 11) COOPERATION WITH MINISTRY OF EDUCATION

→ through the Ministry of Education **56%**

→ without the mediation of the Ministry of Education **44%**

YES 56%

NO 44%

COOPERATION WITH MINISTRY OF EDUCATION
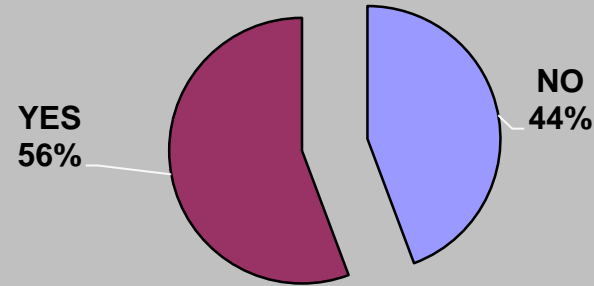
12) Formal/Non-formal/ Informal

→ **Non-formal 58%**

→ **informal 39%**

FORMAL 3%

INFORMAL 39%

NON-FORMAL 58%

FORMAL/INFORMAL/NON-FORMAL LEARNING

Fragmentation of training **providers**

Transition from **centrally controlled** training Programmes to more **independent and autonomous**

Collaboration between two different bodies

e.g. Scientific Union and University, School and Non- governmental Organisation, private and public sector

co-existence, interdependence and **eradication of the boundaries** separating private and public sector education, formal and informal etc.

Most activities concern **all disciplines**

Reduction in the amount of specialised knowledge

Diversity of suggested educational activities

responds to the demands of lifelong learning and provides a variety of different and flexible learning pathways

Regarding the **content** of general interest subjects	−EDUCATION becomes **LEARNING** −SCIENTIFIC knowledge is replaced by **GENERAL** −SCIENTIFIC values are replaced by **TEACHING SKILLS**
Traditional methods are gradually giving way to new methods (active learning, e-learning)	Achievement of learning objectives (active, cooperative and "thinking" citizens) through **learning by doing**
Transition **from extended to short** training programmes	−Save **TIME and MONEY** −Response to **rapid changes** −Immediate absorption of **FUNDING**
Both TEACHERS and STUDENTS are educated and learn	−Mitigation of **BOUNDARIES** −Eradication of **AUTHORITY** −Spirit of **COLLABORATION**

The high number of **uncertified and unaccredited** educational activities

→ Problems relating to **recognition** of participation in such activities

Teachers and schools: **decentralisation, responsibility and independence**

→ Autonomy of **demand** →
freedom of **supply** →
More open access to suggested activities in school

Future Concerns

The teaching profession has always been one of lifelong learning (formal and informal) ⟶

Today teachers are under intense pressure regarding this area which influences:

a) his/her **identity**

b) The quality of his/her **training**

c) Generally the development of his/her **formal education**

a) IDENTITY: New professional approach which affects his/her training

1. Specific subject knowledge is of less importance.

More important to respond to new learning environments

2. General knowledge (genericism) is continually gaining ground

3. The weakness of professional identity

- The weakness of teachers as a professional group and political entity.

- Individual approach to education

- inability to demand improvements in working conditions and training

b) Quality of training

1. A host of educational activities

are **unconnected** and have **no continuity**

2. Programmes of short duration can easily be **organised, developed, replaced** and achieve the required **trainability** to address the continually changing market

3. Shift towards private sector training providers.

Decline in participation in the public sector.

Quality and credibility issues

c) Development of formal Education

1. Non-formal and informal form of learning appear and put pressure on formal education
2. Independence and accountability for the results of a school and its individual development
3. Relinquishing of state responsibility

➢ Individual training solutions

➢ Competitive practices on the part of schools and teachers

➢ Schools and teachers of two levels complying with laws and needs of the market

Limits of the research

- **The National Programme of lifelong learning is in the process of being designed, organised, realised and accessed**

- **It is the first attempt to record the new data in the field of teacher training**

- **The study is limited to research material over 6 months regarding an issue which is still evolving**