

Teachers' work and training time. Analysis of Greek primary teachers' views

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Abstract

In our paper we will present the results of an analysis of Greek primary teachers' views regarding: 1) the trainings they have attended during their careers and 2) the type of teacher training they consider most appropriate to help them cope with the demands of their profession. We also analyze their views concerning the time they have spent on training. Our research is based on the following questions: what is the opinion of primary school teachers on the role of different types of training offered on their professional development? For what reasons and on what topics do they wish to be trained and what knowledge do they consider necessary for their professional and scientific development? How do they value the time they have allocated to their training and further training? According to teachers' answers we can assume that the modern training process has increasingly become an economic product with an exchange value. The main criterion of training activities is the "learning" of functional skills, and it is implemented as an individual qualification within an increasingly competitive context. Most teachers believe that a meaningful training process should have three (3) dimensions: educational, social and value-based, and their participation in it should be free of their educational duties.

Keywords

Teacher training, time in education, Greek education, continuous professional development.

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Introduction

The study of time in education reveals a complexity that is particularly difficult to analyze as it refers simultaneously to heterogeneous registers of experience. The idea of time is often regarded as neutral, but the meanings it takes on are always socially constructed. While the idea of time appears as a form of singularity, the notions of temporality and rhythm makes us consider the plurality of its expressions. Education therefore appears to be shaped by heterogeneous temporalities at the same time complementary, antagonistic and contradictory, which give rhythm to the activity, life and development to learners, educators, institutions, Education also determines the way in which we develop a certain relationship to time and to the multiple rhythms of life (Alhadeff-Jones, 2018). In our article we are going to analyze time management in continuous professional development (CPD) of teachers and its different forms according to Greek teachers' views and perceptions. The role of time in CPD is a very important problem in different research. It is mainly connected with the period dedicated to CPD, with the time allocation and organization, with the connection between theory and practice and the overall effectiveness and impact on the everyday life in school (Bubb, & Earley, 2013).

Continuous professional development refers to any activities aimed at enhancing the knowledge and skills of teachers through orientation, training and support. The development can affect attitudes and approaches and may therefore contribute to the improvement of the quality of learning and teaching (Muijs et. al., 2004). Continuous professional development for teachers is necessary, because social and educational situations change, new knowledge emerges through educational research, but also the knowledge, practices and meaning making of teachers in their educational career changes (Fraser, 2007). Teacher continuing professional development is used by governments to enhance teaching quality, learning outcomes, student development (Hardy, 2012) and educational quality (Cordingley, 2015; Melesse & Gulie, 2019). Another important reason for CPD is that effective teaching is a process that unfolds when teachers are given the appropriate support and opportunities to learn and reflect on their everyday life and practice in the educational context (Kennedy, 2005). In recent years it has been increasingly recognized that in order to enhance teachers' professional learning it is necessary to provide them with tools and ways of thinking and discussing educational problems and situations which will help them become aware of students' thinking and understanding, examine how students can work effectively in practice, and use this knowledge in the educational praxis (Nedelko & Brzozowski, 2017). The focus on

professional learning implies that the teacher has the capacity to be an active agent in the teacher education procedure rather than a passive recipient of theories and policies to be put into practice. Professional learning appears to be more effective when it is organized within the context of a professional community in strong connection with praxis, when teachers explore and reflect on their teaching in cooperation and collaboration with other colleagues and experts and using different networks for exchanges and discussion (Ohlsson, 2013). Teachers learn better when they could exchange ideas and experiences, to deepen one's understanding and to try out new strategies. Also, a prerequisite for enhancing professional learning is the direct correlation of learning with the specific classroom context and with applications/tools/educational situations and materials which will be tested in practice (Bakkenes et al., 2010).

The teacher is a central figure in improving educational practices when he/she is actively involved in a learning community, when schools are transformed to learning organizations (Schlechty, 2009). Therefore, it is very important that the content of the training is meaningful and valuable for the teacher himself/herself, but also that it is related to the specific context of his/her classroom. Teachers come to the training seminars with pre-acquired perceptions of teaching and learning, they have their own school experiences and beliefs that determine their way of understanding and their classroom practices (OECD, 2009). A key goal in teacher education is to enhance teachers' self-awareness - a necessary condition for critical and progressive thinking - through activities of expressing and listening in a climate of acceptance, dialogue and innovation (OECD, 2013). However, for teachers to be able to try out new approaches in their classrooms, they need to recognize the necessity of experimentation, to feel safe in trying them out, and have systematic feedback before and after the implementation of the activities (Middlewood et al., 2005). Only in a context that they have co-constructed and in which they feel safe, they can engage and work in interaction with colleagues and trainers. This learning procedure is based on knowledge and information, experimentation, outcomes-based education, collective reflection on their work and different perspectives (Papazoglou & Koutouzis, 2020).

In our paper we will present the results of a cross-sectional survey (Mills, G.E. et al, 2017), to investigate the views and perceptions of Greek primary school teachers on their training and education in the context of their professional training. Specifically, we will try to answer four research questions: 1) how do they evaluate the different types of training offered 2) which training courses they have attended during their career 3) how

do they value the time they have spent on their training and further training and 4) what type of training they consider most appropriate and in which fields of knowledge to help them meet the demands of their profession.

Methodological framework

A standard questionnaire was chosen as a data collection tool, which was prepared by the Greek Teachers' Federation with the help of a group of primary school teachers. It is one of the eleven questionnaires (11) that were compiled and distributed under the responsibility of the Federation during the years 2021-2023, to investigate the work of primary school teachers in Greek schools as a whole. The validity of the tool, as the fidelity with which it measures the characteristic we want to measure, was ensured based on the validity of conceptual constructs (assessing the extent to which the content of the tool measures the conceptual constructs of the field). At the same time, equivalence reliability was applied by applying the simultaneous administration of equivalent tools (Mills G.E. et al., 2017).

The questionnaire was structured in nine categories - sub-topics with a total of 165 variables. In more detail:

I. General data, with 14 demographic and service-work data variables.

II. Reasons for participation in training, with 100 variables (Likert scale) as to their reasons for participating in training activities from seven (7) different training providers they have attended, together with their opinion (for each provider) as to: 1. specialization in a particular field of knowledge; 2. recognition of an additional degree; 3. an additional professional right; 4. preparation for planned changes in the educational system; 5. filling gaps in basic training, 6. an increase in salary, 7. the possibility of administrative advancement (to positions of responsibility), 8. contact, acquaintance, exchange of views and experience with colleagues, 9. additional remuneration, 10. a contribution to everyday educational practice, 11. the acquisition of knowledge in new fields in education and 12. the satisfaction of personal educational needs, not necessarily related to the educational process, and 12. the satisfaction of personal educational needs, not necessarily related to the educational process.

III. Implementation of training. It concerns the degree (Likert scale) to which specific providers of training programmes should implement the training of teachers, including: 1. the Pedagogical Departments of the Universities, 2. the IEP, 3. the Educational Project Coordinators/School Counsellors, 4. 5. other private institutions, 6. the Teachers'

Association of the school/the school unit itself, 7. educational institutions exclusively for training (such as the Teachers' Schools), 8. groups of teachers who have experience in a subject, 9. the ILO.

IV. Contribution of training. Refers to the reasons and degree of agreement (Likert scale) that training has contributed positively to daily work in the classroom, specifically in terms of: 1. addressing daily teaching problems; 2. assessing my students; 3. educating refugees/immigrants/roma people; 4. educating children with specific learning difficulties; 5. managing problematic behaviour of my students, 6. maintaining my self-control in the classroom, 7. communicating with students/parents/colleagues, 8. applying pedagogical methods and techniques new to me in the classroom, 9. gaining a better knowledge and understanding of facts and phenomena of the daily educational process, and 10. recalling pedagogical ideas/principles/practices.

V. Method of implementation and targeting of training. Regarding their level of agreement (Likert scale) as to whether teacher training should: 1. be conducted on release from teaching duties; 2. be fast-paced; 3. be conducted in teachers' free time (evenings/weekends); 4. be experiential in nature for the most part; 5. it should focus on one of the school subjects and their teaching practice, 6. it should focus on curricula, 7. it should focus on the teachers of New Education and their pedagogical models, 8. have as content new areas such as digital media in education; 9. also contribute to increasing their salary; 10. be periodic and repeated at regular intervals with different topics; 11. be on topics of their own choosing, even if they are unrelated to education; 12. be free and compulsory; 13. be free and optional; 14. contribute positively to the way they work in the classroom; and 15. not supported by the Ministry of Education.

VI. Various approaches and specifically the degree to which they agree (double-choice questions) with the following statements: 1. The participation of teachers in training activities in parallel with their teaching and other professional duties leads them to burnout; 2. In recent years, the training process has increasingly become an economic product, with an exchange value; 3. In recent years, the training process has increasingly become an individual qualification, with a competitive dimension; 4. The main criterion of training activities offered to teachers especially in recent years The training offered to teachers must guarantee equal and free access for all, 7. The training activities organised for teachers must be linked to scientific practices and the search for modern pedagogical currents, and 8. The main objective of any training process for teachers must be to revitalise the educational function.

VII. Positions - Demands of the ILO. To what extent do they agree with ILO positions. Specifically with regard to: 1. In 2010, the Teacher Training (Retraining) function was suspended, which was a two-year period with a teaching exemption. One of the demands of the sector is the reopening of the Teachers' Training Centres; and 2. The view is expressed that all/all teachers should receive feedback every 7-10 years by participating in meaningful training processes, with release from teaching duties.

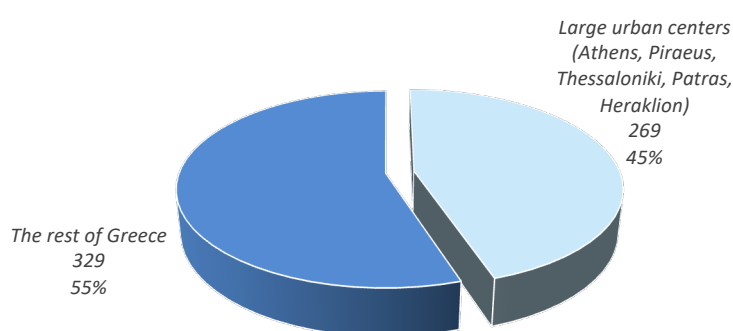
VIII. Key parameters for implementation of training programmes. They were asked to indicate their level of agreement on: 1. the training provider, 2. the cost of training, 3. the duration of training, 4. the content of training, 5. the form of certification of training, and 6. the mode of admission to training.

IX. Open answers. In each category of the questionnaire, participants were also able to submit a personal opinion by completing the options in the questions or by submitting their personal opinion on: a) whether there is another institution by which teacher training should be implemented, b) whether there is any other reason why they feel that the training has contributed positively to their daily work in the classroom, c) the areas/subjects where they wish to be trained, and which relate to their teaching and/or broader educational needs. After coding the research questions, as well as the corresponding responses, descriptive statistics tables (frequencies and percentages, central tendency and dispersion indices) were constructed. Statistical processing of the data, as coded and recorded from the participants' response-opinions, was performed using SPSS software in order to: 1) Frequency distribution, as the first and basic statistical analysis in educational research where absolute and percentage frequencies are distributed in order to assess the variability of the values, i.e., to determine which (and to what extent) variables are selected by the research units; and 2) Bivariate analysis, which will highlight the relationships between different variables, identifying similarities and/or differences through double entry (cross tabulation) tables.

Population and Sample

The population of the survey is the total number of Greek primary school teachers. The stratified sampling technique (Mills, G.E. et al., 2017) was applied to extract the sample, so that the participants of the survey cover the entire Greek territory, the various specialties and the form of their official position (permanent, deputy, responsible positions). The sample consists of 598 teachers, serving in 56 different Directorates of Education. 78% are teachers and 22% are teachers of other subjects (language,

gymnastics, drama, art). 90% of the teachers have a permanent employment relationship with the Greek state and 10% are substitutes. One fifth 1/5 were involved in school leadership at the time of the survey. Women constitute 64% of the sample and men 34%; 2% did not answer this question. In general, we consider the sample to be representative of the composition of teaching staff in primary education in Greece. Regarding the geographical distribution of the sample, about half of the teachers reside in schools located in large urban centres (Athens, Thessaloniki, Piraeus, Patras, Heraklion) while the rest work in schools located in small towns, semi-urban and rural areas (Graph 1).



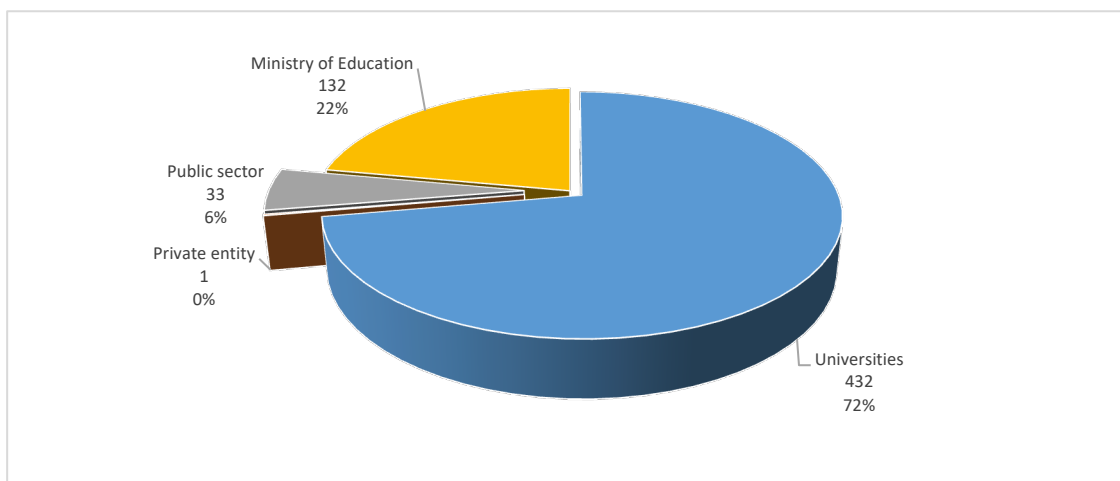
Graph 1: Frequency and percentage of participants on geographic distribution

The schools they work in are mainly in urban centres or areas around them. 37% work in schools located in semi-urban and rural areas. About 10% of teachers work in small schools with up to 5 teacher places, while all the rest work in schools with up to 6 places and large schools (9-12 places). In terms of years of service, most teachers in our survey had between sixteen (16) years and thirty (30) or more years of service and have participated in several ongoing trainings. The teachers in our survey have worked in different classrooms: inclusion classes, reception ZEP (Priority Education Zones) classes and/or general classes in which there are children who need parallel support. It is particularly interesting that more than a third of the teachers in the sample have higher qualifications than those required for their appointment (15 % second degree, 36 % postgraduate degree, 0.2 % PhD). Nearly 90 % of the teachers in the sample have attended more training than is compulsory. The same applies to teachers of different specialisations. This shows that overall, they are not negative about training but seek to participate in more training and to acquire more qualifications than those required by the

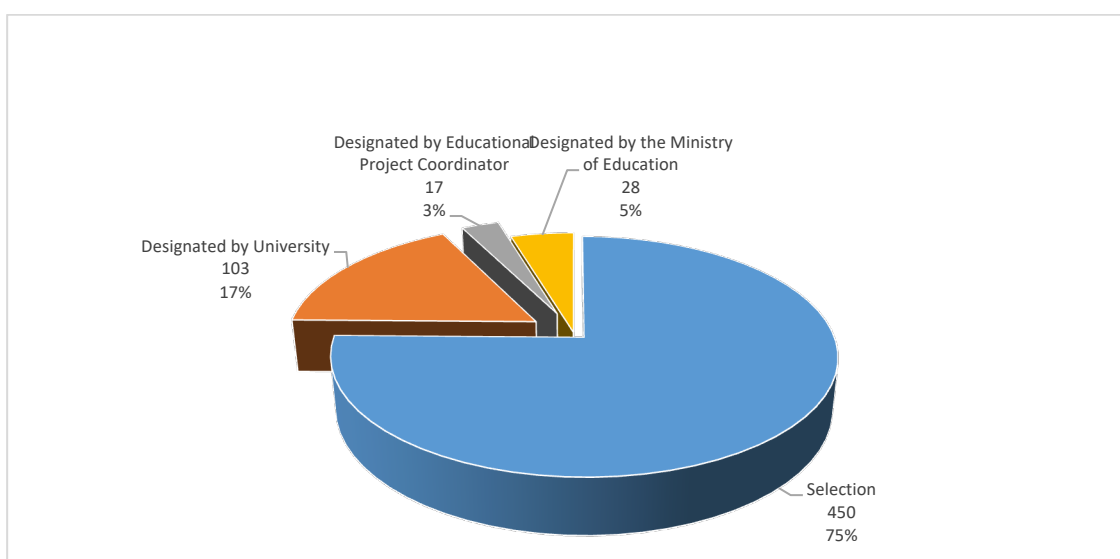
Greek administration. In most cases, this additional training of teachers is covered by their own expenses.

Presentation of survey results

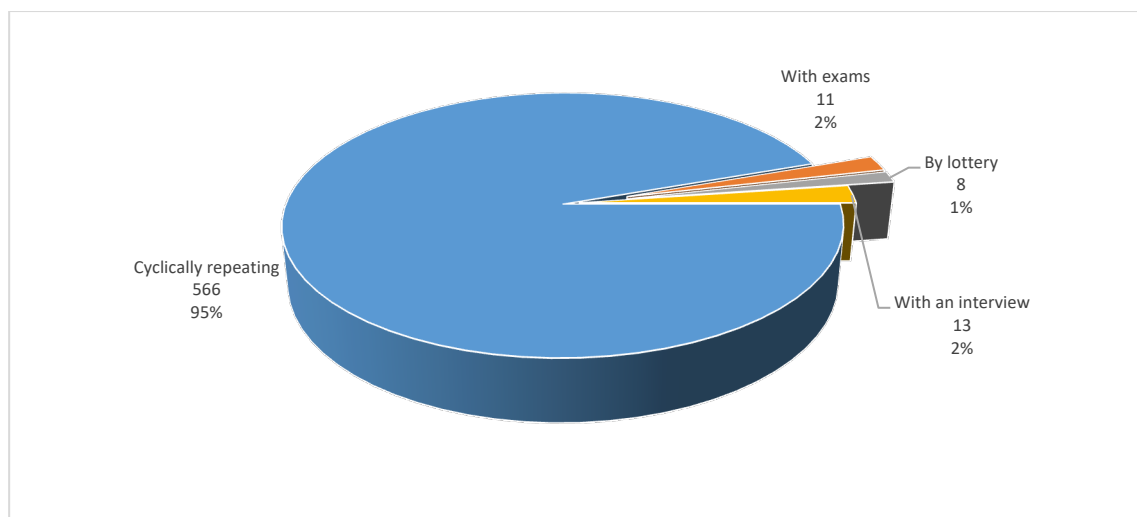
The initial questions of the survey were the institution that should, in the opinion of the participants, develop and offer a training programme (Graph 2), who should define and design the content of the training programmes (Graph 3), the way of admission to the training programmes (Graph 4). Teachers see university institutions as the main organiser of training programmes in which they should be able to choose the subjects themselves, and which should have a cyclically recurring character.



Graph 2: Frequency and percentage of participants regarding the training provider



Graph 3: Frequency and percentage of participants regarding the content of the training



Graph 4: Frequency and percentage of participants regarding the way of entering the training

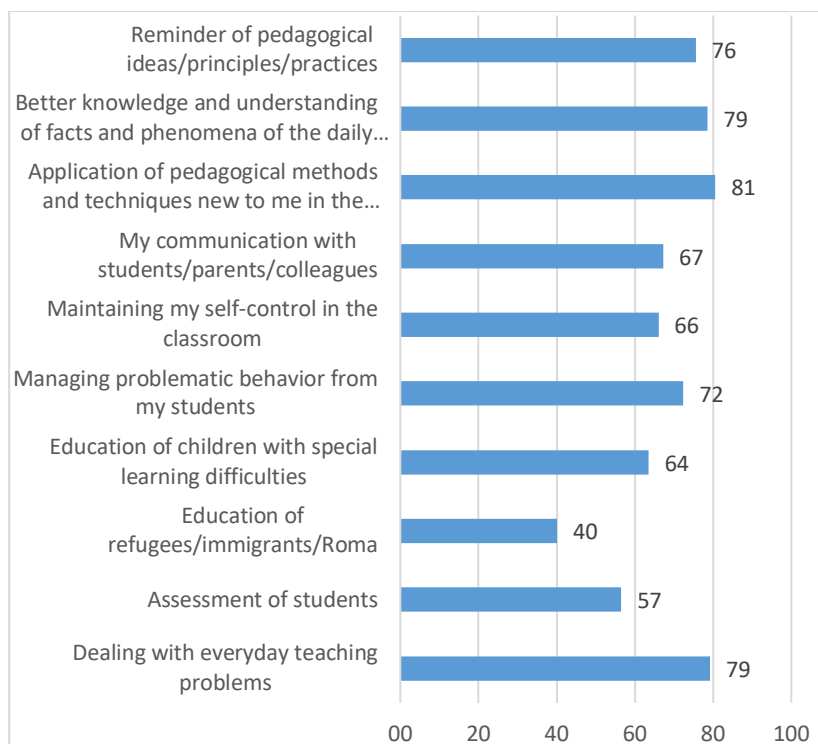
At the same time, participants were asked to rank 1) their main positions on training (Table 1) and 2) the reasons why training has contributed positively to their daily work in the classroom. According to teachers' views, training should be done with release from their teaching duties; it should be fast-paced, not in their free time; it should be experiential, in a school subject focusing on curricula and pedagogical models but also of their own choice; it should cover new areas, contributing to salary improvement; it should be periodic - recurrent, mainly free and optional, contributing positively to classroom functioning and not necessarily supported by the Ministry of Education

Table 1: Frequency and percentage of participants regarding their main positions for training

<i>Teachers' training must ...</i>	<i>Not at all</i>		<i>A little</i>		<i>Enough</i>		<i>Much</i>		<i>Total</i>	
	<i>v</i>	<i>Vali d %</i>	<i>v</i>	<i>Vali d %</i>	<i>v</i>	<i>Vali d %</i>	<i>v</i>	<i>Vali d %</i>	<i>v</i>	<i>Vali d %</i>
<i>... is done by relieving them of their teaching duties.</i>	16	2,7	44	7,4	172	28,8	366	61,2	598	100
<i>... is fast-paced.</i>	77	12,9	165	27,6	276	46,2	80	13,4	598	100
<i>... is done in their free time (afternoons / weekend)</i>	420	70,2	108	18,1	46	7,7	24	4,0	598	100
<i>... is mostly experiential.</i>	18	3,0	53	8,9	187	31,3	340	56,9	598	100
<i>... has as its subject some of the school subjects and their pedagogy.</i>	17	2,8	93	15,6	276	46,2	212	35,5	598	100

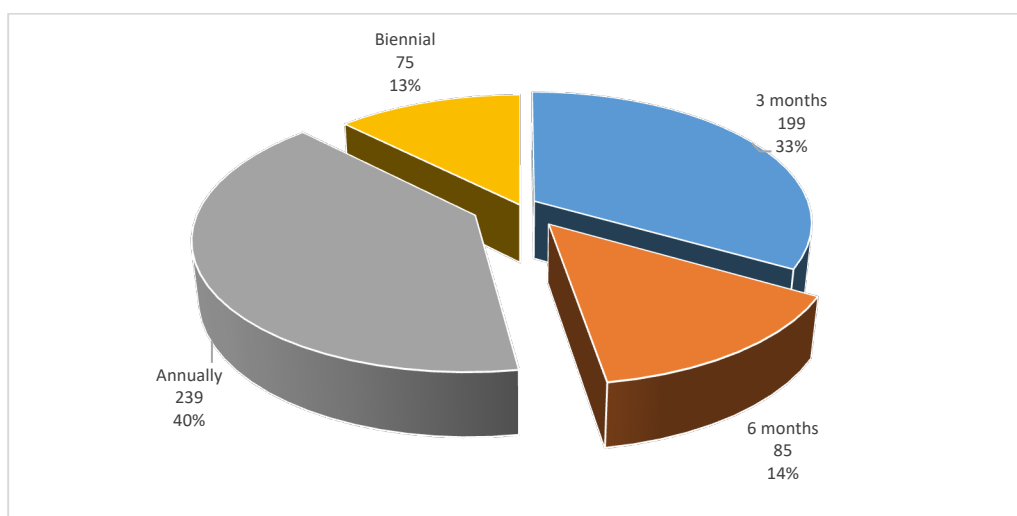
<i>... focuses on curricula.</i>	37	6,2	164	27,4	292	48,8	105	17,6	598	100
<i>... focus on New Education pedagogues and their pedagogical models.</i>	28	4,7	116	19,4	280	46,8	174	29,1	598	100
<i>... has as content new areas such as digital media in education.</i>	20	3,3	83	13,9	266	44,5	229	38,3	598	100
<i>... also contributes to the increase of their salary.</i>	71	11,9	111	18,6	167	27,9	249	41,6	598	100
<i>... is periodic and repeated at regular intervals with different topics.</i>	14	2,3	52	8,7	159	26,6	373	62,4	598	100
<i>... is done on topics of their own choosing, even if they are unrelated to education.</i>	43	7,2	115	19,2	234	39,1	206	34,4	598	100
<i>... is free and mandatory.</i>	119	19,9	126	21,1	125	20,9	228	38,1	598	100
<i>... is free and optional.</i>	101	16,9	120	20,1	76	12,7	301	50,3	598	100
<i>...contributes positively to the way they operate in the classroom.</i>	18	3,0	47	7,9	181	30,3	352	58,9	598	100
<i>... not supported by the Ministry of Education.</i>	102	17,1	132	22,1	173	28,9	191	31,9	598	100

As for the reasons why the training has contributed positively to the daily work in the classroom, the main contribution is reflected in the application of new pedagogical methods and techniques in the classroom (80.6%), in addressing daily teaching problems (79.3%) and in better knowledge and understanding of facts and phenomena of the daily educational process (Graph 5).



Graph 5: Cumulative percentage of participants regarding the contribution of the training to their daily work in the classroom

One factor that significantly influences teachers' choice of the training courses is the time in which they take place. In most of the cases teachers don't get any leave from school administration and does not compensate them for the training they attend outside working hours, teachers prefer short, fast-track (3 or 6 months) training courses which take place either in-school or out-of-school (Graph 6).



Graph 6: Aggregate percentage of participants regarding the time allocated to the training

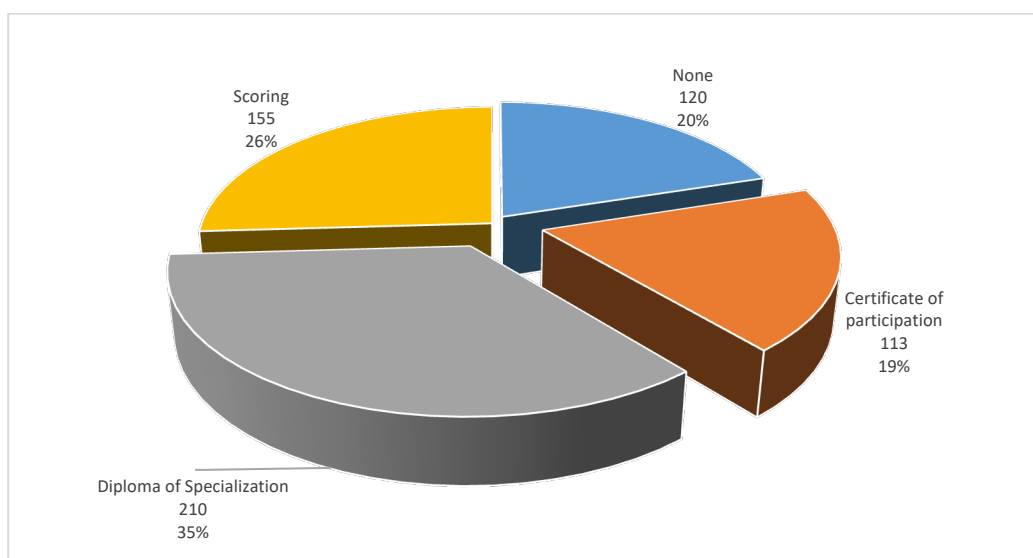
Almost all (536/598) attend workshops and seminars, in their free time. This choice seems to satisfy their need to keep abreast of scientific developments in their field, to develop their teaching methods and to exchange views on a variety of scientific issues that they find interesting interest, while at the same time when these trainings don't demand big sacrifice of their personal and family commitments. This highlights the need for teachers to acquire knowledge that is useful and relevant to the needs and requirements of their profession. However, it also highlights their need to keep abreast of scientific developments in the sector, to meet personal educational needs not directly linked to teaching practice and to specialize in a field of knowledge. On the contrary, they do not link rapid training to their professional development. The Regional Training Program is the only institution of teacher training at regional level with about 30 years of presence in the Greek education system. The majority of teachers positively assess its contribution to their subsequent professional career we believe; however they underline that the compulsory nature of attending it is an important reason why it appears so high on the scale of training attended by teachers. This view is confirmed by the answers given by teachers to open-ended questions when asked about the reasons why they chose regional training centers. The number of teachers in the sample who choose to attend either free university training, university training with tuition fees, or training with a private provider is about the same. The vast majority in all three cases consider that the training will contribute to their professional development. They seek, to gain knowledge in new fields in education and a specialization in a certain field of knowledge. However, a very high percentage of teachers also continue their studies in order to satisfy personal needs and aspirations, which are not necessarily linked to the educational process. A high percentage in all three cases seek to be prepared for possible changes in the education system, and to make up for what they consider to be gaps in their basic training. Finally, improving educational practice and communicating with colleagues are very important reasons for choosing all three types of training mentioned above.

There is, however, variation in terms of career progression and grading. Thus teachers who choose to train at a paid university institution appear in a higher proportion than the other two categories that 1) they wish to obtain an additional degree and 2) they chose this form of training because they believe that it will give them increased professional rights. Also, while the other two categories state in large percentages that they did not choose the training they implement with the possibility of occupying a position of responsibility in mind, teachers who implement this training are almost evenly

divided between those who state 3) that they chose these studies to occupy a managerial position and those who state that this was not their purpose. Finally, 4) this training is chosen by those who wish to gain additional credits.

This differentiation demonstrates that paid training, long or short term, is linked to the attempt to occupy a managerial position or to the attempt to be appointed in education. They are linked to the qualifications defined and accepted by the management, which indirectly determines the choice of training provider. Thus teachers choose to study at a public university rather than a private institution, as a certificate of attendance from a private institution would not be a qualification for appointment or a career in the public sector, and they choose paid programmes rather than free ones because, among other things, most programmes relating to qualifications and knowledge that are graded by the administration are offered, by several higher education institutions, for a fee.

Finally, it is very interesting that teachers associate little or no training, of any kind, with the expectation of financial rewards, unlike in other professional sectors. Indeed, the form of certification of training (Graph 7) in which teachers participate reflects as the first two options the award of a diploma of specialisation (35%) and the award of a mark (26%), both of which lead to their professional and salary progression. However, it also reflects a 40% split between providing a certificate of attendance and no form of certification highlighting that a large proportion of teachers wish to train for personal and academic improvement.



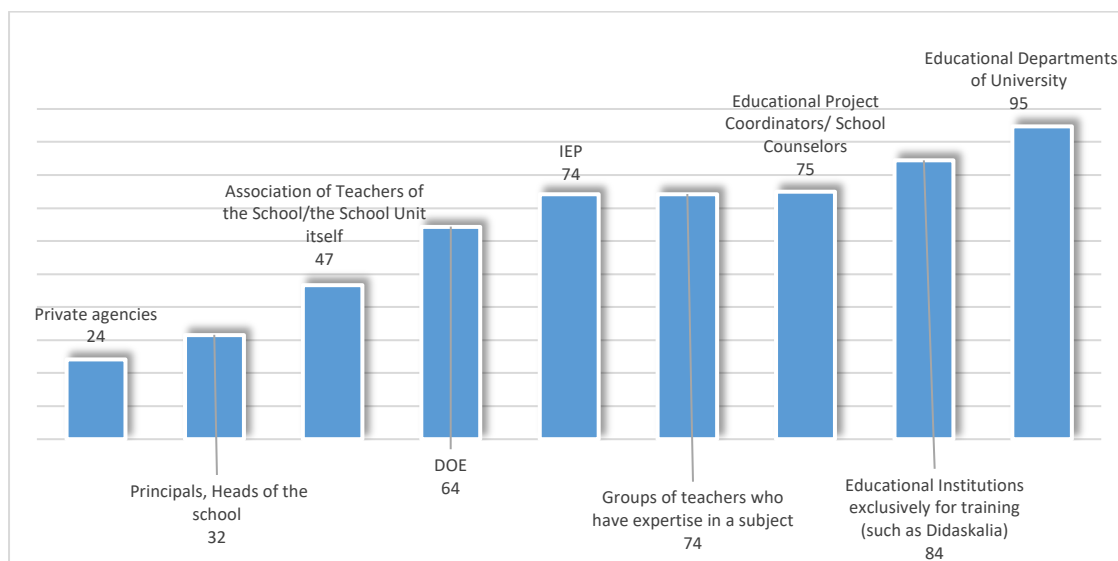
Graph 7: Frequency and percentage of participants regarding the training certification

In general, they appear to want training to improve their pedagogical practice, but also to acquire certified qualifications to meet the demands and especially the changes brought about by the administration, without expecting an increase in their salary. Comparing what was claimed by teachers who have attended two forms of training that no longer exist, the two-year training (108 teachers) and the School for the Training of Primary Education Officers (12 teachers), we note that the main reasons for attending these training courses at that time remain the same as today. Namely, the acquisition of new knowledge and the improvement of pedagogical practice. However, the need to prepare for upcoming changes in education is less. We believe that this variation reflects the change in the conditions and climate of the school unit that has taken place in recent years. It is probably linked to the constantly announced changes in education, during the last decades, and the implicit or explicit questioning of the methods used by teachers, their knowledge and their role, which creates a climate of insecurity in the sector and pushes the effort to acquire the qualifications desired at any given time.

The crosstabs analysis of the statistical results of the survey in relation to teachers' years of service shows that: Although younger teachers choose to attend training under the responsibility of a private body in lower percentages than their colleagues with more years of service, they accept paid training more readily than their older colleagues in service. This may be since older people have participated in far more free training than younger people, which is for them, to a greater extent than for younger people, a pattern of training that they do not wish to change. On the contrary, younger people have known from the beginning of their careers, often even before, training at a financial cost, as an option that is often almost a one-way street, such as university programmes which they attend to a greater extent than their colleagues with more years of service.

Younger teachers are more likely than all others to want the training they do to provide them with credits. This demonstrates the fact that they choose training courses with the criterion that they should be a qualification for their entry and retention in the service. Qualifications that will allow them to be competitive. Teachers who have more years of service want training to provide them with a certificate of attendance to a greater extent than younger teachers, probably because they also want to occupy a staff position with their help, which is not of interest to younger teachers. Finally, training for specialisation in a particular field of knowledge is desired to the same extent by teachers. The above demonstrates that the administration, by legislating the conditions of recruitment and development of teachers, has a strong influence on their choices

regarding training. With regard to the training institution that they consider the most appropriate for the implementation of their training, teachers (out of a total of 598 teachers 465 teachers and 133 teachers of specialties) in 94% consider that the training should be carried out by the Pedagogical Departments of HEIs and in a percentage of about 84% consider that the training should be linked to educational structures that are established exclusively for this purpose.



Graph 8: Cumulative percentage of participants regarding the place of the training

Didactic schools serve as models for such institutions. There is no serious differentiation in this respect between teachers and teaching specialties. These findings show that pedagogical departments and the Teachers' Training Schools associated with them are well established in the minds of teachers as institutions where valid pedagogical knowledge is produced. In terms of other training institutions, it is interesting that the Institute of Educational Policy, a state agency for educational policy, is accepted by teachers as the official institution which can organize their training to the same extent as the State-selected Educational Project Coordinators-Educational Consultants and to the same extent as groups of teachers with expertise in a subject. Although teachers do not devalue state-led training, they accept experience and interaction between colleagues. Indeed, in relation to the educational experience of their colleagues they appear to value it to the same extent as the formal qualifications often possessed by education managers. We believe that this result highlights the function of the school as a learning community and highlights in another way the emphasis on pedagogical practice, the improvement of which is linked to the development of pedagogical science, for teachers. Also, teachers

do not want the link between the administrative and pedagogical function of the school and therefore they are negative (68%) to the possibility of training the school unit directors. They have very little confidence (76 %) in private bodies for their training, while they trust the proposals of their trade unions, in particular the Federation (60 %), for their training, which is an indication of its increased prestige in the educational community. Regarding the duration of training, teachers as a whole, more than 50% of them want long-term training. Annual ones are predominantly 40% and biannual ones to a lesser extent 13%. This contrasts with the fact that most have implemented short-term trainings. We believe that the contrast is explained by the fact that they do not consider that the necessary conditions to pursue long-term trainings are met. In this question we observe a slight variation of teacher specialisations and teachers. Specialist teachers appear slightly more positive about medium-term training than teachers, who appear slightly more positive about long-term training.

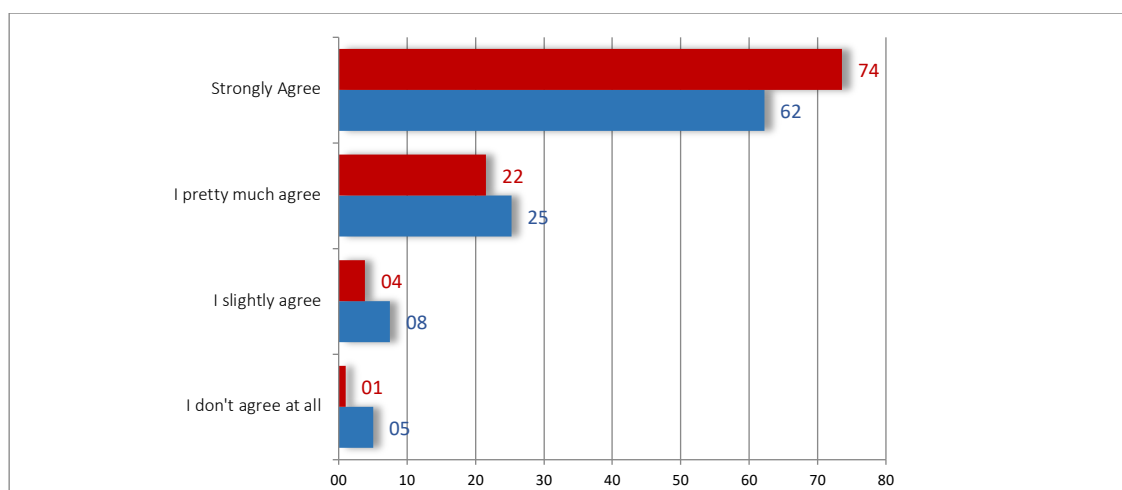
We believe that the differentiation is linked to 1) The positive opinion that the teachers' sector has of the continuing education, which was a long-term training; 2) The fact that the pedagogical studies they have carried out make them more cautious towards a mechanistic, utilitarian and instrumental approach to knowledge and classroom work, which sometimes appears in some, mainly short-term, training programmes. The overwhelming majority of teachers want training offered by public institutions free of charge. In 75% of teachers, both teachers and subject teachers, wish to receive training based on their interests and on what they themselves consider important for their work. Most of them do not (95%) recognize the State's right to decide on the content of training, which may reflect a problem of teachers' trust in their political leadership. They do not wish to have their pedagogical guidance. In general, teachers do not want others to decide on their training. Neither the academics nor the Educational Project Coordinators. They claim for themselves the right to know better what could help their pedagogical work more effectively.

In our research, teachers were asked open-ended questions and given the opportunity to freely develop their views on training issues. As for their statements in the open answers, indicatively, they mentioned: a) another institution by which the teacher training should be implemented: the Scientific Associations of Teachers, the Regions, psychologists, Municipalities, Mental Health Centres or Centres for Education for Environment and Sustainability, b) another reason why they consider that the training contributed positively to their daily work in the classroom: improved self-image,

feedback on good practice, effective management of teaching time, opportunity for reflection, personal improvement, good collaboration with colleagues, love of the profession and managing relationships with parents; c) the areas/subjects where they wish to be trained, and which relate to teaching and/or wider educational needs: special education, classroom management, digital teaching aids, personalised teaching, intercultural education, behavioral education, psychology, assessment, digital literacy, modern teaching methods, subject teaching, new teaching subjects (such as robotics), art in education, foreign languages, politics and administration, sociology, first aid, educational leadership and communication. From their answers to both types of questions, it emerges that they consider that the modern training process: 1) it has increasingly become an economic product with an exchange value where 2) the main criterion of training activities is the "learning" of functional skills and 3) it is implemented as an individual qualification within an increasingly competitive context. They believe that a meaningful training process for teachers should have three (3) dimensions: educational, social and value-based, and that their participation in it should be free of any teaching or administrative duties.

As is evident from other teachers' responses, the leave from their teaching duties is decisive for the duration of the training courses they choose which largely determines the type and content of these training courses. They outline a training in the opposite of competitiveness, equal and free for all, a training that contributes to the generalization of learning and the creation of learning communities within teachers. It should relate to contemporary scientific developments, particularly in the field of Pedagogy, and there should be a link between theoretical analysis and the practice of education, making a positive contribution to it. Finally, it is interesting that they argue that training should have a social dimension in addition to the educational dimension, which shows that they do not consider their work to be limited to the transfer and transmission of a set of knowledge predetermined by the State, but that they give a broader dimension to their profession and their social and educational duty.

87% of teachers (62,2% strongly agree and 25,3% agree) underline the reopening of Teacher Education Schools (Didaskaleia) fourteen years after the abolition of this institution (2010). (Graph 9). This demonstrates the way teachers value its contribution to the teaching profession because of the knowledge and the training offered without being obliged to teach at the same time



Graph 9: The role of training in Teacher Education Schools (Didaskaleia)

Conclusions

Based on the analysis of teachers' answers we assume that they expect the introduction of a model of training with paid educational leave, of long duration linked to the Greek universities, especially the pedagogical departments. They underline that teacher education should be addressed to all teachers and its aim would be the promotion of a closer cooperation between practice and research in the pedagogical and educational field. The overwhelming majority (95%) underlines the role of a periodic feedback based on sabbaticals every 7-10 years, which means that teachers will be able to take a period of time away from the everyday life in school and classrooms about three times in their careers.

They underline that this form of teacher education would contribute to the improvement of the educational system as (a) it allows teachers to learn and deepen their knowledge in the scientific field, (b) it gives the opportunity for different generations of teachers to interact with each other within a framework that facilitates the exchange of views, knowledge and experience and (c) it enables teachers to reflect on their pedagogical practices and analyze the pedagogical theories they use. At the same time this kind of teacher education could contribute to the further development of pedagogical science which is closely related to the everyday pedagogical practice. The foundation and the establishment of Pedagogy as a scientific discipline is closely related to the possibility of producing knowledge that it is not only related to some tools of teaching, but to general pedagogical knowledge and a conceptual scientific framework which is necessary for educational practice. Everyday pedagogical practice and its problems constitute the field of scientific investigation and, to a considerable extent, a field of testing and verification

of pedagogical theories. It seems very important to analyse in future researches the effectiveness of CPD in connection with the content, the duration, the pedagogical tools used, the active and collaborative learning, and the possibilities to implement new knowledge into classroom situations and bring changes in teachers' practices in different classroom contexts (Calleja, 2018).

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