

Greek secondary school teachers' views on teacher evaluation:  
Implications for school culture and teachers' autonomy.

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## Abstract

Teacher evaluation has become an increasingly important topic in education policy and research worldwide. Evaluation can provide valuable feedback to teachers, help identify areas for professional development, and ultimately lead to improved student outcomes and school improvement. Nevertheless, the implementation of teacher evaluation policies can be challenging, particularly in countries where there is a lack of tradition or history of evaluation. Greece is one such country, where teacher evaluation has not been formally implemented since 1982. The lack of tradition in teacher evaluation poses challenges for its implementation, particularly with regard to developing appropriate evaluation methods and creating a culture of collaboration and continuous improvement. Drawing on the theoretical framework of Scott's institutional theory (2001), Bourdieu's habitus theory (1977) and Fullan's educational change theory (2015), this research examines the social and cultural factors that shape the habitus of Greek secondary school teachers and influence their attitudes towards teacher evaluation.

The chosen methodology involved a multi-methods qualitative approach with a qualitative survey informing the qualitative interviews. Overall, a total of 251 responses and 13 interviews were used to collect data from a diverse group of participants including teachers and educational officials. This approach allowed for a comprehensive understanding of the current perceptions and practices of teacher evaluation in Greek schools. The questionnaire provided a broad view on issues reported by a large sample, while the interviews allowed for a deeper exploration of the issues and perspectives.

In this research study, the aim was to investigate the perceptions of Greek teachers and educational officials on teacher evaluation in relation to teacher autonomy and school culture, as well as identify potential evaluation methods and strategies that can be effective in the Greek context. The findings suggest that the habitus of Greek teachers has been shaped by historical and cultural factors, including a legacy of resistance to external control and a cultural emphasis on independence and autonomy. Teachers perceive evaluation policies as a threat to their professional identity and status, leading to significant resistance to their implementation. This study provides valuable insights into the complexities that permeate teacher evaluation, offering fresh perspectives on the educational landscape in Greece. It uncovers the pivotal role of school culture and autonomy, shedding light on how these factors influence the implementation of educational policies. Furthermore, it reveals the significance of mistrust toward the government and teacher unions as influential elements in the policy adoption and execution process. Identifying these key factors that shape policy implementation, this research enriches the existing theoretical framework, enhancing the comprehension of the interplay between education, policy, and practice. The study proposes that policymakers and educational leaders should engage in more effective communication and negotiation with teachers, recognise the role of habitus in shaping the views and behaviours of teachers, and develop evaluation policies that are more aligned with the values and beliefs of teachers. This research offers insights into the challenges of implementing teacher evaluation policies in Greece and provides practical recommendations for creating a more productive and collaborative school culture.

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## Glossary

ADIPPDE	Authority for Quality Assurance in Primary and Secondary Education
BERA	British Educational Research Association
CER	Centre of Educational Research
CLASS	Classroom Assessment Scoring System
Clientelism	A form of social order based on relationships of patronage. It is associated with political systems of European South
EK	Laboratory Centres
EKFE	Laboratory Centres of Natural Sciences
EPAL	Epaggelmatiko Lyceum (Vocational High School)
GDPR	General Data Protection Regulation
IEA	International Association for the Evaluation
IEK	Institutes for Vocational Studies
IEP	Institute of Educational Policy
IGEN	Inspection Générale de l'Éducation Nationale
KANEP	Centre for educational policy development
KEA	Sustainability Training Centres (since 2018, renamed KEPEA after that)
KESY	Educational and Counselling Support Centres
KYSA	Agency under the Ministry of Infrastructure Transport and Networks
MERA	Ministry of Education and Religious Affairs
NCLB	No Child Left Behind
NZTC	New Zealand Teachers Council
OECD	Organisation for Economic Co-Operation & Development
OfSTED	Office for Standards in Education, Children's Services and Skills
PASC	Panhellenic Association of School Counsellors

PASOK	Panhellenic Socialist Party
PEKES	Regional Centres for Educational Planning
PI	Pedagogical Institute
PISA	Programme for International Student Assessment
Rousfeti	Personal favours by politicians to clients
RTT	Race to the Top
TALIS	Teaching and Learning International Survey (part of OECD)
TIMMS	Trends in International Mathematics and Science Study
UEA	University of East Anglia
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education and Training

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The journey embarked upon during that warm summer evening in late August, with the serenades of robins and nightingales punctuating the silence, has led me to this moment of reflection and gratitude. As I sat on a terrace in Greece during the challenging times of the Covid era, contemplating the profound changes in life and the uncertain future, I sought solace in old habits while yearning for a more creative outlet. It was then that the idea of returning to university, to embark on a new intellectual adventure, took hold. Having already attained two master's degrees, pursuing a Ph.D. seemed like the next logical step. Drawing from my extensive experience in education, both as a state schoolteacher and in various managerial roles within educational institutions, it felt right to delve deeper into my educational interests and engage in research.

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## **Chapter 1: Introduction**

### **1.1.Introduction**

Teacher evaluation has been a frontrunner internationally as an important strategy in measuring teaching effectiveness and quality in education, as well as promoting professional development. However, there has been considerable scepticism in the international literature on the possibilities of teacher evaluation to actually contribute to school and teacher improvement in general (Delvaux et al., 2013). This research aimed to explore the perceptions of teachers and educational officials on evaluation models as a framework for school improvement, effective teaching, and teacher professional development in the Greek educational setting: this in the context of a long history of tension between the central administration and teacher unions stemming from ‘a system cut in two, where, on the one hand, the politicians decided for themselves – without feeling the need to develop a culture of open dialogue and convergence - and on the other, in the field, every teacher could function autonomously in the name of democracy’ (Stamelos et al., 2012, p.547). It seems that there is a discrepancy between a centrally governed system unilaterally designing evaluation models promoting student attainment and teacher professional development, and a view of these models by the teachers as a control mechanism that can restrict their autonomy and undermine their professionalism. This introductory chapter provides the context and rationale for my research. The chapter also discusses my motivation for conducting the research, which was inspired by my personal experience as a public schoolteacher in Greece. This is intimately tied to the goals of the research and how I see it as contributing to knowledge in the field of teacher evaluation, school improvement and teacher development. The chapter also provides an overview of the Greek educational system. This chapter concludes with an overview of the remaining chapters.

### **1.2.Research context**

Over the past two decades, global discourse on educational system quality has ignited discussions among policymakers and key stakeholders within the educational sector. Afe (2001) underscored the profound impact of teacher quality on student attainment, emphasising that teachers constitute the pivotal within-school factor influencing student performance. This recognition of teachers as essential agents in delivering high-quality education has spurred a

renewed interest in investigating not only the roles and competencies of teachers but also the dynamic process of teacher evaluation throughout their professional journey (Vidović and Domović, 2019). Amidst this global push for educational excellence, the implementation of teacher evaluation policies has encountered significant hurdles across various countries, Greece included. In the Greek context, the implementation of teacher evaluation remains largely dormant, ensnared by a complex web of confrontations and apprehensions regarding its potential misuse as a political tool. As outlined by Dounavis and Zbainos (2020), the Greek landscape has witnessed a hesitancy to fully embrace teacher evaluation, despite the attempts by successive Greek governments to integrate diverse evaluation policies within a series of reform laws and presidential acts since the reestablishment of democracy in 1974. The deep-seated suspicion that evaluation, both of schools and teachers, might be wielded as a political instrument echoes historical voices, reminiscent of its misuse during the 1967–74 military dictatorship (OECD, 2018).

Consequently, the evolution and execution of governmental initiatives and policies designed to usher in teacher evaluation have encountered considerable challenges, leading to a distinctive situation in which Greece diverges from the trajectory followed by other European nations. This uniqueness also reflects a pervasive characteristic within Greek society: the notable gap between legislative mandates and their actual implementation in practice (Diamantouros, 2000). In this vein, the introduction of educational transformations, such as the incorporation of teacher evaluation models, has often been driven by external pressures, juxtaposed against the intrinsic beliefs and interests of teachers. This juxtaposition has occasionally culminated in a perceptible crisis, as emphasised by Stamelos et al. (2012).

### **1.3. Rationale of the research**

In the aftermath of Greece's return to democracy in 1974, numerous legislative attempts have been made to introduce teacher evaluation into the educational system through various reform acts (appendix 1). However, the implementation of these efforts has not yielded satisfactory results. Teacher evaluation, though a prevalent practice in many European Commission Eurydice network countries, has experienced limited activity within the Greek context, leading to contentious debates and substantial apprehension within the realms of education and academia (Dounavis and Zbainos, 2020). Recent developments have once again thrust teacher evaluation into the spotlight in Greece, marked by the issuance of Presidential Act 140/21-01-

2021. This act outlines the policy for evaluating school units both internally and externally, along with external evaluations of teachers, initially scheduled for commencement in September 2021. However, the historical context of teacher evaluation in Greece has been marred by challenges and concerns, as elucidated by Kassotakis (2017) who asserts that the lack of evaluation has contributed to the perceived inefficiency of the Greek educational system, as reported in various international and national studies. Notably, the prevailing policy approach to teacher evaluation, until more recently, adopted a rewards-and-punishment paradigm. This approach aimed to gauge the effectiveness of teachers with the intention of classifying and ranking them. This led to rewarding those occupying the higher ranks while subjecting those at the lower end of the spectrum to punitive measures. Nevertheless, this technical approach oversimplifies the intricate nature of the teaching profession and fails to consider the primary purpose of comprehensive teacher evaluation, which should ideally facilitate the enhancement of the knowledge, skills, and pedagogical strategies of teachers.

As my research delved into the realm of teacher evaluation within the Greek educational system, the identified gap in implementation both in primary and secondary schools emerged as a pivotal issue. However, this research focused on teacher evaluation in Greek secondary schools to illuminate the contextual features and tensions which may have implications on the school culture and challenge teacher autonomy and development as well as have prevented the evolution and implementation of teacher evaluation. The Greek secondary schools, thus, emerged as an ideal context for the present research endeavour. Through a lens focused on teacher evaluation, this study sought to unveil new insights concerning the apparent reluctance of teachers and schools to engage with the evaluation process. It delved into the scepticism, criticism, and tension that often accompanies proposed evaluation models. Furthermore, the study investigated the profound implications of this phenomenon on teachers' professional identity, autonomy, the quality of teaching and learning, and the broader school culture. By analysing these complex dynamics, this research aimed to unravel the intricacies of teacher evaluation within the Greek secondary school system, situating the Greek experience within the broader framework of educational transformation and change. Through an in-depth exploration of these multifaceted dimensions, this study sought to contribute essential knowledge to the discourse surrounding teacher evaluation practices, thereby enriching the dialogue on educational reform within the Greek context and beyond.

On a personal level, the interest in the research topic stemmed from my work as a state schoolteacher in Greece in the last twenty years. During this time, I was appointed first as a supply and later as a permanent English language teacher to several primary and secondary schools in different areas in the mainland and islandic Greece. However, I was never evaluated for my work in the classroom, nor did I ever witness any teacher or school evaluation taking place in those schools. I also experienced as a newly qualified teacher very little support and few opportunities for teacher development. Therefore, this piqued my interest to investigate teacher evaluation and development. I have also witnessed in schools the climate of the proclaimed attempts by different governments to introduce new legislation that would promote teacher evaluation and professional development and thereby give way to quality teaching and student outcomes, as well as the pervasive teacher mistrust in relation to the credibility and reliability of these efforts.

Furthermore, several research studies on teacher evaluation in Greece have been conducted in the last twenty years (Kasimati and Gialamas, 2003; Rekalidou and Karadimitriou, 2014; Athanassiou and Noulas, 2016; Andreadakis et al., 2019; Zouganeli et al., 2011; Gekas, 2011; Matsagouras, 2012; Krekis, 2012; Anastasiou, 2014; Brinia, Tiokas and Argiriou, 2014; Dounavis and Zbainos, 2020). Most of them focused on primary school education in Greece and the results showed that the majority of teachers are in favour of formative, dynamic evaluation models which promote their professional development. However, the results also indicated that Greek teachers were reluctant on the trustworthiness of the evaluation methods and elements. Nearly all the teachers who took part in a survey conducted by Brinia, Tiokas and Argiriou (2014) worry that nepotism and personal conciliation will be common, causing the evaluation process to be derailed and unjust to the qualified and deserving teachers. According to Krekis' (2012, p.9) research results 'most of the respondents, although positive about the evaluation, express a suspicion as to the way it will be done and its purposes.' Furthermore, studies highlighted the importance of professional development. The respondents of a survey by Maggopoulos and Svarna (2023, p.1) considered as 'the main purpose of their evaluation the improvement which results from the interlinkage between the identification of weaknesses and the implementation of training interventions.' Teachers are worried on the lack of links with some form of feedback or with processes that would lead to improved quality in education, which international literature asserts. Some of the studies also highlighted the role and responsibilities of headteachers in teacher evaluation. However, previous research studies were limited to mostly primary education and the analysis of the views of teachers and

sometimes headteachers. The current research focused on secondary education and went a step further to include and analyse the thoughts of not only the teachers but also the views of the educational officials (advisors, coordinators, and regional education directors) on the issue investigated as well as juxtaposed the two sides to see if there was any common ground, or any level of understanding. The following part provides the necessary Greek educational context and helps the reader understand why examining the perceptions of Greek teachers and educational officials on teacher evaluation is important.

#### **1.4. Structure of the Greek educational system**

There are three levels of education in Greece: primary, secondary, and tertiary. Primary education is compulsory in Greece for all children aged 6 to 12, and it consists of six years of schooling. Secondary education is separated into two cycles in Greece. The Gymnasium (lower secondary education) and the Lyceum (upper secondary education). The Gymnasium is mandatory and lasts three years, whereas the Lyceum is optional and lasts three years. The General Lyceum, Vocational Lyceum, and Technical Vocational Lyceum are the three streams of the Lyceum. The General Lyceum prepares students for university study, whereas the Vocational and Technical Vocational Lyceums prepare students mostly for vocational training or entry into the job market. Tertiary education in Greece is comprised of universities and technology educational institutes. Students are admitted to postsecondary study depending on their performance on a nationwide entrance exam (appendix 2). In terms of educational access, Greece has a high primary enrolment rate, but enrolment rates in upper secondary and university education are much lower. The Ministry of Education and Religious Affairs (MERA) oversees the curriculum in Greece. The curriculum includes topics such as Greek language and literature, mathematics, physics, social studies, physical education, foreign languages, and the arts. In Greece, grades are assigned on a 20-point scale, with 10 being the passing mark.

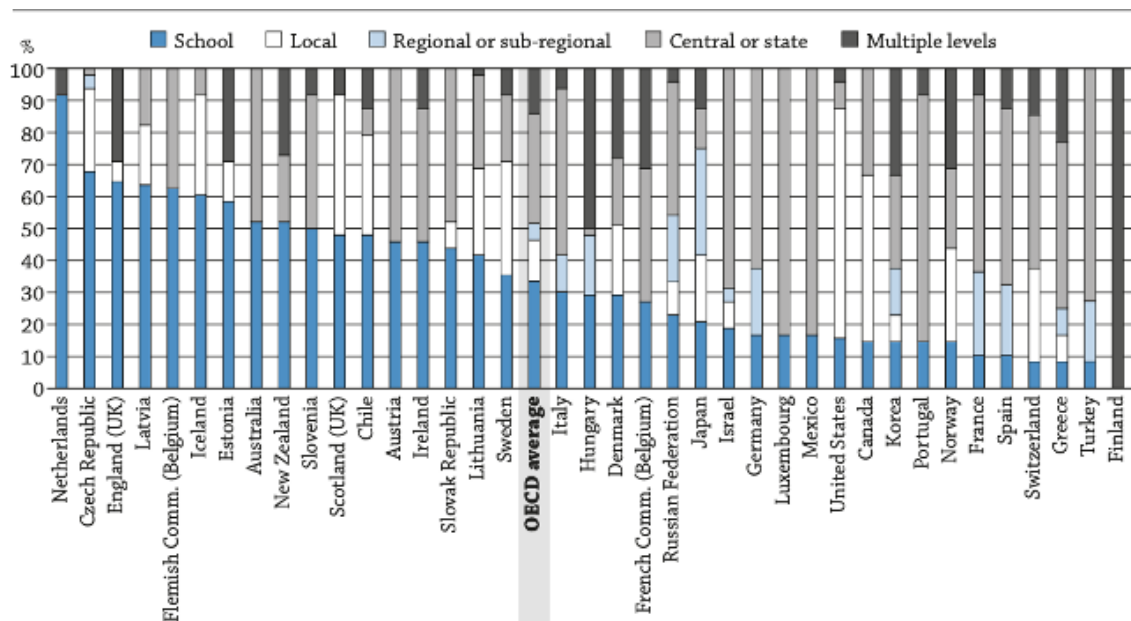
Greece follows a top-down bureaucratic approach on education as all decisions and all reform changes being made and implemented by the MERA. Kazamias and Roussakis (2003, p.7) argue that ‘all reform efforts were conceptualised, initiated and implemented by essentially the same state apparatuses mainly at the centre level of government.’ Greece has strengthened the influence of central authorities in setting standards, curricula and assessments and it is placed



among the top countries with the highest percentage of decisions taken by the central government (figure 1.1).


**Figure 1.1**

*Percentages of decisions taken at each level of government in public lower secondary education (2017) (OECD, 2018)*



Countries are ranked in descending order of the percentage of decisions taken at the school level.

Source: OECD (2018), Table D6.1. See Source for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933805933>

The curricula designed by the MERA are directed by the provincial authorities under the managerial general policy guidelines of the MERA. According to the Organisation for Economic Co-Operation and Development (OECD) (2020, p.2), ‘the governance and funding arrangements of the Greek education system are highly centralised, and the Ministry of Education and Religious Affairs is responsible for every level of education from pre-primary to adult.’ There are all different kinds of offices that function according to central authority regulations, ‘which motivate, lead, and sponsor any policies and draft laws, increasing the bureaucratisation of schooling at all levels’ (Chrysos, 2000, p.2). For example, the Institute of Educational Policy (IEP) is an important institution in the Greek educational system, which functions as a research and development centre for educational policies and practices. It is responsible for developing curricula, textbooks, and educational materials, as well as organising in-service training for teachers. There are 13 regional administrative geographical regions of education (including mainland and islands) under the jurisdiction of the MERA (see

also appendix 3). These implement policies and directives from the central government. These offices are responsible for managing local schools, supervising teachers, and overseeing school curricula and assessment (figure 1.2).

**Figure 1.2**

*The 13 regional education offices in Greece*



Scholars have consistently highlighted that the Greek educational system exhibits a marked tendency toward centralisation and bureaucracy, resulting in restricted autonomy for both educational institutions and the teachers within them (Geropoulos and Tsioumis, 2022; Andreou and Papakonstantinou, 1994; Kazamias and Kassotakis, 1995; OECD, 2001). This is a characteristic across the Greek public sector. Dridkaki (2014, p.24), when talking about the secondary sector in Greece stresses ‘the constant changes in the legal framework, the increasing complexity and lack of legal clarity, bureaucracy, the unstable and labyrinthical tax system, along with the extensive corruption that prevents the blossoming of healthy entrepreneurial activity.’ In the bureaucratic, governmentally ruled MERA, state schoolteachers are public servants centrally appointed and allocated to the different regional offices. There are 158,000 permanent public-school teachers and 7,000 private school teachers in Greece according to the

latest report of MERA (2022). Newly appointed teachers can choose the geographical regions with available school vacancies, and then they are allocated regionally based on a ranking system. They serve a two-year probational period with a two-week initial pedagogical training within the first months of appointment and upon successful completion of this probational period teachers are granted tenure. Their professional development and remuneration depends entirely on the years of service (appendix 4). Apart from their main teaching tasks, which also include marking and individual planning and preparation, Greek state schoolteachers are involved in general mandatory administrative work, such as paperwork, communication with guardians and parents, teamwork, and other clerical duties. The total statutory working time of the Greek lower-secondary school teachers, which includes both teaching and other activities related to school tasks, is calculated to 1176 hours per school year. According to the 2017 OECD report (2018), this is almost the average of the OECD countries (1178) and higher than the EU average (1041). In addition to the issues with teacher evaluation in the Greek educational system, which has been a topic of discussion for many years as well as my research interest, the system faces several challenges, such as a lack of funding, outdated curriculum, bureaucratic processes, as well as the low birth-rate and the current socio-economic conditions in combination with the burst of immigration. These challenges, which are analysed in chapter 4, impact the quality of education and the morale of teachers in the system as well as demonstrate the significance and relevance of my research on teacher evaluation to the broader context of the Greek educational system.

### **1.5. Research aims**

My main research aims were to describe how teachers and educational officials perceive teacher evaluation models, to illuminate what teachers and educational officials consider as the main reasons why teacher evaluation policies have not been implemented in the Greek educational context, as well as to investigate whether teachers and educational officials believe that teacher evaluation affects teachers' professional autonomy and school culture. Furthermore, the research aimed to analyse what the interaction between the central administration and teachers is and tried to discover whether there are any issues, such as a lack of trust and resistance in the implementation of teacher evaluation in Greece. Finally, it suggested the best mechanisms which might enhance the successful implementation of teacher evaluation in Greece and informed the policy of the best practices to implement teacher evaluation.

## **1.6. Research questions**

Based on the aims of the research study to explore the views of teachers and educational officials on evaluation and their implementation in Greece, the main research questions were:

- *What are teachers' perception and experience of teacher evaluation, its purposes, and the extent to which this affects their work?*
- *What are educational leaders' perception and experience of teacher evaluation, its purposes, and the extent this affects teachers' work?*
- *What is the juxtaposition between teachers' perception and educational leaders' perception of teacher evaluation in Greece?*

## **1.7. Structure of the thesis**

Following this introductory chapter, chapter 2 provides an essential foundation for the empirical research conducted in the following chapters. It guides the analysis of the data and helps readers to understand the context and significance of my research findings. The key terms and concepts related to teacher evaluation, school culture and autonomy are reviewed, establishing a common understanding of the subject matter, which is crucial for the readers to follow my arguments throughout the research. An analysis of the international teacher evaluation models provides a broader context for understanding the similarities and differences between different approaches to teacher evaluation, and their effectiveness in different contexts.

Chapter 3 describes the theoretical frameworks I used to interpret the data collected in my study. This chapter also allows readers to see how my study fits into the broader theoretical framework of educational evaluation and change, and how these theories can inform policy decisions and recommendations. Therefore, it provides a strong foundation for the analysis and discussion of my research findings in the subsequent chapters.

Chapter 4 focuses on the Greek context, exploring the unique school culture and classroom climate in Greece, as well as the autonomy of teachers and schools. The chapter provides an analysis of the continuous challenges faced by the Greek educational system, including over-centralisation, inflexibility, politicisation, shadow education, and low levels of investment. The chapter also discusses the roles of school inspector, counsellor, and coordinator related to teacher evaluation in the Greek educational system which is also important to understand the current state of teacher evaluation in Greece.

Chapter 5 explains the research methodology employed in my research including a detailed explanation of the data collection procedures, such as the steps taken to obtain ethical approval, recruit participants, and conduct the questionnaire and interviews. In particular, my research entailed employing a multi-methods qualitative study using a qualitative questionnaire and interviews.

Chapter 6 provides an in-depth presentation of the data collected through my questionnaire. By utilising descriptive analysis, I was able to present a clear profile of the respondents, highlighting their demographic characteristics and relevant background information. The chapter also delves into the specific questions related to teacher evaluation, such as its perceived benefits and necessity, its impact on classroom autonomy and school culture, and the factors contributing to school improvement.

Chapter 7 presents the analysis of the interviews with teachers and educational officials. Quotes from the points of view and arguments of the interviewees on the teaching profession were included to add valuable insight and support to the findings. The chapter includes views of the participants on teacher evaluation and its implementation in the Greek context, as well as views on teacher collaboration, school culture and autonomy, the role of the headteacher, the teacher union, the fear for the evaluation process and the resistance shown.

Chapter 8 is a discussion of the research findings and their implications, drawing on the theoretical frameworks used in the study. Based on the findings outlined in the previous chapters, the chapter highlights the key themes that emerged and explains how they relate to the research questions and theoretical frameworks.

Chapter 9 summarises the key findings of the previous chapters and suggests ways to address the challenges identified in the study. Finally, the chapter reflects on the original contribution to knowledge of the study, including any new insights, perspectives, or recommendations that emerged from the research. It also suggests areas for future research that can build on the findings presented in the thesis.

## **Chapter 2: Literature review**

### **2.1. Introduction**

In the pursuit of a comprehensive understanding of the intricate dynamics shaping teacher evaluation, this chapter embarks on a multifaceted journey through the realms of educational literature review guided by my overarching research questions. Therefore, it is imperative to lay the foundation by elucidating the very essence of teacher evaluation, its multifarious forms, and its significance within the educational landscape. The chapter commences with an in-depth exploration of the meaning of teacher evaluation, thus setting the stage for a nuanced analysis of both formative and summative evaluation paradigms. The significance of these paradigms in relation to student learning outcomes and teacher professional development becomes paramount, casting a spotlight on the interplay between teaching quality, globalisation in education, and the concept of teacher evaluation on a global scale.

Delving further into the international context, the narrative will navigate the reasons for the non-implementation of teacher evaluation on a global scale, revealing the intricate web of factors that often hinders the translation of policy into practice. As the canvas broadens, the focus shifts towards the foundational elements that constitute the educational ecosystem - school culture, classroom climate, and autonomy. An examination of the importance of school culture and climate paves the way for an exploration into the intricate relationship between teacher evaluation and these vital contextual dimensions. Autonomy, a theme of paramount importance within the education discourse, is examined in its myriad forms, encompassing various levels and dimensions. The interplay between teacher evaluation and autonomy, both at a local and global level, emerges as a pivotal juncture of analysis. The journey traverses the global education landscape, unravelling the relationship between teacher evaluation and autonomy on a global scale. Ultimately, each thread of exploration contributes to the intricate tapestry of teacher evaluation, further illuminating the multifaceted perceptions and experiences of educators and leaders in Greece. These foundational concepts will not only shed light on the broader educational landscape but also fortify the groundwork for a deep and holistic understanding of my research inquiry at hand.

## **2.2. The meaning of Teacher Evaluation**

Teacher evaluation has become a widely used strategy for identifying effective and ineffective teaching practices and addressing pedagogical issues that may impact student achievement. However, the definition and standards of teacher evaluation can vary in the literature and among researchers. Some common definitions of teacher evaluation include the systematic process of collecting and analysing evidence on the performance of a teacher and using this information to make informed decisions about teacher effectiveness (Danielson, 2007). Furthermore, the ongoing process of measuring and assessing teacher performance against predetermined criteria or standards (Carnegie Foundation for the Advancement of Teaching, 2012). For example, Goldhaber's definition (2015) emphasises the importance of using objective measures that do not rely on subjective interpretations of teacher practices. Lejonberg, Elstad, and Christophersen's definition (2018) highlights the role of school leaders in critiquing the work performance of teachers, with student feedback serving as one potential source of information. Moreover, teacher evaluation is seen as the process of assessing and providing feedback on teacher performance to support professional growth and improve student learning outcomes (Aragon, 2016). Boza's definition (2019) underscores the formal nature of teacher evaluation, which is intended to review and assess teacher effectiveness in improving student learning outcomes and teaching practices. Despite these differences, all of these definitions suggest that teacher evaluation is a deliberate and systematic process that aims to improve teaching practices and student outcomes through performance review and feedback. However, it is crucial to adopt a critical perspective that acknowledges the intricate interplay of social, political, and educational factors that often underlie evaluation initiatives. It is important to recognise that the specific approach to teacher evaluation may vary significantly based on the broader context, including socio-economic conditions, political agendas, and the overarching goals of the evaluation process. In terms of standards for teacher practices and the evaluation process, a range of frameworks and models have been developed by researchers and organisations, such as the Danielson Framework for Teaching, the Marzano Teacher Evaluation Model, and the Classroom Assessment Scoring System (CLASS) (Basileo and Toth, 2019). These frameworks typically include specific criteria for effective teaching practices and provide guidance for conducting fair and rigorous evaluations. Nevertheless, it is essential to critically examine how these frameworks may be influenced by underlying power dynamics, societal expectations, and political motivations, which can shape the implementation and outcomes of teacher evaluation efforts.



Analysis of the literature shows teacher evaluation is a systematic and standardised process that involves reviewing and assessing a teacher's effectiveness and performance in the classroom, as well as their broader professional responsibilities and contributions to the school and community. The evaluation process typically involves gathering data from multiple sources, such as classroom observations, student feedback, and teacher self-reflection, in order to provide a comprehensive picture of the teacher's strengths and areas for improvement. The ultimate goal of teacher evaluation is to provide constructive feedback that supports the professional development of teachers and helps them to improve their teaching practices and student outcomes (Goe, Biggers and Croft, 2012). It is important to recognise that teacher evaluation should not be limited to classroom observation alone but should consider the full range of the professional activities and responsibilities of a teacher. This includes their contributions to school improvement efforts, interactions with the wider community, and engagement in professional development activities (Shinkfield and Stufflebeam, 2012). By viewing teachers as 'whole professional entities' and utilising a range of evaluation methods, teacher evaluation can serve as a powerful tool for improving teaching practices and ultimately enhancing student learning outcomes (Danielson, 2008).

Different terms related to teacher evaluation, such as *appraisal* or *assessment*, have been identified in the literature, each with their own distinct purposes and meanings. Teacher appraisal typically involves a performance review conducted by an assigned internal or external supervisor, with the aim of diagnosing any issues or developmental needs. The focus is on providing feedback to the teacher on their performance and competencies, with the goal of supporting their ongoing development as a teacher (Elliott, 2015). Effective teacher appraisal should focus on how well teachers are supporting the learning of all students and should provide guidance and incentives for ongoing development. When used effectively, teacher appraisal can positively influence teacher attitudes, motivation, and classroom practices, ultimately improving student learning outcomes (OECD, 2013). In that respect, 'appraisal should be interpreted as a constructive, developmental process' (Deneire et al., 2014, p.97). Assessment is also a term that is commonly used in relation to teacher evaluation, although it is typically used in a different context than appraisal. In the context of teacher evaluation, assessment is more commonly used to refer to summative judgements of individual student performance, rather than overall teacher performance. The most commonly used term teacher evaluation is employed in this paper. In general, the term 'evaluation' is used for 'judgements on the effectiveness of policies, schools, and school system and/or specific learning

programmes. It includes external school inspections and programme evaluations, and internal school self-evaluations' (Looney, 2011, p.442).

### **2.3. Formative and summative teacher evaluation**

Teacher evaluation can be said to have to a twofold role: it can be formative and therefore stimulate the professional development of teachers or act in a more summative manner in order to hold teachers accountable for their performance (Avalos and Assael, 2006; Stronge, 2006). Both these roles can be equally important in improving teacher competency and contribute to teaching quality and student attainment (Ovando, 2001). Teacher evaluation is a key component of teacher accountability. It provides a means of measuring the performance of teachers and ensuring that they are meeting expected standards of teaching excellence. Teacher evaluation can also help to identify areas where a teacher may need support or professional development (Danielson, 2009). Accountability in teacher evaluation means that teachers are held responsible for their teaching effectiveness, and their evaluations are used to make decisions about their employment, promotion, and professional development (Podolsky et al., 2016). Accountability can also include consequences for inadequate performance, such as dismissal or non-renewal of a teaching contract (Darling-Hammond, 2013).

Formative teacher evaluation is a process of providing ongoing feedback to teachers to support their growth and development in their teaching practice. Unlike summative evaluation, which is usually conducted at the end of a specific period, such as a term or school year, formative evaluation is ongoing throughout the school year. Formative teacher evaluation can take many forms, including classroom observations, student feedback, peer feedback, and self-reflection. The purpose of formative evaluation is to help teachers identify areas where they can improve their teaching practice and to provide them with targeted support and professional development opportunities. Formative evaluation is an essential component of effective teacher professional development (Gordon and McGhee, 2019). It allows teachers to receive feedback and support in real-time, rather than waiting until the end of the school year to receive a summative evaluation. By providing teachers with ongoing feedback and support, formative evaluation can help to improve teaching quality and ultimately enhance student learning outcomes (Hattie and Timperley, 2007).

#### **2.4. Student learning outcomes and teacher professional development**

A considerable body of research has identified the teacher as the most important in-school element influencing student success, prompting significant attention to teacher performance and responsibility (Stronge, 2018). Furthermore, research has consistently shown that effective teaching is a critical factor in student learning outcomes, and that effective teachers can have a substantial impact on the academic success of students (Heck, 2009; Rothstein, 2010; Stronge, Ward and Grant, 2011). Numerous studies have demonstrated the positive impact that effective teaching can have on student achievement, even when other factors such as the prior knowledge of students, socioeconomic status, and school resources are considered (Hattie, 2009; Rockoff, 2004; Rivkin, Hanushek and Kain, 2005). Nowadays, concepts about how individuals learn and what they need to know to compete in the information economy are evolving. The changing contexts of an increasingly diverse student population need greater equality. The ramifications of these and other changes shed a strong light on effective teachers. Teachers must teach all students to attain world-class standards, close achievement gaps and reduce social injustice, and serve as the foundation for educational change (Cochran-Smith and Villegas, 2016).

However, when we consider the teaching process, effectiveness is a difficult idea to grasp. Teacher effectiveness is defined by some researchers in terms of student achievement (Stronge, 2018). Others place a premium on strong performance ratings from supervisors. Others rely on feedback from students, administrators, and other parties. In fact, there is uncertainty not just how to measure efficacy, but also how to refer to successful teachers. According to Cruickshank and Haefele (2001), good teachers have been described as ideal, analytical, dutiful, competent, expert, introspective, gratifying, diversity-responsive, and valued at various times. Defining the effectiveness of a teacher's influence can be a complex task due to the broad scope of their impact. McBer (2000) identified three significant factors within a teacher's control that exert a considerable influence on students' progress: teaching skills, professional attributes, and classroom climate. Each of these factors provides distinct and complementary ways for teachers to gauge their contributions. However, it is important to note that no single factor can solely guarantee value-added instruction. Professional attributes and teaching skills collectively contribute to the value a teacher brings to their role. Professional attributes encompass the consistent behavioural patterns that underpin our daily actions. These "micro-behaviours" align with the teaching skills described by McBer (2000). While teaching techniques can be acquired, maintaining these habits consistently throughout a teaching career necessitates a deeper integration of professional traits. On the other hand, the classroom climate

is a measurable aspect. It allows teachers to gauge how their students perceive the learning environment they have created, which, in turn, influences students' motivation to learn (McBer, 2000).

Furthermore, several elements beyond the control of teachers influence each of the potential outcomes. In their research, Hattie and Yates (2013) highlight that student achievement and teaching effectiveness are influenced by multiple factors, including not only what teachers do but also factors such as student motivation, home environment, and peer influence. Regardless of the complications surrounding the problem of assessing teacher effectiveness, we can all agree that effective teachers have a profound and long-lasting impact on the lives of their pupils. According to Marzano (2007), effective teachers are those who engage students in meaningful learning experiences, set clear objectives, and provide valuable feedback. In contrast, ineffective teaching can lead to disengagement, lower motivation, and reduced achievement in students. The consequences of ineffective teaching are explored in research by Berliner (1988), which indicates that students experiencing ineffective teaching may become disengaged and demonstrate lower motivation and reduced achievement.

In light of these findings, teacher evaluation has emerged as a key strategy for improving teaching quality and ultimately enhancing student learning outcomes. Research has demonstrated that evaluation can distinguish between good and bad teaching practices and that the role of teacher evaluation is considered particularly beneficial for the development of the teacher and the improvement of their educational work (Taylor et al., 2012a; Steinberg et al., 2015). Smylie (2014) suggests that teacher evaluation models are directly and clearly connected to developmental purposes in order to achieve beneficial effects. Moreover, teacher evaluation provides an opportunity for genuine professional learning and growth. By reflecting on their actions, teachers can align their goals with the mission and improvement of the school, upgrade their skills, and contribute to student learning and progress (Conley et al., 2016). By providing feedback on their teaching performance, teachers can gain insights into their strengths and weaknesses and identify areas for improvement. This feedback can come from a variety of sources, including student feedback, classroom observations, and evaluations from peers and administrators. When done properly, feedback from teacher evaluation can help identify effective teaching practices that can be shared with other teachers, as well as areas where additional support and professional development may be needed. Feedback can also help

ensure that teachers are meeting the needs of their students and providing them with high-quality instruction.

Danielson (2008) points out teacher evaluation offers a chance for genuine professional learning and growth. If there are established and accepted standards of practice, teacher evaluation can become a valuable tool for teachers to review seriously on their classroom practice and promote student learning. Teachers can reflect on their actions, can effectively contribute to student learning and progress, engage in professional development programmes, upgrade their skills and overall, they can align their goals with the mission and improvement of the school (Danielson, 2008). Therefore, since teachers have been identified as the most important unit affecting student attainment (Hanushek and Rivkin, 2012; Hattie and Yates, 2013), policymakers around the world have recognised the importance of investing in teacher professional development and therefore it has become a priority by policy makers internationally (Donaldson and Papay, 2015). This can take many forms, including providing opportunities for ongoing training and development, promoting collaboration, and sharing of best practices among teachers, as well as supporting the implementation of evidence-based teaching strategies. Consequently, policies have started to concentrate on raising the teaching performance as the best direction that most likely will bring substantial gains in student learning (OECD, 2005) and ‘as the best vehicle for judging quality and assuring that every classroom has a highly qualified teacher’ (Assunção Flores and Derrington, 2018, p.204).

## **2.5. Teaching quality**

Teaching quality does not solely refer to the characteristics of teachers in a classroom, but there are other situational factors which may have a strong connection to the quality in teaching and should not be overlooked (Kennedy, 2010). In other words, teachers do not only depend on the personal attributes and efforts to deliver good teaching. Fenstermacher and Richardson (2005, p.207) describe ‘four axes of quality teaching’: good teaching, opportunity to teach and learn, supportive social surround, and willingness and effort of the learner. Only one of these four factors (good teaching) is directly linked to the activities of teachers. According to Santoro (2011, p.8), ‘good teaching depends on a practice of teaching, rather than solely on an individual teacher’s virtues.’ Doubtless, individual teachers’ qualities in classroom practices can affect teaching and learning profoundly (ibid., 2011), but ‘teaching and learning are dynamic, situated activities which, by nature, cannot be reduced into “implementation-proof” steps’ (Bradford

and Braaten, 2018, p.51). Overall, it is important to recognise that quality teaching is a technically and morally complex practice (Anagnostopoulos et al., 2021, p.12).

There have been many attempts to measure the quality of teachers and teaching, and thus, recently, ‘the number of research studies investigating different models and approaches and their intended as well as unintended consequences has increased significantly’ (Skedsmo and Huber, 2018, p.4). Nowadays, ‘enhanced teacher evaluation policies focus public attention on questions of the nature, purpose, and value of quality teaching’ (Anagnostopoulos et al., 2021, p.11). Regardless of the extensive research around the direct link of student performance and teacher quality (Goldhaber and Anthony, 2007; Creemers and Kyriakides, 2008; Hanushek, 2010), Steinberg and Sartain (2015, p.535) have asserted ‘historically, teacher evaluation systems have inadequately differentiated teachers who effectively improve student learning from lower-performing teachers.’ Therefore, there is a lot of scepticism internationally on the possibilities of teacher evaluation to actually contribute to school and teacher improvement in general (Delvaux et al., 2013). Smylie (2014, p.97) argues that ‘the relationship between evaluation and development is ‘troublesome’ because evaluation does not necessarily contribute to any improvement in teachers’ educational practice.’ Consequently, policymakers have looked at ways of improving the strategies and tools used in teacher evaluation. According to Hallinger, Heck, and Murphy (2014), education policy has undergone a substantial transformation in recent decades. It has shifted from a primary focus on requiring schools to adhere to policies to a more pronounced emphasis on holding them accountable for achieving measurable learning outcomes. This shift has been part of a wider global trend towards educational reform that has spanned across diverse countries. Over the last two decades, educational reforms have gained traction, spreading across regions and countries as educators and policymakers seek to enhance student learning achievements, labour market competencies, and national competitiveness (Hallinger, 2010; Walker and Hallinger, 2015).

The momentum behind these reforms is reflected in various educational systems worldwide. For instance, East Asian nations, such as Singapore and Taiwan, have adopted strategies mirroring educational reforms undertaken in other parts of the world, all designed to bolster student-centred learning, rapid school progress, standardised curricula, educational quality assurance, decentralised school management, integration of information and communication technology, and increased parental engagement (Cheng and Walker, 2008; Ng, 2010; Rahimah, 1998). For example, South Korea has made significant progress in its educational system, with

a strong focus on rapid school improvement, standardised curricula, and quality assurance. Technology integration and parental involvement are also priorities. Japan has also implemented various reforms, including changes in school management to be more decentralised. They have also embraced student-centred learning and technology integration. The driving force behind these transformations lies in the emergence of new accountability frameworks, which not only justify augmented government investment in high-calibre education but also lay the groundwork for implementing these policy changes on a global and regional scale (Lee, Walker and Chui, 2012; Leithwood, 2001; Murphy, 2013). In essence, this shift towards accountability for learning outcomes rather than mere policy compliance has transcended geographical boundaries, reflecting a global consensus on the importance of education as a catalyst for individual development and national progress. The resulting reforms and frameworks, influenced by accountability-driven ideologies, are indicative of broader socio-economic shifts that have shaped contemporary educational paradigms.

## **2.6. Globalisation in education**

Globalisation, particularly since the 1980s, introduced new dimensions to education, impacting both developed and developing countries. This shift aimed to align educational reforms with the demands of the market and the principles of neoliberalism (Ball, 2012). Neoliberal ideology advocates for a market-driven approach to various sectors, including education, emphasising the role of competition, individualism, and efficiency. As a result, education began to play a pivotal role in ensuring economic stability, growth, and advancements in science and technology within a globalised context. In response to the imperatives of the global market, educational reforms shifted their focus towards fostering excellence, efficiency, and competitiveness. The vocabulary of education also transformed, incorporating terms like excellence, efficiency, competitiveness, accountability, continuous evaluation of educational outcomes, and resource management (Matsopoulos et al., 2018). Consequently, as education was increasingly regarded as a ‘fundamental tool towards economic stability, growth, and scientific and technological advance’ (ibid., p.3), teacher evaluation models began to be directly intertwined with notions of accountability and control.

Notably, one of the key features of these neoliberal-oriented reforms is the pervasive emphasis on accountability and the ongoing evaluation of educational outcomes. Ball (2012) discusses the concept of performativity in education and how neoliberal ideologies shape accountability

and measurement practices. He delves into the market-oriented transformation of education. Educational institutions and educators are now held accountable for the quality of education they deliver, and student performance is regularly measured to gauge the effectiveness of the educational system. This alignment with neoliberal principles underlines the broader socio-political shifts that have led to the transformation of education into a market-oriented domain, reinforcing the interplay between economic imperatives, educational policies, and teacher evaluation practices. Giroux (2004) highlights this connection between economic imperatives and educational policies.

Another important aspect of education reform in the context of globalisation is resource management. Schools are expected to manage their resources more efficiently, and to seek funding from diverse sources such as private donors, corporations, and international organisations. Overall, globalisation has brought new challenges and opportunities to education systems in developed countries and has led to significant changes in the way education is conceptualised, organised, and evaluated. Towards this direction, teacher evaluation methods give the government the power over the teaching profession to bring measurable results. Teacher evaluation is trapped between a summative and a formative ambition (Kraft and Gilmour, 2016), an apparent dilemma serving two simultaneous purposes: accountability and improvement (Assunção, Flores and Derrington, 2018), or what Popham (1988) labelled a 'dysfunctional marriage' promising much but producing little.

Governments and educational institutions have implemented various evaluation methods to measure the performance of teachers and to ensure that they are meeting certain standards. These evaluation methods often involve standardised testing and other quantitative measures, which can be used to compare the performance of teachers across different schools and regions. However, these evaluation methods have also been criticised for their potential to limit the autonomy of teachers and to promote a narrow focus on test scores and other measurable outcomes. Some argue that this emphasis on accountability and control can stifle creativity and innovation in the classroom and can discourage teachers from taking risks and experimenting with new teaching methods. The trends and challenges mentioned in this section have become prevalent not just in developed countries, but also in developing countries. Globalisation has led to the spread of ideas about education reform and teacher evaluation models, and many developing countries have already adopted similar approaches in order to improve the quality of education and meet the demands of the global market. International organisations such as



the World Bank and the OECD have been promoting teacher evaluation as a means of improving education outcomes worldwide.

## **2.7. Teacher Evaluation Internationally**

### **2.7.1. Introduction**

In recent years, numerous countries worldwide have introduced teacher evaluation models within their public educational systems. Notably, countries from the global north such as the U.S.A. and several European countries, along with Canadian provinces, have undertaken significant policy changes to revamp teacher evaluation frameworks. These policies have also been transmitted to the global south, such as in many Latin American nations. Recognising the global significance of this endeavour, international organisations like the OECD have played a role by offering guidance and support to their member countries on enhancing the effectiveness of teacher evaluation (Firestone and Donaldson, 2019). These teacher evaluation models have been conceived to accomplish multiple objectives: improving teacher performance and fostering an environment conducive to optimal student learning. However, it is essential to acknowledge the diversification of these models across countries and regions. Typically, these models encompass a combination of elements such as classroom observations, student assessments, teacher self-assessment, and input from peers and students. Some instances link these models to compensation or career progression, whereas in others, the primary focus is on professional development and enhancement.

While the implementation of teacher evaluation models brings both complexity and contention, research demonstrates that their effective design and execution can indeed yield positive outcomes for student learning (Isoré, 2009). The pivotal point lies in the comprehensive consideration of several factors, encompassing the quality of assessments employed, the training and support provided to educators and evaluators, and the broader school milieu. However, it is noteworthy that the initiation of teacher evaluation processes from bureaucratic perspectives, detached from collaborative school policy, often results in polemic and controversy (Isoré, 2009). Amidst these dynamics, understanding the achievements of teacher evaluation models in various international contexts can offer valuable insights into the mechanisms that contribute to success. By studying the practices that have yielded positive outcomes, it is possible to identify overarching principles and best practices that could

potentially be tailored and implemented to enhance teacher evaluation practices within the Greek educational landscape.

### **2.7.2. European Countries**

Teacher evaluation practices vary widely across European countries, reflecting differences in culture, educational systems, and policy priorities. Overall, teacher evaluation practices in European countries are designed to support ongoing professional development and improvement, and to ensure that teachers are providing high-quality instruction to their students. There are some common themes and trends that can be observed across many countries. One key theme is the use of classroom observation as a central component of teacher evaluation. In many countries, such as Germany, France and Sweden, teachers are observed by trained evaluators, or headteachers, who provide feedback and support for improvement (OECD, 2013). In some cases, these observations are tied to performance pay or other incentives, while in others they are primarily used for professional development purposes. There is also considerable variation in the degree of autonomy and discretion given to school leaders and evaluators in different countries (Leithwood, Harris and Hopkins, 2008).

Another common trend is the use of student assessments as a factor in teacher evaluation. In some countries, such as Finland, student assessments are used primarily for diagnostic purposes (Hendrickson, 2012), while in others, such as the Netherlands, they may be used as part of a broader evaluation model (Nusche et al., 2014). In Sweden, teacher evaluation is directly related to the student performance and the achievement of the learning objectives (Nusche et al., 2011). Evaluation policies include teacher and headteacher evaluation, as well as evaluation on the effectiveness of schools and education policy, covering school inspections, district-level evaluation, system evaluation and targeted evaluations of educational programmes. The evaluation of the teacher work involves the evaluation of students with different methods on a continuous basis, in which the students set goals through individualised programmes, develop self-assessment skills. In addition, teacher evaluation, which is carried out by the headteacher, is linked to their salary through a decentralised pay system.

Students are actively involved in the evaluation process in Norway. A development-oriented teaching evaluation model was introduced by policymakers (GNIST, 2014). Teachers select a few students who complete an anonymous survey, developed with the collaboration of students, teachers, policymakers, and consultants on the classroom performance of teachers.

Then, teachers have follow-up sessions with their headteachers and leaders to decide on a set of developmental actions. According to Lejonberg, Elstad and Christophersen (2018, p.283), ‘the heavy dependence on student feedback is unique internationally’ as part of a strong ‘egalitarian philosophy’ in Scandinavia (Blossing, Imsen, and Moos, 2013). This student involvement in the teacher evaluation is to counterbalance the asymmetrical power relationship between teachers and students, as well as allow the democratic right of students to have a voice (Elstad et al., 2015). However, based on the results of a survey by Lejonberg, Elstad and Christophersen (2018) most teachers perceive the evaluation model as having a control purpose.

In some countries, such as Germany and Spain, teacher evaluation is conducted primarily at the state or regional level (OECD, 2020b; 2020c). There is no formal centralised national teacher evaluation system in place in Spain. Each region decides on the evaluation models and teachers’ professional developmental sessions. According to the Teaching and Learning International Survey (TALIS), only 21.7% of all teachers in Spain reported having been evaluated in the last year, much lower than the 66.1% average (OECD, 2020b). The common education policy of the German federal states promotes and supports the self-evaluation of school units as a tool for improving the quality of the education provided in each school according to its goals and priorities (Bouziopoulou, 2021). Although Germany has not got a legislated national teacher evaluation policy in place, all civil servants, including teachers, are mandatorily evaluated regularly in their career, such as the end of the probationary period (OECD, 2020c).

In other countries, such as France, teacher evaluation is conducted at the national level. The General Inspection of National Education (IGEN - Inspection Générale de l'Éducation Nationale) which falls under the Ministry of Education, is responsible for administrative and evaluation tasks, as well as for monitoring the participation and evaluation of the work of inspectors, school principals, of the educational staff. It also offers advice and guidance to school counsellors, taking part in their training and recruitment. IGEN participates in the overall evaluation of the educational system, regarding teaching content, programmes, pedagogical methods, means and school results. However, teacher evaluation is relatively infrequent in France with only 36.0% of teachers being evaluated at least once a year compared to an OECD average of 63.0% (OECD, 2020a). Similarly, only 23.0% of teachers benefit from the formative follow-up feedback compared to an OECD average of 63.0% (OECD, 2020a).

Conversely, teacher evaluation is conducted at both the national and regional levels in Italy, with each region having its own evaluation system (Barzanò and Grimaldic, 2013). The national evaluation system is known as VALUTA, which stands for "Valorizzazione della Umane Talenti e delle Attività didattiche" (Valuation of Human Talents and Teaching Activities). VALUTA is a comprehensive evaluation system that includes multiple components, such as self-evaluation, peer evaluation, classroom observation, and student assessment. In addition to the national evaluation system, each region in Italy has its own evaluation system, which may include additional components and criteria. For example, the Lombardy region has its own evaluation system, which includes components such as professional development plans, classroom observation, and feedback from students and parents. However, Barzanò and Grimaldic (2013, p.767) claim that 'many attempts to implement new evaluation policies have often faced ridicule and rejection, be they concerned with pupils and students in the classrooms, with teachers and staff, with schools or with the system itself.'

In the United Kingdom, teacher evaluation is a key part of the educational system. The evaluation process is designed to ensure that teachers are providing high-quality instruction to their students and to help identify areas where teachers may need additional support or training. In England, teachers are evaluated through a process known as the Teachers' Standards, which set out the expectations for teacher practice and conduct (OfSTED- Office for Standards in Education, 2012). The Teachers' Standards cover a wide range of areas, including subject knowledge, teaching strategies, assessment and feedback, and professional conduct. Teacher evaluation in the U.K. also includes regular performance reviews, which provide teachers with feedback on their practice and help to identify areas for improvement. These reviews are typically conducted by school leaders, and may involve classroom observations, review of student work, and feedback from colleagues and students. In addition to these formal evaluation processes, many schools in the U.K. also have a culture of ongoing professional development and peer support, which can help teachers to continually improve their practice and stay up to date with the latest teaching strategies and techniques (OfSTED, 2012).

### **2.7.3. Countries worldwide**

The specific techniques and procedures used to evaluate teachers might change significantly from country to country, depending on national priorities and educational systems. Teacher

evaluation in the United States has been a topic of debate and reform in recent years. Historically, teacher evaluation in the U.S. has often been based on tenure, which grants job security to teachers after a certain number of years of service. However, in many states, this system has been replaced with more comprehensive and ongoing teacher evaluation models. Two widely used teacher evaluation models in the U.S. are the Marzano Framework (2017) and the Danielson Framework (2013). Based on these, teachers are evaluated through a combination of classroom observations, student assessments, and self-reflection.

Many states in the U.S. use standardised test scores as a factor in teacher evaluation, although there is ongoing debate about the validity and fairness of this approach. The Race to the Top (RTT) grant competition, introduced by President Obama in 2009, revamped teacher evaluation models by specifically increasing accountability measures of student achievement and tying teacher evaluations to professional opportunities, such as tenure, pay, or teacher development (Bradford and Braaten, 2018). Moreover, teacher evaluation was connected to the conditions for receiving waivers from certain aspects of No Child Left Behind (NCLB). There were thirty-one states which initiated teacher evaluation policies between 2010 and 2012 (Umpstead, Pogodzinski and Lund, 2013). According to Pogodzinski, Umpstead and Witt, (2015, p.543), ‘these federal- and state-level initiatives have challenged local districts to formulate and implement teacher evaluation systems that in many respects radically diverge from their previous practices.’ Lane (2020, p.5) asserts that ‘many states instituted new teacher evaluation policies that required districts to distinguish teacher performance by teachers’ measured impact on student achievement and their observed instructional prowess as measured against standardised observation protocols. Under the new laws, consistently underperforming teachers could be fired regardless of their years of service or prior employment status’. Mintrop et al. (2018) claim that these new evaluation policies lie on the ‘‘performance management’’ model which features participation in mandated activities (e.g., observations, conferences), engagement with prescribed artifacts (e.g., observation protocols), and accountability for performance (e.g., bonus pay, tenure) (Lane, 2020). Holloway and Brass (2018, p.377) emphasise that ‘incrementally, the accountability movement in the USA has subjected teachers to systems of inspection and discipline that incorporate numerical metrics of effectiveness, quality, and productivity, as well as symbolic and material incentives for self-regulation.’

Teacher evaluation in Chile is considered an established system and it is in line with similar practices and purposes in other countries such as the U.S. Undoubtedly, the establishment of a

teacher evaluation model was seen as a response to the accountability concerns of the policymakers based on the student unsatisfactory results in national and international tests (Avalos-Bevan, 2018). Recently the Chilean government introduced a new legislation Teacher Professional Development Law, based on OECD observations, which focuses on career progression and professional development opportunities. In Canada, teacher evaluation is conducted at the provincial level, with each province having its own evaluation system. For example, in Ontario, teachers are evaluated on a range of criteria, including their knowledge of subject matter, their instructional skills, and their ability to provide a safe and inclusive learning environment. In Australia, teacher evaluation is conducted at the state and territory level, with each jurisdiction having its own evaluation system. The Australian Professional Standards for Teachers (2011) provide a framework for teacher evaluation, and teachers are evaluated on their knowledge, skills, and professional practices. Turkey has already got an established framework for evaluating teachers and schools. All teachers are expected to be evaluated annually by their principal guided by a set of competencies with 65 performance descriptors, which ‘encourage transparency and fairness in teacher appraisal by evaluating all teachers according to the same expectations’ (Kitchen et al., 2019, p.219).

In many Asian countries, such as Japan and South Korea, teacher evaluation is conducted primarily through classroom observation, with trained evaluators providing feedback and support for improvement. In China, teacher evaluation is conducted at both the national and local levels, and includes components such as classroom observation, student assessment, and peer evaluation. Like the U.S. and several European countries, China has been experimenting with teacher performance pay to retain the most qualified teacher since 2009, thus teacher evaluation models have been developed around this (Liu, Xu and Stronge, 2016). Students, parents, and peers, as well as principals are involved in teacher evaluation which uses quantitative and qualitative methods, teacher self-evaluation and a combination of formative and summative evaluations from the subject and grade department as well as the school evaluation committee.

Overall, in most countries teacher evaluation is inextricably related to general quality assurance practices and evaluation procedures of the action plan of the school units. This plan is developed in the areas of the organisation and management processes of the schools, their pedagogical and teaching practices as well as student performance and attainment (Bouziopoulou, 2021). The development and implementation of the different evaluation

models is directly linked to the cultural, political, and social changes. The reform changes are based on the management and application of organisational issues, such as decentralised decision-making procedures, autonomy of school units, teacher development, student performance, and professionalism of the education actors. Therefore, in order to follow the rapid developments in society, economy, technology, and culture, which can impact education in terms of its goals and actions and expected results, educational systems need to redefine their processes of monitoring teaching quality and effectiveness (Doliopoulou and Gourgiotou, 2008). Overall, successful teacher evaluation models share some common themes, such as a comprehensive approach that includes multiple components, a focus on ongoing professional development and improvement, and the use of constructive feedback and support. These themes could potentially be applied in the context of Greece to improve teacher evaluation practices.

While there has been a push towards implementing teacher evaluation models in many developed countries, there are also many countries where these models have not been adopted or have faced significant challenges in implementation. One reason for this is that these models may not be culturally appropriate or may not align with the values and beliefs of the local educational system. Another reason is that these models can be costly and resource-intensive, particularly for developing countries with limited resources. Furthermore, the emphasis on accountability and control in these models can create resistance from teachers and education stakeholders who may feel that their autonomy and creativity are being restricted. This can lead to opposition and reluctance to implement these models, particularly if they are perceived as being imposed from above without meaningful consultation or collaboration with teachers and education stakeholders. These limitations and challenges have prohibited teacher evaluation models to be implemented in some countries. The various reasons for the non-implementation of teacher evaluation internationally are discussed in the following section.

## **2.8. Reasons for the non-implementation of teacher evaluation internationally**

Earlier research has identified several challenges associated with implementing teacher evaluation models. These studies have questioned the evidence base of educational policies and highlighted the importance of considering what is necessary for educational systems to flourish. Some of the issues identified in the literature include the potential for authoritarian school cultures to create distrust and resistance among teachers towards evaluation models

(Elmore, 1987), the resistance of schools to change or new policies that are not perceived as student-centred (Sarason, 1990), and the possibility that utopian visions of educational reform can result in superficial adjustments to educational content that do not address underlying systemic issues (Tyack and Cuban, 1995; Supovitz, 2009). Additionally, Lillejord and Børte (2020) have identified several barriers to the successful implementation of teacher evaluation models, including bureaucratic dominance within educational systems, a lack of alignment between different levels of the system, teacher resistance to evaluation policies, and the use of value-added measures for accountability, which can be problematic if overemphasised or misused. Furthermore, the balance between autonomy and accountability can create challenges, as some teachers may perceive evaluation as a threat to their autonomy, while others may feel that accountability measures are too restrictive and do not reflect the complexity of their work.

The use of value-added measures, such as testing scores, for accountability in teaching can also be a challenge. While these measures can provide useful information, they can also be problematic if they are not used appropriately or if they are overemphasised to the detriment of other important aspects of teaching and learning (Harris and Herrington, 2015). Another reason identified is the staying power and controversy between autonomy and accountability (Glatter, 2012). Teachers often value autonomy in their work, as it allows them to exercise professional judgment and creativity in their teaching. On the other hand, accountability measures are often seen as necessary to ensure that teachers are meeting expected standards of teaching quality and student outcomes. The debate around the appropriate balance between autonomy and accountability has been ongoing, and it can create challenges for the implementation of teacher evaluation models. Some teachers may resist evaluations that they feel threaten their autonomy, while others may feel that the accountability measures are too restrictive or do not reflect the complexity of their work.

Another factor that can complicate implementation is the existence of a 'hidden contract' between teachers and school leaders, which is based on mutual expectations and assumptions about how the school should operate (Berg, 2003). Changing this contract can be difficult, particularly if the implementation of evaluation models is seen as a threat to the existing balance of power and influence within the school. Moreover, the institutionalised stubbornness due to history, tradition, organisational structures, the teaching professions' work situation, skills, competence, and managerial drift in school leadership can also hinder successful



implementation (Lillejord and Børte, 2020). It is important to note that these challenges are not unique to any particular educational system or context but can occur globally. Additionally, the diverse cultural, political, and contextual differences between educational systems can make it necessary to adapt evaluation models to suit the specific needs and circumstances of different contexts. The literature raises important questions about the development and implementation of educational policies, highlighting the need to base them on evidence-based practices and knowledge about what is necessary for educational systems to thrive.

## **2.9. Notions of school culture, classroom climate, and autonomy**

In the realm of education, school culture, classroom climate, and teacher autonomy are pivotal elements with significant implications for teachers and students alike. Research (Haydn, 2014; Van Houtte, 2005; Daly, 2008; Sailes, 2008; Schoen and Teddlie, 2008) underscores the critical role of these factors in ensuring teaching and learning quality, supporting professional development, and promoting school improvement, making them central to my research. As the overarching goal of teacher evaluation is to enhance teaching quality in the classroom, leading to improved student outcomes and overall school improvement (Delvaux et al., 2013; Danielson and McGreal, 2000; Kleinhenz and Ingvarson, 2004), these factors lay the foundation for a culture of continuous improvement, accountability, and quality in education. The following part of this chapter discusses the concepts of school culture, classroom climate, and teacher autonomy, which will be further explored in the subsequent analyses of my research in the Greek context.

### **2.9.1. School culture and school climate**

School culture and school climate, although they stem from different disciplines, psychology, and anthropology respectively, have been used interchangeably in literature (Aldridge and Fraser, 2016). The main distinction which can be found in literature (Heck and Marcoulides, 1996; Hoy, Tarter and Bliss, 1990) is that school climate is approached in terms of behaviour and school culture in terms of values and norms. Cohen et al. (2009, p.135) generalised that ‘the term climate is used more consistently by those engaging in quantitative investigations (e.g., school effectiveness researchers), while the term culture is used more frequently by those who utilise more qualitative methods (anthropologically oriented educational researchers).’ Overall, there is an overlap in the use of the two terms. Hoy et al. (1991) pointed out that both

concepts try to acknowledge important properties in organisations, with culture focusing on shared assumptions and climate focusing on shared perceptions.

The importance of a sound school climate was first identified by Perry in 1908, whereas the notion of school culture started with Waller (1932) who described an identity within schools with a set of complex interpersonal relationships, as well as mores, sanctions, and moral codes. Van Houtte (2005) proposed that school culture is treated as a school climate integrant, whereas Schoen and Teddlie (2008) suggested that school climate can be seen and analysed as a level of school culture. Schoen and Teddlie (2008, p.129) agreed that ‘school climate may more appropriately be thought of as subset of the broader construct of school culture.’ The concept of culture has been researched previously in the sphere of organisations and how cultural influences contribute to expectations, collegiality, and performance (Schoen and Teddlie, 2008). In education, Garver (2020, p.627) referred to the term professional culture not in relation to other organisations, but ‘as the slice of school culture pertaining to teachers and administrators.’ Deal and Kennedy (1983) defined school culture as a unity of shared beliefs and values that closely bond a community together, whereas Deal and Peterson (1999, pp.2–3) later described that school culture is comprised of ‘unwritten rules and traditions, norms, and expectations that permeate everything: the way people act, how they dress, what they talk about, whether they seek out colleagues for help or do not, and how teachers feel about their work and their students.’

Different terms, such as atmosphere, feelings, tone, setting, or milieu of the school (Freiberg, 2005; Homana, Barber and Torney-Purta, 2006), have been linked with school climate over the years. Cohen et al. (2009, p.182) referred to school climate as a quality indicator of school life, ‘school climate is based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organisational structures.’ This school climate is not experienced individually by the participants in the school environment but rather it is a shared phenomenon which refers to ‘spheres of school life (e.g., safety, relationships, teaching and learning, the environment) and larger organisational patterns (e.g., from fragmented to cohesive or “shared” vision, healthy or unhealthy, conscious, or unrecognised)’ (ibid., p.182). Teddlie and Stringfield, (1993, p.18) offered a detailed description of the school climate as:

a number of variables in the school social environment including, but not limited to, student sense of academic futility, student perception of teacher push, student academic norms, teacher ability, teacher expectations for students, teacher-student efforts to improve, perceptions of the principal's expectations, parental concern for quality of education, perceptions of present school quality, and efforts of the principal to improve.

Creemers and Reezigt (1999) came up with a model to describe school climate which consists of the physical environment of the school, the social system (relationships and interactions within the school), an orderly school environment and the expectations about teacher behaviour and student outcomes. As most of the contemporary research has embraced both terms equally (Freiberg and Stein, 1999; Hoy, Tarter and Kottkamp, 1991; Maslowski, 2006; Owens, 2001), school culture and school climate will be treated synonymously for the purposes of this study.

### **2.9.2. Classroom climate**

The working atmosphere or classroom climate is a crucial factor in the learning process, and research has shown that it can have a significant impact on student achievement. The classroom climate refers to the overall mood, attitude, and atmosphere in the classroom, including the relationships between teachers and students, the level of respect and cooperation among students, the level of support provided by the teacher, and the level of challenge and engagement provided by the curriculum. Fraser (1989, p.307) described the classroom climate as a 'subtle and nebulous notion', embracing 'climate, ambience, tone, atmosphere and ethos.' Several studies have shown that a positive classroom climate can lead to improved academic achievement. A study by Reyes et al. (2012) found that students who perceived their classroom climate to be more positive had higher academic achievement and were more motivated to learn. Another study by Kutsyuruba, Klinger and Hussain (2015) found that positive teacher-student relationships, which are an important aspect of classroom climate, were associated with improved academic achievement and reduced behaviour problems. Moreover, the ability of the teacher to manage culturally diverse classes has been the subject of recent research into classroom climate (Siwatu et al., 2015). A positive classroom climate can also have a beneficial effect on the social and emotional development of students. Students who feel safe, valued, and supported in the classroom are more likely to develop positive social skills, self-esteem, and a sense of belonging, which can all contribute to improved academic achievement.

In contrast, a negative classroom climate, characterised by conflict, disengagement, and lack of support, can have a detrimental effect on student achievement. According to the McBer report on effective teaching (2000), disruption and classroom atmosphere were two of the most significant influencers on the learning chances and progress of students. Research by Haydn (2014, p.31) showed that ‘deficits in classroom climate limit educational attainment and equality of educational opportunity in English schools.’ Students who feel disconnected from their teachers and peers, or who experience high levels of stress and anxiety in the classroom, may be less motivated to learn and may struggle to achieve academic success. Classroom climate can also have an important influence on teacher recruitment and retention. Teachers who feel unsupported, undervalued, or overwhelmed by the demands of the job may be more likely to leave the profession or experience burnout. Having trouble dealing with disruptive students appears as one of the most frequently reported reasons for leaving teaching in England, where more than 40% of teachers leave the profession within five years after receiving their certification (Cockburn and Haydn, 2004; Barmby, 2006). Teachers who feel that they are unable to control their classroom, manage student behaviour, or create a positive learning environment may experience high levels of stress and burnout. According to Ronfeldt et al. (2013), high levels of teacher attrition and turnover have a negative impact on student achievement. Creating a positive classroom climate can help to support teacher well-being and retention. A positive classroom climate can reduce teacher stress, increase job satisfaction, and foster a sense of community and support among teachers. For example, teachers who have positive relationships with their students and feel that their work is making a difference are more likely to feel motivated and engaged in their work. In addition to supporting teacher well-being, a positive classroom climate can also help to attract and retain high-quality teachers. Schools that have a reputation for providing a supportive and positive learning environment may be more attractive to potential teachers, and teachers who feel supported and valued are more likely to stay in the profession.

### **2.9.3. The importance of school culture and climate**

Research has shown that school culture and school climate can contribute significantly to school improvement (Van Houtte, 2005; Daly, 2008; Sailes, 2008; Schoen and Teddlie, 2008). School reforms can succeed if they are connected to school culture (Deal and Peterson, 1999). Coyle (2008) and Greene (2008) argued that school culture elements, such as quality interpersonal relationships, or the connection and collaboration among teachers, can either

advocate or inhibit the implementation of reform measures at schools. Furthermore, Schoen and Teddlie's (2008) integrated model of culture described four main components: a. professional orientation, b. organisational structure, c. quality of the learning environment, and d. student-centred focus, all of which are common characteristics of effective schools. In general, Schoen and Teddlie (2008, p.142) argued that 'culture is a distinguishing factor between effective and ineffective schools.'

The school culture and climate play a significant role in shaping student academic achievement and overall success. A positive school culture and climate create an environment that supports learning, fosters social and emotional development, and promotes academic excellence. Brady (2006) suggested that a positive school climate can enhance student engagement, affects the self-esteem of students (Hoge, Smit and Hanson, 1990), as well as improves student attainment (MacNeil et al., 2009). A positive school culture creates a safe, healthy, participatory, and responsive environment which sets the foundation for social, emotional, and academic learning (Blum, McNeely and Rinehart, 2002; Osterman, 2000). When students feel valued, respected, and supported in school, they are more likely to be engaged in their learning. Such environment enhances the motivation of students to actively participate and to construct their own knowledge (Homana et al., 2006; Torney-Purta, 2002). A positive school culture and climate can increase student engagement, which can lead to better academic outcomes.

A positive school culture can also create an environment that promotes positive behaviour, which can enhance learning and academic success. When students feel connected to their school and believe that their learning is meaningful and relevant, they are more likely to be motivated to learn and achieve their academic goals. School connectedness, as one of the elements of a positive school climate, has been found to be a strong indicator of successful academic outcomes (Shochet et al., 2006; Whitlock, 2006). A positive school culture builds strong group cohesion, as well as mutual respect and trust (Finnan, Schnepel and Anderson, 2003; Kerr et al., 2004). In other words, students feel attached and connected to peers and teachers, hence school promotes meaningful relationships and caring learning environments. Moreover, it can increase parental involvement. When parents feel welcome and involved in the education of their child, they are more likely to support the learning and academic success of their child.

Regarding the teaching staff, the school culture and climate can also impact teacher effectiveness. When teachers feel supported, valued, and empowered, they are more likely to be effective in the classroom, which can lead to better student outcomes. Garver (2020, p.627) describes ‘a positive professional culture that is foundational for effective schooling.’ Aldridge and Fraser (2016, p.293) assert that ‘there was evidence to suggest that the school climate (such as the headteacher’s support and affiliation between staff members) could be influential in terms of teachers’ job satisfaction.’ Talbert (2002) argues that teacher classroom practice can improve through dialogue and strong collaboration, characteristics of a positive school climate. A supportive school culture with strong collaborative relationships can maximise the abilities of teachers. Johnson (2015, p.119) claims that ‘the school organisation becomes greater than the sum of its parts, and in this way, the social capital that transforms human capital through collegial activities in schools increases the school’s overall instructional capacity and, arguably, its success.’ Therefore, it becomes evident that school culture fosters improved teaching practices, effective instruction and stimulates teacher quality and consequently student performance.

#### **2.9.4. Teacher evaluation, school culture and classroom climate**

As seen previously the role of teacher evaluation can be twofold. On one hand it ensures classroom teaching and learning quality and on the other it supports professional development. Teacher evaluation is an important process that can help to support teacher growth and development, as well as improve student outcomes. However, as Garver (2020, p.641) asserts ‘recent reforms to teacher evaluation have thrown these two priorities off balance.’ Global patterns of measuring teacher performance based on student national and international test scores have prevailed. Traditional teacher evaluation models that rely solely on student test scores or observations may not provide a complete picture of teacher effectiveness. Anderson and Cohen (2015) explain that teacher evaluation models as part of extended market-based reforms have developed new teacher identities. According to Ball (2016, p.1050), ‘policies work in ways that do not just change what we do they also change who we are, how we think about what we do, how we relate to one another. . .[policies are] in our heads and in our souls.’ Garver (2020, p.629) admits that ‘education policies attempt to mould teachers into subjects who interact in ways that support and reproduce their market-based logics.’ Teachers feel the pressure to meet targets, comply with measurable outcomes and consume energy on shaping their teaching practices to achieve good scores. Warren and Ward (2018, p.15) explain that ‘teachers feel the pressures of accountability and experience a disconnect between the promise

of the policy and what it actually delivers.’ School culture notions of collegiality, collaboration, and connectedness are threatened as teachers shift focus on more measurable aspects of their role. Buchanan (2015, p.703) refers to the ‘devalue the emotional, personal, and relational aspects of teaching, which is at the core of many teachers’ commitments.’ Consequently, Kraft and Papay (2014) argue that teacher evaluation impacts on school culture, which is integral for teacher professional development.

By incorporating school culture into teacher evaluation, schools can create a more comprehensive and holistic approach to evaluating teacher effectiveness. By focusing on creating a positive school culture, teachers can be better supported in their growth and development, and ultimately contribute to improved educational outcomes. As seen earlier, a positive school culture can create a supportive and collaborative learning environment that promotes teacher growth and development, as well as student achievement. An efficiently collaborative environment is at the core of the school culture and part of the professional development process. Johnson (2015) supports that unlike the traditional teacher evaluation systems that view instructional quality as fixed and internal to individual educators, research shows that teacher development is a collaborative process. In school environment where there is a strong peer network and administrative support, teachers improve, while teacher development is impeded in schools with a poor professional environment (Garver, 2020). Teacher evaluation can become a more comprehensive and holistic process by considering the school culture. For example, surveying teachers and staff members on their perceptions of the school culture can provide valuable insights into the working environment of the school. These surveys can include questions related to the quality of communication, collaboration, support, and recognition within the school community. Providing teachers with opportunities for professional development can help to support a positive school culture. Access to training, support, and mentoring can foster a culture of growth and continuous improvement. Effective school leadership can also play a critical role in shaping school culture. By providing teachers with clear expectations, effective feedback, and supportive resources, school leaders can help to create a positive and collaborative learning environment.

Moreover, there has been a growing recognition of the importance of classroom climate in teacher evaluation. A positive classroom climate can support student learning and engagement, as well as support teacher effectiveness. Therefore, including measures of classroom climate in teacher evaluation can provide a more comprehensive and accurate picture of teacher

effectiveness. For example, asking students to provide feedback on their classroom experiences can be a valuable source of information about classroom climate. Student surveys can include questions about teacher supportiveness, student engagement, and overall classroom environment. Observing the classroom environment can provide valuable insights into classroom climate (Freiberg, 2005). Observers can look for indicators of a positive classroom climate, such as positive teacher-student interactions, high levels of student engagement, and a supportive and inclusive learning environment. Furthermore, encouraging teachers to reflect on their own classroom climate can be a valuable source of information. Teachers can be asked to reflect on their teaching practices and the ways in which they create a positive learning environment. Overall, including measures of classroom climate in teacher evaluation can help to support teacher growth and development, as well as improve student outcomes. By focusing on creating a positive classroom climate, teachers can support student learning and engagement, improve teacher effectiveness, and ultimately contribute to improved educational outcomes.

## **2.10. Autonomy**

As far as autonomy is concerned, the term comes from the two Greek words *auto* (self) and *nomos* (law). The word originates from the political structure in ancient Greece. As Miller (2018, p.79) describes ‘an autonomous city-state, such as Athens, was one that laid down its own laws rather than having them imposed on it by some outside authority (e.g., by the Persians).’ The German philosopher Immanuel Kant (in Miller, 2018) argued that an autonomous person defines their own maxims or rules for action and behaves in relation to them. Therefore, ‘an autonomous person, like an autonomous city-state or nation-state, is self-legislating’ (Miller, 2018, p.79). Autonomy is defined as ‘the capacity of an agent to determine its own actions through independent choice within a system of principles and laws to which the agent is dedicated’ (Ballou, 1998, p.105), or in other words, it is ‘the quality or state of being self-governing’ (ibid., p.105). Within a professional work system autonomy can define the ‘contents, quality criteria, control mechanisms, education, certification and ethics of work’ (Frostenson, 2015, p.21). Many researchers in different disciplines have asserted the importance of autonomy, e.g., in leadership, professionalism, and job design. In the latter case, autonomy has been conceptualised and operationalised by a distinct job characteristic (job interdependence /independence) (Breugh, 1985).



### **2.10.1. Types of Autonomy**

In education, Frostenson (2015) identifies three different forms of autonomy. The general professional autonomy, as the mandate to shape the framing of the professional work of teachers, for example through influencing the general organisation of the school, the entry requirements, and the procedures at the level of objectives, but not the school rules and regulations. However, this professional autonomy has not managed to condition the terms of the professional work of teachers, in regard to working hours, placement, salary, or training, or the general school development which has been left in the control of central or local governments. Collegial professional autonomy refers to the collective freedom of teachers to influence and decide on practice at local level, and the opportunities to establish norms of collegiality and organise schools on principles of cooperation (Frostenson, 2015, p.23). This is what Frostenson (2015, p.23) describes as ‘an idea of joint efforts to organise and develop professional work on the basis of pedagogical ideas.’ Collegial autonomy may be present in school environments where professional autonomy is restricted. In other words, teachers can take initiatives, cooperate on projects, or solve problems at schools where there is a top-down decision-making framework of professional work. This does not imply that teachers can act freely but rather, in spite the challenge to general professional autonomy, collegial autonomy entails that ‘professional actors define the contents, pedagogy and forms of work based on professional competence’ (ibid., 2015, p.24). Collegial autonomy in a school unit may also be the result of the individual autonomy of teachers. Frostenson describes (2015, p.24) individual autonomy as:

the individual’s opportunity to influence the contents, frames, and controls of the teaching practice. It involves the existence of a practice-related auto-formulation of the contents, frames and controls of professional work...This includes choice of teaching materials, pedagogy, mandate to decide on the temporal and spatial conditions of work, and to influence the evaluation systems of professional teaching practice. Central to individual autonomy is a substantial sphere of action and decision-making power tied to the professional practice of the individual teacher.

Even in a very organisationally strict and controlled environment, the individual teacher can have substantial freedom to choose what themes or methods to work with. The individual autonomy of teachers in practice implies that teachers can choose, add, and adopt course

content in the classroom within a very prescribed school environment with limited opportunities of action.

### **2.10.2. School Autonomy**

This multi-dimensional nature of teacher autonomy is connected to school units which are structurally complex organisations with multiple agents in several roles, in which one's autonomy can undermine or inhibit other's autonomy (Salokangas, 2013). School autonomy is defined as the empowerment of headteachers and teachers to make decisions to promote and manage the improvement of learning outcomes (CORE, 2010). Cheng, Ko and Lee (2016, p.177) argue that 'school autonomy is conceptualised as a combination of functional autonomy, structural autonomy and cultural autonomy.' Extensive school autonomy does not guarantee teacher autonomy. Governments usually exert control over the professional nature of teachers by setting the framework through various reforms in which the different agents are allowed to act in an educational system (Wermke and Forsberg, 2017). Hopmann (2003) and Recum (2006) describe two control types of school governance: input control, where there is a regulated school framework which teachers follow and are responsible to define and evaluate the learning outcomes, as well as outcome control, where the learning outcomes are defined and described based on student achievements measured by reliable instruments. However, both types of control can affect teacher autonomy. The professional autonomy of teachers may be constrained, whereas at the same time individual service autonomy can be extended. According to Wermke and Forsberg (2017, p.157), 'governance by input control builds on professional responsibility, and governance by outcome control on the accountability of the profession to others. Both responsibility and accountability express a kind of control of the profession and constrain autonomy in different ways.' Contrary, according to OECD (2017, p.85), 'a first step in creating a culture of accountability could be to increase the pedagogical autonomy of teachers.' On a school level, greater autonomy tends to result in better performing schools compared to those with less autonomy. But evidence shows that the reverse is true in countries where there are no accountability arrangements at all (OECD, 2012b). OECD (2011) reports that school autonomy is associated with enhanced student performance, especially in educational systems where schools publicly announce assessment results. OECD (2018, p.150) reports that 'autonomy in and of itself, however, does not guarantee high outcomes, as it depends on the capacity of schools to deliver. A strong focus on school improvement is needed.' According to Stavrianoudaki and Iordanidis (2018, p.517) 'school autonomy, whether

in decision-making or resource management, tends to be linked to the optimal coverage of learning needs, the improvement of learning outcomes and the cultivation of values within the school unit. It is connected, in general, with the best and most efficient operation of the school unit.' School autonomy exists in more decentralised educational systems where the "bureaucratic burdens" (Niskanen, 1991) are lifted and there is more flexibility in curriculum design and student assessment, leading to greater productivity in classroom, efficiency, and teaching quality.

Nevertheless, professional autonomy can only be effective if it coincides with the strengthening of institutional autonomy and the support of the teaching staff capacity, for example the strengthening of the position of headteachers and their ability to assess and select teaching staff (OECD, 2018). Hanushek and Woessmann (2014) argue that autonomy cannot contribute on its own, but it is the capacity of the teaching staff and quality to use such autonomy effectively that makes a difference. Shen et al. (2012) report that teachers showed higher satisfaction and teaching quality when a sense of autonomy in the control of their classroom and in their participation in decision making at schools exists. Toh et al. (2006) and Watt and Richardson (2008) suggest that the perceived job satisfaction of teachers significantly influences their behaviour in the classroom. Consequently, if teachers are satisfied with their job, their organisational commitment at school is higher along with the student achievement levels (Bogler, 2002).

### **2.10.3. Teacher Evaluation and Autonomy**

Teacher evaluation and teaching quality can co-exist with individual autonomy. Research shows that autonomy and evaluation are two important support elements which affect work quality (Shen et al., 2012). Autonomy refers to the level of control and decision-making power that teachers have in their classrooms. When teachers have a high level of autonomy, they are more likely to feel empowered and invested in their work, which can lead to improved teaching quality. Evaluation, on the other hand, involves assessing and providing feedback on teaching practices to ensure that they meet established standards of quality. When done correctly, evaluation can help identify areas for improvement and provide support and resources to help teachers improve their practices. The feedback teachers receive, and the autonomy they exercise are strong predictors of work quality. Research has shown that when autonomy and evaluation are combined, they can have a positive impact on teaching quality (Woessmann, 2007). For example, a study conducted by the OECD (2005) found that teachers who had a

high level of autonomy and were also subject to regular evaluation had higher levels of job satisfaction and were more likely to engage in professional development activities. Another study by Pang (2022) found that when teachers were given autonomy and received regular evaluation and feedback, they were more likely to engage in reflective practice and were better able to adapt their teaching practices to meet the needs of their students.

However, as Lima and Silva (2018) describe there is a view that the individual autonomy of teachers as well as the influence they may have on students may be excessive, therefore detrimental to student learning. For example, in some cases, teachers with excessive autonomy might deviate significantly from the prescribed curriculum, creating their own lesson plans, content, and assessments that are substantially different from what is expected by the educational authorities. While some flexibility can be beneficial, extreme deviations can result in students missing out on essential content and skills necessary for their overall educational development. This can lead to inconsistency in what students learn and potential gaps in their knowledge. Consequently, this has led to different performance management tools, such as classroom observation, to regulate teacher autonomy and avoid its alleged negative effects. Nevertheless, this has questioned the traditional understanding of teachers of how to ensure teaching quality controls (Vieira and Moreira, 2011). Teachers can monitor the quality of their work, but the different performance management instruments used, such as evaluation reports, observation protocols, questionnaires and ranking can detrimentally damage the traditional tools of teaching quality control. The issue is ‘who is in control of the instruments of control and how these instruments are used. The challenge to individual autonomy lies specifically in the use of metrics or other forms of evaluation as decisive criteria for quality’ (Frostenson, 2015, p.25). Consequently, ‘teachers simply lose the power to influence their work, becoming prey to malicious management ideologies, political reforms, pedagogical experiments, incompetence of municipal and private education organisers and so on’ (ibid., 2015, p.22). Therefore, teacher evaluation as ‘a system that was allegedly designed to promote teachers’ professional development was regarded by the teachers as a control mechanism that restricted their autonomy and undermined their professionalism’ (Lima and Silva, 2018, p.23). Overall, while autonomy and evaluation may seem like conflicting concepts, they can actually work together to support and improve teaching quality. When teachers are given the freedom to make decisions in their classrooms, but also receive regular feedback and support to improve their practices, they are more likely to feel invested in their work and provide high-quality instruction to their students.

#### **2.10.4. Teacher evaluation and autonomy internationally**

The implementation of teacher evaluation practices, including classroom observation, can be challenging in countries where there is a strong tradition of teacher autonomy. This is because many teachers in these countries are used to having a high degree of control over their teaching practices and may feel resistant to external evaluation. Nusche et al. (2011) and Shewbridge et al. (2011) describe a system in those countries where dialogue between the school headteacher and the teachers becomes the main source of professional feedback on issues not related to actual teaching practices in the classroom. In general, school headteachers are actively involved in framing and implementing teacher evaluation processes in more decentralised educational systems.

In Finland, where there is a high degree of school and teacher autonomy, all teacher-related decisions, including teacher evaluation, are taken within the school unit (UNESCO, 2007). In New Zealand, teacher professional autonomy is established through the New Zealand Teachers Council (NZTC) which defines the standards of the profession, the right to shape their development and a degree of self-regulation (OECD, 2013). In Italy, teacher unions and professional associations play an important role in the resistance of any evaluation policies that challenge teacher professional autonomy (Barzanò and Grimaldi, 2013). Unions have proven to be a powerful means to defend the positions of teachers. According to Barzanò and Grimaldi (2013, p.770), ‘reforms provided (as they still provide) teachers’ unions and professional associations with a reference point for opposition to invasive forms of evaluation and accountability that challenge professional autonomy.’

#### **2.11. Conclusion**

In summation, this comprehensive exploration of the existing literature underscores the indispensability of evaluation processes in schools. Within this context, teacher evaluation emerges as a pivotal mechanism for not only monitoring progress but also catalysing improvements and providing targeted feedback for continuous enhancement (Yalouris, 2021). The incorporation of teacher evaluation models into the educational landscape stands as a transformative endeavour, with the potential to elevate the quality of education by fostering more effective teaching practices and cultivating a culture of ongoing professional development. Evidently, the success of these models is contingent upon a multitude of intricate factors that intersect within the educational ecosystem. A profound culture of evaluation within

schools, coupled with a robust evaluation process and the attitudes of educators and school leaders towards the evaluation process, serve as the cornerstones for the efficacy of these models. While numerous countries have triumphantly embraced an evaluation culture within their educational systems, yielding demonstrable improvements in teaching practices, student learning outcomes, and overall school performance, it is important to acknowledge that the implementation of teacher evaluation policies is not devoid of challenges and resistance.

Throughout this chapter, the global landscape reveals a spectrum of reasons for the non-implementation of teacher evaluation models internationally. These hindrances are far from one-dimensional, encompassing complexities such as the dominance of bureaucratic tendencies, the historical evolution of educational institutions, the intricate interplay of autonomy and accountability, as well as cultural, political, and contextual diversities. The multifaceted nature of these factors necessitates a nuanced understanding and the formulation of tailored strategies that are equipped to address these challenges effectively. In essence, this chapter has unfurled a tapestry that weaves together the significance of teacher evaluation, the potential it holds for educational transformation, the factors that bolster or hinder its implementation, and the variegated contextual dimensions that shape its manifestation. As I progressed further into this study, this synthesised knowledge foundation provided the bedrock upon which the experiences, perceptions, and perspectives of teachers and educational leaders within the Greek educational landscape were examined. Through the theoretical frameworks in the next chapter as well as empirical exploration, this study sought to shed light on the intricate dynamics that characterise teacher evaluation in Greece, ultimately contributing to the broader discourse on educational quality enhancement and sustainable professional growth.

## **Chapter 3: Theoretical framework**

### **3.1. Introduction**

In the previous chapter, I reviewed the literature related to teacher evaluation, teaching quality, school culture, classroom climate, and teacher autonomy. The primary function of the theoretical framework in this chapter is to provide a solid theoretical foundation of my current research. This research sought to understand how teacher evaluation policies are perceived and received by secondary school teachers and educational officials in Greece, and how their perceptions are shaped by the broader context of their school culture and their sense of autonomy. In the Greek educational system, the lack of a "culture of evaluation" reveals a phobic syndrome deeply rooted in the social structure of the professional identity of teachers and micropolitical expediencies (Apple, 1998), historical phenomena of resistance to implementation of evaluation practices, total lack of trust in the key institutions and constant refusal of teacher unions to any form of evaluation of the professional work of teachers (Kalospyros, 2017) that have hindered the implementation of evaluation practices, despite their potential benefits for both teachers and students. To shed light on the complex interplay of institutional, cultural, and individual factors that influence attitudes towards teacher evaluation, this study drew on three theoretical frameworks: institutional theory (Scott 2001), educational change theory (Fullan, 2015) and habitus theory (Bourdieu, 1977).

Institutional theory helps to provide a broader context for understanding the social and cultural factors that shape the perceptions and behaviours of teachers and educational officials in relation to teacher evaluation policies in Greece. Educational change theory, on the other hand, offers insights into the dynamics of policy implementation and the factors that can facilitate or hinder it. Finally, habitus theory helps to explore the role of individual dispositions, attitudes, and experiences in shaping how teachers perceive and respond to teacher evaluation policies. By combining these three theoretical perspectives, this research aimed to provide a more comprehensive understanding of how school culture and teacher autonomy interact with policy design and implementation to influence the attitudes of teachers towards teacher evaluation in Greece. Through my analysis of the perceptions, reactions, and controversies of teachers and educational officials surrounding teacher evaluation policies, this study sought to contribute to

a better understanding of the challenges and opportunities of evaluating teachers in a context where evaluation practices are not yet fully embraced.

### **3.2. Institutional Theory**

Institutional theory, rooted in the works of Talcott Parsons (1985), Philip Selznick (1966), and Alvin Gouldner (1965), examines the intricate relationship between organisations and their environments. Originally based on Max Weber's concepts of authority and legitimacy, the theory has evolved over time, now known as 'neo-institutionalism' in organisational studies (David et al., 2019). Neo-institutional theory focuses on how new policies, regulations, services, and occupations drive institutional change (ibid., 2019). In the context of education, institutional theory offers valuable insights into the persistence or change of professional structures, norms, practices, patterns, and relationships. By exploring the linkages between organisational features and the broader social and cultural environment, institutional theory sheds light on why certain structures and practices become entrenched and how and why change occurs (Coburn, 2001; Anagnostopoulos et al., 2010).

To elucidate the dynamics of institutional change, Jennings (1994) describes two types of institutional pressure: coercive and mimetic. Coercive pressure arises from governmental mandates or influential organisational centres seeking to impact established structures, while mimetic pressure emerges from observing successful organisations and replicating their patterns and behaviours (David et al., 2019). Over time, these practices become widely accepted and validated, ultimately reaching a level of institutionalisation where their adoption becomes seen as rational and necessary (Jonge, 2015). This aspect is highly relevant to my research, as it helps explain the influence of government policies (coercive pressure) and the tendency of educational organisations to replicate successful evaluation practices (mimetic pressure).

Additionally, Scott (1995) identifies three types of institutional 'pillars': regulative, normative, and cultural-cognitive. Regulative elements involve formal regulations and systems of rewards and sanctions, while normative elements focus on values, norms, and social expectations. Cultural-cognitive elements shape professional identities, worldviews, and interpretations of organisational forms. These institutional elements exert influence on the structures, practices, routines, and relationships within schools, constraining individual actions and shaping the work



patterns and behaviours of teachers, headteachers, and educational officials. In the context of teacher evaluation, regulative elements (formal regulations and rewards/sanctions) relate to government policies and compliance. Normative elements (values, norms, and social expectations) are reflected in the societal beliefs and expectations surrounding teacher evaluation. Cultural-cognitive elements (influencing professional identities, worldviews, and interpretations) are crucial for understanding how educators perceive and respond to evaluation practices. My research leveraged these concepts to explore the institutional dynamics that influence teacher evaluation. Furthermore, carriers and institutional elements play a vital role in either perpetuating or driving change. Carriers encompass actors, stakeholders, resources, networks, policies, and relationships that facilitate the transmission and communication of new organisational forms. They determine whether these forms are adopted, influence existing norms and practices, or discourage their adoption (Scott, 2001; Anagnostopoulos et al., 2010). This is particularly relevant when considering the adoption and implementation of teacher evaluation policies. Institutional elements, such as policies and relationships, also influence the acceptance or resistance to changes in educational practices. My research investigated how these elements impact teacher evaluation.

An essential concept within institutional theory is that of institutional logics, which encompass material and symbolic structures, rules, belief systems, values, and norms. Institutional logics provide meaning and guidance to the actions of policymakers, influencing their pursuit of organisational tasks and social recognition. Notably, multiple logics can coexist within the same environment, often in ambiguous or contrasting ways. In education, teachers' logics, such as their beliefs about roles and notions of effectiveness, tend to persist over time (Kim and Youngs, 2016). However, new policy reforms can introduce changes to teachers' beliefs and practices, creating opportunities for negotiation and adjustment (Anagnostopoulos et al., 2010). In my research, understanding the institutional logics related to teacher evaluation, both from the perspective of teachers and educational officials, was vital. This helped explain how their actions and perceptions are influenced by the prevalent logics, and how new policy reforms can introduce changes to their beliefs and practices.

Institutional theory offers valuable insights into the homogeneity and apparent resistance to change often observed in educational systems worldwide (Hanson, 2001). Understanding the institutional pressures that shape educational systems can help policymakers and teachers navigate the challenges of implementing meaningful reforms. This is pertinent to

understanding why teacher evaluation practices can persist or evolve over time, and how teachers perceive these changes. In the Greek context, institutional theory can shed light on the larger influences that shape social and cultural norms and practices related to teacher evaluation procedures. By examining the institutional frameworks, including government policies, educational organisations, and unions, the study uncovered how these institutions impact the attitudes, beliefs, and behaviours of teachers and educational officials towards teacher evaluation. By understanding these institutional pressures and constraints that hinder the implementation of teacher evaluation policies, the research gained a deeper understanding of the factors underlying the resistance to teacher evaluation in Greece.

### **3.3. Educational change theory**

The landscape of educational change has been a subject of extensive research in recent decades, with a history that dates back 60 years. From large-scale reforms in the 1960s to innovative school approaches in the 1970s and the internationalisation of accountability reforms in the 1980s, the education system has experienced various waves of change (Fullan, 2007). These changes have included external inspections, centralised curriculum development, high-stakes testing (PISA-Programme for International Student Assessment), and the globalisation of education (Zhao, 2011). However, change in education is a multidimensional phenomenon with diverse approaches. Before implementing any change in education, it is important to consider the necessity of change. Biesta (2010, p.3) asserts that ‘while there is a lot of change and innovation going on at classroom, school and policy levels, the focus is often more on the how – “How can we introduce these new ideas in the classroom?” – than on the why – “And why should we actually do this?”.’ In the case of Greek education, reasons for change include increased globalisation, advancements in technology, and developments in research on teaching and learning approaches. Globalisation has led to a more diverse population (Miller et al., 2009), while technology has created new professions and ways of thinking and learning. Additionally, research has shed light on effective teaching and school improvement strategies. However, implementing change in education is a complex and non-linear process that involves three main phases: initiation, implementation, and continuation.

Michael Fullan's educational change framework (2015) is centred on understanding the dynamics of educational change within school systems. Fullan's framework recognises that educational change is not a one-dimensional process. It involves multiple aspects, including

policy implementation, professional development, cultural change, and more. It acknowledges that change in education is complex and influenced by various interconnected factors. Fullan (2015) distinguishes between two orders of educational change. First-order change is primarily psychological in nature and involves making surface-level adjustments within the existing framework. It often involves incorporating new ideas or practices without fundamentally altering the existing paradigms. Second-order change, on the other hand, is ontological in nature and seeks to bring about profound and meaningful reform within the existing paradigms. It involves challenging and reshaping the core beliefs and practices within the educational system. Fullan (2015) argues that educational change often fails when there is an overemphasis on planning and a lack of consideration for the local context and culture. The school culture plays a crucial role in the success or failure of change initiatives. The compatibility of proposed changes with the existing ethos and culture of the school is essential (Maguire and Goodson, 2012). Neglecting the cultural aspects of change and focusing solely on structural changes can lead to resistance and conflict (Senge et al., 1999). Culture is resilient to innovation and requires a *reculturing* process that addresses educators' beliefs, values, and routines. However, cultural change is challenging and often neglected in favour of structural changes. Fullan's framework (2015) emphasises the significance of considering the existing school culture and ethos when implementing change. It underscores the importance of ensuring that proposed changes align with and are compatible with the existing school culture.

Successful educational change depends on the meaningful engagement of educators and students. Change is a socio-political act that involves multiple levels, from individual teachers and schools to local, regional, and national contexts (Bush, 2015). The improvement of relationships among stakeholders and the creation of shared meaning are key to successful change. However, the gap between policymaking and implementation often leads to resistance and a lack of shared meaning (Fullan, 2015). Policy makers need to engage with different stakeholders and see them as partners in promoting change. Fullan's framework (2015) promotes this idea that change is a socio-political act and highlights the importance of engaging various stakeholders, including teachers, school leaders, students, and policymakers, in the change process. Fullan (2015) emphasises the improvement of relationships among stakeholders. Successful change is dependent on the meaningful engagement of educators and students. Bridging the gap between policymaking and implementation is crucial for achieving shared understanding and successful change.

Fullan (2015) acknowledges that resistance to change is a common challenge in educational settings. Stakeholders may resist change due to lack of capacity, entrenched beliefs and values, or the perceived impact on their working lives and status quo (Hargreaves, 1999). Teacher evaluation schemes often face resistance and are associated with stress and fear (Conley and Glasman, 2008; Eisner, 2003; Vanhoof et al., 2009). The potential loss of professional autonomy and the destabilisation of the school culture can generate anxiety and cognitive dissonance among teachers (Elstad et al., 2015). Additionally, schools may experience conflict when change disrupts the established culture (Earley, 2013). Fullan's framework (2015) recognises that teachers play a central role in the change process. It considers how external policies and expectations interact with teachers' personal beliefs and experiences. This interaction influences how teachers perceive and respond to changes in education, including teacher evaluation, and how it affects their work autonomy and classroom practices. This framework also prompts an exploration of how leadership and communication impact the perception and implementation of educational practices. It examines how officials' approaches to change influence the perception and implementation of evaluation practices.

The theoretical framework of Fullan's educational change (2015) holds significant relevance in the context of my research questions. The research questions explore teachers' and educational officials' perceptions and experiences of teacher evaluation and their impact on their work. Fullan's framework, focused on understanding the dynamics of change within educational systems, seamlessly aligns with this inquiry. As teachers and educational officials navigate the complexities of teacher evaluation, Fullan's framework provides a lens through which to comprehend the intricacies of educational change. Fullan's framework emphasises the interplay of various factors, such as policy implementation, professional development, and school culture, in shaping the responses of individuals to changes in education. For instance, when investigating Greek teachers' perceptions and experiences of evaluation, Fullan's framework guided me in comprehending how external policies and expectations interact with teachers' personal beliefs and experiences. This interaction influences the degree to which teachers perceive evaluation as supportive or constraining and subsequently affects their work autonomy and classroom practices.

Similarly, when examining Greek educational officials' viewpoints on teacher evaluation, Fullan's framework helped me dissect the ways in which officials' approaches to change influence the perception and implementation of evaluation practices. The framework prompts

an exploration of how officials' understanding of the purposes of evaluation aligns with or diverges from the teachers' perspective. The juxtaposition between teachers' and educational officials' perceptions, a focal point of the research, resonates with Fullan's emphasis on the multi-dimensional nature of educational change. By analysing this divergence, the framework aided in understanding the complexities of communication, collaboration, and leadership that contribute to the overall effectiveness of teacher evaluation processes. In essence, Fullan's educational change framework provided a robust analytical tool to interpret the intricate interactions between educational change, teacher evaluation, and the perceptions and experiences of teachers and leaders. Its relevance lies in its capacity to illuminate the underlying dynamics that influence the outcomes of teacher evaluation practices and the broader educational system. Overall, Fullan's educational change framework (2015) provides a holistic perspective on educational change, emphasising the interplay of various factors and the importance of cultural compatibility, engagement of stakeholders, and shared meaning. This framework is relevant to my research as it helped me understand the complexities of teacher evaluation and its impact on teachers and leaders in the context of educational change.

### **3.4. Habitus theory**

The habitus theory, developed by the French sociologist Pierre Bourdieu, constitutes a pivotal component of this research. Bourdieu (1977) defines habitus as the set of dispositions, attitudes, and beliefs that are not mere individual attributes but are profoundly shaped by one's life experiences and social context. Habitual patterns form through a complex, social and dynamic process that can persist across various contexts while also adapting over time (Edgerton and Roberts, 2014). According to Navarro (2006, p.16), habitus is 'not fixed or permanent and can be changed under unexpected circumstances or over a long historical period.' The significance of Bourdieu's habitus theory lies in its capacity to shed light on how individuals in the educational context are inculcated with particular modes of thinking, learning, and teaching based on their social and cultural backgrounds. Moreover, it offers a profound understanding of how these dispositions affect their actions, behaviour, and perceptions.

Habitus, within Bourdieu's framework, is both the cause and effect of social practices. It forms the basis for individual choices and simultaneously emerges as a result of these very choices. Thus, habitus exhibits a dual nature, impacting cognition as well as behaviour (Bourdieu, 1984). In this context, habitus is an implicit generative process that operates without conscious

awareness, systematically shaping the dispositions, behaviours, and beliefs of individuals (ibid., p.170). These dispositions become deeply ingrained and constitute an integral part of a person's habitus, thereby influencing the way they perceive and respond to external structures and practices. Habitus is not solely a product of an individual's personal characteristics; it is also profoundly moulded by their social class, cultural heritage, and the larger societal structures they are embedded in. This theoretical framework assists in comprehending how individuals are acculturated into specific systems of thought, action, and perception. Bourdieu asserts that habitus is the mechanism through which personal history and structural constraints interact, which in turn influences an individual's present practices and structures (ibid., p.170). However, the most pivotal aspect is that these dispositions also affect the way individuals interpret and interact with the structures and practices they encounter.

A core principle in Bourdieu's theory is the concept of "fields." Fields represent the various social and institutional settings where individuals express and reproduce their dispositions and vie for the allocation of different forms of capital (Gaventa, 2003). Fields can encompass a wide range of interactions, networks, or structures, such as intellectual, religious, educational, or cultural contexts (Navarro, 2006). The habitus one adopts is significantly influenced by the field they are engaged in at any given time (Gaventa, 2003). It is evident that different fields lead to varying perceptions of power, a distinction that Bourdieu (1980) considers crucial to understanding the tensions and contradictions that arise when individuals navigate these distinct contexts (Moncrieffe, 2006).

Bourdieu's habitus theory finds its relevance in my research context as it aids in dissecting how teachers' and educational officials' perceptions and experiences of teacher evaluation are entwined with their habitus. Theoretical narratives from Bourdieu's framework offer valuable insights into my research questions, illuminating the intricacies of educational change in the context of teacher evaluation. To expound, the habitus theory facilitates an understanding of how teachers and educational officials' cultural backgrounds, educational histories, and professional trajectories influence their views and responses to teacher evaluation policies. For instance, teachers raised within a system where evaluation has historically been authoritative may carry a habitus predisposing them to scepticism of external evaluation. Conversely, educational officials accustomed to leadership styles emphasising collaboration and autonomy might approach teacher evaluation from a different vantage point.

Bourdieu's habitus theory is particularly pertinent when examining the divergence in perspectives between teachers and educational officials. This theoretical framework unravels the complex interplay of habitus, power dynamics, and professional identity that contributes to the stark differences in viewpoints between these two cohorts. Furthermore, habitus is a lens through which we explore the role of cultural background in shaping the extent to which teacher evaluation influences teachers' work. For instance, teachers whose habitus aligns with the goals and principles of evaluation may perceive it as enhancing their practice. In contrast, teachers whose habitus contradicts these objectives may perceive evaluation as a hindrance, with deep-rooted cultural values of autonomy and independence influencing their perceptions. In summary, Bourdieu's habitus theory provides a rich theoretical framework to comprehend the deep-seated social and cultural factors that shape teachers' and educational officials' perspectives and behaviours in the realm of education. Their habitus, reflective of their distinct backgrounds, influences the lens through which they perceive and respond to teacher evaluation, ultimately impacting their work autonomy and classroom practices. Through the lens of Bourdieu's habitus theory, this research delved into the intricate interactions and complexities surrounding teacher evaluation, offering a deeper understanding of the educational system's dynamics.

### **3.5. Conclusion**

In conclusion, the three frameworks employed in this study hold significant importance and relevance in shedding light on the complexities of teachers' and educational officials' perceptions and experiences of teacher evaluation, as well as the interactions between these stakeholders and the broader educational system. Firstly, institutional theory, as elucidated by Scott (2001) and Anagnostopoulos et al. (2010), provided a lens through which to understand the formal and informal structures that shape teacher evaluation practices. The institutional framework underscores the profound impact of historical, cultural, and structural factors in shaping individuals' perspectives and actions. By examining the formal rules, normative beliefs, and cultural-cognitive dimensions of teacher evaluation, this theory offered insights into the forces that mould the perceptions, behaviours, and interactions of teachers and educational officials. The study's research questions, centred on perceptions and experiences, found resonance within the institutional framework as it elucidated how established norms and practices influence these dimensions. Furthermore, the educational change theory proposed by Fullan (2015) enriched my exploration of teacher evaluation by highlighting the process of

educational transformation and the role of leadership in shaping change. Fullan's theory brings to the forefront the importance of embracing change as an ongoing process, and how it intertwines with teachers' and educational officials' engagement with teacher evaluation. The relevance of this theory resonates deeply with the research questions, as it offered insights into how teachers and educational officials navigate and respond to evolving evaluation practices, considering both their individual experiences and the broader educational context. Lastly, Bourdieu's habitus theory (1977) provided a crucial lens to analyse the ingrained dispositions and cultural backgrounds that shape individuals' perceptions and actions. In the context of my research questions, habitus theory offered an understanding of the complex interplay between individual experiences and societal norms, shedding light on how teachers' and educational officials' perceptions of teacher evaluation were deeply embedded within their personal and professional histories. The juxtaposition between teachers' and educational officials' perceptions finds resonance in habitus theory as it revealed how these individuals' inherent dispositions influence their interpretations of evaluation practices.

In essence, these theoretical frameworks converged to provide a comprehensive analytical framework for understanding the intricacies of teacher evaluation in the Greek educational system. By examining the historical, structural, and cultural dimensions of teacher evaluation through these lenses, this study not only unveiled the intricate interplay of various forces but also enriched my comprehension of the interwoven relationship between teachers, educational officials, and the broader educational landscape. Through the synthesis of these frameworks with the research questions, this study embarked on a nuanced exploration that sought to present the perceptions, experiences, and interactions that underscore teacher evaluation in Greece.



## **Chapter 4: The Greek context**

### **4.1. Introduction**

The foundation of my exploration lies in the previous chapter's theoretical framework, where I dissected the interplay of institutional theory (Scott, 2001), educational change theory (Fullan, 2015) and habitus theory (Bourdieu, 1977) within the realm of teacher evaluation. Now, as I navigate into the heart of the Greek educational system, I bridge this theoretical lens with the tangible realities faced by teachers and officials. This chapter delves deeper, peering into the intricate dynamics of autonomy within Greek education. Here, I present the challenges that shape the educational landscape and the mosaic of influences that define it. As I unravel these complexities, my focus shifts to the pivotal roles of key educational figures: the school inspector, the school counsellor, and the more recent addition, the education counsellor. These roles operate within a tapestry woven from the threads of institutional intricacies and policy directives, influencing not only school culture but also the very ambiance of classrooms.

### **4.2. Autonomy in the Greek education**

As mentioned in chapter 1, the Greek educational system operates within a highly centralised framework, with decisions primarily stemming from the central authority of the MERA. This top-down approach leaves little room for individual teachers and schools to exercise meaningful autonomy, thus impeding opportunities for localised innovation and creativity within teaching practices. For example, there is little opportunity for curricula intervention and textbook selection. A compounding factor exacerbating this dearth of autonomy is the overarching emphasis on standardised testing and evaluation within the system, a dynamic that can inadvertently stifle the very creativity and innovation essential for effective pedagogy. As seen previously, the OECD (2011) underscores the significance of autonomy in shaping educational outcomes. However, in the context of Greece, the trajectory of change has been slow, attributable to the prevailing administrative pyramidal structure of the educational system. This structure disperses responsibilities and finances across various layers, resulting in limited autonomy and an influx of rigid prescription. The sentiment expressed by the OECD (2018, p.17) aptly captures this scenario: 'Greek education, like all other sectors in the public sphere, is embedded in a large administrative pyramidal structure; schools are units in a larger

system. School units have fragmented and diffused responsibilities and finances, low levels of autonomy and high levels of prescription.’ This organisational framework, as acknowledged by the OECD (1997), characterises education as a closed system, less amenable to change and innovation.

In the Greek context, empirical evidence also aligns with these observations. Pedagogical autonomy, resource allocation, and the hiring and dismissal of teachers in Greek schools fall below the average among OECD countries (PISA, 2012). The intricate interplay between autonomy and performance becomes evident from PISA data (2011). Based on the data, in certain countries, such as Chile, Greece, Korea, and Peru, greater autonomy in resource allocation is associated with higher reading scores. In contrast, in countries like Switzerland, Colombia, Croatia, Kyrgyzstan, and Thailand, the positive correlation between resource allocation, autonomy and performance does not hold. In the contemporary Greek educational landscape, teachers in Greece operate within a framework that offers them a degree of autonomy in pedagogical approaches. However, their autonomy is relatively limited in curricular decisions and student assessment (Boza, 2019). Nevertheless, it is crucial to emphasise that despite the constraints on professional autonomy, the teaching profession still holds certain tenets that should not be characterised by a lack of autonomy (Frostenson, 2015). In Greece, the absence of comprehensive teacher evaluation schemes has inadvertently contributed to a sense of professional freedom and classroom independence (Matsopoulos et al., 2018). It is important to note that this absence of stringent monitoring and intervention in classroom practices has had a dual effect - while it has fostered an environment of autonomy, it has also presented challenges when implementing educational changes (Georgas, 2016).

Teachers in Greece have, over the years, cultivated a professional identity deeply embedded in a culture lacking formal mechanisms of accountability and evaluation. Consequently, any attempt to introduce interventions or reforms in classroom practices is often met with scepticism and resistance by Greek educators (Sarakinoti and Tsatsaroni, 2015; Hatzigianni and Kaltsouni, 2016). It is noteworthy that despite these challenges, teachers in Greece still remain the primary figures in the classroom, retaining significant influence over how they design and execute lessons within the national curriculum. This autonomy is a product of a culture that has evolved over the past four decades (Zambeta, 2012; Jeong and Luschei, 2018). However, it is also imperative to recognise that the landscape of education is subject to external influences, and new governmental initiatives can be perceived as potential threats to the well-

established culture of classroom autonomy. Bourdieu's Habitus theory (1977) helps understand the unique professional identity of Greek teachers, which is deeply influenced by the cultural practices and historical context of the educational system. The theory reveals how habitus, shaped over decades, leads to teachers' scepticism and resistance when faced with external changes or reforms. This resistance is a product of their acquired dispositions, and it sheds light on the complexities of introducing innovations in a deeply rooted educational culture.

Wermke and Forsberg (2016) contend that educational reforms have the potential to significantly constrict and reshape teacher autonomy. The recognition of the pivotal role that teacher autonomy plays in the Greek educational system has led to a series of reforms aimed at providing teachers with more resources and support. These reforms, guided by the MERA in conjunction with the IEP, aim to promote a more collaborative and learner-centric approach to education. For example, MERA (2017) has initiated efforts to create an autonomous upper secondary school level (lykeio) that equips students with essential skills while preserving the school's autonomous educational role. Furthermore, advisory bodies in the educational landscape have introduced plans such as thematic weeks at schools, an expanded array of subjects for students to choose from, and greater opportunities for teacher-led assessment. The OECD (2018) has lauded these efforts, underscoring the potential for teachers to exert greater control over content and teaching methods, with an emphasis on classroom-based formative assessment to address diverse student needs.

The outbreak of the COVID-19 pandemic has added a new layer of urgency to the need for teacher and school autonomy. The sudden shift to remote learning during lockdowns forced teachers to swiftly adapt, fostering innovation and autonomy. While the centralised nature of the Greek educational system may pose certain limitations, there remain opportunities for teachers to exercise autonomy in their teaching practices and contribute to a more learner-centred and collaborative educational system. Recent ministerial efforts, such as Laws 4692/2020 and 4823/2021, have introduced regulations aimed at reforming the school curriculum, supporting classroom instruction, and instituting organisational improvements in higher education. Notably, Law 4823/2021 places a particular emphasis on student autonomy (Eurydice, 2023). The reform seeks to enhance instructional freedom, promote the participation of teachers in leadership roles within the educational system, and emphasise transparency and accountability. The curriculum overhaul also realigns schooling to meet the demands of future societies and scientific advancements (Eurydice, 2023). These new curricula place students at

the centre, shifting the focus from subjects, teachers, and the teaching process to the students themselves and their expected learning outcomes. Learning outcomes serve as the foundational elements for curriculum planning, with all other parameters determined by how these outcomes are defined. This shift signifies a profound change in educational philosophy, prioritising the holistic development of students as informed citizens of the twenty-first century (IEP, 2023).

### **4.3. School culture and classroom climate in the Greek education**

As examined in chapter 2, school culture refers to a tapestry of shared values, beliefs, attitudes, behaviours, and customs that shape the social and educational environment of a school. Simultaneously, classroom climate alludes to the nuanced social and emotional atmosphere within a classroom, sculpted by the interactions between teachers and students, as well as among the students themselves (Petrogiannis and Bagakis, 2017). When we dissect these elements in the context of Greek education, it is evident that theoretical constructs described in the previous chapter play a pivotal role in shaping the educational landscape. Greek school culture places a strong emphasis on academic achievement and the importance of education in shaping the future of young people. Respect for authority, discipline, and hard work are also valued within Greek school culture. Additionally, Greek schools often prioritise building strong relationships between students and teachers, creating a sense of community, and promoting social and emotional learning. Scott's institutional theory (2001) comes into focus when I examine the underpinnings of school culture. The steadfast emphasis on academic achievement, the reverence for education's transformative power, respect for authority, and the prominence of diligence in Greek school culture can be seen as manifestations of institutional norms and practices. The rigidity of these values and beliefs illustrates how deeply ingrained they are in the educational system. This reflects the closed system described by the OECD, where change is met with resistance.

A positive classroom climate in Greek education is characterised by mutual respect, inclusiveness, and a sense of belonging among all students. In such classrooms, students feel safe and supported, and are encouraged to express themselves freely and take intellectual risks. Furthermore, a positive classroom climate fosters a sense of community and promotes collaborative learning, as students work together to achieve common goals (Antoniou and Kyriakides, 2010). At the same time, there are challenges to create a positive school culture and classroom climate in the Greek educational system. For example, there can be a lack of

resources and support for teachers, which can lead to burnout and a negative school culture. Moreover, there may be issues of bullying, exclusion, and discrimination that can impact the school culture and create a negative learning environment for students. Some students may also struggle with academic or behavioural issues, which can impact the overall classroom atmosphere. Additionally, the teaching style and behaviour of teachers can also impact the classroom climate (Skoutoulis and Papaioannou, 2018).

Fullan's educational change theory (2015) lends insight into the challenges and aspirations surrounding the classroom climate. Fullan's theory underscores the importance of creating a culture of change and continuous improvement. It is, however, in stark contrast to the prevalent classroom climate characterised by mutual respect, inclusiveness, and a sense of belonging. The entrenched traditionalism poses a significant obstacle to infusing innovation into classroom dynamics and fostering the social and emotional learning environment sought after in Greek schools. Bourdieu's habitus theory (1977) further deepens my understanding of these constructs. The professional identity of teachers, deeply influenced by the cultural practices and traditions, can be seen as an extension of their habitus. The established way of doing things, even when in conflict with new educational paradigms, is a result of this deeply ingrained habitus. While it preserves autonomy, it also hinders adaptability and the embracement of new approaches.

However, amid these theoretical constructs, a more complex narrative emerges. It elucidates the intricate challenges within Greek education, not only in terms of the positive attributes of school culture and classroom climate but also the existing pitfalls. In conjunction with these theories, I will present in the next part the persistent challenges within the Greek educational system, as discussed by Triantafillou (2014). These challenges continue to loom large, casting shadows on both teachers and students. The predominance of Scott's institutional theory underscores the unyielding resistance to change in the face of Fullan's call for innovation, making it difficult to transition to more learner-centred education. These challenges encompass a lack of resources and support for teachers, leading to burnout and contributing to a negative school culture. Nowadays, issues of bullying, exclusion, and discrimination, perpetuated by habitus, can stain the school culture, and can foster a hostile learning environment. It is not uncommon for students to grapple with academic or behavioural difficulties, further complicating the classroom atmosphere. In this context, the teaching style and behaviour of teachers, also moulded by habitus, influence the classroom climate.

#### **4.4. Long-term, persistent challenges of the Greek educational system**

Some of the chronic challenges of the Greek educational system include over-centralisation, inflexibility of the system, politicisation, shadow education and low levels of investment (Athanassiou and Noulas, 2016; Matsas, 2017; Karakatsani and Psacharopoulos, 2008). These features, which have been identified as persistent issues in the Greek educational system, were shaped by the institutional arrangements as well as cultural and social structures and practices in place. They have had a significant impact on the ability of the system to improve and adapt to new challenges and can also be found in other educational systems as well (Kazamias and Roussakis, 2003). However, the extent and manifestation of these can vary between different countries and contexts. It is important to note that each educational system has its unique features and challenges that require tailored solutions.

The challenges of the Greek educational system have been a topic of concern for policymakers and educators, and that there is a need for reform in order to improve the quality of education in Greece. Understanding the long-term, persistent challenges of the Greek educational system is important for providing context and background for my research on teacher evaluation. For example, the Greek educational system's centralisation, as informed by Scott's institutional theory (2001), illustrates the enduring power of established structures, norms, and practices. The theory highlights the inherent resistance of institutions to significant changes, which contributes to the slow pace of reform in the Greek context. By examining the challenges facing the Greek educational system, I could better understand the institutional factors, the habitus and the context in which teacher evaluation is being implemented and identify potential areas for improvement.

##### **4.4.1. Geographical diversity**

The complexity of the Greek school network includes a great number of small and isolated schools in remote geographical areas which can undermine the efficiency of the educational system and lead to inequalities of opportunities between urban and rural areas. In addition to the geographical challenges faced by the Greek school network, it is essential to recognise that the approach taken by Greek governments in addressing these challenges significantly influences the educational landscape. This is where a comparative perspective with countries like Norway becomes particularly enlightening. Norway, despite its own geographical spread and remote areas, has made a conscious decision to support educational facilities in even the most isolated regions. In contrast, the Greek system faces the challenge of accommodating a

significant number of small, remote schools in areas that are often difficult to access, especially during the winter months. As a result, many of these schools remain understaffed or, in some cases, even unstaffed.

The consequences of this geographical concentration of the student population around major urban centres, primarily Athens and Thessaloniki, are significant. As reported by the OECD (2020), in secondary education, a substantial 34.0% of schools are concentrated in these large urban centres, while the remaining schools are more sparsely distributed across the country. Notably, a portion of the schools (18.0%) is located on islands, and within this category, 5.5% are situated on islands classified as "difficult to access." To address this challenge, the Greek educational system has undergone mergers and consolidation efforts in an attempt to enhance efficiency. However, ensuring that all school units adequately cater to students and communities across diverse geographical regions remains a formidable challenge. The implications of these challenges reverberate throughout the system, affecting not only the organisation and functioning of schools but also their financing and overall management (OECD, 2018).

#### **4.4.2. Early-school leaving**

High drop-out rates are a global issue, but they are particularly prevalent in developing countries where poverty, lack of support for students with learning difficulties, and a curriculum that is not relevant to the needs of the students can all contribute to students dropping out. The relatively low national dropout rates do not reflect all regions. In 2016 the MERA announced that the dropout rate referring to the transition from lower to upper secondary education was on the increase: 3.84% in 2016, against 3.2% in 2006 (MERA - Pedagogical Institute 2006). In 2019 this was increased to 4.1%, however much lower than the EU average at 10.3% (OECD, 2020).

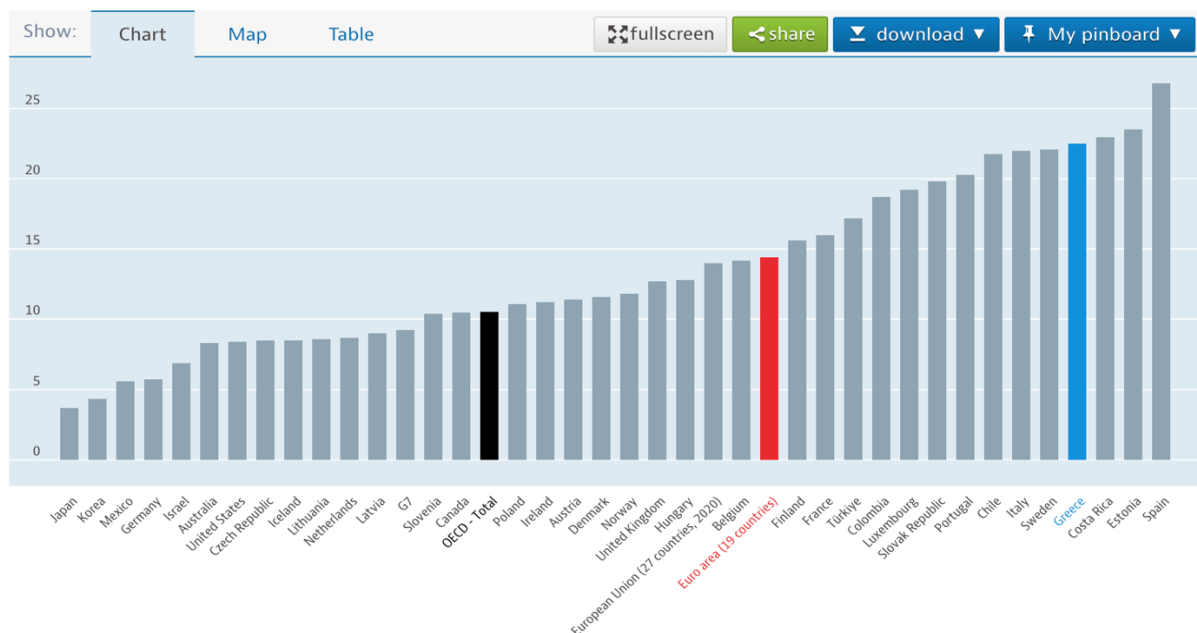
#### **4.4.3. Unemployment**

Unemployment remains high among younger generations. In 2015, Greece, following Turkey and Italy, is the third OECD country with the highest percentage of youth between 15-29 not in education, employment, or training (24.7%), while most of them (more than 70.0%) are reported as unemployed (Zambeta, 2019). As seen in figure 4.1, at 22.5% in 2023, it remains one of the highest in the Eurozone area (14.4%), prompting young people to look for employment abroad and thereby limiting future potential growth (OECD, 2023).

**Figure 4.1**

*Percentage of 15–24-year-olds in education and not in education, by employment status (OECD, 2023)*

Unemployment rate by age group 15–24 year-olds, % of labour force, Sep 2023 or latest available Source: Labour: Labour market statistics



#### 4.4.4. Inequality and inclusion

Another challenge the Greek educational system faces is the socioeconomic and regional inequality in access to quality education. Inequalities among occupational groups or “social classes,” and social exclusion of immigrants, ethnic and religious minorities (i.e., Muslim minority of Thrace, Roma, rehabilitated and immigrant children) are common in the Greek educational system. According to OECD (2020, p.7), ‘inequalities are evident through considerable performance gaps due to socio-economic status, migrant background, school form or location.’ Discrimination and social exclusion of minority groups is unfortunately a global issue, but it is particularly prevalent in countries with diverse populations. For instance, the United States, Canada, and Australia have all faced criticism for their lack of inclusivity in their education systems towards indigenous communities. For example, in Australia, efforts have been made to promote inclusivity and diversity in the educational system. Various policies and initiatives aim to address the needs of minority groups, including indigenous Australians, students from culturally and linguistically diverse backgrounds, and those with disabilities (Anderson and Boyle, 2019). The Australian government and individual states and territories have implemented programmes to improve educational outcomes for these students. However,



challenges remain in achieving full inclusivity and closing educational gaps, particularly for Indigenous students and those from disadvantaged backgrounds (ibid., 2019). Greece as a first-entry country in Europe for migrants faces continuous humanitarian migration. According to Zambeta (2019, p.372) ‘education attainment was constructed as the most crucial factor for social inclusion.’ Based on OECD report (2020, p.9), ‘in PISA 2018, 12.0% of students in Greece were immigrants, up from 9.0% in 2015’, with substantial performance differences compared the non-immigrant students, similar to the EU average. Although several European Union (EU) funded operational programmes focusing on the educational inclusion of specific social groups were introduced, such as the Education Priority Zones, the increased arrival of refugees from 2015 has put an unprecedented pressure on the Greek educational system to sustain its commitment and support access to education to every child. For example, in 2016, ‘the Greek Asylum Service received just under 20,000 asylum applications from children aged 0-17, including around 2,500 unaccompanied minors’ (OECD, 2020, p.10). All in all, inequalities among social groups still exist in Greece, for instance all students follow mainstream education with very few ability-grouping classes existing. These inequalities are further enhanced by the sheer presence of a well-organised shadow education system (cram schools). These are very popular and competitive to public education in Greece. The highly competitive entrance examinations to tertiary education forces many families to spend a lot of money on afternoon and weekend private classes for the students.

#### **4.4.5. Shadow education**

Shadow education is neither a new nor an exclusively Greek phenomenon. Shadow education exists in many countries in Europe and North America, as well as in Asia, especially in Japan and South Korea, where it rapidly becomes salient (Bray, 2022). The term describes the for-profit, after-school tutoring which mimics the regular school curriculum, either based on the same books and materials and acting as a shadow of legitimacy and legality (Bray, 2009). In Greece, the term used is *παραπαιδεία* (*para*-education, that is parallel education, with *para* having a negative connotation). It includes both *frontistiria* (cram schools) and one-to-one or in small groups private tutoring (Kassotakis and Verdis, 2013). Dating back a few decades ago, shadow education was the result of historical events and socio-political upheavals. Many left-wing affiliated teachers were forced to leave their posts at schools during the Greek civil war in 1946-49 and they then started to work as private tutors (Kassotakis and Verdis, 2013). Later, in the seven years of the regime dictatorship, opposing teachers were prohibited from working in public schools and were dismissed. Many of these teachers offered private lessons instead.

The growth of shadow education in Greece came as a result of a continuous state of political instability and economic declination. The fundamental structural weaknesses in the public administration have led to an increasing demand for civil servants as a promising and stable career. Nevertheless, the lack of financial investment in education did not meet the need for this demand. Kassotakis and Verdis (2013, p.95) assert ‘the imbalance between supply and demand for education increased the competition among candidates for places in tertiary education and laid the foundations for the development of a strong shadow education system.’

Shadow education has come as a response to the low quality of public education. Parents are unhappy with the public-school provisions; therefore, they turn to private tutoring for their children’s learning. For example, this was common practice in Japan, although unlike the Korean example, where the improvement of school quality resulted in lower enrolment rates in shadow education, school improvement in Japan did not limit the extent of shadow education (Jones, 2013). According to Bray and Lykins (2012), parents believe that investment in shadow education can result to higher educational achievement (OECD, 2018). In Greece, the high-stake and competitiveness of Panhellenic examination for university entrance has boosted the demand for shadow education and at the same time has undermined public education. Parents, who can afford to, supplement students’ learning with additional private tutoring as this will enhance their chances for success in the examination. The extensiveness of the shadow education becomes evident in a 2014 study of 534 households in Greece (Liodaki and Liodakis, 2016). Although there are no exact and official numbers of students taking part in shadow education, the study revealed that 99.0% of students in their final year of secondary school attended either a frontistirio (54.0%), private lessons (21.0%), or both (24.0%) (ibid., 2016). There is also a 14.0% difference between rural and urban areas in Greece regarding the access and participation in shadow education. According to the OECD (2018, p.39), ‘given the widely perceived positive correlation between out-of-school tutoring and success in the Panhellenic examination for admission to higher education, this would indicate a further source of inequality between these groups.’

All in all, shadow education in Greece nowadays is a highly autonomous and well-organised system which by no means functions in the shadow of public education. On the contrary, it plays an important role in the education needs and the country’s GDP. OECD (2018, p.41) states ‘it is a visible, vibrant, regulated, official, competitive component of the Greek educational system, enrolling a clear majority of secondary school students. This position of

the shadow education system would not be possible if it did not serve vital, indispensable education purposes, in parallel and in addition to the public education sector.’

#### **4.4.6. Authoritarian pedagogy**

The Greek educational system has been criticised for lacking in innovation. Schooling is characterised by formalism, authoritarian pedagogy, and anachronistic educational knowledge (Kazamias and Roussakis, 2003). Underachievement in basic skills and poor educational outcomes are evident (PISA, 2018). For example, Greece is among the countries with the lowest advanced digital skills. According to the OECD (2020, p.7), ‘in 2019, only 51.0% of Greeks aged 16-74 appear to have at least basic digital skills, putting Greece well below the EU average (58.0%).’ The COVID-19 pandemic with the transition to blended learning has largely revealed the issue. The lack of long-term digital transformation goals challenged the short-term responsiveness of the system to the availability of digital solutions when the conditions imposed. Although there have been efforts to accelerate information and communication technology, specialists in the employment remain low (1.8% compared to EU average 3.9%).

#### **4.4.7. Vocational education**

Vocational education and training (VET) in Greece composes of the upper secondary vocational schools (Epaggelmatiko Lyceio-EPAL), which students choose at the end of the lower secondary school, followed by two years post-secondary level studies at the Institutes for Vocational Studies (IEK). VET usually attracts students whose performance in lower secondary schools is characterised as insufficient or non-competitive enough for the general education. Based on the OECD data (2020, p.12), ‘across the OECD, many VET programmes make insufficient use of workplace training.’ Many VET programmes suffer from lack of popularity compared to general education, often showing quality issues and high numbers in early leavers. ‘Enrolment in vocational programmes is relatively low: in 2015, 14.0% of 15–19-year-olds were enrolled in such programmes, and only 2.0% in apprenticeships’ (OECD, 2018, p.25). OECD (2020, p.12) data show that ‘in 2016, 29.0% of students in Greece followed a vocational upper secondary programme, compared to 44.0% on average.’ Recent reform attempts, such as new curricula and quality framework for apprenticeships which includes a new apprenticeship system, have not yet succeeded in attracting more students. VET education in Greece has not made use of the right national mechanisms to identify the needs in the labour market and align these with vocational education (OECD, 2020). The latest government plans

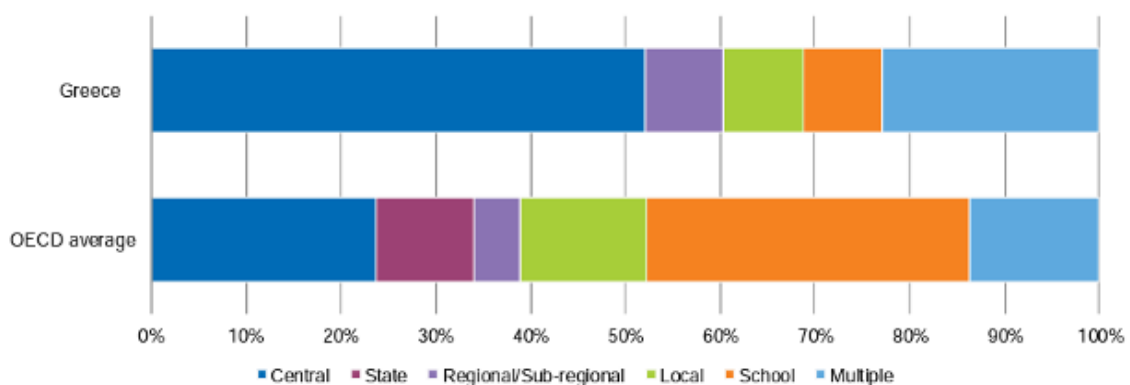
include greater autonomy for VET with a closer collaboration between EPAL and IEK and stronger connections with social partners, as well as career services and entrepreneurship opportunities at lower secondary education (OECD, 2020).

#### 4.4.8. Hierarchical system of governance

The highly centralised structure of the Greek educational system has led to an excessive bureaucracy, which hinders the implementation of reforms and the effective functioning of the system. According to OECD (2020), decisions at schools in Greece are still taken centrally. In particular, central government was in charge of 52% of the decisions in secondary education; this is much higher than the OECD average (figure 4.2).

**Figure 4.2**

*Percentage of decisions taken at each level of government in public lower secondary schools (2017) (OECD, 2018)*



*Note:* This figure considers four domains of decision-making: 1) Organisation of instruction; 2) Personnel management; 3) Planning and structures, and; 4) Resources.  
*Source:* OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/eag-2018-en>.

Countries such as France, Italy, and Spain have also centralised educational systems, where the government is responsible for the curriculum and assessment (OECD, 2023). This can lead to a lack of local autonomy and innovation in the classroom. Fullan's educational change theory (2015) becomes particularly relevant when considering the challenges of innovation and formalism in Greek education. This theory offers valuable strategies for fostering change in an environment where deeply ingrained practices can hinder educational progress. It emphasises the importance of creating a supportive context for change, involving all stakeholders, and building a culture of continuous improvement. There are also various other socio-economic reasons which affect the quality in education. For example, the labour market and the

globalisation in education which requires a new set of skills, which the system fails to provide. The politicisation of education has been a long-standing issue in Greece. The composition of the Greek workforce leans heavily toward a relatively large number of public sector employees when compared to the private sector. This has been a characteristic feature of the Greek political landscape since the nineteenth century. The political system has often sought to bolster its legitimacy by offering public sector employment to citizens as a means of providing for social services. This approach is often referred to as the 'employer' state (Tsoukalas, 1986). Yet, despite the historically significant role of the public sector in Greece, reforms have repeatedly drawn attention to the higher productivity and accountability often associated with the private sector. This comparison between the public and private sectors is not unique to Greece and has been a part of broader discussions surrounding issues like teacher unemployment, recruitment, and teacher evaluation. It is important to note that this juxtaposition of the public and private sectors is not exclusive to Greece. Even in countries with smaller public sectors, such as the U.K., similar issues and debates concerning productivity and accountability persist. This reflection underscores the fact that the public-private sector dynamic is a complex and multifaceted aspect of many nations' political and economic structures, not limited to any specific country.

#### **4.5. Inspectors and counsellors**

The responsibilities of the school counsellor have shifted over time in response to educational, political, and social changes. For many years, school inspectors held a significant position in the Greek education landscape. Their authoritative and politicised decision-making sparked criticism, leading to demands for change. The emergence of the school counsellor as an alternative reflected the need for pedagogical and advising responsibilities instead of the inspector's judgemental approach. However, the school counsellor's duties were eventually absorbed into bureaucracy, failing to meet expectations. The role was temporarily replaced by education coordinators, but even this effort proved unsuccessful. In 2021, the role of the school counsellor returned, renamed as education counsellor, with new responsibilities, including evaluating teachers alongside school headteachers. Understanding this role sheds light on the challenges within the Greek educational system, identified earlier, and their limited resolution attempts.

#### **4.5.1. School Inspector**

The school inspector, established since the founding of the Greek state in 1830, served as a tool of administrative control and an embodiment of political ideology (Andreou and Papakonstantinou, 1994). Positioned between central administration and teachers, they held extensive authoritative powers, shaping educational realities through their reports (Damani, 2015). This role, prevalent until 1982, influenced the teaching community by assessing their moral character, behaviour, and even political beliefs (Grolios et al., 2002; Mavrogiorgos, 1993). Insiders' authority, backed by rigorous selection criteria and influence on education policies, magnified their role's significance (Iordanidis, 2004; Katsikas et al., 2007). Their guidance encompassed administrative and pedagogical tasks, including shaping teachers' ethical character, and encouraging compliance (Papakonstantinou and Kolympari, 2017). Teachers' unions challenged the inspector's power, aiming to uncouple teachers' grade from salary and to replace numerical evaluations with characterisations (Doukas, 2000; Grolios et al., 2002). However, inspectorate dominance faced criticism for its authoritarian nature and stifling effects on education (Kyridis et al., 2018). Its historical control over teachers' professional lives remains a lasting example of bureaucratic evaluation and centralised power in Greek education (Papakonstantinou and Kolympari, 2017).

#### **4.5.2. School Counsellor**

The school counsellor role emerged following the abolishment of the school inspector institution by Law 1304/1982, aiming to modernise and democratise education (Goula, 2020). These counsellors were tasked with providing pedagogical and scientific guidance, promoting new teaching methods, and managing educational policies (Papakonstantinou and Kolympari, 2017). Initially met with enthusiasm, the role fostered collaboration and trust between counsellors and teachers, promoting a supportive environment for teacher self-evaluation (Kassotakis, 2018). However, the initial optimism waned as school counsellors were compared to inspectors and practical support for their role dwindled (Papakonstantinou and Kolympari, 2017). Despite the potential to revolutionise teacher evaluation, challenges like lack of guidance, training, and unclear functional relationships undermined the role's implementation (Doukas, 2000; Saitis, 2000). This decline led to criticism, diminishing the school counsellor's role and contribution over time (Papakonstantinou and Kolympari, 2017). As criticism grew and support dwindled, the absence of meaningful engagement with teachers led to the eventual abolition of the role in 2018 (Karamitopoulos, 2020).

### **4.5.3. Education Coordinator**

Law 4547/2018 reshaped education structures, replacing school counsellors with education coordinators (of projects) (Karamitopoulos, 2020). These coordinators, positioned within Regional Centres for Educational Planning (PEKES), prioritise collective collaboration with key stakeholders, distinguishing them from previous roles. Education coordinators oversaw diverse educational projects and policy implementation, working collectively with various entities within the educational community (ibid., 2020). They provided scientific guidance and support to subject teachers, aiding in teaching activities, addressing educational needs, and suggesting solutions. Unlike their predecessors, they did not engage in teacher evaluation but rather foster innovation and initiatives.

These coordinators formulated a shared framework for guiding teachers, collaborating in groups based on education levels or regional areas. Recent research by Karamitopoulos (2020, p.53) among Greek teachers showed that the characteristics mostly sought in the educational coordinators were ‘friendliness, the cultivation of a climate of security and trust, to be trained in their subject, communication and to give substantial solutions to difficulties that arise in the daily life of the teachers. In other words, the need for a person of trust with cognitive competence and managerial ability based on the diptych emerges: immediacy of communication - reliability of (applicable) solutions.’ The transition from school counsellors to education coordinators reflected a shift towards collective cooperation in education management and support.

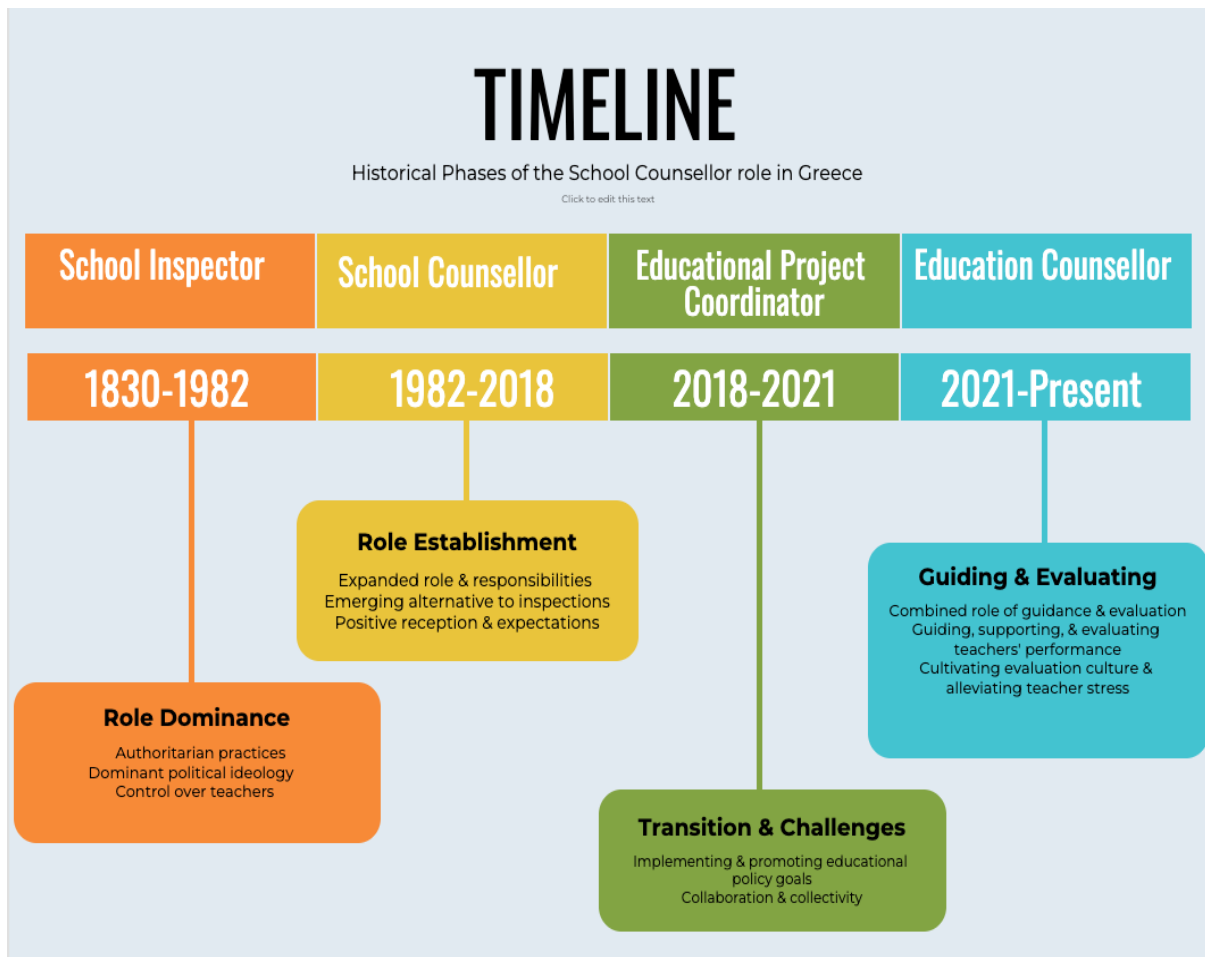
### **4.5.4. Education Counsellor**

Education counsellors are the latest advancement, mandated by Law 4823/2021 (article 10), following the brief tenure of education coordinators. These 800 new counsellors undertake the scientific and pedagogical oversight of school units under Primary or Secondary Education Regional Directorates. Their role encompasses training, initiatives, teacher evaluation, and participation in collective planning and self-evaluation of school projects. Education counsellors collaborate closely with teaching staff, headteachers, and parent associations to ensure smooth school operations. This role aims to address issues faced by predecessors like school counsellors and education coordinators. Unlike previous evaluative models, the education counsellor assumes a dual role as a guide and evaluator, establishing a more supportive relationship with teachers. This integration fosters an evaluation culture, essential after a prolonged absence of teacher assessment, and alleviates stress and burnout. This

combined approach resonates with research emphasising the need for effective teacher evaluation (Yalouris, 2021).

Figure 4.3 illustrates the historical development of the counsellor’s role in Greece.

**Figure 4.3**  
*Historical phases of the role of the school counsellor*



#### 4.6. Conclusion

In conclusion, the Greek educational system I explored in this chapter is a dynamic tapestry, shaped by a fusion of autonomy and centralisation, embroiled in a series of intricate challenges. The lens of theoretical constructs such as Scott's institutional theory (2001), Fullan's educational change theory (2015), and Bourdieu's Habitus theory (1977) adds depth to the understanding of these challenges. Scott's institutional theory, with its focus on established norms and practices, helps to comprehend the unyielding resistance to change. In the Greek



educational context, this translates into over-centralisation and reluctance to embrace innovative pedagogical approaches. The prevailing administrative pyramid has created a system characterised by limited autonomy and an abundance of rigid prescriptions; a reflection of the closed system described by the OECD. Fullan's educational change theory comes into play when understanding the grapple with the struggle to infuse innovation into the Greek educational system. Fullan emphasises the importance of creating a culture of change and continuous improvement, a concept at odds with the formalism deeply entrenched in the Greek educational landscape. Overcoming inertia and facilitating change processes becomes paramount in the labyrinth of Greek education. Bourdieu's habitus theory illuminates the professional identity and resistance of Greek teachers. This deeply rooted habitus, shaped by years of tradition and cultural practices, fosters a degree of professional autonomy. However, it also presents a significant challenge when external reforms are introduced. The hesitance and scepticism with which such reforms are met can be attributed to this well-established culture of classroom autonomy.

In this multifaceted landscape, I discern the intertwining influence of these theoretical constructs. They reveal why the Greek educational system grapples with institutional rigidity, a demand for innovation, and the complex professional identity of its teachers. The challenges of over-centralisation, inflexibility, high-stakes examinations, geographical diversity, early school leaving, unemployment, inequality, and the omnipresence of shadow education become clearer through the lens of these theoretical constructs. The narrative of Greek education is one marked by a persistent struggle to reconcile tradition with transformation, centralised control with autonomy, and habitus with adaptation. The theoretical constructs shed light on the obstacles that must be navigated, providing insights that can guide future efforts to reform and enhance the Greek educational system. Understanding these complexities is essential to devising effective strategies that will lead to a more innovative, flexible, and equitable system, better suited to meet the needs of its students and society as a whole.

## Chapter 5: Research Methodology

### 5.1. Introduction

The research inquiries delineated in the first chapter are centred on attaining an enriched comprehension of the perspectives held by key stakeholders within the Greek educational system. This study was fundamentally dedicated to scrutinising the perceptions and encounters of both teachers and educational officials concerning teacher evaluation policies in Greece. The ultimate goal was to glean insights that could potentially steer enhancements or modifications in the realm of teacher evaluation policies and procedures. This chapter embarks on a methodological journey aimed at unravelling the intricacies of teacher evaluation, guided by the research questions:

- *What are teachers' perception and experience of teacher evaluation, its purposes, and the extent to which this affects their work?*
- *What are educational leaders' perception and experience of teacher evaluation, its purposes, and the extent this affects teachers' work?*
- *What is the juxtaposition between teachers' perception and educational leaders' perception of teacher evaluation in Greece?*

Within this investigative framework, a particularly noteworthy facet to explore pertains to the divergence or convergence between the viewpoints of teachers and educational officials on teacher evaluation within the context of Greece. To accomplish this aim and answer the research questions, the chapter explains the research design choice, and in particular the process of using a sequential, explanatory, multi-methods qualitative methodology. The research design used in my study used a qualitative survey which informed the qualitative interviews.

An interpretative paradigm has been selected to best offer at the same time an illustration of the basic details of fieldwork conducted. Hence, it describes and discusses how the structural elements of this research, namely the rationale and purpose, research questions, methods for collecting data and analytical approach, are integrated into a coherent framework that allows for the generation of knowledge from the participants' subjective experiences. Therefore, the research questions were designed to elicit the perceptions and experiences of participants regarding teacher evaluation policies, rather than to test a pre-existing hypothesis. The data collection method, semi-structured interviews, was chosen to allow participants to express their

views in their own words and to capture the richness of their experiences. The analytical approach chosen was reflexive thematic analysis (Braun and Clarke, 2022), which allowed for the identification of patterns and themes across the data while also acknowledging the role of the researcher's subjectivity and reflexivity. Overall, the interpretative paradigm, combined with the methods and analytical approach, enabled the research to generate rich and nuanced insights into the experiences of teachers and educational officials with teacher evaluation policies in Greece, and to explore the various meanings and interpretations that they ascribed to these policies.

## **5.2. Research paradigm**

In qualitative research, researchers' own perception of the world, the worldview, is what inspires and motivates them to initially define and conduct research. A belief system embraces a worldview about the desired goals of research and how it should be done (Yin, 2015). That is, although the procedures for conducting research may be similar, the motives and assumptions can reflect different worldviews. The worldview determines the researcher's standpoint, the epistemological location (Grbich, 2007), for conducting qualitative research. This term refers to the researcher's position or stance concerning the nature of knowledge. Epistemology deals with questions related to what knowledge is, how it is acquired, and how it can be verified. A researcher's epistemological location reflects their understanding of how knowledge is generated and what counts as credible evidence or understanding in their field of study. In turn, this standpoint or location can influence a researcher's study design and selection of research procedures (Yin, 2015, p. 15). Different viewpoints can emerge from different assumptions and can have contrasting interpretations or what is commonly referred to as paradigms (Christie and Fleischer, 2009).

The American philosopher Thomas Kuhn (1962) was the first who used the term paradigm to refer to a philosophical way of thinking (Kivunja and Kuyini, 2017). The word derives from Greek where it means pattern, the perspective which defines the abstract beliefs and principles which determine how the researcher sees and understands the world. According to Kivunja and Kuyini (2017, p.26), 'it is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed.' A paradigm includes four elements: epistemology, ontology, methodology and axiology (Lincoln and Guba, 1985). These encompass the main

assumptions, norms, beliefs, and values that each paradigm possess. Hence, when locating the research study in a chosen paradigm, the researcher adopts this paradigm's assumptions, beliefs, and norms.

There are two main research paradigms, positivism and interpretivism. The positivism paradigm describes a worldview of what is already known and believes in a single reality as well as focussing on value-free research for time and context-free findings (Yin, 2015). Kivunja and Kuyini (2017, p.30) assert that 'research located in this paradigm relies on deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations, and expressions, to derive conclusions. It aims to provide explanations and to make predictions based on measurable outcomes.' Interpretivism, which is the paradigm of this research, is also referred to as 'anti-positivism' or 'naturalistic inquiry'. It stresses that social reality is perceived and interpreted by the participant based on the ideological positions that they hold. The researcher understands the subjective world of human experience (Guba and Lincoln, 1989). Interpretivism focuses on 'meaningful social action and an in-depth understanding of how meaning is created in everyday life and the real-world' (Travis, 1999, p.1042). The interpretivist paradigm also presupposes that there are multiple entries into any given multi-layered and complex reality (VanWynsberghe and Khan, 2007). This approach aims to 'get into the head of the subjects being studied so to speak, and to understand and interpret what the subject is thinking or the meaning s/he is making of the context. Every effort is made to try to understand the viewpoint of the subject being observed, rather than the viewpoint of the observer' (Kivunja and Kuyini, 2017, p.33). Therefore, the focus is on the comprehension of the participant and their interpretation of the environment around them.

This paradigm presupposes a subjectivist epistemology, a relativist ontology, a naturalist methodology, and a balanced axiology (Kivunja and Kuyini, 2017). The subjectivist epistemology refers to the researcher's understanding of the data through processes of thinking and reflection of the information gathered from the interaction with the participants. Knowledge is created socially as the outcome of the researcher's personal experiences of the real life within the natural settings examined (Punch, 2005). According to Dickson, Akwasi and Kusi (2016, p.6) 'the researcher constructs meanings from the phenomena under study through his own experiences and that of the participants in the study' aiming at a 'description that goes deep enough to provide analysis' (VanWynsberghe and Khan, 2007, p.89). The

relativist ontology assumes that there are multiple entries into any given multi-layered and complex reality (VanWynsberghe and Khan, 2007). The researcher will explore and make meaning of these multiple realities through human interaction between them and the participants (Chalmers, Manley and Wasserman, 2009). The naturalist methodology entails that the researcher collects and analyses data gathered through interviews, discourses and reflective sessions while observing the participants. While a balanced axiology considers that the research results will reflect the researcher's values striving to present a balanced report of the findings.

Research shows that paradigms as positions about epistemology, ontology, and axiology, influence significantly the methodology used in a research project (Morgan, 2007). The choice of paradigm has significant implications for the overall research design, including the research questions, participants, data collection instruments, and data analysis methods. The paradigm provides a framework for understanding the world and for conducting research, and it influences the way in which the researcher approaches and conceptualises the research problem. My research design was focused on exploring the subjective experiences of teachers and educational officials in relation to teacher evaluation policies in Greece. The interpretivist paradigm is well-suited for this type of research, as it acknowledges the importance of understanding how people construct their world by sharing meanings and how these meanings interact with each other. In an interpretivist approach, the researcher recognises the importance of subjective experiences, thoughts, and assumptions in shaping people's understanding of the world around them. This approach values the perspectives of the participants and seeks to understand their experiences in depth, rather than reducing them to objective measures or quantifiable data.

In particular, researching the subjective experiences and perspectives of teachers and educational officials regarding teacher evaluation policies in the Greek educational system aligned well with the interpretivist paradigm. This is because interpretivism emphasises the importance of understanding the social world from the perspective of the individuals who experience it and recognises that meaning is constructed through social interaction and communication. In this case, the interpretivist paradigm allowed me to explore the complex and nuanced views of teachers and educational officials regarding teacher evaluation policies in the Greek educational system, including how they construct and make sense of these policies, how they perceive their impact on teaching and learning, and how they respond to

them in their practice. The interpretivist paradigm also enabled me to acknowledge the influence of contextual factors, such as cultural norms and values, on the participants' experiences and perspectives. This helps to provide a more comprehensive understanding of the phenomenon being studied and its potential impact on the wider educational system. Therefore, by using an interpretivist approach and qualitative research methods, I managed to gain a deeper understanding of the ways in which teachers and educational officials in Greece experience and respond to teacher evaluation policies, as well as a broader understanding of the complexities of teacher evaluation in different contexts.

The relativist ontology of my research, which presumes that there is no single objective reality and that multiple realities exist that are socially constructed, was aligned with the interpretive paradigm. Relativist ontology is a philosophical position that suggests that knowledge and reality are constructed through human perceptions, experiences, and interpretations (Levers, 2013). It assumes that there is no absolute truth, and that people's perceptions of the world are influenced by their cultural, social, and historical contexts. This ontology acknowledges that individuals and groups create their own understandings of the world based on their perceptions and interpretations of their experiences. Therefore, reality is subjective and may vary across different individuals and groups, and there may be multiple credible ways of interpreting and understanding the world. In my research, the relativist ontology influenced the choice of research methods, data analysis techniques, and interpretation of findings, as I sought to understand the complex and diverse perspectives of participants and acknowledge the subjective nature of reality.

An interpretivist epistemology is required to illuminate the multiple realities and comprehend participants' views of their own realities. The interpretivist epistemology explains that people create their own realities based on how they perceive and interpret their own experiences, hence there can be many truths. In other words, knowledge does not pre-exist to be discovered, but is 'individually or socially constructed' (Kivunja and Kuyini, 2017, p.36). As Furlong (2013) posits, this paradigm assumes that people shape their reality based on their experiences, that is the reality is the outcome of their own making. In an interpretivist approach, the researcher seeks to understand the subjective experiences of participants, including their thoughts, feelings, and interpretations of the world around them.

In my research study, epistemology was related to the way in which I understood and interpreted the data collected from teachers and educational officials regarding their perceptions and experiences of teacher evaluation policies. Specifically, as I chose an interpretivist paradigm for my study, I used an epistemology that acknowledges the subjective nature of knowledge and the multiple realities that individuals create based on their experiences and interpretations. This means that I sought to understand and interpret the meanings and perspectives of my research participants, rather than aiming to identify objective truths or transferable findings. In the case of researching teacher evaluation policies in the Greek educational system, an interpretivist epistemology allowed for a more nuanced understanding of the subjective experiences and perspectives of teachers and educational officials. This approach recognises that there may be many different truths, depending on the individual's experiences and perceptions, and seeks to explore these different perspectives in depth. Understanding this paradigm has led me to form questions about how best to approach participants' experiences and how to dig deeper into their realities. The epistemology I have chosen also guided my approach to data collection and analysis, emphasising the importance of reflexivity and acknowledging the influence of my own perspectives and biases on the research process. Consequently, searching for answers to the processes to comprehend participants' perception of their world and experiences formed the methodology used. In other words, finding the how to these questions depended on who the participants would be, the way they would share their views and experiences, and the means used to interpret and analyse their accounts. As the participants' experiences and views remained at the core of the research data collection and interpretation, a systematic process of coding these data to develop common patterns was a suitable method of analysis.

### **5.3. Qualitative research**

Every type of research includes the 'notion of inquiring into or investigating something in a systematic manner' (Merriam and Tisdell, 2015, p.3). Qualitative research specifically investigates the knowledge people construct as they understand and experience an activity or a phenomenon, such as teacher evaluation in my research. Researchers are drawn into qualitative research because it fits well with their theoretical and philosophical commitments, their research values, or political commitments, for example when analysing social injustice, or allowing marginalised groups to be heard, looking for moments of resistance and possibility for change. Therefore, qualitative research has been in the heart of many different academic

disciplines, mainly in social sciences (e.g., sociology, anthropology, education), and various applied fields of study such as journalism, medicine, and law. It began to flourish mainly in the 1960s and 1970s, but qualitative research was established as a research methodology in the last decades of the twentieth century. Yin (2015) points out that every real-world event can practically become the topic of a qualitative study. The distinctiveness of qualitative research lies in the directness and ease of conducting in-depth studies in simple and everyday terms which was the aim of this research.

As the aim was to explain and describe experiences and events (Willig, 2008) and to ‘uncover participants’ understanding of their experiences’ (Merriam and Tisdell, 2015, p.21), the research questions dictated qualitative research to be the main source of my study. Qualitative research focuses on understanding and meaning making of people which is a valuable approach to studying complex social phenomena such as teaching and learning in Greek schools. By focusing on Greek participants' experiences and perspectives, I gained a deeper understanding of the context and dynamics of teacher evaluation in Greek schools and was able to understand the multiple realities of teacher evaluation that exist in the context of Greece. Denzin and Lincoln (2013, p.6) explain that ‘qualitative research consists of a set of interpretive, material practices that make the world visible.’ It is a situated activity that locates the observer in the world. The researcher tries to understand phenomena in the natural setting and interprets the meaning people assign to them. The emphasis is on the complexities of meaning making and not on abstract laws of cause and effect, or variables. According to Van Maanen (1979, p.520), it is ‘an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world.’ In the context of my research, qualitative research methods were used to explore the meanings and interpretations of various aspects of teacher evaluation, such as the criteria and standards used for evaluation, the process of evaluation, the attitudes and perceptions of teachers and educational officials toward evaluation, and the outcomes of evaluation.

Merriam and Tisdell (2015) identify the main characteristics of qualitative research. The most common are the acceptance that there is not a correct, single version of reality, but multiple realities closely linked to the context they occur in. The acquired knowledge and meaning cannot be considered in isolation of this context. The process, understanding, and meaning of these realities are emphasised. By exploring the processes and meanings behind teacher



evaluation in Greece, I managed to gain a deeper understanding of how it functions within the Greek educational system and how it is perceived by stakeholders. Furthermore, the researcher is the primary instrument of data collection and analysis. Qualitative research recognises that the researcher is not a neutral observer, but rather an active participant in the research process. As the primary instrument of data collection and analysis, I used my own experiences and knowledge as a state schoolteacher to generate insights and understanding about teacher evaluation in Greece. The process is inductive and the product generated is richly descriptive. This is valuable in understanding the complexities of teacher evaluation in Greece. The outcome can be unanticipatedly insightful of participants' unique perception of reality in ways quantitative research cannot reach. Hence, by using qualitative research methods, I generated rich and nuanced descriptions of the processes, meanings, and experiences of teacher evaluation in Greece that can inform policy and practice.

As researchers collect words for data, language is an important aspect for qualitative research. It allows researchers to make claims based on these data and these words, to grant them access to meaning based on the language used. British cultural theorist Stuart Hall (1997) identified three different representations of language in qualitative research, reflective, intentional and constructionist. The concept of reflective language posits that language serves as a medium to reveal the true nature of reality, which exists independently of language but is uncovered through it. This perspective aligns with the idea that language reflects conceptualisations and meanings intrinsic to the world, beyond mere linguistic constructs. As a qualitative researcher, it became clear to me that participants' language was not always transparent or objective, as meanings can be shaped by social, cultural, and historical context. Intentional theory of language represents participants' unique perspective of reality. Meaning is located within the person. This perspective acknowledges that language is a tool for constructing and communicating meaning. This helped me understand that different people may use language in different ways to convey their experiences and perspectives. Constructionist theory believes language is powerful as meaning is created or constructed through the use of language, hence language is not neutral but takes an active role in shaping meaning. This is important to understand how language was used by participants in their social interaction with me, and how it shaped their understanding of reality. In my research I encountered these different uses of language, depending on the context and the perspectives of the participants involved. By understanding different representations of language and their roles in shaping meaning, I

effectively analysed and interpreted the data. This awareness allowed me to avoid simplistic views of language as merely a transparent tool for conveying objective meanings.

#### **5.4. Multi methods qualitative research approach**

Aligned with the interpretivism paradigm, this research was dedicated to unravelling the intricate tapestry of teachers' perspectives on evaluation models and their purposes, as well as delving into the viewpoints of educational officials and teachers regarding the absence of implementation of evaluation practices within the Greek context. This phenomenon is deeply embedded in the social world, where the perceptions of individuals contribute to the reality being studied. As Gamble (2009, p.41) asserts, the social world is multifaceted, accommodating various arguments, models, and perspectives that present diverse accounts. Given the complexity of the research context situated in the dynamic social world with divergent viewpoints, a single data collection approach would not suffice. Consequently, the research adopted a multi methods strategy that harmoniously integrates two qualitative methods, an initial questionnaire, and interviews. The questionnaire was a steppingstone, not the ultimate destination. Recognising its limitations in grasping the depths of participants' feelings, reactions, and interpretations, the research swiftly transitioned to the interview component. A subset of survey respondents, selected through purposive criteria, became the focal point of in-depth interviews, a cornerstone of this study's methodology. This shift to the exploration of the interview data was essential to unveil the intricate realities and perspectives of educators. As Greene (2007) highlights, the social world offers multiple ways of interpreting and valuing experiences, urging researchers to embrace diverse methods within a single paradigm. Similarly, Kivunja and Kuyini (2017) argue that multiple methods can coexist within one research paradigm as long as they align with its various aspects. Therefore, I employed a multi methods approach to delve into the multifaceted landscape of teacher evaluation in the Greek educational system. The fundamental objective was to achieve a comprehensive understanding of teacher evaluation by capturing both qualitative dimensions. To pave the way for a holistic exploration, the study initiated with a first phase involving a qualitative questionnaire, which was designed to illuminate various aspects of teacher evaluation. This initial data collection provided a broad foundation that set the stage for the subsequent main qualitative phase centred on in-depth interviews with stakeholders within the Greek education domain. Emphasising the primacy of this qualitative strand, this research accorded central importance to engaging with key stakeholders through in-depth interviews. The chronological

progression of the study followed an explanatory sequential design, where the questionnaire phase was followed by the interview phase. This deliberate sequence allowed for the questionnaire results to inform the interview investigation, thus deepening the interpretation and contextualisation of findings (Merriam and Tisdell, 2015).

### 5.5. Sequential, explanatory multi methods approach

This research study used a multi methods approach focusing on an explanatory sequential design that included thematic analysis of data collected from educator interviews. According to Bowen, Rose, and Pilkington (2017), the reason for collecting sequential data into one study brings together two types of information, providing greater understanding and insight into the research topics that could not have been obtained by analysing and evaluating data separately. The findings from interviews explain the results of the survey data. Table 5.1 presents the methodological approach followed in this research study.

**Table 5.1**

*Methodological approach of the research*

<b>Research Design</b>	<b>Research approach</b>
Theoretical Paradigm	Interpretivism: social reality is perceived and interpreted by the participants based on the ideological positions that they hold.
Theoretical Framework	The research draws on educational change theory (Fullan, 2015), institutional theory (Scott, 2001), and habitus theory (Bourdieu, 1977).
Methodology	Multi methods sequential explanatory approach. First qualitative stage using an online questionnaire followed by the second main qualitative research with interviews with the goal of explaining educators' perceptions on teacher evaluation and how this affects their roles, school culture and teacher autonomy.
Participants	Secondary school teachers and educational officials from different regions in Greece.
Data collection method	Questionnaire online via UEA MS Forms. Interviews carried out one-to-one, online over Zoom.

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Ethical factors	An Ethics and risk assessment application was submitted and approved. Data protection was ensured (Data Protection Act 1998). The research adheres to the General Data Protection Regulation (GDPR) of Council of the European Union and European Parliament (2016) and the ethical standards of research as presented on the ethical guidelines for educational research of the British Educational Research Association (BERA, 2018).
Data analysis	Questionnaire/survey analysed and evaluated calculating frequency scores. Thematic analysis of interview data gathered, analysed, and evaluated using NVIVO. Coding undertaken.
Credibility, trustworthiness	Measures and factors have been taken into consideration to ensure that the research is as credible and trustworthy as possible.
Limitations	Limitations identified and acknowledged.

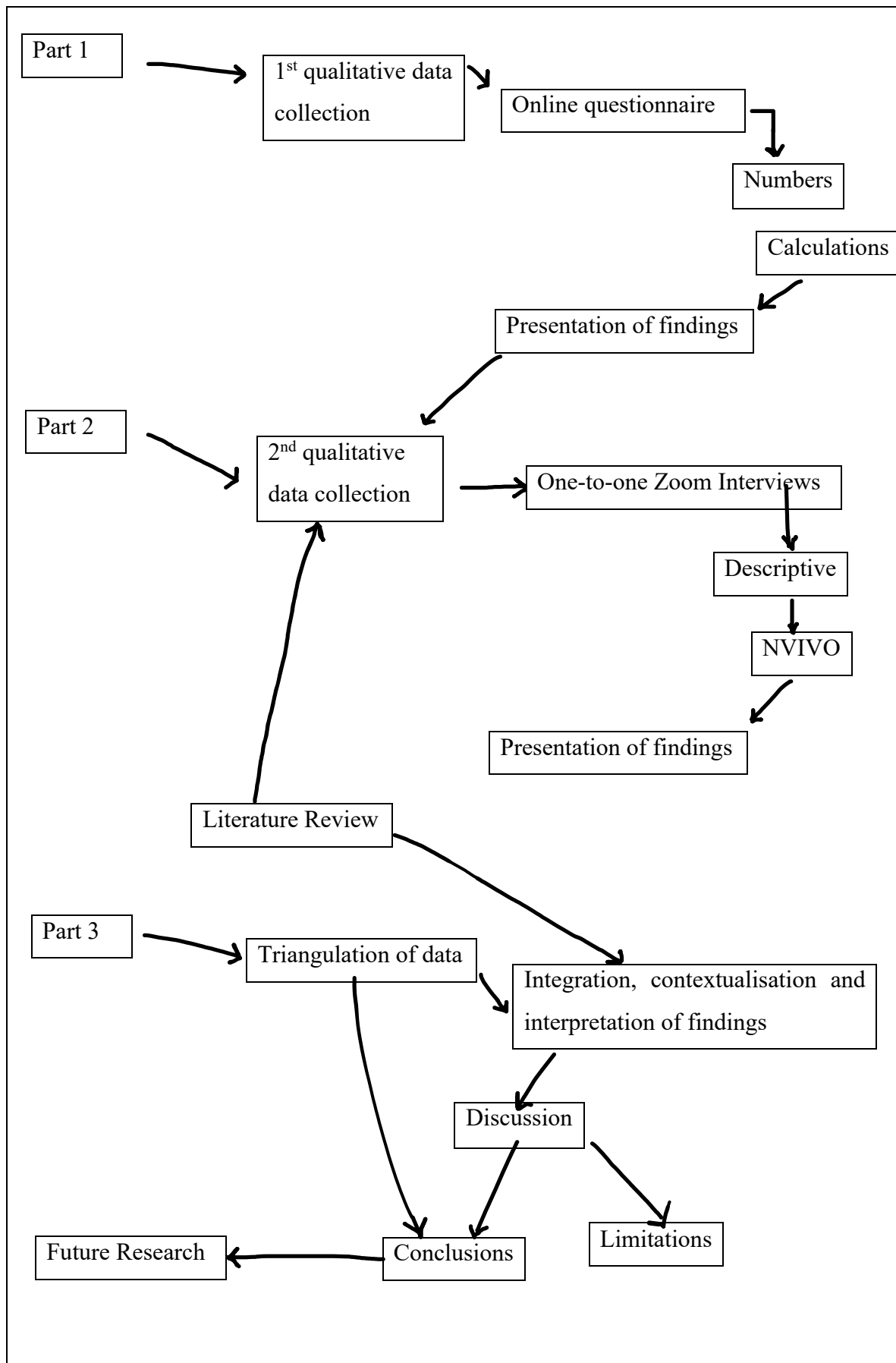
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Source: Adapted from Bryman (2004) and Bowen, Rose and Pilkington (2017)

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The research was split into three separate parts (table 5.2) following a sequential approach where the questionnaire phase led to the interview phase. In part 1, I collected and analysed the questionnaire data, which helped me design the interview questions, while later in part 2, I scheduled, and then undertook interviews, analysed the results, and coded the interview findings. Lastly, in part 3, the coded interview data were presented and contextualised, to draw conclusions.

**Table 5.2.** *The three parts of the research*



## 5.6. Questionnaire

The first data collection phase for this study involved the use of a questionnaire, one of the most common methods for gathering structured information (Ayiro, 2012). The questionnaire was designed to align with the research objectives and theoretical underpinnings. Several key elements influenced the questionnaire design, which is informed by literature on survey research methodology.

**Questionnaire Structure:** The questionnaire comprised 12 closed-ended questions and a final open-ended question. Adamson et al. (2004, p.141) argue that ‘one of the basic principles of question construction is that the questions are clear, brief, and precise.’ Close-ended questions tend to be easy and quick to answer, the responses are easier to code, they are better time-managed by the respondent and ‘they permit the inclusion of more variables in a research study because the format enables the respondent to answer more questions in the sample time required to answer fewer open-ended questions’ (Ayiro, 2012, p.241). However, I was aware that these types of questions could also be restrictive in terms of the respondent expressing a complete, creative, and unbiased response. A number of principles were applied when designing the questionnaire. The characteristics of the respondents were taken into consideration to adapt the questions to their experience and knowledge. The closed-ended questions employed a five-point Likert scale, allowing participants to express their views on various aspects of teacher evaluation, ranging from "Very Little" (score 0) to "Very much" (score 5) and from "Absolutely disagree" (score 0) to "Strongly Agree" (score 5). The sequence of response categories and values alternated, that is the range 1-5 from negative to positive were designed to have 1 as the most positive and 5 as the most negative in some of the questions. This is an important technique for the construction of attitude scales (Ayiro, 2012). Other elements which were considered was the clear language used, the placing of questions, not including threatening or sensitive questions, as well as not leading respondents to specific answers.

**Participant Selection:** The survey targeted a preliminary sample of approximately 200 educators, including both teachers and educational leaders, such as regional directors, coordinators, and school headteachers. These selections were made based on accessibility to the researcher, following the convenience sampling method (Ayiro, 2012). My intention was to request access to lists of schools from regional directorates and distribute the online questionnaire along with a cover letter. The letter, which used the guidance from the School of

Education and Lifelong Learning (EDU) ethical procedure available on the website, explained the object and aim of the survey and encouraged respondents to complete the questionnaire. This formed a sample of convenience in which the elements chosen from the target teaching population were based on the convenience or accessibility to the researcher. Ayiro, (2012, p.220) asserts that ‘convenience samples are sometimes referred to as “accidental samples” for the reason that elements may be drawn into the sample simply because they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection.’

**Questionnaire Content:** The questionnaire was thoughtfully structured to encompass seven key categories that directly align with the theoretical frameworks underpinning this research (appendices 7 and 8). These categories were carefully designed to explore aspects of teacher evaluation and its impact on various dimensions within the Greek educational context. Each category was influenced by and connected to the theoretical concepts explored earlier.

*Demographics:* This section gathered background information about the participants, such as their role, experience, and educational context. This information was essential for understanding the socio-cultural context within which teacher evaluation operates, which is a central component of the theoretical frameworks.

*Attitudes Towards Teacher Evaluation:* In this section, participants' attitudes and perceptions about teacher evaluation were probed. This directly relates to Bourdieu's habitus theory (1977), as it seeks to uncover how individuals' dispositions and perspectives influence their views on evaluation.

*School Culture:* The questions in this category aimed to investigate how teacher evaluation may impact the broader school culture. As explained to the participants school culture refers to teachers' interpersonal relationships, teachers' relationships with students and parents, and the overall school climate, or what Cohen et al. (2009) describe as a quality indicator of school life, with similar patterns of people's experiences of school life including same goals, values, teaching and learning practices. The theoretical connection here lies in Scott's institutional theory (2001), as it explores the institutional dynamics at play within the school.

*Teacher Autonomy:* This section delved into the issue of teacher autonomy in relation to evaluation. The question was based on what Frostenson (2015, p.24) identifies as teacher individual autonomy ‘to influence the contents, frames, and controls of the teaching practice. It involves the existence of a practice-related auto-formulation of the contents, frames, and controls of professional work’, including the teaching materials and pedagogy, and overall, the

decision-making actions in their professional practice in the classroom. It was directly influenced by Fullan's educational change theory (2015), which emphasises teacher agency and autonomy as critical factors in educational improvement.

*School Improvement Criteria:* Participants were asked about the criteria used for school improvement. This section connects to the broader educational change theory, as it examines the factors that contribute to the improvement of educational institutions. School improvement is a collaborative effort involving all stakeholders, including policymakers, teachers, and parents. However, within the school environment, teachers play a pivotal role. They are crucially involved not only in student learning but also in shaping the overall school experience. Their direct interaction with students allows them to influence educational outcomes significantly and contribute to the holistic development of students. Thus, educational reform has targeted pedagogy and teachers' classroom practices numerous times with different evaluation models in order to bring on teacher development and change in the school environment. Hopkins et al. (1994) argue that school improvement research has shown how significant teacher development is in school-level change. Teacher development is a vital link to school development and is an integral part of any school improvement practices. However, it is not the only key factor contributing to school improvement. Although this research focused on teacher evaluation in Greece and how it affects teacher autonomy and school culture, in order to illuminate the contextual features which have prevented the evolution and implementation of teacher evaluation policies, this question aimed to identify what educational officials and teachers consider as the most important factors which contribute to the improvement of schools in Greece and where teacher evaluation is placed among these factors.

*Evaluation Bodies:* The questions in this category explored who should conduct teacher evaluation. This aspect is relevant to the theoretical frameworks as it considers roles and power dynamics within the educational system, which are key foci of institutional theory. Defining the person who will be responsible for the delivery of the teacher evaluation is highly significant in order to 'nurture an educational climate in which evaluation is not seen as punitive and that teachers are highly invested in the process' (Goe, Holdheide and Miller, 2014, p.50). The role of the evaluator is critical in ensuring the credibility and trustworthiness of any evaluation process, including teacher evaluation. The evaluator is responsible for making judgments about a teacher's performance based on the evidence that is gathered during the evaluation process. There is a wealth of research which points out the importance of role of the evaluator. Delvaux et al. (2013, p.3) describe a relationship between the teacher and the



evaluator which determines the effectiveness of the evaluation system, and it can be ‘a critical factor for teachers’ satisfaction.’

*Evaluation Criteria and Factors:* These sections inquired about the specific criteria and factors involved in teacher evaluation. These categories connect to the various theoretical perspectives (Lima and Silva, 2018; Danielson, 2008) discussed in the literature, including Bourdieu's concepts of evaluation criteria and institutional factors. Educational reforms have been implemented worldwide to reflect global trends in interpreting teacher quality and monitoring teacher performance (Garver, 2020). These reforms have adapted commonly agreed upon and widely used evaluation methods to suit local needs. Modern teacher evaluation models commonly incorporate classroom observations, lesson plans, instructional materials, student work review, student behaviour observation, teacher self-evaluation, professional development, and student feedback. This section aimed to investigate the criteria that Greek teachers and educational officials believe should be considered in teacher evaluation within the Greek educational context.

**Translation and Credibility:** The questionnaire, originally in English, was translated into Greek as it was administered to Greek educators. During the creation of the research tool, several meetings with the supervisor took place to examine and formulate the initial version of the questionnaire. Based on her feedback and the study of the literature, the original form of the questionnaire was modified. The English questionnaire was translated into Greek by the researcher as it was addressed to Greek educators. The translation revealed some semantic differences which required linguistic modifications. For example, self-resilience was translated into Greek using a description to cover all the semantic qualities the word carries *ψυχική ανθεκτικότητα, σθένος εκπαιδευτικών*. Then, it was sent to the second supervisor, as well as a small group of professionals, whose native language is Greek and who had professional experience of the Greek educational system to check the semantic relevance of the concepts under consideration, as well as provide guidance and feedback. Based on this feedback the final version was created. This iterative process refined the questionnaire's final version.

**Distribution and Response:** In June 2021, the questionnaire was electronically distributed along with an information statement to the participants. This questionnaire was administered online through the Microsoft Forms software package. Regional directorates agreed to distribute the survey to schools and teachers within their regions. The response rate was high initially, with a surge in responses before the summer break. The survey concluded at the end

of July, with a total of 256 responses received, exceeding the original target of 200. Out of these, 251 entries were used for data analysis. Once the questionnaire responses were collected and analysed, I used this information to develop more specific and targeted interview questions. Additionally, the questionnaire helped me identify potential participants who were interested in sharing their perspectives on the topic at hand. The original plan was to create clusters of region, school, gender, position, and experience based on the number of positive responses received. Then, a systematic cluster sampling would be applied to randomly select the interviewees. However, this was not needed as the number of volunteers did not exceed the original target, hence everyone who expressed interest in participating in the interview stage was included.

**Data Analysis:** The analysis of the questionnaire responses was conducted by calculating frequency scores and determining percentages. This approach allowed for an examination of the attitudes of educational officials and teachers regarding teacher evaluation, as well as the factors and criteria influencing these attitudes. By quantifying the responses, I gained insights into the prevailing perceptions and identified key areas of concern and agreement among the participants.

### **5.7. Data screening/Data cleaning**

One starting point in ensuring that the assumptions of the questionnaire were met was to begin with a screening of the data. First, in the demographic questions I removed the ten *other/don't answer* responses in the question about the position respondents serve in the system. These responses did not provide any valuable information in the analysis of the questionnaire. Furthermore, there were multiple options in this question and respondents could choose more than one option. For example, a headteacher could choose their current position as a headteacher but also choose their permanent role as a teacher, or a teacher in an administrative position could also choose the teacher option as well. This led to a spread of answers with many cells having zero replies (table 5.3). Therefore, I merged some cells of the contingency tables so that "no more than 20.0% of the expected counts are less than five and all individual expected counts are one or greater" (Yates, Moore and McCabe, 1999, p.734). Before merging, 29 cells (72.5%) had expected count less than 5, while the minimum expected count is .05. Therefore, I merged the position options into two broader categories: *teaching staff* which included all the supply and permanent teachers and *educational officials*, which included

headteachers, deputy headteachers, teachers in administrative positions, Director of Education, regional Director of Education and Educational Project Coordinator (PEKES). Then, I also merged the responses *disagree* and *I absolutely disagree* to one general response *disagree*, as well as *agree* and *strongly agree* to one general response *agree*, which resulted in three categories instead of five (table 5.4).

**Table 5.3**

*Position: Teacher Evaluation affects classroom autonomy*

Position	Disagree	I absolutely disagree	I neither agree, not disagree	Agree	Strongly agree	Total
Supply Teacher	10	0	7	16	2	35
Director of Education	2	0	0	1	0	3
Headteacher	8	5	9	6	1	29
Permanent teaching staff	43	4	29	65	14	155
Teacher in an administrative position	0	0	0	1	0	1
Regional Director of Education	0	0	0	1	0	1
Educational Coordinator	6	2	1	0	1	10
Deputy Headteacher	0	2	3	2	0	7
Total	69	13	49	92	18	241

*Note: before position merging, after removing 10 other/don't answer responses*

**Table 5.4**

*Position: Teacher Evaluation affects classroom autonomy*

Position	Disagree	I neither agree, not disagree	Agree	Total
Teaching staff	57	36	97	190
Education officials	25	13	13	51
Total	82	49	110	241

*Note: after position merging and after removing 10 other/don't answer responses*

After merging the position cells, 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.37.

Moreover, I excluded the response *other* in the gender question (two responses) in the responses which I felt it did not provide any additional information for the analysis of the data and these two responses correspond to only 0.8% of the overall responses (251). The decision to exclude the two 'other' responses in the gender question was a methodological choice made to enhance the accuracy and relevance of the analysis and was based on the principle of data clarity and relevance. In this particular context, these 'other' responses did not provide additional information that was pertinent to the analysis of the data. Gender, as a variable, was an important factor in the study's analysis, therefore, the 'other' responses, which did not align with the conventional gender categories, were excluded to maintain data consistency and to focus the analysis on responses that were directly relevant to the research objectives.

I also merged the number of responses in the position responses. For example, the responses about teachers' self-awareness based on the participants' position in the question about the aim of teacher evaluation showed that two cells (20.0%) have expected count less than five, while the minimum expected count is 2.33 (table 5.6). After merging *a little bit* with *very little*, as well as *much* with *very much*, which resulted in three categories instead of five (table 5.7), no cells (0.0%) had expected count less than five, while the minimum expected count is 5.29 (table 5.8). The tables below present the example of merging:

**Table 5.5**

*Position: Teacher self-awareness (before merging responses)*

Position	Very little	A little bit	Neither little, nor Much	Much	Very much	Total
Teaching staff	11	27	42	103	7	190
Education officials	3	3	19	22	4	51
<b>Total</b>	14	30	61	125	11	241

*Note: After position merging and after removing 10 other/don't answer responses*

**Table 5.6**

*Position: Teacher's self-awareness*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.361	4	0.079
Likelihood Ratio	8.291	4	0.081

*Note: 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.33*

**Table 5.7***Position: Teacher's self-awareness (after merging responses)*

Position.	Little	Neither little, nor Much	Much	Total
Teaching staff	18	27	145	190
Education officials	7	3	41	51
Total	25	30	186	241

*Note: After position merging and after removing 10 other/don't answer responses***Table 5.8***Position: Teacher's self-awareness*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.028	2	0.220
Likelihood Ratio	3.392	2	0.183

*Note: 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.29*

Similarly, I excluded four *don't answer* responses in the school unit area question and three *don't answer* responses in the years of experience question.

## 5.8. Interviews

Conducting interviews in qualitative research is a popular method to collect data. Demarrais (2004, p.55) describes a research interview as 'a process in which a researcher and participant engage in a conversation focused on questions related to a research study.' In order to learn about phenomena, which we cannot immediately observe, we interview people. We are unable to observe thoughts, feelings, or intentions. We are not able to observe actions that occurred in the past. Therefore, the goal of an interview is to provide us the opportunity to understand another person's viewpoint, to enter into another's person world (Patton, 2002). As Kvale (2006, p.481) describes it, interviews 'attempt to understand the world from the subjects' points of view and to unfold the meaning of their lived world. The interviews give voice to common people, allowing them to freely present their life situations in their own words, and open for a close personal interaction between the researchers and their subjects.' Therefore, interviewing is the best tool, or sometimes the only tool, when a researcher is interested in interpreting events, feelings, and behaviours that a common observation cannot provide.

There are different ways of conducting an interview depending on the philosophical perspective and the degree of the structure in the design. In the latter case, these vary from highly structured, or standardised interviews, to semi-structured and completely unstructured, open-ended conversations. In the majority of structured interviews, the questions and their order are predetermined and do not change. This lack of flexibility may prohibit reaching participants' deeper layers of worldview and perspective. The highly structured interviews are useful when the researcher aims to collect common sociodemographic data or to define a specific concept with respondents sharing a recurrent vocabulary (Merriam and Tisdell, 2015). A less-structured approach to interviewing is more popular in qualitative research. Semi-structured interviews contain a mixture of more and less structured, open-ended questions, whose order and wording can be adjusted during the interview based on the participants' contribution to the topic or issue explored. According to Merriam and Tisdell (2015, p.111) 'this format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to the new ideas on the topic.' Unstructured interviews are informal types of free conversation without a predetermined set of questions. This type of interview usually explores a phenomenon or a situation the researcher lacks knowledge of. It may be added in early stages of the qualitative research to collect necessary information to formulate questions for subsequent interviews. There is a risk that unstructured interviews may cause confusion to the researcher due to the number of unconnected pieces of information and varying unrelated viewpoints (ibid., 2015).

In this research semi-structured interviews comprised the main method of collecting the qualitative research data. This was considered a rather flexible way to gather the same information from interviewees with different personalities and coming from different circumstances. They offered more opportunities for topic exploring and extracting rich and meaningful data as 'the relationship between the researcher and the participant is not strictly scripted' (Yin, 2015, p.142). This type of interviewing also allowed for probing to take place. According to Merriam and Tisdell (2015, p.122), 'probes are also questions or comments that follow up on something already asked.' Asking for more information, clarification, or examples might be considered probing. Seidman (2013) uses the term "exploration" over probes and follow-up questions, but they can be as straightforward as asking for clarification on what participants just stated, usually in the form of who, why, what, when and where questions (Merriam and Tisdell, 2015). Glesne and Peshkin (1992, p.85) stress that 'probes may take

numerous forms; they range from silence, to sounds, to a single word, to complete sentences.’ Since they depend on the participant's response to the lead question, it is practically impossible to predetermine these in advance. As the researcher proceeds, they can alter how you do interviews. When there was an impression that the respondent is onto something important or that there is still more to discover during the interview, probes proved to be a useful tool.

The interview questions aimed to delve into various critical domains pertinent to the Greek educational landscape. The primary areas explored during these interviews were Greek Education in its present context, school culture, autonomy in teaching, and the structure of evaluation. The interview questions were meticulously crafted to explore critical domains within the Greek educational landscape, drawing inspiration from the theoretical frameworks and concepts discussed in the previous chapter. In particular, guided by Scott's institutional theory (2001), participants were encouraged to share their perspectives on the teaching profession in Greece. Questions focused on the essence of being a teacher, the merits, and challenges associated with the profession, and the characterisation of their respective schools. This allowed me to gain a deeper understanding of the role of educational institutions within the broader societal framework. Furthermore, informed by Fullan's educational change theory (2015), the interview delved into the description of school culture and its potential connection to teacher evaluation. The exploration of school culture aimed to uncover the prevailing ethos within participants' educational institutions. I explored the dynamics of interpersonal relationships, the relationships between teachers, students, and parents, and the overall climate within schools, recognising the impact of school culture on educational change and improvement. The challenges faced by Greek schools in terms of funding, infrastructure, staffing, training, and curriculum were also explored, aiming to grasp the broader context within which educators operate. Additionally, building upon Bourdieu's habitus theory (1977), I probed participants on the extent of their autonomy within their classrooms and the presence of opportunities for collaborative efforts among peers. These inquiries aimed to uncover the influence of teacher autonomy on teaching practices and its potential effects on the overall educational experience. Participants' engagement with ongoing professional development initiatives was discussed to capture the extent to which opportunities for growth were provided within their schools. In line with the literature on teacher evaluation, participants were asked about teacher effectiveness, the role of school headteachers in evaluating teachers' performance, and their understanding of teacher evaluation. I also sought insights into the

overarching purpose of teacher evaluation, aligning with institutional theory and educational change theory (Scott, 2001; Fullan, 2015).

### **5.9. Interview participants**

A total of 13 interviews were successfully conducted during this phase, surpassing the initial target of at least 10 interviews. The composition of interviewees encompassed a diverse group, including four male and nine female participants. The recruitment process was primarily facilitated through an online form appended to the conclusion of the questionnaire, which prompted most of the participants to volunteer for further engagement. However, it is noteworthy that a subset of interviewees, predominantly comprising educational officials, was directly approached via email. This strategic approach aimed to ensure a comprehensive representation across various echelons of the educational system. It is essential to underline that all participants were assigned pseudonyms to shield their identities throughout the research process. This practice was rooted in the paramount principles of research ethics, confidentiality, and privacy. The use of pseudonyms served as a protective measure to guard the anonymity of the participants, thus fostering an environment of open and candid expression. By assigning pseudonyms, the participants' true identities remained confidential, allowing them the freedom to share their thoughts, experiences, and viewpoints without fear of potential repercussions. Moreover, this practice aligned with my broader ethical obligation to respect the rights and dignity of research subjects. In essence, the employment of pseudonyms was not only a pragmatic measure to uphold ethical standards but also a strategic choice that engendered trust, fostered candid communication, and enhanced the trustworthiness and integrity of the findings. It underscored my commitment to conduct research in a manner that respected the well-being and rights of the participants while ensuring the collection of robust and insightful data.

As my goal was to collect as many viewpoints as possible from all levels of the educational system, I contacted by email senior officials at the MERA in autumn 2021. The expectations to receive a positive response, or even a reply, were limited, as I was aware of their heavy schedule and their possible reservations to participate in a research study. However, to my surprise, one senior official's personal secretary replied to my email showing interest and requesting more details. I sent out a description of my research and a sample of the topic areas the interview questions would cover. I also arranged a call with them to discuss further. Eventually, although there was an initial interest from the senior official's part, unfortunately



the attempts to schedule a meeting during spring 2022 were not fruitful due to the senior official's various commitments. This did not compromise the research at all, because at that point almost all of the interviews with the other participants had already taken place. The senior official's interview, although not in the plans in the first place, would be considered as a bonus as it would probably have provided an extra layer of argumentation coming directly from the political leadership of the MERA.

Regarding the participants, seven teaching staff members took part, six permanent schoolteachers, with 14 years of service on average, and one supply teacher. There were six educational officials, two Headteachers, three Educational Coordinators and one Regional Director of Education. There is a variety of subjects taught by these teachers as shown in table 5.9. The educational officials had significantly more years of professional experience (27 on average) with three of them close to retirement (Charlotte, the Educational Coordinator, retired in summer 2022). In terms of the geographical region teachers and educational officials came from, the majority, 10 out of 13, were from urban environments, whereas two teachers lived on islands, and one supply teacher worked in a village.

**Table 5.9**

*Details of interviewees*

Pseudonym	Subject taught	Position	Region	Service Years
John	Physics	Headteacher	Attica	30
Helen	Mathematics	Permanent Teacher	Attica	19
Mary	Literature	Headteacher	Central Macedonia	23
Emma	Mathematics	Permanent Teacher	South Aegean	15
Charlotte	Mathematics	Educational Coordinator	Attica	40
Olivia	Mathematics	Educational Coordinator	Western Macedonia	30
Amelia	Special Education	Supply Teacher	Central Macedonia	8
Robert	Mathematics	Educational Coordinator	Attica	36
George	School Nurse	Permanent Teacher	Attica	9
Kate	Mathematics	Permanent Teacher	Attica	20
Nick	Mathematics	Regional Director	Attica	35
Rosie	I.C.T	Permanent Teacher	Attica	12
Sarah	Physical Education	Permanent Teacher	South Aegean	20

### **5.10. Interview procedure**

The communication with the participants who expressed interest to be included in the interview stage started in February 2022 after the interview questions were finalised based on the results of the questionnaire (appendix 9). I first contacted the list of participants to confirm that there was still interest. Two of them withdrew their interest without providing an explanation. The rest after confirming were sent details about the interview and a doodle link to choose their availability. They were also sent the participant information statement, which was approved by the Ethics committee, as well as the consent form with the request to complete, sign and return it prior to the interview (appendix 11).

At the time of the research design the interview stage planning remained flexible, subject to the developments of the COVID-19 pandemic. Although the initial plan was to conduct the interviews face to face, there also was provision for this to be carried out on a UEA sanctioned online platform in case schools remained closed and social interaction was limited. Eventually, due to the unpredictability of the COVID-19 development, it was decided that the interviews should take place online. The interviews were held online via Zoom between March 2022 and May 2022 and were video recorded with the interviewees' consent. Two days before the interview, the Zoom meeting link was sent out. Zoom was selected as it is a popular, easy-to-navigate platform which most Greek educators even with limited IT experience know and have used. The recordings were also complemented by sporadic written notes taken by the researcher during the interviews. These notes captured additional contextual details, nonverbal cues, and immediate impressions that enriched the overall understanding of the participants' responses and the dynamics of the interview interactions (appendix 13). The interviews lasted approximately 45 to 50 minutes and as explained earlier were all semi-structured with a list of predetermined questions and topics but with the flexibility to build on the initial responses and clarify opinions and meaning.

Salmons (2015, p.4) provides a framework for what she refers to as "e-interview research". She suggests thinking about issues specifically relevant to the online world, while qualitative researchers always need to consider similar issues in all qualitative investigations. Specifically, the researcher needs to look into important queries in eight relevant categories: aligning the research's goal with its design is the first step, followed by deciding on the type of ICT tools to use, the style of the e-interview, the type of data gathering methods to employ, the sample

concerns, the ethical considerations, and finally, the actual data collection. All these queries were addressed at the different stages of the interview process.

As with any method of data collecting, conducting interviews online offers advantages and disadvantages. One of its obvious benefits is that there is no longer limitation by region when interviewing participants. A researcher could conduct focus groups with everyone present and interview individuals in different parts of the world. Another benefit is that most of the web conferencing technology venues enable video recordings, which is useful if you wish to research or analyse nonverbal cues in the future. The fact that not everyone has access to these different technological tools or the expertise to utilise them is one of their obvious drawbacks which was considered when planning the online interviews. Additionally, technological failures or connection problems can be an issue. Voices can occasionally break up while being recorded on audio equipment, which can be frustrating for both the interviewer and the interviewee (Tuttas, 2015). Finally, while using these tools over the Internet, there is always a danger that confidentiality will be jeopardised. Even though it may generally be unlikely, ethical concerns were considered when conducting such research (please see the relevant section for ethical considerations in chapter 9).

An important factor in obtaining the needed information is how the questions are worded. Therefore, making sure that the interviewee understood the questions I asked was a logical place to start. The questions were phrased in everyday language. The quality of the data gathered during the interview were improved by using language that the interviewee can understand and that reflects their worldview. Hence, before I conducted the interviews, I undertook a thorough assessment of the questions to filter out any weak ones. I asked myself the questions and pushed myself to provide the bare minimum of a response. Additionally, I considered whether answering any of the questions honestly would make me feel uncomfortable. Together with a pilot interview, this guaranteed that the questions asked were appropriate (Merriam and Tisdell, 2015). In general, it is a good idea to start an interview out by asking for some unbiased, descriptive information. Consequently, I started the interviews asking respondents some general questions about the Greek schools and their role, and to give a brief description of the phenomenon of interest, as well as to recount their interactions with the phenomenon in the past. The interviewee's perceptions, opinions, values, emotions, and other characteristics were then accessed through the questions that were based on this information (ibid., 2015).

### **5.11. Interview transcription**

Interviews were all held in the Greek language, the mother tongue of the participants. As Zoom does not offer a transcription in Greek, alternative options to transcribe and translate the recordings were sought. I contacted the ICT department of the university for advice and guidance on possible software. As none of the popular meeting platforms, such as Skype, MS Teams, Webex (widely used in Greece), offers transcription in Greek, I did market research for the most suitable and trustworthy software to generate the transcriptions. I decided on the paid subscription Sonix software which is a completely automated and secure system as no human has access to the recording files without consent (appendix 14). However, one issue was the accuracy of the transcriptions as in most cases the audio of the recordings was not high quality. This required human intervention from my part to check each transcription word-by-word against the recordings to ensure that the accuracy was perfect. The final Greek transcription outcome was sent to the interviewees to correct and approve (appendix 15). Most of the participants were satisfied and returned the transcription without any correction. There were two interviewees who made some changes as they felt that the writing did not reflect exactly the arguments they made during the interview. Finally, when all the approved transcriptions were obtained, the subsequent phase involved an initial analysis of the transcriptions in Greek to maintain the authenticity of the analysis in order to identify common categories and themes, as described later in section 5.14. Then, selected quotes which were used in the presentation of the interviews and the discussion chapters were translated into English, facilitated using Google Translate. However, it is important to acknowledge that this approach has inherent limitations.

Machine translation tools can sometimes struggle with capturing nuanced meanings, cultural contexts, and idiomatic expressions present in the original language. To mitigate these challenges and ensure accurate translation, a multi-step process was employed. Firstly, I reviewed the initial translations to identify any glaring errors or misinterpretations. Subsequently, I cross-referenced the translated excerpts with the original Greek transcriptions to confirm that the essence of the participants' messages was accurately conveyed. In cases where the translation appeared unclear or ambiguous, I engaged in manual adjustments to align the translated text with the intended meaning. Moreover, given my background as an English language teacher, I was able to play a hands-on role in the translation and correction process. Recognising the potential challenges of machine translation, I personally reviewed and refined the initial translations generated by Google Translate. Drawing on my linguistic expertise, I carefully assessed the translated content to ensure that it accurately captured the nuances and

intended meanings present in the participants' responses. Furthermore, I leveraged my familiarity with idiomatic expressions and cultural contexts to identify and rectify any instances where the translation might have deviated from the original essence. As part of a quality control measure, I engaged in a collaborative effort with a bilingual colleague, seeking their insights and feedback on the translated excerpts I finally used in the thesis. This collaborative approach, coupled with my expertise as an English language teacher, aimed to enhance the accuracy and authenticity of the translated transcripts, ultimately preserving the integrity of the participants' viewpoints and experiences. Both the transcription and the translation proved time-consuming, meticulous processes. However, as explained earlier, this formed part of what Braun, Clarke and Hayfield (2022) describe as the familiarisation with the data. The process allowed me to read the accounts repeatedly, understand the data better, what they meant, the arguments made by the participants, see how participants felt and whether what they felt during the interview was depicted in the writing and in general their worldview through their accounts.

Furthermore, a key principle integrated into the research process was to ensure that the perspectives and insights of participants held paramount importance. The participatory nature of the study aimed to empower participants by providing them with a platform to voice their opinions and experiences. By incorporating their viewpoints directly into the research findings, the study sought to embrace a collaborative approach that acknowledged participants as co-creators of knowledge rather than passive subjects. In this vein, member checking was implemented as a mechanism to enhance the democratic participation of participants in the research findings. As mentioned earlier, member checking involved presenting participants with the preliminary research findings and inviting them to verify the accuracy and relevance of the interpretations. This process not only offered participants the opportunity to validate my understanding of their perspectives but also enabled them to contribute additional insights or correct any potential misinterpretations. Through member checking, the research process evolved from a unidirectional flow of information to a reciprocal dialogue, fostering a democratic and inclusive exchange of ideas. Moreover, the integration of democratic participation served to elevate the credibility and trustworthiness of the study. By actively involving participants in the verification of findings, the research gained an additional layer of credibility, reducing the potential for researcher bias and enhancing the authenticity of the interpretations. This practice aligned with the broader principles of transparency and accountability which will be discussed later in the chapter, as participants were afforded the agency to shape the final narrative that emerges from their contributions. Finally, a thematic

analysis of the interview data was used, including appropriate coding. Identified themes were used to provide an organisational focus from which to analyse interviewees' responses.

### **5.12. Thematic analysis**

Thematic analysis, as applied in this research, represents a powerful and adaptable method for uncovering, examining, and interpreting patterns within a qualitative dataset. Its roots trace back to the concept of "themata" in scientific thought, with Gerard Holton playing a foundational role in its development (Holton, 1973). This approach to analysis, while influenced by earlier content analysis methods, has evolved into a distinct methodological practice characterised by its flexibility, accessibility, and ability to extract nuanced insights (Joffe, 2012). Unlike conventional methodologies such as grounded theory or interpretative phenomenological analysis, which guide various aspects of research, thematic analysis primarily functions as a method within qualitative research. It does not dictate the selection of research questions, participants, or data collection methods, but instead offers researchers the latitude to choose and apply a range of options based on their specific research context (Braun, Clarke and Hayfield, 2022).

Thematic analysis, as employed in this study, involves a systematic process of coding data to identify and develop themes that encapsulate shared meanings within the dataset. These themes serve as the cornerstone of analysis, representing the researcher's ultimate analytical objective (Braun, Clarke and Hayfield, 2022). These themes are not isolated concepts but rather organised patterns around central organising ideas, capturing the essence and distribution of meaning across the data (Braun et al., 2019). The beauty of thematic analysis lies in its theoretical flexibility, making it adaptable to various research questions and contexts. It can be seamlessly integrated into diverse research designs, whether pluralist, multi method, or catering to different dataset sizes and characteristics. Thematic analysis aligns with a researcher's theoretical framework and can investigate a range of qualitative phenomena, be it individual experiences, social processes, cultural norms, or constructs (Braun, Clarke and Hayfield, 2022). In this research, thematic analysis offered an avenue to delve into the perceptions and experiences of teachers and educational officials regarding teacher evaluation in Greece. It allowed for the exploration of diverse viewpoints and the identification of underlying patterns, thereby contributing to a comprehensive understanding of the research topic. While thematic analysis does not prescribe a uniform recipe, its application within the research process

strengthened the credibility and trustworthiness of the findings, providing a structured yet adaptable framework for exploring the multifaceted dimensions of teacher evaluation in the Greek educational system.

### **5.12.1. Three schools of thematic analysis**

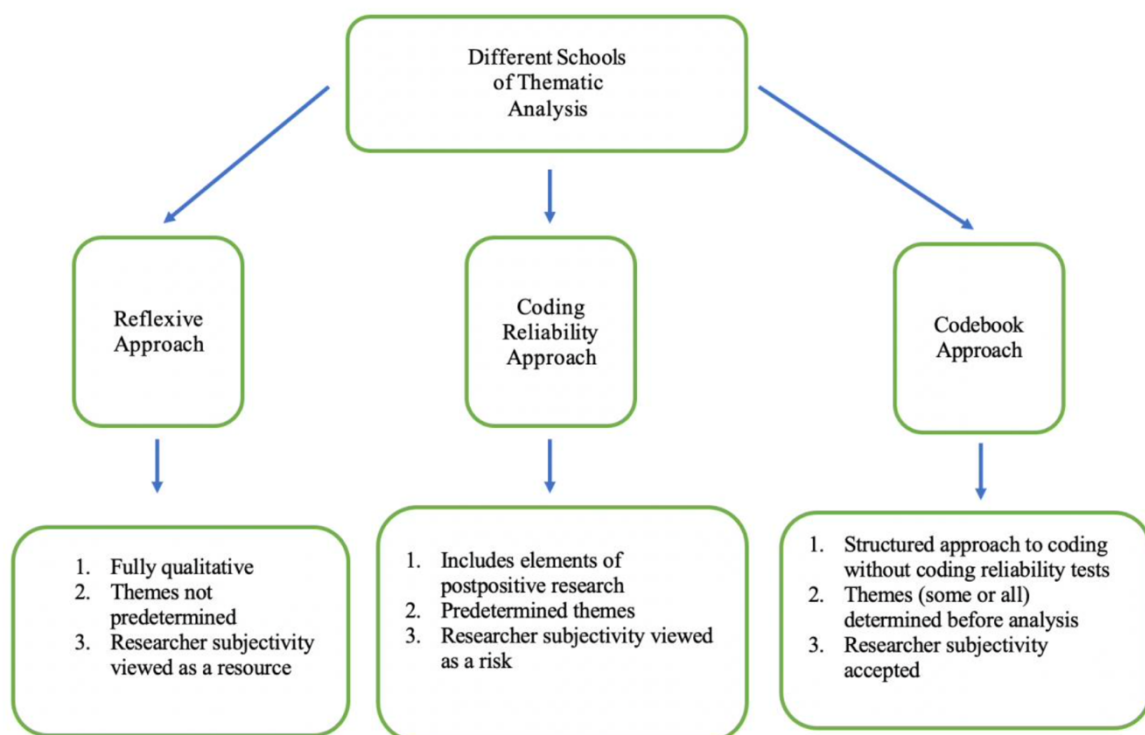
Braun et al. (2019) delineated three distinct schools of thematic analysis, each associated with various methods, yet sharing the common thread of developing patterns of meaning through coding (Braun and Clarke, 2022). One of these schools is the coding reliability approach, an approach characterised by a partially qualitative perspective and influenced by positivist notions of reliability (Terry et al., 2017). This approach, utilised by many researchers, for example, Boyatzis (1998) and Joffe (2011), employs pre-established codes and themes to systematically analyse qualitative data. It harmonises both qualitative and quantitative elements (Mayring, 2022). The coding reliability process centres on locating "reliable" data and discerning "accurate" themes within the analysed content (Braun et al., 2019). This method often involves multiple independent coders adhering to predetermined codes and themes. It aligns with consensus coding, with coders collectively aiming to construct a shared and "correct" analysis of the data (Braun et al., 2019). Unlike coding reliability, the codebook approach acknowledges the role of the researcher's subjectivity, allowing for interpretation and reflection (Morgan, 2022). Conversely, the reflexive thematic analysis school employs a fully qualitative stance, emphasising the researcher's subjectivity and reflexivity (Gough and Madill, 2012). Rooted in interpretive paradigms and embracing multiple realities, the reflexive approach values the researcher's individual perspectives and expertise. Rather than seeking a singular interpretation, this approach views coding as an organic, evolving process, subject to the researcher's insights and engagement (Braun et al., 2019).

In reflexive thematic analysis, the researcher's interpretive choices are guided by cultural, political, and ideological positioning, enriching the analysis. The process is akin to artistry, where the researcher crafts narratives that encapsulate shared meaning-based patterns within the data. These patterns are constructed through a fluid, inductive coding process, leading to themes that resonate with the researcher's understanding of the data (Terry et al., 2017). Themes emerging from this approach are dynamic, complex, and multi-dimensional, reflecting the researcher's active engagement and synthesis of shared meanings (Morgan, 2022). The central point of generating themes in reflexive thematic analysis is shared meaning, allowing for the exploration of both latent and explicit meanings within the data (Braun et al., 2019). Themes

developed through this approach transcend mere frequency, focusing instead on their significance and richness. Consequently, the reflexive approach empowers researchers to construct narratives that capture the intricate tapestry of meanings present within the qualitative data, thereby fostering a deeper understanding of the phenomenon under investigation. The differences among the three different thematic analysis schools are summarised in the following figure (taken from Morgan, 2022, p.2084).

**Figure 5.1**

*Different schools of thematic analysis*



Note. The information in this figure is from Braun et al. (2019) and Braun and Clarke (2022).

Reflexive thematic analysis was used in my research analysis, as it is compatible with the interpretive paradigm that I have chosen for my research. This means that it is well-suited to exploring the multiple realities and subjective experiences of my participants. In other words, it is a useful method for exploring complex social phenomena such as teacher evaluation policies. It allowed for a flexible and iterative exploration of the data, with an emphasis on uncovering patterns and themes that emerge from the data itself, while also acknowledging the influence of my subjectivity and perspective on the analysis. Braun, Clarke and Hayfield (2022) describe six phases of thematic analysis which were followed during my analysis of the data:



familiarisation with the data, coding the data, generating initial themes, reviewing and developing themes, refining, defining and naming the themes, and finally producing the report. Part of the familiarisation process can be the transcription of the data. It allows the researcher to read the accounts repeatedly, understand the data better, what they mean, the assumptions made through participants' accounts, how participants feel and why they feel this way, how the researcher might feel in a similar situation, the world revealed through their account. Coding is a chance to explore the ideas revealed comprehensively and systematically. Codes can evoke the relevant data capturing what is analytically interesting about the data. Coding can be semantic or latent depending on the research purpose. The former is a descriptive account of participants' sense making, while the latter interrogates underlying meaning which underpins participants' apprehension. In particular, in my research the initial coding stage involved identifying semantic codes, which were then grouped and refined to develop latent codes that captured underlying themes or patterns in the data. Finally, after thoughtful and reflexive engagement with the data, themes are constructed as analytic outputs developed through and from the creative strive of coding (Braun, Clarke and Hayfield, 2022).

### **5.13. Data analysis stages**

Thematic analysis served as the analytical approach for my research data. This iterative method involved refining and revising codes and themes while navigating between data and emerging themes.

In particular, my thematic data analysis process was broken down into the following phases:

Stage 1: Organising memos and transcribing.

Stage 2: Adding data sources to the NVIVO 1.7.1 software.

Stage 3: Selecting the concepts, groups, and codes.

Stage 4: Considering NVIVO codes and organising them to create links.

Stage 5: Building up categories and themes.

As described earlier, the process of familiarisation with the data is a critical step in qualitative research and can lay the foundation for a successful thematic analysis. This process was time-consuming as I wished to be meticulous in my research as I transcribed all interviews, but it was essential for gaining a deep understanding of the data and identifying meaningful themes and patterns. This process allowed me to read the accounts repeatedly and understand the data

better, including the arguments made by the participants, their feelings, and their worldview. This is an important aspect of thematic analysis, as it allowed me to develop a nuanced understanding of the data and to identify themes and patterns that may not have been immediately apparent.

The second stage included the uploading of the interview data on NVIVO version 1.7.1 (appendix 16). NVIVO software is a good way to analyse, manage and shape qualitative data. It provides an efficient and organised way to code and sort fieldnotes data, and its ability to store the database and files together in a single file can be very useful. NVIVO helped me generate codes. Codes can be words, phrases, or concepts that are used to capture the meaning of the data in a concise and descriptive way (Miles et al., 2014). Copland (2018) noted that the primary goal of codes is to distinguish between the common and routine from the unique and noteworthy while demonstrating that themes were either essential to participants or essential to the researcher. In NVIVO, the graphical display of codes and categories helped me to visualise and understand the data more easily.

In the context of my own research, it is essential to acknowledge that NVIVO is a computer-assisted data analysis software, serving as "analytic support," rather than a replacement for my own intellectual role. While NVIVO can provide valuable assistance throughout the analysis phase, it remains the researcher's duty to assess and derive meaning from the data, as well as determine coding and categorisation strategies. Instead of substituting the analytical prowess and subject expertise of the researcher, NVIVO should be considered a tool that aids them in their work (Ritchie et al., 2013). In essence, employing NVIVO or any other data analysis software is an advantageous asset within qualitative research, yet it is imperative to recognise that it constitutes only a segment of my analytical journey, working in tandem with my own critical thinking, interpretation, and decision-making capabilities.

**Figure 5.2**

*Screenshot of NVIVO v.1.7.1 of the different codes of the interview analysis*

The screenshot shows the NVIVO v.1.7.1 interface. The top menu bar includes Home, Edit, Import, Create, Explore, Share, and Modules. Below the menu is a toolbar with icons for Clipboard, Item, Organize, Visualize, Code, Autocode, Uncode, Code In Vivo, Spread Coding, Case Classification, and File Classification. The main area displays a list of codes with columns for Name, Files, References, Created on, Created..., Modified on, Modified by, and Color. The codes are organized into a hierarchical structure with expandable folders.

Name	Files	References	Created on	Created...	Modified on	Modified by	Color
○ Αξιολόγηση	5	16	9 May 2022 at 17:43	HB	1 Jan 2023 at 17:53	HB	●
○ Αξιολόγηση και αποτελ...	12	19	9 May 2022 at 17:45	HB	12 Jan 2023 at 17:31	HB	●
○ Μέτρηση αποτελεσμ...	5	5	12 Jan 2023 at 16:06	HB	16 Mar 2023 at 18:...	HB	●
○ Ποιότητα έργου	4	4	12 Jan 2023 at 16:06	HB	12 Jan 2023 at 16:13	HB	●
○ Ποσοτική μέτρηση	3	3	16 Mar 2023 at 18:...	HB	16 Mar 2023 at 18:...	HB	●
○ Αξιολόγηση και διδακτι...	9	12	9 May 2022 at 17:46	HB	15 May 2022 at 18:...	HB	●
○ Αξιολόγηση και παρελθ...	11	27	9 May 2022 at 17:46	HB	12 Jan 2023 at 17:31	HB	●
○ Έλλειψη εμπιστοσύν...	8	16	12 Jan 2023 at 15:56	HB	16 Mar 2023 at 21:...	HB	●
○ Πολιτική βούληση	3	5	12 Jan 2023 at 15:54	HB	16 Mar 2023 at 18:...	HB	●
○ Τιμωρία	2	3	12 Jan 2023 at 15:53	HB	16 Mar 2023 at 18:...	HB	●
○ Φόβος	4	6	12 Jan 2023 at 15:54	HB	16 Mar 2023 at 18:...	HB	●
○ Έννοια αξιολόγησης	9	20	9 May 2022 at 17:44	HB	16 May 2022 at 15:...	HB	●
○ Αναγνώριση της προ...	1	1	16 Mar 2023 at 21:01	HB	16 Mar 2023 at 21:...	HB	●
○ Απόδοση μαθητών	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
○ Να διορθώσει προβλ...	1	1	16 Mar 2023 at 20:...	HB	16 Mar 2023 at 21:...	HB	●
○ Να δω που βρίσκομαι	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
○ να μπορεί να γίνει κ...	4	4	16 Mar 2023 at 20:...	HB	16 Mar 2023 at 21:...	HB	●
○ Σκοπός αξιολόγησης	11	26	9 May 2022 at 17:44	HB	16 May 2022 at 15:...	HB	●
○ αναβάθμιση γενικά τ...	8	8	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
○ Να εντοπίσει αδυναμ...	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:07	HB	●
○ Τιμωρία	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
○ Αυτοαξιολόγηση	11	34	10 May 2022 at 12:...	HB	12 Jan 2023 at 17:31	HB	●
○ Αντιδράσεις	7	10	12 Jan 2023 at 16:18	HB	12 Jan 2023 at 16:24	HB	●
○ Δομή	8	14	12 Jan 2023 at 16:19	HB	12 Jan 2023 at 16:25	HB	●
○ Αυτονομία	0	0	9 May 2022 at 17:19	HB	9 May 2022 at 17:19	HB	●
○ Αξιολόγηση και αυτονο...	10	14	9 May 2022 at 17:20	HB	16 May 2022 at 15:...	HB	●

Once I had a list of codes, I organised them into categories that grouped together related codes (figure 5.2). After I had organised my codes into categories, I looked for patterns and relationships among these categories. Then, codes were further divided into themes, which served as major headings under which a collection of categories might be classified. I identified broader themes that emerged from the categories, such as “mistrust”, “fear of the unknown”, “disregard of the law”, “globalisation and marketisation of education”. I refined my themes by examining the data and ensuring that each theme accurately captures the underlying concepts and ideas. Then, I translated parts of the transcription which best represented these themes into English to use in the presentation of the interview results and the discussion (chapters 7 and 8).

The analysis of the interviews was a multi-faceted process, guided by the theoretical frameworks and perspectives. This approach involved both deductive and inductive reasoning, aimed at comprehensively understanding the participants' viewpoints and experiences. In the deductive aspect of the analysis, key themes naturally resonated with concepts previously explored in the literature. Specifically, concepts derived from the works of Danielson (2008), Delvaux et al. (2013), as well as Hallinger, Heck, and Murphy (2014) on education policy and

evaluation, which were discussed in the literature review, served as anchor points. For example, themes related to teacher autonomy in evaluation developed by Shen, Leslie, Spybrook and Ma (2012), school culture impact on evaluation rooted in the established theories of Garver (2020) and Kraft and Papay (2014), as well as globalisation in education found in works by Ball (2012), Matsopoulos et al. (2018) and Giroux (2004). This process allowed for a direct connection between the participants' narratives and existing theoretical constructs. By aligning these deductive themes with established theory, the analysis reinforced the applicability of existing concepts in the specific context of the study. Conversely, the inductive aspects of the analysis emerged organically from the data itself. These aspects revealed novel patterns, viewpoints, or dimensions that were not explicitly anticipated in the existing literature. These inductive themes were born from the participants' unique experiences and perspectives, unearthing aspects of the phenomenon that might have been overlooked without their input. For instance, participants' narratives led to the emergence of themes such as peer collaboration in evaluation and aspects of teacher evaluation such as fear and disregard, which expanded the depth of our understanding beyond the scope of existing knowledge. The analysis of the qualitative questionnaire responses significantly informed the thematic analysis of the interviews. The questionnaire responses provided initial data that helped identify key areas of interest and potential themes. While the questionnaire focused on structured responses, it served as a complementary tool for understanding participants' perspectives. The data gathered from the questionnaire informed the initial identification of themes, which were then explored in greater depth through the interviews.

The iterative nature of this multi-methods approach ensured a holistic understanding of the research questions. The deductive aspect of the interview analysis aligned participants' responses with the established literature, while the inductive aspect allowed for the discovery of fresh insights. The themes became the building blocks for constructing the titles of the sections within the following chapters. In this way, the titles of the sections were not just arbitrary headings; they were grounded in the content of the data and the specific aspects of the research questions that each theme addressed. This approach served to maintain a strong alignment between the analysis and the research objectives, ensuring that the discussion flowed logically from the themes and participants' perspectives. By acknowledging the interplay between deductive and inductive processes, this study maintained a balance between leveraging existing theory and remaining receptive to novel perspectives emerging from the

participants' voices. This methodological approach facilitated a comprehensive analysis that enriched the overall quality of the study's findings.

#### **5.14. Research credibility, trustworthiness, and transferability**

In the realm of my research, conducting meticulous studies is paramount to deliver insights and conclusions that resonate with both readers and fellow researchers. Such research endeavours hold the potential to influence the theories and practices of the field, thereby emphasising the importance of researcher's confidence in the execution of investigations and the reader's conviction in the study's findings. In the context of qualitative studies, like the one I conducted, establishing credibility and trustworthiness entailed providing comprehensive explanations of my methods and furnishing substantial evidence for readers to evaluate the credibility of the outcomes (Merriam and Tisdell, 2015).

Regardless of the nature of the research, the concepts of credibility and trustworthiness can be fortified by meticulously considering the study's conceptualisation, data collection, processing, interpretation, and presentation of results. As Richards and Hemphill (2018) contend, excellent qualitative research gets its credibility from the researcher's ability to demonstrate the route required to reach conclusions and establish the reader's confidence in the authenticity of the presented story. This is why qualitative research benefits from a thorough project history, as documented in diaries or process logs. In my investigation, the emphasis on detailing the processes undertaken lend credence to the outcome's coherence, a contrast from the limited insights provided by quantitative research where procedural details are less apparent, necessitating persuasion of correct procedure adherence (Firestone, 1987). Furthermore, it is noteworthy that while quantitative studies often depict a world of variables and static states, qualitative studies delve into the realm of human action within events (Firestone, 1987). Ultimately, the hallmark of a trustworthy research study lies in its meticulously crafted design, adhering to well-established standards recognised by the scientific community (Merriam and Tisdell, 2015). In the context of my own research, this emphasis on rigor and adherence to accepted standards underpinned the credibility of my findings and their potential contributions to the broader academic and practical discourse in the field of education.

### **5.14.1. Credibility**

Within the scope of my research, the practice of triangulation emerged as a fundamental technique that underpinned the pursuit of robust and credible findings. Credible findings are those that are considered trustworthy and credible. They are results and conclusions that can be depended upon to accurately represent the phenomena under investigation. This approach aligns closely with Creswell's (2014) assertion of using multiple methods or data sources to confirm and verify research outcomes. Denzin (1978) extends this concept, presenting various forms of triangulation that include the application of multiple methods, sources of data, investigators, or theories to confirm emerging findings. Notably, Patton (2002) emphasises the significance of triangulation in enhancing credibility and quality by mitigating concerns related to relying solely on one method, source, or investigator's perspective.

In my research endeavour, the concept of trustworthiness was actualised through the application of triangulation across multiple dimensions. Specifically, the integration of various methods such as semi-structured interviews and a questionnaire strengthens the credibility of the collected data. This approach ensures that insights and perspectives are captured comprehensively, minimising the risk of any single method inadvertently shaping the results. Furthermore, the aspect of triangulation extended to the diverse array of data sources harnessed in my study. By engaging participants with different viewpoints and perspectives, I aimed to capture a holistic representation of the phenomenon under investigation. This was reinforced by employing follow-up interactions with participants when necessary, contributing to the depth and richness of the data. The principle of triangulation was also exemplified in my research through the cross-referencing of participant responses with information extracted from various official documents, such as presidential decrees and laws, as well as relevant publications. This convergence of data from different sources not only enhanced the credibility of the findings but also reinforced the credibility of the interpretations derived from the data. In essence, the practice of triangulation embodied the commitment to trustworthiness and rigor in my research. It signified the conscious effort to approach the research question from multiple angles, verifying and enriching the findings through a convergence of methods and data sources. As a result, the application of triangulation strengthened the robustness of my research outcomes, elevating their credibility and contributing to the authenticity of the insights obtained within the context of teacher evaluation in the Greek educational system.

### **5.14.2. Trustworthiness**

The concept of trustworthiness held a pivotal role in my research, as I aimed to ensure the accuracy and credibility of my study's outcomes. The qualitative nature of my investigation necessitated a thorough consideration of the quality, authenticity, and sincerity of the findings, which collectively contributed to the overarching notion of trustworthiness. In line with the framework set by Lincoln and Guba (1988), trustworthiness encompasses several key dimensions, each of which aligned with the goals of my research. For example, credibility, analysed in the next section, emphasises the accurate representation of participants' opinions and experiences. Member checking, particularly relevant in my study, allowed participants to verify and confirm the accuracy of the interpretations derived from their perspectives. Additionally, the utilisation of multiple data sources and methodologies supported the conclusions drawn from the data, further strengthening credibility. Confirmability relates to the alignment of research conclusions with the data itself, independent of the researcher's biases or preconceptions. In my research, the concept of confirmability resonated deeply as I strove to present the perspectives of participants without undue influence. To achieve this, I employed strategies like reflexivity to critically assess and mitigate my own biases. Additionally, peer debriefing provided an external perspective, allowing other researchers to scrutinise and challenge the conclusions drawn from the data.

### **5.14.3. Confirmability**

Another important strategy for data triangulation is the adequate engagement in data collection. In other words, trying to get as close to participants' understanding of a phenomenon as possible. The conclusions based solely on the responses of the participants, rather than any potential bias or personal interests of the researcher guarantees the confirmability, that is the degree of neutrality in the findings of the research investigation. Researchers must be open and honest about their research methodology as well as their personal biases and presumptions to improve confirmability. This can be accomplished by employing strategies like reflexivity, in which researchers consider how their personal viewpoints and experiences may be influencing how they perceive the data. Peer debriefing, in which other researchers examine and discuss the interpretations of the researcher can also help to boost confirmability by offering an external check on the findings of the study. Researchers can also give an audit trail that outlines every stage of data analysis that was performed in order to justify the judgements made. An audit trail is a record of the research process, including data collection, analysis, and interpretation, that allows other researchers to review and evaluate the findings.

Furthermore, saturation is a utilised criterion in qualitative research that can help to ensure the rigour and trustworthiness of the findings. Saturation is defined as the moment at which new data no longer adds new insights or information to the study subject. When saturation is reached, the researcher can be confident that the breadth and depth of the experiences and opinions of the participants have been captured. How many people should be interviewed or how long an observation should last are always difficult questions to answer because the answers are always dependent on the specific study. According to Merriam and Tisdell (2015) the best guideline is that the data and emerging findings should feel saturated; that is, you should start seeing or hearing the same things repeatedly, and no new information should emerge as you collect more data. Along with spending enough time gathering data, one should consciously search for differences in how people interpret the phenomenon (ibid., 2015).

In my study, the setting of the research was the Greek context, therefore all the interviews were held with Greek participants in the Greek language. This allowed the interviewees to fully develop and elaborate their arguments. The duration of the interview was also considered an adequate time to comprehensively process the questions and provided exhaustive replies. Further, the online setting of the interviews enabled the interviewees to take part in their chosen environment and thus feel relaxed and comfortable during the interview. The translation of the interview transcripts added an extra layer of engagement with the data as I found myself thrown into the raw material in Greek, which I then spent considerable time carefully translating it into English, ensuring that the ideas were kept intact and accurate. However, as the interviews progressed and felt that few new information surfaced, I did not stop but sought variations in the arguments and explanations of the situation explored. Adequate data collection time should be combined with a deliberate search for variation in the phenomenon's understanding (Merriam and Tisdell, 2015). Patton (2014, p.653-654) stresses that credibility depends significantly on the integrity of the researcher, and one way to approach the issue is for the researcher to 'look for data that support alternative explanations....failure to find strong supporting evidence for alternative ways of presenting the data or contrary explanations helps increase confidence in the initial, principal explanation you generated.' Lack of challenging, alternative, often conflicting evidence in the dataset can convince for the original explanation and reasoning offered. It is crucial to highlight, however, that saturation is not always a clear-cut or objective criterion, and researchers must use their discretion and reflexivity to determine when it has been reached. Furthermore, saturation does not always imply transferability,



because qualitative research sometimes focuses on specific situations and groups rather than attempting to draw broad implications.

The honesty and openness of the research was also an approach to data trustworthiness. Awareness of the difficulties the researcher may face during the process as well as any personal issues which may hinder data credibility is important. I have tried to be open and honest about the research process, the favourable circumstances, and difficulties I encountered when developing the research strategy, gathering, processing, and analysing data. For example, the requirement to translate a large portion of the study's data from Greek into English, such as interview data, and policies, has made the issue of translation accuracy one of my key concerns. To improve the correctness of the translation, several methods were used, including back-translation, and going back to participants for data verification.

#### **5.14.5. Transferability**

Another important aspect of a research study is the transferability of the results of. In qualitative research generalisability is difficult to be achieved due to the limitations of the sample size. In qualitative research, transferability can be referred to as *naturalistic generalisation* (Stake, 1978), a type of generalisation used that involves drawing conclusions and making inferences that can be applied to similar contexts beyond the specific research setting. Unlike statistical generalisation, which relies on random sampling and probability to generalise about a population, naturalistic generalisation is based on the subjective interpretation of the data by the researcher and their understanding of the context in which the research was conducted.

Naturalistic generalisation involves identifying patterns, themes, and concepts that emerge from the data and using these findings to develop broader theoretical or conceptual frameworks that can be applied to other settings or situations. This process requires the researcher to consider the similarities and differences between the research setting and other contexts and to use their judgment and expertise to determine the extent to which the findings can be transferable. However, transferability lies more on the applier not on the original researcher. In other words, the importance is on the extent the initial research inquirer provides enough, sufficient data for the results to be applied elsewhere. This is the notion of transferability in research. Lincoln and Guba's 1985 work further established the concepts of transferability (where a hypothesis developed in one context can be transferred to another context) and fittingness (where a hypothesis from one context is sufficiently congruent or "fits" in another)

(Melrose, 2009). Transferability refers to highly descriptive, detailed presentation of the setting and in particular, the findings of a study which enables the outcome to be used in future research (Merriam and Tisdell, 2015). This research included detailed description of past events, records of engagement with the dataset, rich evidence presented in the form of quotes from participants' interviews, notes, and document analysis to account for the study conduction. Lincoln and Guba (1985, p.125) argue transferability is achieved when there is a 'thick description of the sending context so that someone in a potential receiving context may assess the similarity between them and...the study.' Therefore, these concepts built on the idea of naturalistic generalisation. Naturalistic generalisations, or transferability, and fittingness all depend on researchers to give readers the in-depth explanations and fictitious first-hand stories they require to decide whether and how they would apply the knowledge to their own lives.

Carefully considering the selection of the study sample is another method for improving transferability (Merriam and Tisdell, 2015). Maximum variance in the sample, whether it be the study sites chosen or the persons interviewed, enables readers or other researchers to apply the findings in a wider range of contexts. In this research, sample variance was achieved with a selection of participants with different roles, positions, and years of experience in the educational system. Also, the sample came from a range of regions to maximise the different geographical representation as possible. Maximum variation sampling, according to Patton (2015), is intentionally picking a wide range of examples to get variation on dimensions of interest. The selection of a broad variety of instances is justified by the following two goals: '(1) to document diversity and (2) to identify important common patterns that are common across the diversity (cut through the noise of variation) on dimensions of interest' (ibid., p.267).

#### **5.14.6. Dependability**

The pursuit of credible and trustworthy knowledge forms the bedrock upon which the entire study is built, striving to craft a final product that embodies trustworthiness and believability. Merriam and Tisdell (2015) underscore the paramount importance of constructing research outcomes that are both trustworthy and credible. To fortify the level of dependability in my own study, a comprehensive blend of data collection methods was employed, encompassing semi-structured interviews and a qualitative questionnaire. As Schwandt (2014) delineates, dependability hinges on a well-structured inquiry process, accompanied by the responsibility of the researcher to ensure logical, traceable, and well-documented procedures.

The interplay between credibility and dependability, as highlighted by Lincoln and Guba (1985), further accentuates the link between these dimensions. To substantiate credibility, the use of "overlapping approaches," such as interviews and a qualitative questionnaire, was instrumental. These overlapping approaches allowed for data triangulation, where findings from one method could be cross-verified and enriched by the other. For instance, the insights gained from interviews offered a deeper understanding of participants' nuanced perspectives, while the questionnaire data provided a broader context. This triangulation not only enhanced the trustworthiness of the research findings but also increased the dependability of the conclusions drawn. By drawing on multiple sources and methods, my study aimed to reduce potential biases and ensure a more robust and comprehensive exploration of the research topic. The practice of triangulation not only enhanced data completeness but also lent a layer of assurance to the dependability of the findings. In my research reports, a conscious choice was made to provide direct excerpts from transcripts, affording immediate access to the raw source data. This meticulous approach underscored the commitment to avoid unsubstantiated claims and ensured that all statements were rooted in empirical evidence. Furthermore, bolstering the credibility and consistency of the findings involved multifaceted strategies. This encompassed the elucidation of underlying assumptions and theoretical foundations, triangulating the data to glean a more holistic understanding, and offering meticulous documentation of the research processes that facilitated the formulation of conclusions. The use of rich and intricate language in the analysis not only facilitated transferability but also fortified the findings' potential to be applied across diverse contexts. Rich and intricate language refers to the use of complex, detailed, and sophisticated language in the analysis. My intent in writing my analysis therefore was to strive for work characterised by depth and complexity. The purpose of using such language is to enhance the quality and depth of the analysis.

The primary objective of ensuring trustworthiness in qualitative research is to engender results that can serve as guiding principles for practice, policy formulation, and future scholarly pursuits. This necessitates results that are not only credible, transferrable, and dependable but also confirmable. Ethical conduct emerges as an integral component in upholding the credibility of qualitative research. As illuminated by Merriam and Tisdell (2015), ensuring credibility and trustworthiness inherently involves conducting research in an ethical manner. Adhering to ethical principles, safeguarding participant rights and welfare, and maintaining confidentiality and privacy were essential pillars in the execution of my study. Moreover, establishing a sense of mutual respect and trust with participants were pivotal in attaining

trustworthiness. This rapport was cultivated through transparent interactions and a genuine dedication to capturing and representing participants' perspectives and experiences with utmost accuracy. By conducting research with unwavering ethical commitment and rigorous methodology, researchers can amplify the credibility and trustworthiness of their findings, thereby contributing to the cumulative knowledge and advancement within their respective fields.

### **5.15. Ethical considerations**

Ethical considerations are vital and critical at all stages of the research process. This study adhered to the ethical standards of research as presented on the ethical guidelines for educational research of the British Educational Research Association (BERA, 2018). These guidelines focused on the main ethical areas of protection of subjects from harm, the right to privacy, the notion of informed consent and the issue of deception. Therefore, the guidelines assisted me in weighing all factors involved in carrying out my educational research in order to arrive at an ethically acceptable level where my acts were deemed moral and appropriate. As a result, an ethic of respect for the individual, democratic principles, and knowledge guided all research endeavours. In this research all participants were treated with respect, dignity, and impartiality regardless of their age, gender, race, ethnicity, social status, or place in the school system.

Ethical guidelines can direct the pursue of knowledge and understanding in general, however, in specific situations the morals and merits of the researcher govern the outcome. Merriam and Tisdell (2015, p.261) stress that ‘although policies, guidelines, and codes of ethics have been developed by the federal government, institutions, and professional associations, actual ethical practice comes down to the individual researcher’s own values and ethics.’ In other words, the ethical guidelines provided can be situational, based on the context, or relational. According to Tracey (2013, p.245), ‘a relational ethic means being aware of one’s own role and impact on relationships and treating participants as whole people rather than as just subjects from which to wrench a good story.’ Therefore, the situational and relational nature of ethical quandaries rests not on a predetermined set of universal rules but rather on the personal sensibility and principles of the researcher. The main requirement for informants to participate in the research study was their free, informed consent. Berg et al. (2009) refer to the informed consent of the individual to engage in the exercise of their choice free from any element of deception, fraud,

duress, or other unfair coercion or inducement. Details of the project were fully presented to all the participants before the research got started. Their involvement in the process was explained, along with its purpose, intended use, and who the recipients of any reports would be. In my initial interaction with the potential volunteers, I fully disclosed the right of voluntary participation and thus to make an informed decision regarding participation in the study and/or withdrawal at any time. Additionally, as discussed earlier, interviewees were sent written consent forms to read because it was important for them to have a record of the research and the terms of their agreements. The form detailed information about the data confidentiality rights, personal anonymity and protection against harm, unwanted data disclosure, as well as my access to the dataset of the recorded interview (appendix 15). They were instructed to send back an email to the researcher's address with a signed copy of their confirmation of consent to participate in the study. As a result, the written consent form was made available to them as a document they could consult if they had a question or needed to make changes to their first conversation with the interviewer.

The importance of confidentiality and anonymity was communicated in the first place to alleviate any concern and anxiety in taking part in the interview and questionnaire. Greece is a relatively small country therefore anonymity is important. Furthermore, there is a culture of suspicion in the Greek educational system which was carefully considered and as a student at UEA, I followed existing ethical procedures. The interviewees' anonymity was of paramount importance during the data collection process. Specific steps were taken to ensure that responses could not be directly linked to individual participants. The study complied with the guidelines and acknowledged the respondent's entitlement to privacy through a protocol of anonymisation of the data unless they expressly and voluntarily forfeited that right. These measures included the removal of any personally identifiable information, such as names or specific school details, from interview transcripts and data analysis. Moreover, during reporting and data presentation, pseudonyms and general descriptions were used to further protect the identity of participants. Furthermore, according to the General Data Protection Regulation (GDPR) of Council of the European Union and European Parliament (2016), the research complied with the regulations regarding data storage. Informants were informed how and why their personal data were stored, to what uses it would put. Access to the raw interview data was restricted to the primary researcher and supervisors, who were responsible for maintaining the confidentiality of the information. The original audio recordings and transcripts were securely stored and password-protected to prevent unauthorised access. Participants' explicit permission

to disclose personal information to third parties was sought. Participants were thoroughly informed about the potential risks to their anonymity during the informed consent process. They were assured that their identities would be protected to the best of our ability, and they had the opportunity to express any concerns or preferences regarding the use of their data. As the study has progressed to dissemination, such as presentations at conferences or sharing within the academic and national educational communities, further reflection has been necessary to protect the anonymity of my participants. Presentations continue to employ pseudonyms and generalised descriptions to prevent the identification of interviewees.

Another critical concern in my study was reducing the possibility of harm to participants. David and Sutton (2011) offered two types of protection in this regard: protection from physical harm and protection from mental harm. Given the purpose of my study, I anticipated that my participants would likely not face any direct physical harm or severe psychological distress. However, I remained acutely aware of the potential challenges that participants might encounter during the interview process, particularly concerning the sensitive nature of topics such as teacher evaluation, institutional pressures, and educational policies. Teachers, as valuable contributors to this research, have their own unique perspectives, experiences, and concerns, and these can evoke a range of emotions. While the study was designed with the utmost sensitivity to participant well-being, it is plausible that participants might have felt varying degrees of discomfort when discussing topics related to their professional lives. Delving into matters of evaluation, institutional dynamics, and educational policies can be intricate and may invoke concerns about privacy, confidentiality, and the fear of unintended disclosures. Furthermore, participants might have encountered situations where they were hesitant or uncomfortable when responding to specific questions. I was prepared for some possible unexpected situations to arise during the one-on-one interviews when delicate subjects were brought up or when interviewees felt pressured to provide answers to "tough" questions. Stake (2005, p.459) stresses that 'qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict.' Consequently, my priority was to minimise any feeling of discomfort by creating a calming, open online environment with an initial warm-up conversation and by being an empathetic listener throughout the process. Nevertheless, this may raise the ethical issue of how much of the researcher's position and biases are incorporated in the interview. I approached these considerations with the understanding that participants' responses may vary, and that my commitment to their well-being extended beyond the data collection phase. The objective was not only to obtain valuable

insights but also to respect and support the individuals who contributed to this study by offering a space where they could share their perspectives without undue discomfort. This approach aimed to strike a balance between the research objectives and the need to ensure the psychological well-being of my participants.

The key instrument for gathering and analysing data in qualitative research is the researcher. As Patton (2015, p.495) points out the task of the interviewer 'is first and foremost to gather data.' This characteristic is typically seen as a benefit as humans are responsive and adaptive. However, data analysis could lead to additional ethical issues. Data can be altered by the researcher's specific theoretical perspective and prejudices because the researcher is the main instrument for data collecting. It is nearly always up to the researcher to decide what is significant, what should or should not be considered when gathering and analysing data. Thus, there are opportunities for omitting information that is at odds with the researcher's conclusions. Sometimes the researcher is not immediately aware of these biases (Merriam and Tisdell, 2015). Awareness of the way the researcher is positioned during the process as well as any personal subjectivity and biases which may hinder data credibility is important. In other words, the researcher's reflexivity, which is how the researcher affects and is affected by the research process (Probst and Berenson, 2014). Edge (2011) refers to prospective reflexivity, a process of 'introspection on the role of subjectivity in the research process' (Palaganas et al., 2017, p.427). Maxwell (2012, p.124) stresses the reason for acknowledging your perspective, biases, and assumptions to the reader is not to eradicate 'the researcher's theories, beliefs, and perceptual lens. Instead, qualitative research is concerned with understanding how a particular researcher's values and expectations influenced the conduct and conclusions of the study.'

Moreover, I adopted a non-interventionist approach, aligning with Cohen et al. (2009), which emphasises the researcher's neutrality and avoidance of manipulation. Participants, recruited through voluntary completion of a questionnaire, had no prior acquaintance with me. I purposefully withheld my profession as a state schoolteacher in Greek schools to prevent any potential bias or influence on the participants' responses. This decision aimed to prevent participants from perceiving me as a colleague or "spy" monitoring their behaviour, thereby ensuring the authenticity of their responses. By maintaining this stance, I aimed to mitigate any potential distortion or alteration of participant behaviour during the interviews. I followed the sociologist Gold's (1958) concept of an "observer as participant". According to Gold (1958), in this role, the researcher or observer is minimally involved in the social setting under study.

While there is some connection to the setting, the observer is not an inherent or typical part of the social environment. Therefore, I maintained minimal involvement with the interview, and I managed to stay mostly detached from my participants. As Scott and Medaugh (2017, p.2) assert ‘a researcher who enacts the “participant as observer” role is not acting as a fully “undercover” participant in the activities under study but still collects observational data primarily through open and engaged participation in the research scene rather than through secretive access.’ All in all, working with human participants requires protecting participants. Ethical issues of the right to privacy, protection of subjects from harm, the notion of informed consent and the issue of deception and the online environment have been considered in this research. The best action plan a researcher can implement is to be aware of the ethical concerns that permeate the study process and to consider their own philosophical stance.

#### **5.16. Conclusion**

In this chapter, I have outlined the procedures undertaken to carry out the study, delineating the formulation and implementation of the qualitative research design. By reflecting on my own thoughts and expectations, I have also demonstrated transparency and reflexivity in my research, which has enhanced the trustworthiness of my findings. In particular, I have explained why I chose a sequential, explanatory multi methodological approach with a qualitative questionnaire and semi-structured interviews, as my main research methods, along with how they were designed to produce rich, credible data to address my research questions. I have attempted to go beyond simple description when outlining the research process and reflecting back on it in order to throw light on my inner worries, thoughts, and expectations, all of which may have an impact on the research findings but may not be apparent in the data presentation. The results of this study are reported in the following chapters.



## **Chapter 6: Presentation of the questionnaire results**

### **6.1. Introduction**

In this chapter, the focus shifts to the heart of the study—the presentation of the questionnaire responses gathered from participants. The insights obtained from this qualitative questionnaire shed light on the perceptions and perspectives of teachers and educational officials in relation to various aspects of teacher evaluation in the Greek educational landscape. The questionnaire encapsulated a range of viewpoints through statements encompassing the benefits of evaluation, the integration of teacher evaluation into broader school evaluation programmes, the necessity of evaluation, its impact on classroom autonomy and school culture, factors contributing to school improvement, preferences for those responsible for conducting teacher evaluations, and past experiences of participants with government-imposed teacher evaluation policies. The gathered data provided valuable insights into the intricate interplay between educational policies, teaching practices, and the dynamics of the Greek educational system. This chapter delves into the questionnaire data, presented in tables, aiming to reveal patterns, trends, and variations that emerged from the participants' perspectives on teacher evaluation. By carefully examining the numerical evidence presented by these responses, I constructed a comprehensive understanding of the prevailing attitudes and perceptions, guiding the way for a more in-depth exploration in the subsequent chapter.

### **6.2. Demographics**

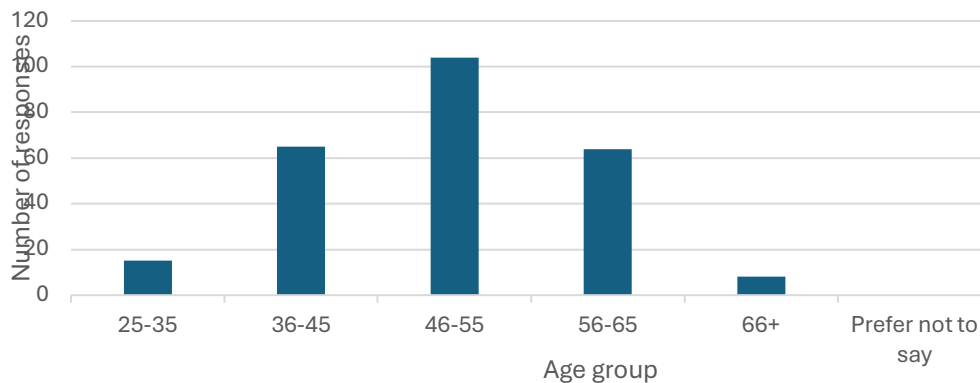
The demographics section of the questionnaire provided a vital context for my study. The demographic profile of the 251 participants is presented below along with a juxtaposition with the demographic data of the Greek teaching population. By juxtaposing my sample with the demographic data of the Greek teaching population, I strived to bridge the gap between the microcosm of my study and the macrocosm of Greek education. This approach bolstered my efforts to generate insights that resonate not only with our participants but with the wider community of educators in Greece.

The majority of the participants (secondary school teachers and educational officials) were female, 70.0%, while 30.0% were male (two respondents answered *other*). This is in line with the increasing percentage of the female teachers in the Greek secondary education, currently at

approximately 62.0% (Frosi, 2016). Based on the data of the Greek information system *myschool*, run by the ministry of education, the number of teachers in the secondary education is 70,511. Of these, 43,609 are women (61.84%) and 26,902 are men (38.15%), (Especial.gr, 2019).

**Figure 6.1**

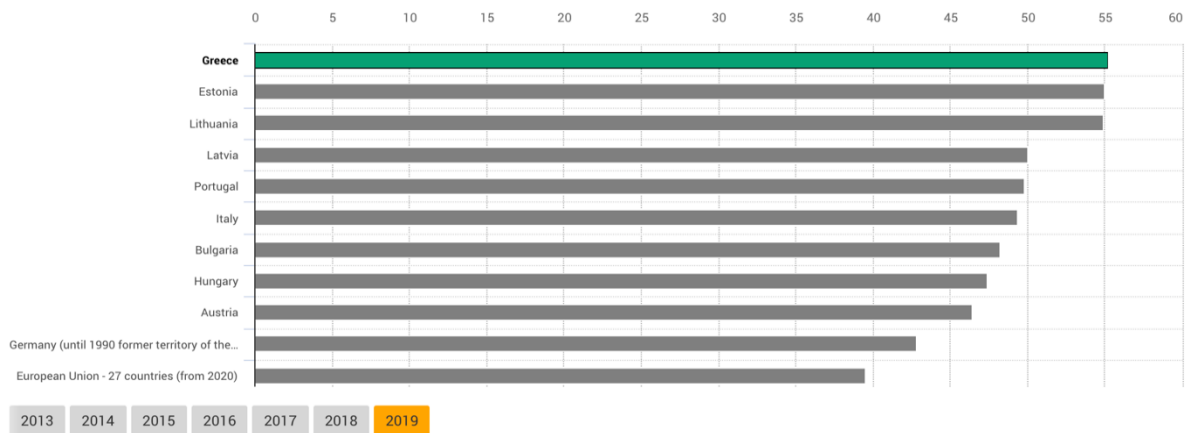
*Age groups of participants*



There is a wide spread of responses based on participants' age (figure 6.1), with the majority being between 46-55 years old (40.6%), whereas the 36-45 and 56-65 age variances are represented equally (25.1% and 25.5% respectively). Similarly, this reflects the European Union's Eurydice data report on teachers' age groups in Greece (2019). Based on this report, the average age of all permanent teaching staff in secondary education is 49.5 years and the corresponding figure of all employees, including supply teachers, is 48.3 years. In particular, in Greek secondary schools, 39.0% of all teachers are aged 40-49 years. In 2014, the average number of those serving in the junior high schools (Gymnasia) was 46.3 years, in the general high schools (Lyceums) 47.5 years and in the vocational high schools (EPAL) 45.7 years (Centre for educational policy development-KANEP, 2018). According to a report by the European Commission for education in Greece (Eurostat, 2019), Greece is in the 1<sup>st</sup> place in the relative ranking of the oldest teachers in the EU with over 55.0% of the teaching population being over 50 (figure 6.2). This percentage has been steadily growing since 2013 when 37.0% of secondary school teachers were over 50.

**Figure 6.2**

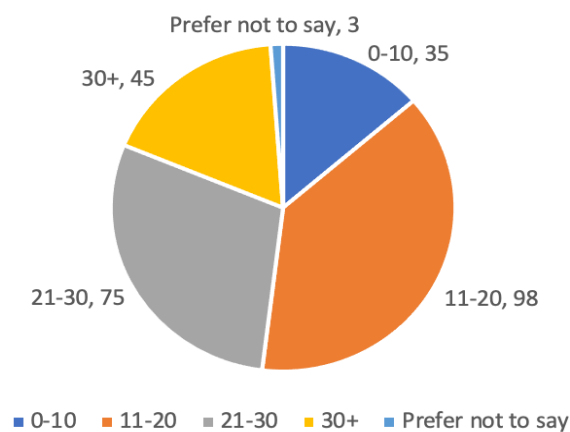
*Distribution of teachers by age groups (over 50s) (Eurostat, 2019)*



The above age range is linked with the years of the professional experience teachers and educational officials stated in the questionnaire (figure 6.3). When participants were asked to mention the years of the professional experience, 39.0% of the respondents replied between 11-20 years of teaching experience, followed by 30.0% between 21-30, while the most years (30+) and the fewer than 10 years responses followed with 18.0% and 13.0% respectively.

**Figure 6.3**

*Years of professional experience*

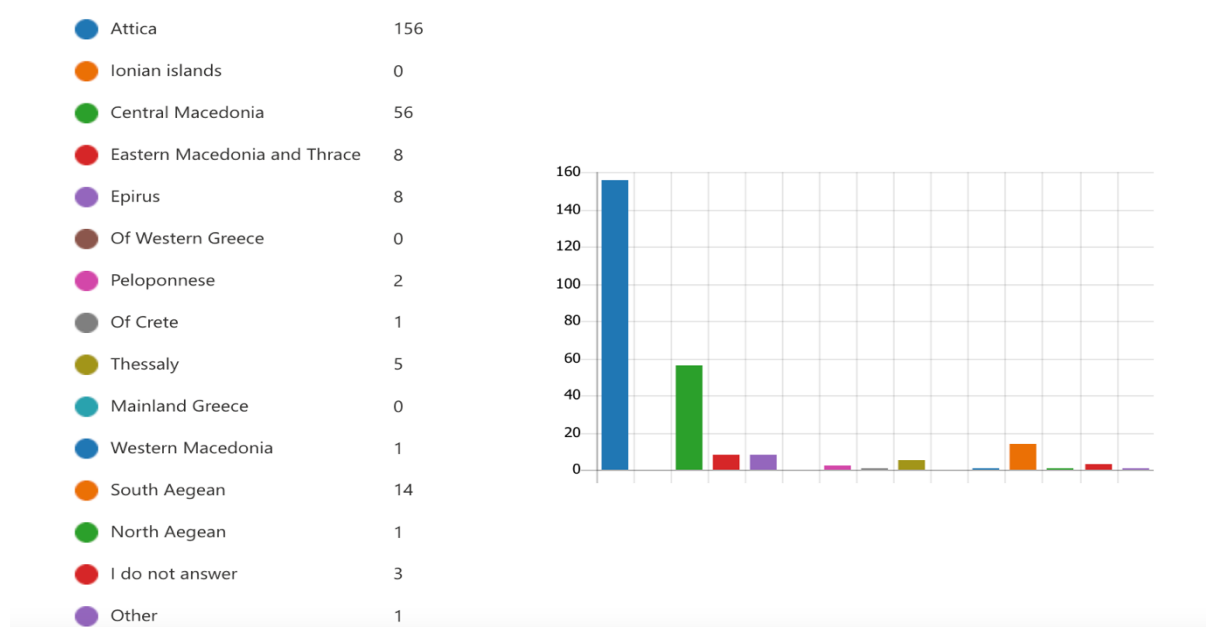


As far as the regional directorate which teaching staff and educational officials come from, most of the participants, 61.8% (156), stated the Attica area in the questionnaire, which includes the capital Athens, where almost half of the Greek population resides. The second

biggest urban region, Thessaloniki, is represented with 21.9% (56 participants), whereas the remaining educational regions follow with much fewer responses. No responses were received from only 3 out of the 13 regional directorates. Most of these responses correspond to the number of secondary schools in the different geographical areas in Greece. According to the national statistics association (statistics.gr), there are 1818 Gymnasia and 1347 Lykeia in Greece (2019/20 data). There are 870 in the Attica area and 500 in Thessaloniki (Central Macedonia region).

**Figure 6.4**

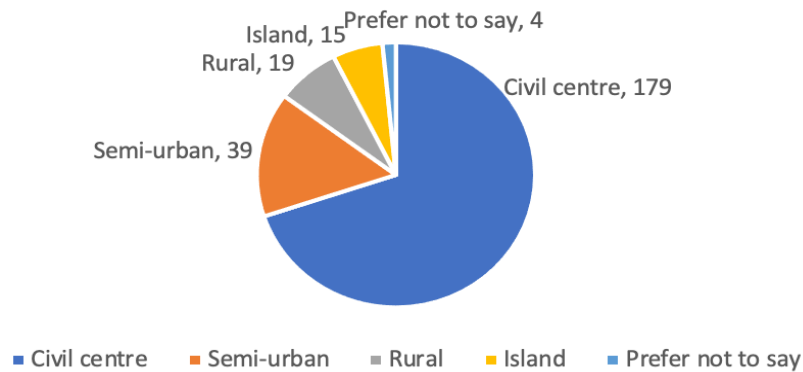
*Regional directorates of participants*



The questionnaire also examined the area of the school units which participants work at. Urban includes the cities and big towns in Greece and semi-urban environment all towns of approximately 10,000 habitats or more. The analysis shows that most of the participants work at a school in an urban/civil or semi-urban environment, 85.0% (218), while responses in a rural or islandic area stand at only 13.0% (34) (figure 6.5).

**Figure 6.5**

*Area School Units are located*



This reflects the situation with Greece's terrain, which includes its islands and mountainous areas, and has a significant impact on the availability of education (see figure 6.6). The geographic distribution of schools in Greece poses challenges for the financing and management of the education system. Providing quality education in remote and island areas requires additional resources and logistical support. The cost of transportation and communication infrastructure can be higher in these areas, and this may affect the availability of educational resources and opportunities. Almost every small town and village in Macedonia has its own school, except for Attiki and Thessaloniki, where 30.0% of the country's nursery and primary schools are located. Of all the schools 3.5% are deemed to be "difficult to access", and 18.0% of kindergarten and primary schools are situated on islands. The situation in secondary education is similar, that is, 18.0% of the schools are on islands, and 5.5% of schools, of which more than half are on islands, are categorised as being "difficult to access". According to Roussakis (2017), 34.0% of schools are situated in urban regions, specifically Athens-Attiki and Thessaloniki-Central Macedonia.

**Figure 6.6***Geographical distribution of nurseries, primary and secondary schools, 2017*

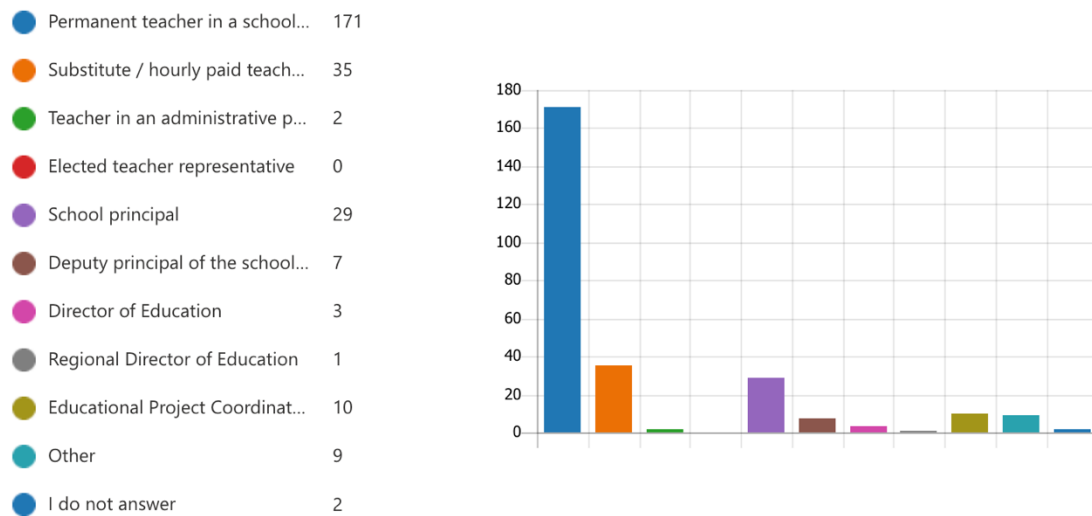
District	Overall number of primary schools	Number of difficult to access primary schools	Percentage of difficult to access primary schools	Overall number of secondary schools	Number of difficult to access secondary schools	Percentage of difficult to access primary schools
Attica	2 047	4	0.2%	865	2	0.2%
Central Greece	631	35	5.6%	218	7	3.2%
Central Macedonia	1 756	31	1.8%	556	9	1.6%
Crete	769	22	2.9%	218	9	4.1%
Eastern Macedonia and Thrace	705	47	6.7%	186	23	12.4%
Epirus	429	m	M	147	3	2.0%
Ionian Islands	262	15	5.7%	89	12	13.5%
North Aegean	292	40	13.7%	107	24	22.4%
Peloponnese	603	23	3.8%	219	12	5.5%
South Aegean	411	63	15.3%	147	50	34.0%
Thessaly	827	19	2.3%	238	8	3.4%
Western Greece	847	38	4.5%	260	15	5.8%
Western Macedonia	351	9	2.6%	122	12	9.8%

*Source: Roussakis, Y. (2017[53]), OECD Review, Partial Background Report for Greece, Ministry of Education, Research and Religious Affairs.*

Participants were also asked to provide their role within the Greek educational system (figure 6.7). As expected, since the majority of the staff members in any educational system are teachers, of all the responses, 171 are permanent teachers and 35 supply teachers (75.7%). There were also responses from one regional director, directors of educational office (3), headteachers and deputy headteachers (36), and educational project coordinators (10). Some of the respondents chose more than one options as this was available in this question. This is reflected in the graph.

**Figure 6.7**

*Work Position of participants*



By comparing the characteristics of my sample to the broader Greek teaching population, I aimed to assess the extent to which our sample accurately captured the main demographic traits of Greek educators. First, it allowed me to gauge the representativeness of my sample. I sought to ensure that my participants were reflective of the broader teaching community in Greece, thus enhancing the transferability of my findings. Through this comparison, I could assess whether my sample encompassed the diversity in terms of age, gender, teaching experience, and school roles that exist in the larger population of Greek educators.

### **6.3. Evaluation is beneficial for teachers and their work**

It is noteworthy that nearly half of the participants, regardless of their gender, expressed agreement with the idea that evaluation is beneficial for teachers and their work. Specifically, 48.0% of the respondents agreed, while 34.0% remained neutral on the subject, and 17.5% disagreed with the statement. The results indicate that there was no observable difference between the respondents' gender and their opinions on the benefits of teacher evaluation. This suggests that gender did not appear to play a significant role in shaping participants' perspectives on this particular issue.

**Table 6.1***Evaluation is beneficial for teachers and their work*

Gender	Disagree	Neither agree, nor disagree	Agree	Total
Male	13	22	38	73
Female	30	64	82	176
Total	43	86	120	249

Note: Gender responses excluding two other responses

The data reveals an interesting trend among respondents in the 36-45 age range regarding their perception of the benefits of teacher evaluation. Unlike other age groups, only 31.0% of respondents in this category expressed agreement with the statement. Results suggest that age might play a role in shaping individuals' views on the benefits of teacher evaluation, with the 36-45 age group exhibiting a distinctive perspective compared to other age ranges.

**Table 6.2***Evaluation is beneficial for teachers and their work*

Age	Disagree	Neither agree, nor disagree	Agree	Total
25-35	0	5	9	14
36-45	16	27	20	63
46-55	16	35	51	102
56-65	8	18	38	64
66+	4	1	3	8
Total	44	86	121	251

Note: Age group responses

Furthermore, when it comes to the environment where the school is located, responses from rural and island areas tend to be less favourable on teacher evaluation (table 6.3); only 27.0% and 26.0% respondents in rural areas and islands respectively agree on how beneficial teacher evaluation is. This can be explained in combination with the 36-45 age range responses, as younger, either newly appointed or supply teachers, are allocated to the schools in these areas, as well as less educational officials are located in these schools. For the record, one out of four of the whole teaching population in Greece is supply teachers, with their average age being 38.3 (Kathimerini).



**Table 6.3***Evaluation is beneficial for teachers and their work*

School Area	Disagree	Neither agree, nor disagree	Agree	Total
Rural	3	10	5	18
Urban	28	57	91	176
Suburban	6	12	20	38
Island	4	7	4	15
Total	41	86	120	247

Note: School area responses, excluding four don't answer responses

The findings in table 6.4 suggest a noteworthy relationship between respondents' years of professional experience in schools and their opinions regarding the importance of teacher evaluation. Among the more experienced teachers and educational officials, there appears to be a stronger consensus on the significance of teacher evaluation. Specifically, among the 45 respondents with 30 or more years of experience, only 17.0% expressed disagreement with the statement, while a substantial 65.0% agreed with it. Similarly, in the experience range of 21 to 30 years, only 15.0% of participants disagreed, with 54.0% in agreement. In contrast, less experienced teachers tended to express more disagreement. Half of the respondents with 0 to 10 years of experience disagreed, and only 36.84% of those with 11 to 20 years of experience agreed. These results, in conjunction with the participants' positions within the Greek educational system, suggest that respondents in more senior roles within the system tend to be more inclined to agree with the idea that teacher evaluation is beneficial. Notably, among the 50 responses from educational officials, only 10.0% disagreed with the statement, while 20.0% of permanent and supply teachers expressed disagreement. This highlights a distinction in perspective between those in leadership or senior roles within the educational system and those in teaching positions.

**Table 6.4***Evaluation is beneficial for teachers and their work*

Years of experience	Disagree	Neither agree, nor disagree	Agree	Total
0-10	4	13	17	34
11-20	20	40	35	95
21-30	11	23	40	74
30+	8	8	29	45
Total	43	84	121	248

*Note: Years of experience responses, excluding three don't answer responses***6.4. Evaluation is necessary for teachers**

It appears that participants hold a generally positive view regarding the necessity of teacher evaluation in Greek secondary schools, with a substantial 62.0% of respondents, which amounts to 155 out of 249 responses, expressing agreement with this view. As there were no observable variations in responses between male and female participants, this suggests that the opinion on the necessity of teacher evaluation is consistent regardless of gender.

**Table 6.5***Evaluation is necessary for teachers and their work*

Gender	Disagree	Neither agree, nor disagree	Agree	Total
Male	10	16	47	73
Female	30	38	108	176
Total	40	54	155	249

*Note: Gender responses, excluding the two other responses*

Although all age ranges approach the necessity of teacher evaluation similarly, that is 62.0% agree, in the 36-45 range 52.0% agree, and in the 66+ range 37.5% agree (table 6.6). However, the low percentage of the respondents in this age range, 8 participants (3.2%), does not affect the overall positive response in the question (62.0%).

**Table 6.6***Evaluation is necessary for teachers and their work*

Age	Disagree	Neither agree, nor disagree	Agree	Total
25-35	2	1	11	14
36-45	12	18	33	63
46-55	15	23	64	102
56-65	8	11	45	64
66+	4	1	3	8
Total	41	54	156	251

*Note: Age group responses*

Similarly, to the previous question, about half of the participants coming from schools in rural and island areas agree with the necessity of teacher evaluation, which is much lower than the responses from the urban/suburban areas (table 6.7). The participants who agree with this question are 64.2% of the urban areas and 73.6% of the suburban areas.

**Table 6.7***Evaluation is necessary for teachers and their work*

School Area	Disagree	Neither agree, nor disagree	Agree	Total
Rural	3	8	7	18
Urban	26	37	113	176
Suburban	4	6	28	38
Island	5	3	7	15
Total	38	54	155	247

*Note: School area responses, excluding four other responses*

The participants' level of professional experience appears to influence their responses regarding the necessity of teacher evaluation, as indicated in table 6.8. Respondents with more extensive experience are more positive in their views, with 64.86% and 71.11% in the 21-30 and 30+ years of experience ranges, respectively, expressing agreement with the statement. In contrast, 51.5% of participants with 11-20 years of experience agree with the statement, and this range has the highest percentage of disagreement (18.0%).

These percentages also align with the participants' roles in the Greek educational system. Specifically, 60.0% of the supply teachers and 57.4% of the permanent teaching staff agree with the necessity of teacher evaluation. Educational officials show the highest agreement rate at 72.5%. These results suggest that individuals in more senior positions within the Greek educational system tend to agree more with the necessity of teacher evaluation.

**Table 6.8**

*Evaluation is necessary for teachers and their work*

Years of experience	Disagree	Neither agree, nor disagree	Agree	Total
0-10	5	4	25	34
11-20	17	29	49	95
21-30	12	14	48	74
30+	6	7	32	45
Total	40	54	154	248

*Note: Year of experience responses, excluding three don't answer responses*

### **6.5. Teacher evaluation should be part of an overall school evaluation**

Participants largely agree that teacher evaluation should be part of an overall school evaluation scheme. Out of the 251 respondents, 65.7% agree and 16.0% disagree, while 18.0% have a neutral view. This is evident in all the participants' age ranges (table 6.9), except for the 66+, as only 37.5% reply positively to the statement. The low percentage of participants in this age range does not affect the total number of positive responses which stands at 65.7%.

**Table 6.9**

*Teacher Evaluation should be part of an overall school programme*

Age	Disagree	Neither agree, nor disagree	Agree	Total
25-35	1	4	9	14
36-45	16	8	39	63
46-55	13	21	68	102
56-65	8	10	46	64
66+	3	2	3	8
Total	41	45	165	251

*Note: Age group responses*

Participants from schools in rural areas seem to be more reluctant to the idea of teacher evaluation as part of a school evaluation programme, as less than half of them agree (table 6.10). The rest of the areas are mainly consistent with all the answers on the questionnaire. Participants from schools in islands also agree about the statement as 67% of them replied positively.

**Table 6.10**

*Teacher evaluation should be part of an overall school evaluation*

School Area	Disagree	Neither agree, nor disagree	Agree	Total
Rural	3	7	8	18
Urban	27	28	121	176
Suburban	6	7	25	38
Island	2	3	10	15
Total	38	45	164	247

*Note: School area responses, excluding four don't answer responses*

The data indicates unanimous agreement among all participants, regardless of their length of professional experience, that teacher evaluation should be an integral part of an overall school evaluation scheme. However, it is worth noting that the responses from participants with 11-20 and 21-30 years of experience fall slightly below 65.0%, while all other experience ranges are above 70.0%, as indicated in table 6.11. The results suggest that the length of professional experience did not significantly impact participants' views on this matter. These percentages also reflect the views of the participants based on their positions within the Greek educational system. Specifically, 61.0% of permanent teachers and supply teachers agree with the statement, while educational officials exhibit a higher level of agreement at 76.0%. The participants' positions in the Greek educational system did not significantly affect their views on whether teacher evaluation should be part of a school evaluation scheme.

**Table 6.11***Teacher Evaluation should be part of an overall School Evaluation*

Years of experience	Disagree	Neither agree, nor disagree	Agree	Total
0-10	3	7	24	34
11-20	20	16	59	95
21-30	12	16	46	74
30+	4	5	36	45
Total	39	44	165	248

*Note: Years of experience responses, excluding three don't answer responses***6.6. Teacher evaluation affects classroom autonomy**

The different forms of teacher autonomy are discussed in the literature review chapter; however, this question focuses on what Frostenson (2015, p.24) identifies as teacher individual autonomy 'to influence the contents, frames, and controls of the teaching practice. It involves the existence of a practice-related auto-formulation of the contents, frames and controls of professional work', including the teaching materials and pedagogy, and overall, the decision-making actions in their professional practice in the classroom. This definition was presented to the participants of the questionnaire. Based on this interpretation, participants were asked whether they agreed that teacher evaluation affects classroom autonomy (table 6.12). Interestingly enough, more women than men agree with the statement. Male respondents are equally split with 38.0% disagreeing and 38.0% agreeing, whereas out of the 176 female respondents 48.0% agree and 32.0% disagree. In total, more participants agree that teacher evaluation affects classroom autonomy, while one out of five, 20.0% have a neutral opinion.

**Table 6.12***Teacher evaluation affects classroom autonomy*

Gender	Disagree	Neither agree, nor disagree	Agree	Total
Male	28	17	28	73
Female	57	34	85	176
Total	85	51	113	249

*Note: Gender responses, excluding the two other responses*

The results from the different age groups show that in all age ranges participants believe that teacher evaluation affects classroom autonomy (table 6.13). The only exemption is the age group 56-65 which is almost equally divided into 40.6% disagreeing and 39.0% agreeing, while

20.0% neither agree nor disagree. Overall, 45.0% of the respondents agree. There is a 20.0% of the respondents with a neutral approach to the statement, while 34.0% disagree.

**Table 6.13**

*Teacher evaluation affects classroom autonomy*

Age	Disagree	Neither agree, nor disagree	Agree	Total
25-35	4	3	7	14
36-45	19	11	33	63
46-55	34	24	44	102
56-65	26	13	25	64
66+	3	0	5	8
Total	86	51	114	251

*Note: Age group responses*

The data shows that 47.7% of the participants from urban areas agree that teacher evaluation affects classroom autonomy, whereas 34.0% disagree, as presented in table 6.14. In contrast, respondents from other areas (non-urban) appear to be more evenly divided between these two opinions. When considering the responses from all participants, it is evident that a slight majority, 54.7%, either disagree or neither agree nor disagree with the statement, while 45.3% believe that teacher evaluation influences classroom autonomy. The results imply that whether participants come from urban or non-urban areas did not significantly affect their views.

**Table 6.14**

*Teacher evaluation affects classroom autonomy*

School Area	Disagree	Neither agree, nor disagree	Agree	Total
Rural	6	6	6	18
Urban	60	32	84	176
Suburban	14	8	16	38
Island	4	5	6	15
Total	84	51	112	247

*Note: School area responses, excluding four don't answer responses*

Participants with the lengthiest professional experience tend to disagree that teacher evaluation affects classroom autonomy (46.7%) (table 6.15). This is in contrast with the responses from the rest of the years of experience groups, as they all agree on a similar ratio that classroom

autonomy is affected by teacher evaluation practices, especially in the range between 21-30 years of experience, where 50.0% of the respondents agree with the statement.

**Table 6.15**

*Teacher evaluation affects classroom autonomy*

Years of experience	Disagree	Neither agree, nor disagree	Agree	Total
0-10	10	8	16	34
11-20	30	22	43	95
21-30	24	13	37	74
30+	21	8	16	45
Total	85	51	112	248

*Note: Years of experience responses excluding three don't answer responses*

The participants' responses regarding the impact of teacher evaluation on classroom autonomy vary based on their role within the educational system, as shown in table 6.16. Specifically, among permanent and supply teachers, 51.0% agree that teacher evaluation affects classroom autonomy, which is considerably higher than the percentage of these teachers who disagree, standing at 30.0%. In contrast, when the same question is posed to educational officials, the distribution of responses is nearly reversed. Only 25.4% of educational officials agree that teacher evaluation affects classroom autonomy, while a more substantial 49.0% of them disagree. It is noteworthy that 25.0% of educational officials neither agree nor disagree, indicating a degree of uncertainty or a neutral stance on the issue. These findings suggest a observable discrepancy in views between teachers (both permanent and supply) and educational officials regarding the impact of teacher evaluation on classroom autonomy. The latter group seems to be less convinced of this impact compared to the former group.

**Table 6.16**

*Teacher evaluation affects classroom autonomy*

Position	Disagree	Neither agree, nor disagree	Agree	Total
Teaching Staff	57	36	97	190
Educational Officials	25	13	13	51
Total	82	49	110	241

*Note: Position responses, excluding ten don't answer responses*



### 6.7. Teacher evaluation affects school culture

Participants were asked to express their views whether teacher evaluation schemes affect school culture with reference to teachers' interpersonal relationships, teachers' relationships with students and parents, and the overall school climate, or what Cohen et al. (2009) describe as a quality indicator of school life, with similar patterns of people's experiences of school life including same goals, values, teaching and learning practices. This definition was presented to the participants of the questionnaire before answering the question. Most of the participants, 67.8% agree that school culture is affected by teacher evaluation practices. More female respondents, 71.0% agree compared to only 60.0% male respondents (table 6.17).

**Table 6.17**

*Teacher evaluation affects school culture*

Gender	Disagree	Neither agree, nor disagree	Agree	Total
Male	12	17	44	73
Female	24	27	125	176
Total	36	44	169	249

*Note: Gender responses excluding two other responses*

Different age groups have varying perspectives on whether teacher evaluation affects school culture, as indicated in table 6.18. While respondents from all age groups generally agree that teacher evaluation influences school culture, it is the younger generations that express stronger agreement, particularly those aged 36-45, with 85.0% of them agreeing, while only 6.3% disagree, and 8.0% remain neutral. A similar pattern is observed in the 25-35 age range, with only 14.0% in disagreement. Conversely, 25.0% of respondents in the older age groups, namely 56-65 and over 66, believe that teacher evaluation does not impact school culture. The oldest age group, in particular, who may have had experience with evaluation practices in the past, exhibits a more resolute stance, as none of the respondents in this group chose the "neither agree nor disagree" option. These data suggest that younger individuals tend to perceive a more pronounced connection between teacher evaluation and school culture compared to their older counterparts.

**Table 6.18***Teacher evaluation affects school culture*

Age	Disagree	Neither agree, nor disagree	Agree	Total
25-35	2	3	9	14
36-45	4	5	54	63
46-55	13	22	67	102
56-65	16	14	34	64
66+	2	0	6	8
Total	37	44	170	251

*Note: Age group responses*

Participants from all the different school areas have similar responses to the matter (table 6.19), especially more respondents coming from islands believe that teacher evaluation affects school culture as 80.0% agree with the statement. This can be explained as schools on islands, especially in the Cyclades, where most of the data come from, are smaller in student numbers with fewer, usually younger, teachers who build stronger interpersonal relationships with colleagues and with their students. When looking at the responses from this geographical area, South Aegean, 84.6% agree that teacher evaluation affects school culture.

**Table 6.19***Teacher evaluation affects school culture*

School Area	Disagree	Neither agree, nor disagree	Agree	Total
Rural	1	7	10	18
Urban	26	30	120	176
Suburban	8	5	25	38
Island	1	2	12	15
Total	36	44	167	247

*Note: School unit area responses, excluding four don't answer responses*

Less experienced participants tend to agree more that teacher evaluation affecting school culture compared to more experienced respondents (table 6.20). In particular, 73.5% of the 0-10 years of experience and 76.8% of the 11-20 years of experience participants agree with the statement. While a higher percentage, 25.0% of the 30+ years of experience respondents do not agree that teacher evaluation affects school culture.

**Table 6.20***Teacher evaluation affects school culture*

Years of experience	Disagree	Neither agree, nor disagree	Agree	Total
0-10	4	5	25	34
11-20	9	13	73	95
21-30	13	16	45	74
30+	11	9	25	45
Total	37	43	168	248

*Note: Years of experience responses excluding three don't answer responses*

A significant proportion of participants, particularly among teaching staff, concur that teacher evaluation has an impact on school culture. Specifically, 74.0% of permanent and supply teachers express agreement with the statement, and 10.0% of them disagree. Conversely, among educational officials, 49.0% agree with the statement, while a notably higher percentage, 25.5%, disagree. This suggests an observable contrast in perspectives between teaching staff and educational officials regarding the influence of teacher evaluation on school culture.

**Table 6.21***Teacher evaluation affects school culture*

Position	Disagree	Neither agree, nor disagree	Agree	Total
Teaching Staff	19	30	141	190
Educational Officials	13	13	25	51
Total	32	43	166	241

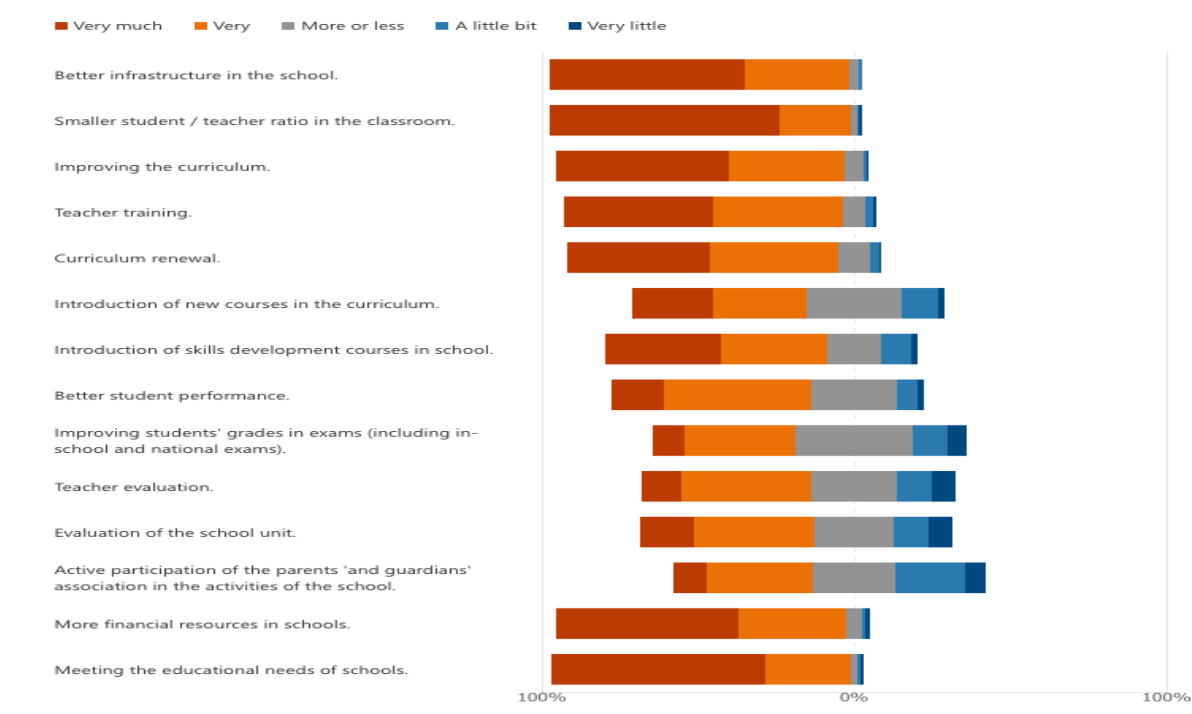
*Note: Position responses, excluding ten don't answer responses*

**6.8. Factors contributing to school improvement**

In this section of the questionnaire, I delved into the realm of school improvement. School improvement is a cornerstone of educational progress, enhancing the capacity for meaningful change both at the institutional and classroom levels. As articulated by Fullan and Hargreaves (1991), the process of school improvement is not only about refining educational practices but also about fostering the adaptability and resilience necessary for educational institutions to flourish.

**Figure 6.8**

*Factors contributing to school improvement*



**6.8.1. Student/teacher ratio**

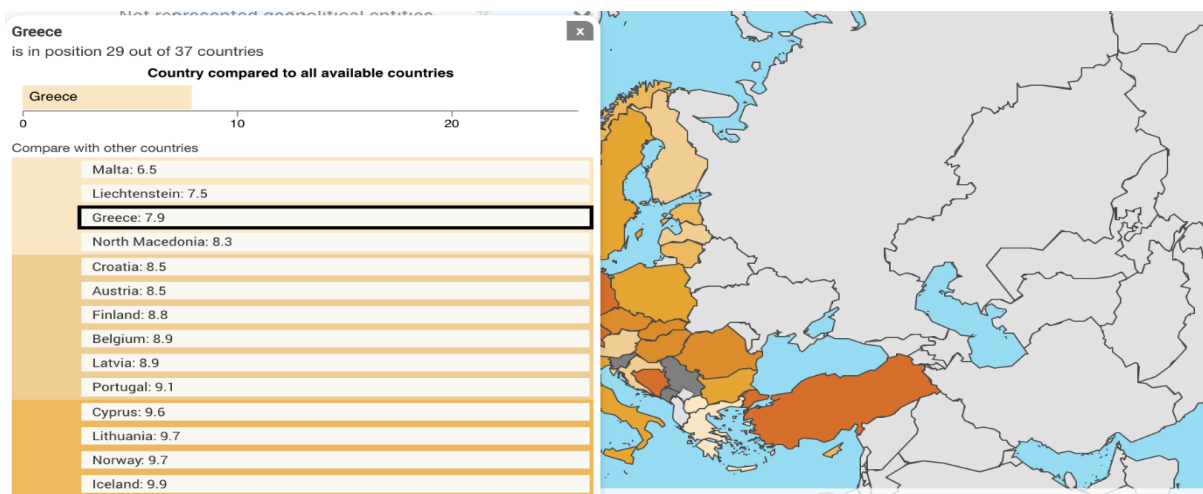
According to the responses of the participants (see Figure 6.8), the student/teacher ratio is one of the most critical factors contributing to school improvement. Teachers face challenges in providing individualised support to students with varying learning levels and progress rates within a limited class time, making it difficult to achieve optimal academic outcomes. However, research has shown that reducing class size can lead to improved academic achievement, as teachers are better able to differentiate instruction to meet each student's zone of proximal development (Solheim and Opheim, 2019). This is because students benefit from receiving more individualised attention, allowing for greater learning improvement and higher academic success rates (CES schools). Teachers can give frequent formative feedback in a smaller class size (Hattie and Timperley, 2007) as well as build close relationships (Curby, Rimm-Kaufman and Ponitz, 2009; Cadima, Leal and Burchinal, 2010).

Additionally, the student/teacher ratio can also serve as an indicator of teacher workload and resource allocation. The most recent official data from Eurostat (2018) indicates that the student/teacher ratio for lower secondary schools in Europe is 12, while for upper secondary

schools, it is 11.3. This is comparatively lower than other countries, such as the United States (14.2) and Saudi Arabia (11.7). In contrast, India has a much higher ratio of almost 26 students per teacher. According to Eurostat's key figures for 2019 (Figure 6.9), Greece (with 7.9), Malta, Liechtenstein, Croatia, Austria, and Belgium rank among the EU Member States with the lowest pupil/teacher ratio for lower secondary education, with less than 9. These findings highlight the importance of considering class size when developing policies aimed at improving school performance.

**Figure 6.9**

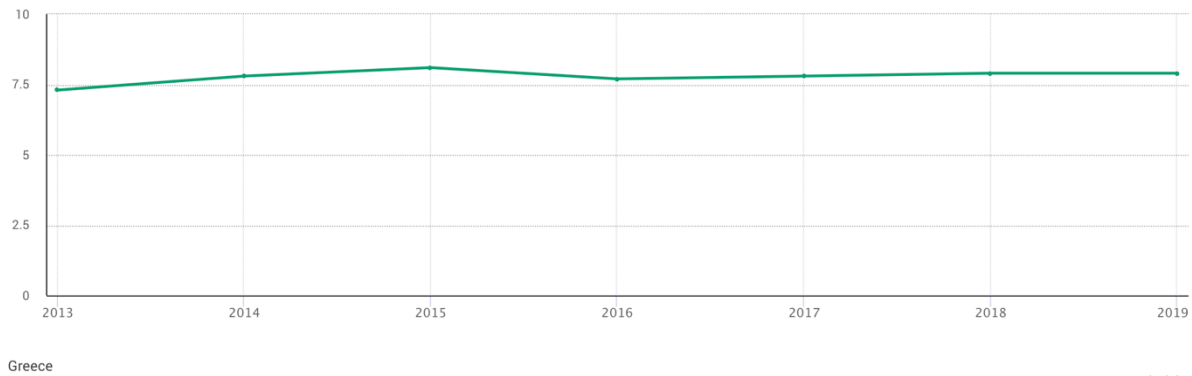
*Student/Teacher ratio in Europe/Eurostat (Eurostat, 2019)*



It should be noted that the school student/teacher ratio is calculated by dividing the total number of secondary school students by the number of secondary school teachers, regardless of teaching assignments, classroom size, location, and other factors that may impact the actual ratio. In Greece, the Eurostat figures reveal that the student/teacher ratio has remained relatively stable over the past decade.

**Figure 6.10**

*Student/Teacher ratio in Greece/Eurostat (Eurostat, 2019)*



However, the actual ratio can vary significantly due to the presence of small schools in rural areas and islands with very few students, resulting in a lower-than-average ratio, while most students in urban areas and large cities are packed into classrooms with more than 25-30 students, leading to a much higher ratio. As a result, 96.0% of the survey respondents, regardless of their age, gender, experience, or position in the Greek educational system, believe that teachers should work with fewer students in the classroom. This may explain why Greece has a low pupil-teacher ratio, as the country has schools in many remote areas, such as small islands, where some teachers may have only a few students to teach.

### **6.8.2. Meeting the educational needs**

Teaching personnel is considered the second most important factor for school improvement, following closely after the student/teacher ratio, according to the responses of the participants (Figure 6.8). Almost all respondents (95.6%) believe that schools should employ more teachers. This demand has been persistent among teacher unions in Greece. Interestingly, even 92% of the educational officials who participated in the survey agree that teaching staff is a crucial factor in improving schools. However, the Greek state has consistently neglected the staffing needs of schools and students, as pointed out by Alexopoulos (2019). The Ministry of Education relies heavily on supply teachers, who are recruited every year, often without the prospect of permanent appointments. Newly hired teachers can also be relocated within the first two years of their placement, and both supply and permanent teachers can be allocated to more than one school, resulting in numerous vacancies in many school units (Thanasopoulou, 2019). This lack of strategic planning on staffing leaves many schools understaffed, leading to

the annual hiring of thousands of substitute teachers before the school year begins, as they are needed to fill permanent and ongoing operational requirements, rather than for temporary positions (Alexopoulos, 2019). Teacher unions have been calling for the appointment of permanent schoolteachers and support staff for decades, but due to the recent recession and lack of funding, no recruitment was made until 2021, when 11,700 teacher appointments were made. Therefore, the overwhelming majority of the agreement of the respondents on the importance of teaching personnel for school improvement can be attributed to the persistent lack of proper staffing in many schools across Greece.

### **6.8.3. Better infrastructure**

In addition to personnel needs, most participants also believe that improved infrastructure is important for school improvement. Specifically, 64.5% strongly agreed and 35.5% agreed that better infrastructure contributes to school improvement. School infrastructure includes classrooms, science labs, sports facilities, and equipment. According to recent studies, suitable learning spaces not only ensure access to education but also improve the quality of education, the effectiveness of teaching practices, and the achievement of educational goals (Matsagouras, 2006). Additionally, design elements such as lighting, temperature, acoustics, and visual stimuli can have a positive impact on student performance (Barrett et al., 2019). Conversely, poor school building conditions are associated with a negative work environment and low teacher job satisfaction. However, many schools in Greece suffer from poor infrastructure, including structural problems, lack of maintenance, and equipment shortages (Gizeli et al., 2007, 2008; Rakitzi, 2015; Kourtis, 2019). Despite funding being centralised in Greece, there are different agencies involved in school infrastructure and operating costs, leading to fragmented decision-making and a lack of systematic mechanisms to address poor infrastructure. For example, KYSA is an agency under the Ministry of Infrastructure Transport and Networks which funds new school investments and municipal budgets (locally) and KYSA (centrally) cover school maintenance costs (OECD, 2020) Teachers and educational officials agreed that school infrastructure is a crucial factor in school improvement.

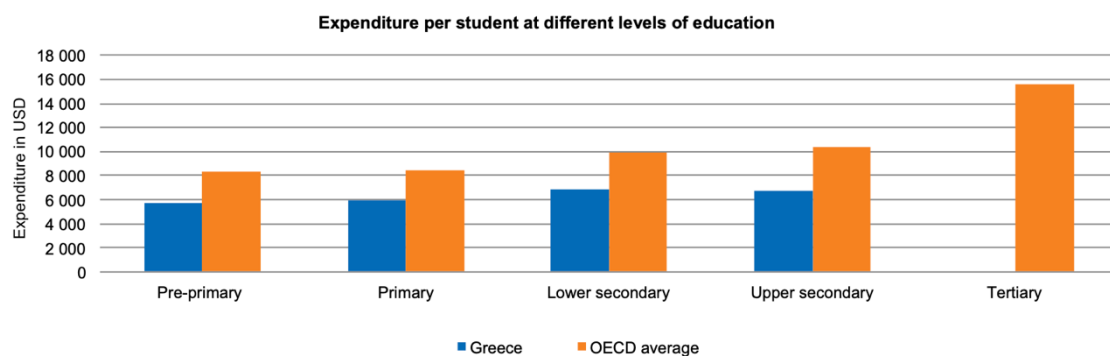
### **6.8.4. More financial resources**

Apart from the importance of adequate teaching personnel, participants in the study also highlighted the need for increased funding as a key factor in improving schools. Most teachers (60.5%) and educational officials (86.0%) strongly believe or believe a lot in the significant role that funding plays in enhancing the quality of education. The need for increased funding

in education is widely acknowledged regardless of respondents' age, position, or experience. Teacher unions continue to advocate for greater investment in education from governments. According to the OECD's PISA 2018 report, a lack of educational resources is a significant obstacle to student learning, with 60.0% of school principals in Greece reporting this issue. According to the European Commission 2020 report (figure 6.11), Greece's expenditure on education is lower than the OECD average, with only 3.9% of GDP dedicated to education in 2018, and just 8.3% of the total government expenditure allocated to education. This lack of funding is a persistent problem that must be addressed to improve the quality of education in Greece.

**Figure 6.11**

*Annual expenditure per student in Greece compared to OECD (OECD, 2019)*



Source: OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, <https://doi.org/10.1787/f8d7880d-en>.

### 6.8.5. Teacher training

According to Sanders and Rivers (1996), effective teachers can enhance the academic experience and performance of students, while ineffective ones can impede progress and achievement. Sanders et al. (1997, p.66) support this notion by asserting that ‘if the ultimate goal is to improve the academic growth of student populations, one must conclude that improvement of student learning begins with the improvement of relatively ineffective teachers regardless of the student placement strategies deployed within a school.’ Therefore, teacher development plays a vital role in influencing student attainment. The majority of questionnaire participants (89.2%) believe that teacher professional development contributes to school improvement. While there are few respondents from urban areas (7) who agree a little or are neutral (11), the rest of the areas express a more positive view towards the role of teacher development. Among the 169 respondents with 11-30 years of experience, 7 agree a little and 14 are unsure, whereas their more or less experienced colleagues mostly provide only two such



answers. The positive responses of both teachers (90.0%) and educational officials (89.0%) towards teacher development rank very high.

### 6.8.6. Teacher evaluation

Identifying key areas in the pedagogy and practices of teachers that need improvement can be achieved through teacher development, which can contribute to the improvement of teaching quality. Different teacher evaluation systems can be used to evaluate teachers, which research has shown to be particularly beneficial for teacher development and improving their educational work (Taylor and Tyler, 2012a, 2012b; Steinberg and Sartain, 2015). However, not all respondents share the same view. While most responses (41.9% and 10.3%) support teacher evaluation as a school improvement factor, there are also a significant number of neutral responses (28.6%) and those who replied 'little' or 'very little' (19.5%). It is worth mentioning that not all teachers agree 'very much' or 'much', and some educational officials also share this opinion. According to the responses (table 6.22), 15.6% of educational officials, including one director of education, one education project coordinator, two deputy headteachers, and four headteachers, agree only 'a little' or 'very little' with the role of teacher evaluation in school improvement.

**Table 6.22**

*Responses on teacher evaluation based on the position of the participants*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	39	60	91	190
Educational Officials	8	9	34	51
Total	47	69	125	241

*Note: Excluding ten don't answer responses*

The data presented in table 6.22 unveil interesting trends in respondents' perspectives on teacher evaluation based on their roles within the Greek educational system. The results suggest that educational officials are more inclined to hold a favourable view of the role of teacher evaluation in school improvement. In contrast, a relatively larger proportion of permanent and supply teachers express disagreement with the same statement. This variance in attitudes implies that educators directly involved in classroom teaching may maintain more cautious or less positive opinions regarding the impact of teacher evaluation on school improvement.

Furthermore, the data also demonstrates an intriguing alignment with respondents' positions in the Greek educational hierarchy. As seen in the results earlier, among the educational officials, only 10.0% express disagreement with the idea that teacher evaluation is beneficial for school improvement, which contrasts with the 20.0% of permanent and supply teachers who hold a dissenting view. Additionally, a compelling 72.5% of educational officials agree with the necessity of teacher evaluation, indicating a consensus among this group regarding the importance of this practice. These findings seem to underscore a correlation between higher positions within the educational system and more positive attitudes toward teacher evaluation. While these results do not provide a comprehensive explanation of this trend, they do raise intriguing questions about the potential influence of one's role in the educational hierarchy on their perceptions of teacher evaluation. This is a theme that warranted further exploration in the subsequent stages of my research, especially as I delved into the insights gained from the interview phase.

#### **6.8.7. School evaluation**

Over the years, school evaluation has undergone various changes and approaches. Nowadays, there is a policy objective to view school evaluation as a close link between self-evaluation and external evaluation. This shift has moved away from emphasising compliance with central policies and procedures to placing greater importance on schools evaluating themselves as part of wider strategies for school improvement (OECD, 2011). In table 6.23, it is evident that 53.2% of respondents express a positive opinion about school evaluation as a factor for school improvement. A substantial proportion of respondents (26.9%) remain neutral on this matter, while 19.5% agree only to a limited extent. These results suggest that there is a reasonably favourable stance toward school evaluation among the survey participants. What is intriguing is that the views of both teachers and educational officials on school evaluation closely resemble their attitudes regarding teacher evaluation. This alignment suggests a similar perception of the role of evaluation at the school level, indicating a certain consistency in respondents' opinions.

**Table 6.23***Responses on school unit evaluation based on the participants' position*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	42	57	91	190
Educational Officials	5	8	38	51
Total	47	65	129	241

*Note: Excluding ten other/don't answer responses*

However, an observable distinction emerges when examining respondents with different ranges of professional experience (table 6.24). Notably, the group with 11-20 years of experience displays a unique pattern, where less than half of the respondents (45.0%) express strong agreement, while 29.0% agree only to a limited extent. This pattern is echoed in the 36-45 age group, where 47.0% express strong agreement, and 29.0% respond with limited agreement. These results imply that a mid-career or middle-aged group might hold more moderate opinions about the role of school evaluation compared to their counterparts with less or more experience.

**Table 6.24***Responses on school unit evaluation based on the participants' years of experience*

Years of experience	A little bit	Neither little, nor Much	Much	Total
0-10	4	12	18	34
11-20	28	24	43	95
21-30	8	20	46	74
30+	7	8	30	45
Total	47	64	137	248

*Note: Excluding three don't answer responses*

In contrast, when participants were asked about the integration of teacher evaluation into an overall school evaluation scheme in 6.5, an observable higher proportion of respondents (65.7%) agreed with this statement, with only 16% expressing disagreement. This strong consensus is evident across all age ranges, except for respondents aged 66 and above. Despite the relatively lower percentage of respondents in this age group, it does not seem to affect the overall positive responses.

### 6.8.8. Curriculum renewal/ Teaching material development

The central administration and its various educational bodies, including the Institute for Education Policy (IEP), is responsible the updating and enhancement of the curriculum with new subjects and skill courses. According to OECD data (2018), Greek schools have less autonomy over curriculum and assessment compared to the OECD average. Despite Greece's relatively inclusive school system, where all students follow a similar content-focused curriculum until high school, participants in the study believe that developing existing teaching materials (91.7%) and renewing the curriculum (86.7%) can contribute to school improvement (table 6.25 and 6.26). However, participants are less optimistic about the introduction of new subject courses, with only 53.5% agreeing 'much' or 'very much,' while 31.9% remain neutral. On the other hand, the introduction of skills development courses is viewed more positively, with 69.0% agreeing 'much' or 'very much,' and only 18.0% expressing a neutral stance. Skills development courses can help students develop important competencies such as critical thinking, problem-solving, communication, and collaboration, which are highly valued by employers and essential for success in the modern world. Additionally, the introduction of such courses can provide teachers with new opportunities for professional development and growth. To facilitate this, there have been recent efforts to introduce a thematic week in schools, first piloted in 2017, to allow teachers to deviate from the core curriculum and teach life skills. The results presented in table 6.25 indicate that participants' views on curriculum development vary depending on their positions within the educational system. Teaching staff largely agrees with the idea of curriculum development, with 93.7% responding with "much" agreement. In contrast, educational officials express more varied opinions, with only 84.3% responding with "much" agreement, and a small portion disagreeing or remaining neutral. These findings suggest that educational officials might have a more diverse range of opinions about the role of teacher evaluation in curriculum development, while teaching staff generally holds a more favourable view of it.

**Table 6.25**

*Participants' views on curriculum development position*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	0	12	178	190
Educational Officials	4	4	43	51
Total	4	16	221	241

*Note: Excluding ten other/don't answer responses*

Table 6.26 presents participants' views on curriculum renewal. The responses are not different based on the participants' positions within the educational system. Both teaching staff and educational officials express a range of opinions about curriculum renewal. While most of both groups either agree much or remain neutral, some participants from both groups also hold a more reserved view on the matter. This implies that participants' positions within the system do not strongly influence their opinions on curriculum renewal.

**Table 6.26**

*Participants' views on curriculum renewal position*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	5	18	167	190
Educational Officials	4	5	42	51
Total	9	23	209	241

*Note: Excluding ten other/don't answer responses*

### **6.8.9. Student attainment and student examination grades**

The views of the participants on the importance of student attainment and examination scores for school improvement are somewhat mixed. While 65.5% agree 'much' or 'very much' that student attainment is crucial, 29.4% remain indecisive, and only 9.0% agree 'little' or 'very little'. Teachers (65.0%) seem to value student attainment more than educational officials (56.0%), and an equal number of respondents (27.0%) remain neutral. On the other hand, fewer participants agree that examination scores are a key factor for school improvement, with only 46.9% agreeing a lot, compared to 17.8% who agree 'little' or 'very little', and 39.4% who are neutral. It is noteworthy that respondents highly value overall student attainment beyond examination results, indicating a recognition of the importance of developing students' broader skills and competencies. Focusing solely on examination results may restrict the view of student success to a narrow perspective, whereas emphasising overall student attainment recognises the importance of developing well-rounded students with a range of skills and competencies essential for success in various contexts. By prioritising student attainment, Greek teachers are aligning with current trends in education that emphasise the significance of developing 21st-century skills and competencies, in addition to academic knowledge. However, both questions still received a considerable number of 'neither little nor much' responses (table 6.27).

**Table 6.27***Participants' views on student attainment based on their age*

Age	A little bit	Neither little, nor Much	Much	Total
25-35	0	7	7	14
36-45	4	20	39	63
46-55	8	24	70	102
56-65	9	16	39	64
66+	1	4	3	8
Total	22	71	158	251

**6.8.10. Parent association participation in school activities**

The survey results indicate that some participants do not fully believe that parents' involvement can contribute to school improvement (table 6.28). While 42.7% of participants agree that the involvement of parents can contribute to improvement, 26.9% are neutral and 30.2% do not agree so much. Interestingly, participants from rural and semi-urban areas are more reluctant to believe that parent associations can contribute to school improvement. On the other hand, participants from urban areas are more inclined to believe in the positive effects of parent involvement on student achievement and school culture.

**Table 6.28***Active participation of the parents' association in the activities of the schools*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	63	49	78	190
Educational Officials	10	16	25	51
Total	73	65	103	241

*Note: Excluding ten other/don't answer responses*

It should be noted that beliefs about parent involvement may vary among individual teachers and may also be influenced by factors such as school culture, parent involvement history, and personal experiences (Hoover-Dempsey et al., 2002). For example, more experienced teachers may be more reluctant to support parent involvement, possibly due to negative past experiences. According to OECD (2018, p.162), 'parents of upper secondary school students also exert pressure on teachers to adhere strictly to the curriculum and official textbooks, which

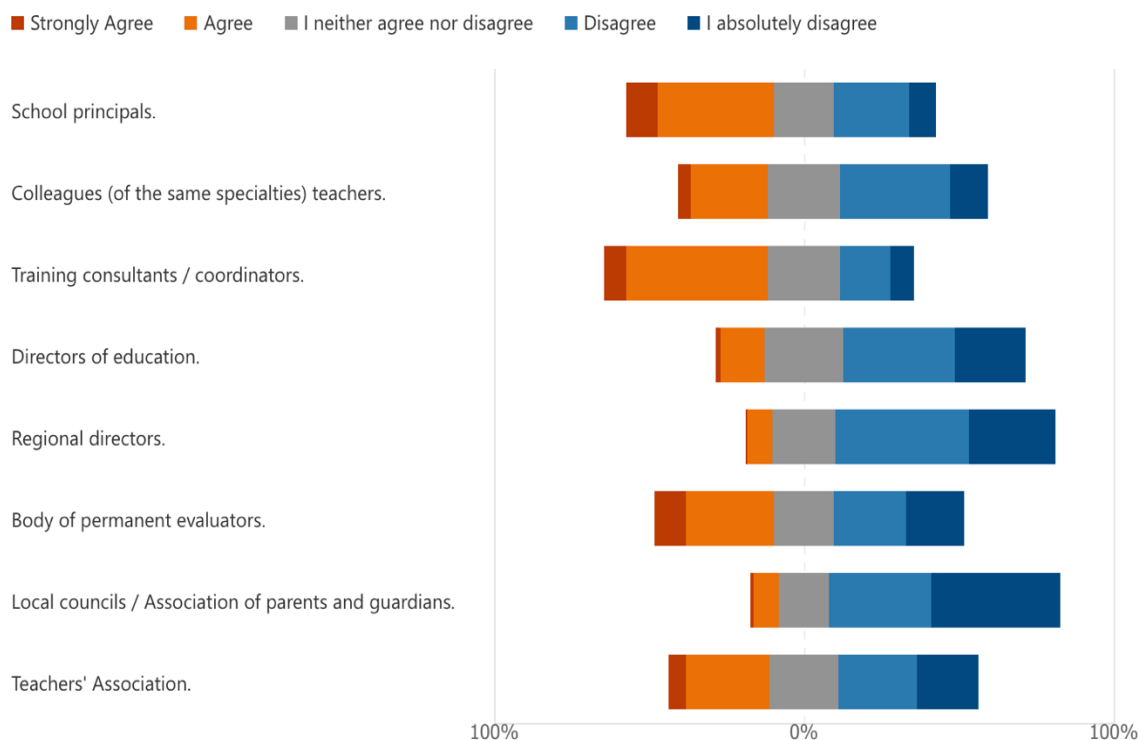
are seen as being aligned with the Panhellenic.’ There are usually two factors associated with the involvement of parents in the student education: the beliefs of parents about their role in the education of students and the perceptions of teachers of those beliefs (Katenkamp, 2008). According to Lawrence-Lightfoot (2003), it is not unusual for parents and teachers to have different expectations when it comes to the students.

### 6.9. Who should carry out teacher evaluation?

This question on the survey asked participants to identify the person or the professional body they consider as the most appropriate to carry out teacher evaluation at schools. The data presented in Figure 6.12 highlights the absence of a consensus among survey participants regarding who should conduct teacher evaluations. Notably, the majority of positive responses (50.2%) favoured school counsellors (training consultants/coordinators in Figure 6.12) as evaluators.

**Figure 6.12**

*Who should carry out teacher evaluation at schools*



The results reveal that teachers tend to disagree more with school counsellors as evaluators compared to the responses from educational officials. School principals were the second most popular choice, with 47.7% of participants in favour of this option. The findings underscore the differences in perspective between teaching staff and educational officials regarding who should perform teacher evaluations, revealing the need for further exploration of this topic.

**Table 6.29**

*Responses on School Counsellors carrying out teacher evaluation*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	51	48	91	190
Educational Officials	7	10	34	51
Total	58	58	121	241

*Note: Excluding ten other/don't answer responses*

Only 28.3% of respondents believed that colleagues should be evaluators, with 48.3% disagreeing. Men were more likely to disagree with this idea than women (54.8% vs. 44.8%). The involvement of regional directorates and directors of education as evaluators was not a popular choice among participants. In particular, only 14.1% agreed with the directors of education option, while only 6.2% agreed with regional directorates being teacher evaluators. Local councils/parents' associations were the least popular option, with 75.5% of participants disagreeing with their involvement in teacher evaluation.

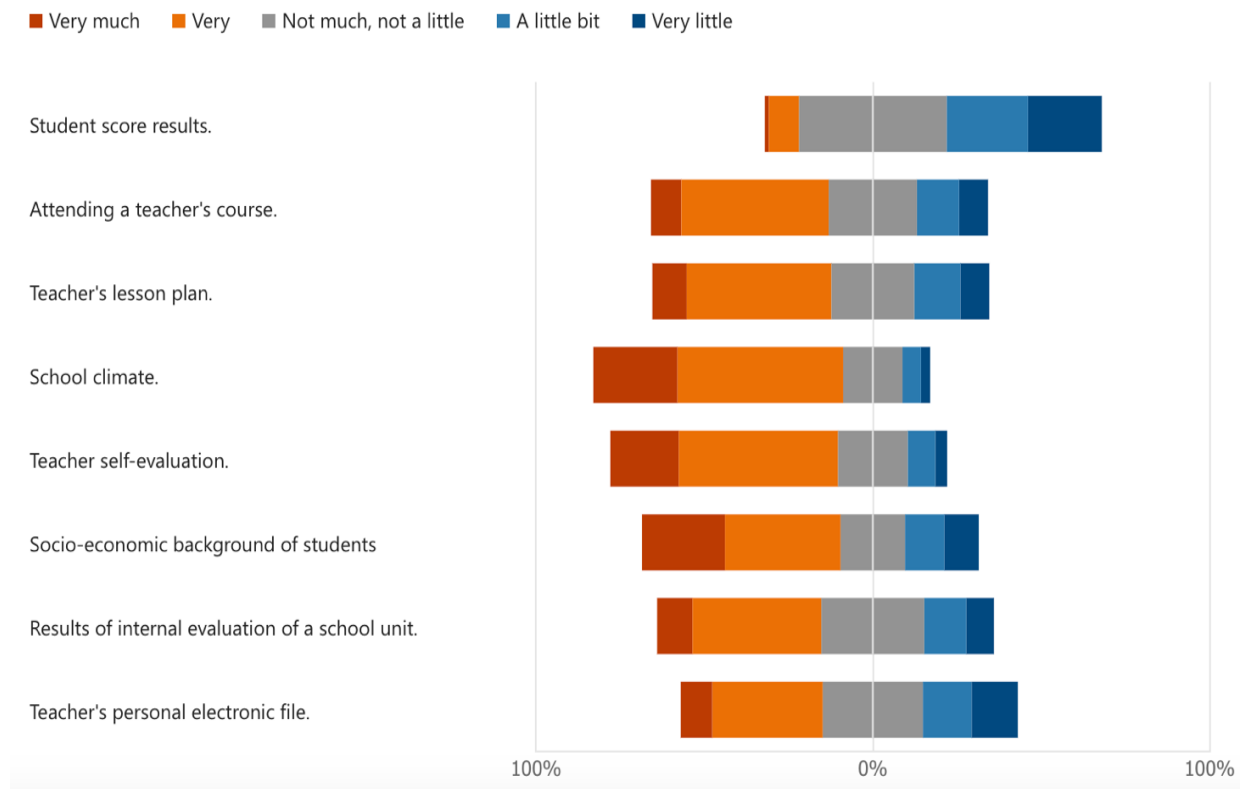
### **6.10. The factors teacher evaluation should consider**

In the previous section, I explored the 'who' of teacher evaluation, focusing on the suitable individuals or professional bodies for conducting teacher evaluations in schools. This question focuses on the factors that teacher evaluation models should take into consideration.



**Figure 6.13**

*What factors teacher evaluation should consider*



### 6.10.1. School climate

According to the results presented in figure 6.13, it can be argued that the most important factor that teacher evaluation models should consider is the school climate. This is because 74.5% of the respondents agreed much or very much with this statement, while only 8.0% disagreed. As discussed earlier, school culture encompasses teachers' interpersonal relationships, relationships with students and parents, and the overall school environment. Research has shown that teachers tend to improve in schools with strong peer networks and administrative support, while a poor professional environment can hinder their growth (Johnson, 2015). A supportive professional culture can amplify a teacher's abilities and strong collegial relationships can enhance teacher development and student achievement (Garver, 2020). According to Johnson (2015), when a school organisation fosters collegial activities, it increases its overall instructional capacity and success. It is noteworthy that only one deputy headteacher out of 51 educational officials placed little importance on the school climate, while

8.9% of the teachers disagreed, mainly those located in urban areas, particularly in Athens and Thessaloniki.

### 6.10.2. Teacher self-evaluation

The importance of teacher self-evaluation in the overall teacher evaluation process is widely recognised by the respondents with 66.9% agreeing much or very much, while only 11.1% expressing little disagreement. Most of the respondents who do not agree much are teachers, and as previously noted, they are mostly from the two largest cities in Greece. Self-evaluation is a common approach used in many countries for performance-management purposes. It involves teachers reflecting on their own performance, identifying strengths and weaknesses, and setting goals for improvement. For instance, in Israel, it is a formal part of the end-of-probation processes, in New Zealand, part of the registration processes, and in Estonia and Israel, part of evaluation processes for promotion (OECD, 2013). Towndrow and Tan (2009, p.285) argue that ‘when teachers are more involved in observing and evaluating their teaching, corresponding increases in empowerment and autonomy occur as a direct result.’ Additionally, teacher self-evaluation is a critical component of the evaluation process, as it involves teachers demonstrating their knowledge about teaching through writing and talking about it, and others assessing the quality of that knowledge (Cranton, 2001).

### 6.10.3. Results of internal evaluation of a school unit

Nearly half of the participants (47.3%) strongly agree or agree that school internal evaluation results should be utilised for teacher evaluation practices, according to their professional position (table 6.31). In contrast, only 21.1% do not agree strongly, with 44 teachers, four headteachers, two educational project coordinators, and one deputy headteacher among them. Additionally, 31.5% of respondents neither agree nor disagree.

**Table 6.31**

*Responses on school unit internal evaluation as part of teacher evaluation*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	44	64	82	190
Educational Officials	7	12	32	51
Total	51	76	114	241

*Note: Excluding ten other/don't answer responses*

#### 6.10.4. Students' socio-economic background

Most of the participants believe that students' socio-economic background should be considered, with 35.2% and 23.6% strongly agreeing, respectively, while 12.0% agree somewhat and 10.7% agree only slightly. However, 19.9% of the respondents did not provide a definite answer. A higher proportion of men (65.7%) strongly agree or agree with the statement than women (55.0%) (table 6.32). Women appear to be more hesitant in terms of students' socio-economic background, with 25.0% disagreeing and 20.0% expressing no clear opinion.

**Table 6.32**

*Responses on students' socio-economic background as part of teacher evaluation*

Gender	A little bit	Neither much, nor a little	Much	Total
Male	12	13	48	73
Female	44	35	97	176
Total	56	48	145	249

*Note: Excluding two other responses*

#### 6.10.5. Attendance of teacher's course

Observing the classroom practice of a teacher is a widely used method for teacher evaluation, particularly as recent educational reforms focus on the quality of teaching (Halpin and Kieffer, 2015; Correnti and Martínez, 2012). During classroom observations, an evaluator observes a teacher's instructional strategies, classroom management, and interactions with students, typically for a specific period. This can provide valuable insights into the strengths and weaknesses of a teacher, identify areas where the teacher may need support or professional development, and uncover effective teaching practices that can be shared with other teachers (Kane and Staiger, 2012).

In the questionnaire (table 6.33), 52.2% of respondents agreed that classroom observations should be part of teacher evaluation practices, while 21.6% strongly disagreed with this statement, and 26.5% were neutral. Of the respondents, 43 were teachers, and the remainder were headteachers, a deputy headteacher, and an educational project coordinator. It is also noteworthy that 37 out of the 51 replies came from schools in urban areas. Lesson plans were also a popular choice for teacher evaluation, with 52.6% agreeing that they should be used, while 22.7% disagreed to some extent, and 24.7% were neutral.

**Table 6.33***Responses about attendance of teacher's course*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	43	54	93	190
Educational Officials	8	10	33	51
Total	51	64	126	241

*Note: Excluding ten other/don't answer responses***6.10.6. Personal electronic file of a teacher**

A common tool used in teacher evaluations is a portfolio of a teacher, which contains various teaching materials, student work, and other evidence that demonstrate the effectiveness of teachers in the classroom. These portfolios can be used in conjunction with other evaluation instruments to provide a comprehensive view of a teacher performance. Electronic portfolios are becoming more popular due to their convenience and ease of use. They can be easily accessed and shared digitally, allowing for regular updates and ongoing growth and improvement to be demonstrated. In Greece, the use of electronic portfolios for teacher evaluation is not currently a common practice, and the responses to the questionnaire reflect this. Only 41.5% of respondents agree with the use of electronic portfolios for evaluation, while 28.2% disagree. Many respondents (30.2%) remain neutral, suggesting a lack of experience with this type of evaluation tool. Age seems to be a factor, with younger participants being more open to the idea. Additionally, not all educational officials are convinced, with 21.5% agreeing only a little and 10.0% remaining neutral in their responses.

**6.10.7. Student scoring results**

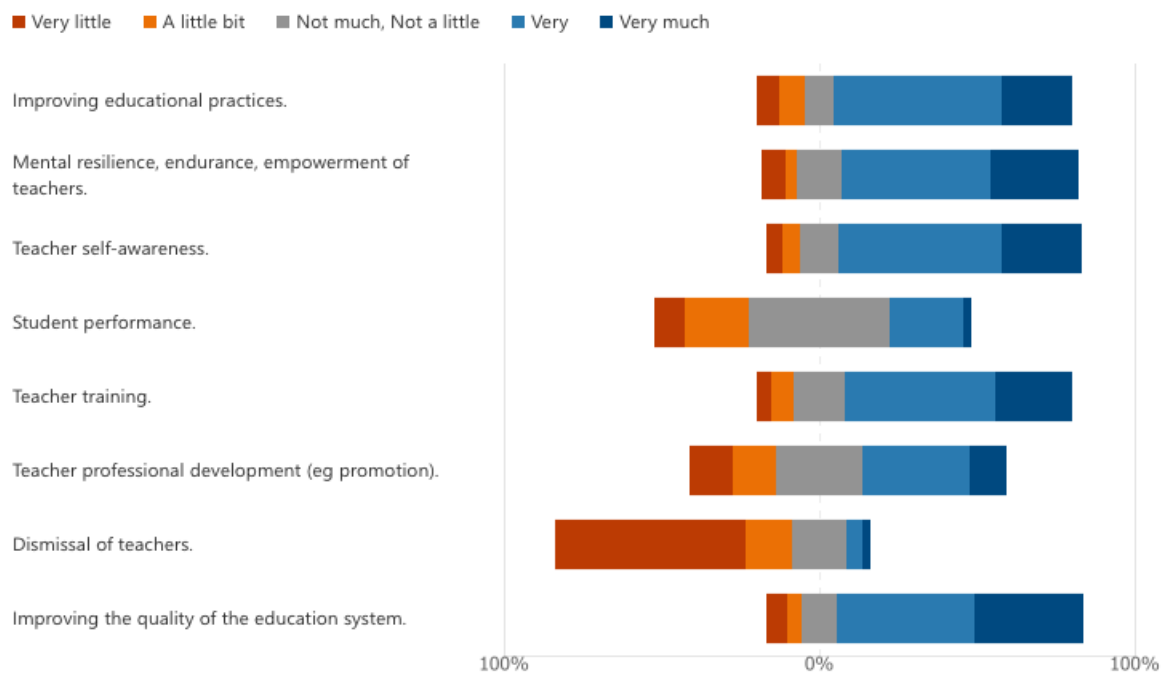
According to table 6.34, using the examination scores of students in teacher evaluation schemes is not a popular choice, with only 9.1% of respondents agreeing much or very much with this approach, while 46.8% do not agree. 43.9% of respondents neither agree nor disagree, with the majority of headteachers falling into this category. None of the ten educational project coordinators strongly agree with this instrument. Also, out of the 24 positive responses, 20 came from schools in urban areas.

**Table 6.34***Responses about student examination results on teacher evaluation*

Position	A little bit	Neither little, nor Much	Much	Total
Teaching Staff	90	84	16	190
Educational Officials	23	22	6	51
Total	113	106	22	241

*Note: Excluding ten other/don't answer responses***6.11. What the aim of teacher evaluation should be**

This section explores the purpose of teacher evaluation schemes in educational systems, as documented in international literature. According to the literature, there are two main functions of teacher evaluation: accountability and development. However, these two functions can create tensions when they merge, particularly in cases where summative accountability clashes with formative improvement assistance (OECD, 2013). This conflict can create a negative school climate and pressure among teachers, especially when standardised testing and accountability measures are emphasised (Flores, 2018). This section of the questionnaire sought to investigate what teachers and educational officials in the Greek context believe teacher evaluation models should promote (figure 6.14).

**Figure 6.14***The extent to which teacher evaluation should be connected to these purposes*

The survey results indicate that participants prioritise the developmental role of teacher evaluation, with a focus on improving the quality of the educational system (78.0% agreement), increasing teacher self-awareness (77.0% agreement), and improving educational practices (76.0% agreement). Additionally, respondents place high value on teacher mental resilience and endurance (75.0% agreement) and professional development (72.9% agreement). Notably, respondents with less professional experience are more positively inclined in their responses compared to their more experienced colleagues. However, the attitudes of participants towards teacher evaluation differ when it is tied to high-stakes decisions, such as career progression.

**Table 6.35**

*Responses on career progression as the aim of teacher evaluation*

Age	A little bit	Neither little, nor Much	Much	Total
25-35	2	4	8	14
36-45	10	26	27	63
46-55	29	24	49	102
56-65	21	13	30	64
66+	6	0	2	8
Total	68	67	116	251

The data in table 6.35 indicates that when it comes to using evaluation data for career progression, 46.2% of respondents agree, 27.0% disagree, and 26.7% are neutral. Notably, older participants tend to be more hesitant to agree with the idea of using evaluation data for career progression, as evidenced by the lower percentage of agreement in the age groups 46-55, 56-65, and 66+ compared to the younger age groups. This data emphasises the need to consider age-related differences in views regarding the use of evaluation data for career advancement.

Furthermore, the data in table 6.36 suggests a consensus among respondents, regardless of their experience, that teacher evaluation should primarily aim for school improvement. In the 0-10 years of experience group, 73.5% believe that teacher evaluation should primarily aim for school improvement, while in the 11-20 years of experience group, 81.1% of respondents hold this belief. Similarly, in the 21-30 years of experience group, 79.7% agree with this aim. Also, in the 30+ years of experience group, 73.3% support the idea of teacher evaluation primarily focusing on school improvement.

**Table 6.36***Responses on school improvement as the aim of teacher evaluation*

Years of experience	A little bit	Neither little, nor Much	Much	Total
0-10	2	7	25	34
11-20	7	11	77	95
21-30	7	8	59	74
30+	10	2	33	45
Total	26	28	194	248

*Note: Excluding three don't answer responses*

The agreement among respondents is not uniform when it comes to linking teacher evaluation practices with accountability measures. Very few respondents (8.0%) agree much or very much with the use of teacher evaluation to dismiss teachers, with only three educational officials in agreement. Notably, some headteachers, educational project coordinators, deputy headteachers, and a regional director do not support using teacher evaluation to dismiss teachers. The data in this analysis, as shown in table 6.37, reveals that the influence of age is noticeable, as participants aged 56 and above tend to disagree more with the statement, while younger participants express more balanced opinions, with almost equal agreement and disagreement responses.

**Table 6.37***Responses on student attainment as the aim of teacher evaluation*

Age	A little bit	Neither little, nor Much	Much	Total
25-35	3	7	4	14
36-45	12	33	18	63
46-55	30	42	30	102
56-65	25	27	12	64
66+	5	2	1	8
Total	75	111	65	251

## 6.12. Teacher evaluation experience

In the next stage of the questionnaire, participants were asked to share their previous experiences with teacher evaluation models. Out of the 251 participants, only 47 (19.0%) had been evaluated before, while 180 (71.0%) had no previous teacher evaluation experience. Interestingly, 20 out of the 48 educational officials had been evaluated in the past when they were in teaching positions, while 28 had never been evaluated. Respondents with more professional experience were more likely to have been evaluated before, with 17 out of 41 respondents with over 30 years of experience stating that they had been evaluated, compared to only three out of 30 respondents with less than 10 years of experience. It is also noteworthy that more men (26.0%) than women (18.0%) had been evaluated. Two main thematic categories emerged from the responses, based on the frequency of notions and descriptions used. The first category involved a positive attitude towards teacher evaluation, with respondents focusing on its developmental aspect. However, these responses were fewer in number and lacked analytical thought and detailed descriptions of the evaluation processes. The most common adjectives used to describe teacher evaluation practices in this category were positive, fair, effective, and satisfactory, while some respondents used more neutral adjectives like typical and necessary to describe their evaluation experience. One respondent even compared the Greek evaluation model to their experience with evaluation in the U.K. *I have assessment experience, in the first years of my teaching career, but not from the Greek school, but from private schools in Great Britain (Language Summer Schools) where I worked for three consecutive summers. The experience was extremely constructive, and helped me to improve, to recognise my potential and my good teaching practices, and at the same time it was helpful and supportive in terms of my weaknesses. All my evaluation experiences were in the nature of encouragement, interest, and counselling. They were made in a completely friendly environment, creating a climate of security and cooperation. Unfortunately, the assessment as presented and planned to be implemented in the Greek public school has nothing to do with the experience I have had in the past (Female, 36-45, island).*

On the other hand, based on the replies of the participants in the questionnaire, Greek teachers perceive teacher evaluation with a negative mindset, as this does not promote their professional development, it is considered *subjective* and *superficial*:

*It was a standard service-administrative process detached from processes of improvement, training, or feedback (Male, 56-65, urban environment).*



*Wrongly designed and wrongly applied. That is, the constant issue of teacher evaluation in the country. That is why I am sceptical, while I believe in the value of evaluation (Female, 46-55, urban environment).*

A lot of participants refer to the evaluation experience as being *stressful, unclear, unfair, useless, and negative:*

*Bureaucratic, stressful, with the sole aim of reducing staff and saving resources. Scientifically wrong, unjust, immoral, and hasty, along with a campaign of slander against teachers. The exact opposite of what was supposed to be (Male, 36-45, urban environment).*

*It was a stressful experience since I entered a school after an external evaluation. The school colleagues who experienced the internal evaluation suffered from a bad climate for a long time (Female, 36-45, urban environment).*

Some participants express dissatisfaction with teacher evaluation practices, stating that they feel it is a mandatory step for appointment and tenure, and that the process lacks a long-term design for professional learning and improvement. They believe that the evaluation process does not address the real problems at schools and can leave teachers feeling disoriented. These concerns may stem from the fact that teacher evaluation practices are sometimes implemented without a clear focus on professional learning and improvement, resulting in a narrow focus on measuring teacher performance and meeting minimum standards. Some participants also express concerns about the role of the evaluator and their lack of training. *No substantial result the way it was done. Disorganised, procedural, and of course without attributing the real dimensions of the problems. It is very important that the evaluation is done correctly and impartially by trained and fair people, while the central purpose of the evaluation should be to improve the human resources, but also the educational system (Female, 46-55, island).*

In summary, the participants in this study have mixed feelings about teacher evaluation practices. The lack of collaboration with teachers in the development of these models and the emphasis on accountability and compliance rather than professional learning and improvement are some of the reasons for the negative perceptions. Additionally, the use of standardised test scores and external benchmarks as primary measures of teacher performance can be seen as unfair and inadequate. Many participants feel that teacher evaluation should be approached in a more comprehensive and meaningful way that considers the realities of the classroom and the needs of individual teachers.

### **6.13. Final comments of participants on teacher evaluation**

In the final open-ended question, participants were given the opportunity to express their thoughts and opinions on teacher evaluation in a more detailed and articulate way. This was added as a crucial step in the questionnaire, as the previous close-ended questions were designed with pre-defined attributes and did not allow for elaboration on the arguments of the respondents. However, participants were eager to showcase their viewpoints and arguments on the subject matter discussed. A total of 54 anonymous comments were added to this last part. Some of the most prevalent themes which emerged from these comments are:

#### ***Lack of a teacher evaluation culture***

One of the most common themes in the comments was the lack of a teacher evaluation culture in the Greek educational system. Many participants attribute this to a lack of trust between the different stakeholders, particularly the government and the teaching staff. There is a culture of suspicion in the Greek educational system that has persisted for decades, even among younger generations of teachers. Some respondents expressed this sentiment, stating:

*The culture of evaluation is foreign to Greece and is treated with suspicion. We need a way to be able to trust the people who evaluate (Female, 36-45, urban environment).*

*The evaluation of teachers must be done by an independent authority and not by managers (Female, 46-55, urban environment).*

#### ***Fear of accountability***

There is a sense of fear that the implementation of teacher evaluation models serves only accountability purposes and may result in punitive actions and even in the dismissal of teachers. Research also shows that evaluations are commonly accompanied by negative connotations, resistance, stress, and even fear (Conley and Glasman, 2008; Eisner, 2003; Vanhoof et al., 2009). Together with previous policy practices which institutionalised fear and mistrust in teacher evaluation models, this negative mindset is common in the replies of the participants:

*In Greece, teachers do not want evaluation, not because we are afraid that we are not doing our job well (it can certainly be improved, of course), but because right-wing rulers want evaluation in order to lay off employees and not to improve the training provided. This was clear from the law of the Ministry of Interior (4024/2011 article 7, paragraph 6) which had already determined the percentage of teachers who would be evaluated positively. That is, before they even evaluated us, they knew how many we would "cut" and have a wage fixation. So, it was for purely financial reasons. If the purpose of the evaluation was really*

*what it should be, that is, to improve the education provided, then we would embrace it (Female, 36-45, island).*

*The evaluation should not be punitive but should aim at improving the educational personality as much as possible. It must also be accompanied by financial and service upgrades when the participant shows significant improvement (Male, 56-65, urban environment).*

### ***Favouritism and lack of meritocracy***

Many respondents also mention the word ‘rousfeti’ which refers to expensive political favours, which pervade several areas of everyday activity from hiring teachers to promotions, health care system and property deals. The term is commonly used in Greece to describe situations where people, in this case teachers, use their influence to achieve their goals or secure certain privileges. It involves using personal connections to gain advantages or benefits, even at the expense of fairness or meritocracy. These entrenched practices of corruption and favouritism have given rise to a debilitated state, coupled with a crisis of trust. Many comments are indicative of this situation:

*I am not against evaluation. I am opposed to those who want to force evaluation on me. Friendships, cliques, personal likes / dislikes affect the results. They are biased (Male, 46-55, urban environment).*

*Evaluation must be the result of cooperation and agreement, not enforcement. To have objective (as it is) criteria and clear goals that have to do with improving the educational work and the school unit, but also the skills of the teachers. Punitive evaluation or evaluation with quotas are practices that have unfortunately been institutionalised in the past and have in fact created a climate of mistrust (which still exists today) and have thwarted any effort (Female, 36-45, urban environment).*

Like this tradition of ‘rousfetology’, respondents refer to the lack of equity and impartiality which can affect the successful implementation of teacher evaluation models. They also mention the involvement of the political parties in evaluation reform measures, a game of power and control over the teaching population, an idea which is rooted at the beginning of the foundation of the Greek state. For example, respondents argue that:

*The process of teacher evaluation should be based on objectivity and meritocracy, which is difficult for the Greek reality (Female, 46-55, urban environment).*

*Teachers will be evaluated whether they want to or not. It will be the pretext for dismissals. Any evaluation of teachers cannot be objective. They will always be in the mood of their*

*superiors and in their political positions. If objectivity in the evaluation was somehow ensured, then it could have positive consequences (Male, 46-55, urban environment).*

*I am not against evaluation, and I think it would probably be good for us if we could ensure that it would be done with meritocratic means, with reliable evaluators and not with punitive results in case of unfavourable evaluation but with the aim of improving them. Unfortunately, however, we live in Greece where the medium, the acquaintance, the rousfeti and any kind of connection reign (Female, 46-55, urban environment).*

Respondents also talk about the lack of reliable data in the evaluation models and the fear of the evaluation results being dependent on the judgement and personal perception of the evaluator:

*The Greek system lags behind the collection of objective data on which an objective evaluation could be based, as a result of which it identifies evaluation with personal evaluation judgment and personal opinion, sometimes with party favour. This condemns the evaluation to failure (Female, 46-55, urban environment).*

*The evaluation of teachers should be documented with specific data and the evaluation criteria should be known, beyond the part of teaching in the classroom (Female, 56-65, urban environment).*

### ***Students' role in teacher evaluation***

It is worth noting that some of the participants in the study mentioned the role of students in teacher evaluation models. Including students in the evaluation process can provide them with a democratic right to be heard on matters important to them and can help balance the power dynamic between teachers and students (Elstad et al., 2015). This approach has been used in teacher evaluation schemes in Scandinavia, but its suitability may vary depending on the educational culture of a country, traditions, and concepts of school inclusivity. Nonetheless, it is interesting to see that some participants in Greece raised this issue:

*The questionnaire does not include the opinion of the students anywhere, at older ages (Lyceum) it is something that we can consider, to a certain extent, if we want to improve our teaching (Female, 46-55, island).*

*I believe in the evaluation of teachers by students. Anonymous. Evaluate the teacher they had the previous year without fear and passion. Everything else you suggest I do not agree with. The teacher must be free-spirited and not manipulated to act in a way that is pleasing to*

*his superiors but only thinking of the best interests of the students (Female, 65+, semi-urban environment).*

### ***Benefits of teacher evaluation***

Participants also stress the importance of teacher evaluation models that will benefit the teacher but also the school unit. *Evaluation is beneficial when the school and the teacher are supported and not when the educational community feels it as a threat! In the current circumstances, the vast majority of teachers who view the evaluation positively have rightly reacted (Female, 46-55, urban environment).* The developmental aspect of the evaluation practices can guarantee the longevity of the models and their acceptance by the teaching population. Teacher evaluation is a process that can either work as a “catalyst for improving teaching and learning” or as a “meaningless bureaucratic necessity” (Davis, Ellett and Annunziata, 2002). *Teacher evaluation is a process that must be long-term and with an evaluated-evaluator interaction. It must also lead to the improvement and digitisation of the new school in terms of the operation and skills of teachers and not in the school-business (Male, 46-55, island)*

### ***Context-specific teacher evaluation***

Teacher evaluation models are not sufficient if the specific cultural and socio-economic elements of the school are not considered. Lack of context-specific cognition and school's contextual features can undermine the success of the evaluation models. Donaldson and Mavrogordatos (2018) specified that the implementation of teacher evaluation practices was subject to evaluator's sensemaking of the messages from the particular environment and the perception of the organisational capacity of the school unit. Participants also raise a similar point focusing on the fact that an evaluation reform is not a one-size-fits-all procedure:

*The evaluation must be linked to incentives for the promotion of the educational project and the school unit, taking into account the social and cultural reality (Female, 46-55, urban environment).*

*The assessment should consider the socio-economic conditions in which the school operates, the level of learning and the educational goals of the students (Male, 36-45, rural environment).*

### ***Evaluators***

Respondents also argue about the role of the evaluator and the purpose of teacher evaluation models. Several studies in the past (Donaldson, 2012; Halverson et al., 2004; Kimball, 2002) also pointed out that the perception of teachers of the competency of the evaluator determines the extent evaluation reforms are seen positively and that teachers usually question evaluators' preparedness. 'Perceptions of the evaluation system are diminished when teachers believe that principals capriciously target particular teachers and identify them as underperforming for reasons other than their professional competence' (Lane, 2020, p.7). As teachers are not actively involved in the design of the evaluation models, they can feel unsure and insecure of the evaluation mechanisms, the person who will conduct the evaluations, and their credentials. However, recognition of the evaluator is a critical issue when implementing teaching evaluation models (Flores, 2010, 2012). This recognition often refers to the 'professional respect' (Abell et al., 1995), that is the acknowledgement of the evaluator as a skilled professional, not necessary the personal recognition. *The real problem is how, by whom and for what purpose the evaluation will be carried out - especially in the sensitive field of education. Like, of course, the fact that those in charge who ask (sometimes even demand) our evaluation, are the first who should necessarily (but never will) be evaluated (Male, 56-65, urban environment).* In summary, the participants' comments show that while Greek teachers and officials are not opposed to teacher evaluation models in theory, they express concerns about the practicalities and mechanisms of implementing such models in the Greek educational context. They worry that the focus on accountability may overshadow the developmental aspect of evaluation, and that the past failures of implementing evaluation policies may make teachers hesitant to embrace new reforms.

### **6.14. Discussion**

According to the findings of the questionnaire, there is a notable lack of trust in the teacher evaluation system, which is consistent with the literature reviewed. The respondents attribute this lack of trust to various factors, including meritocracy, corruption, and overall lack of accountability, which are prevalent not only in the educational system but in Greek society in general. Meritocracy is the idea that rewards should be based on abilities and achievements rather than social status or connections. If the teacher evaluation system is not perceived as fair and unbiased, and if teachers are evaluated based on factors other than their actual performance, it can erode trust in the system and undermine meritocracy. Corruption can also impact teacher

evaluation systems, as evaluations that can be manipulated or influenced through bribes or other means are not merit-based, which can lead to a loss of trust in the system. A lack of accountability can also contribute to mistrust, as a lack of transparency and consequences for poor performance or misconduct can render the system ineffective and unreliable. Moreover, the issue of transparency and objectivity is highlighted in the responses and comments as essential to any teacher evaluation system. Evaluations that lack transparency or objectivity can undermine the credibility of the system and reduce trust in its outcomes.

The tendency of the respondents to provide neutral opinions when they lack awareness of certain matters is indicative of a culture of suspicion that exists in the Greek educational environment. This culture of suspicion is not surprising given the lack of trust in teacher evaluation measures, which can be attributed to various factors such as previous authoritarian practices, unreliable data, and concerns about favouritism or political influence. When evaluations are not perceived as being conducted fairly and objectively, there is likely to be resistance to new evaluation measures, even if they have the potential to enhance teaching quality and student outcomes. This resistance is not unique to Greece, as literature shows that critical issues on teacher evaluation models are a worldwide concern (Flores, 2010, 2012). The perceptions and attitudes of teachers towards teacher evaluation practices and their implementation are influenced by contextual factors such as the school culture, leadership, and the profession of teaching itself, which can involve power relations that are difficult to navigate (Elstad et al., 2015). The success of evaluation and accountability systems depends on the perceptions and acceptance of those affected by the evaluation, and this applies not only in Greece but across different educational contexts (Monyatsi, Steyn and Kamper, 2006; Tornero and Taut, 2010).

According to the questionnaire results, teachers are not afraid of evaluation processes, but rather concerned about the possible arbitrariness of the system. When teachers perceive the evaluation process as arbitrary, it can demotivate them and reduce the credibility of the evaluation outcomes. Furthermore, participants believe that public education is a social value and a public good that should be inclusive and non-discriminatory. Therefore, the effectiveness of teaching cannot be solely measured by economic factors, but also by a range of other factors that consider the multifaceted and complex nature of the teaching profession. The data reveal that teachers can create an engaging and supportive learning environment that fosters research, exploration, and challenge. It is a deeply emotional and passionate profession that requires

teachers to invest not only their time and effort but also their spirit and soul. This emotional investment can be a powerful motivator for both teachers and students and can help create a sense of shared purpose and commitment to the educational process. The lack of trust that teachers have in teacher evaluation policies may stem from a historical pattern of undervaluing their contributions and efforts. As a result, teachers may feel that their expertise and hard work are not being properly recognised, leading to a culture of resistance to teacher evaluation measures. This is problematic because a school cannot improve if its teachers are discredited. Evaluating teachers without criteria or documentation can exacerbate this issue, leading to biased evaluations that further devalue the role of teachers. This is particularly concerning as teachers have previously experienced evaluative crises marked by arbitrariness, abuse of power, and displays of power by evaluators that have undermined their role. Phrases such as "teachers are afraid of evaluation" only serve to further devalue teachers' role and are not conducive to build trust in the evaluation process.

The results indicate that according to the participants, a single teacher evaluation model cannot be universally applied to all schools. Each school is unique and has its own characteristics, such as student population, teaching staff, and culture, which can significantly affect the success of an evaluation model. Mijs (2016) argues that differences in pupil population, ability groups, and instruction quality and practice create unique school environments. Therefore, teacher evaluation systems should be specifically designed to meet the needs and context of each individual school. This requires considering the objectives of the school, teaching philosophy, and the specific challenges faced by students and teachers. This personalised approach can increase the effectiveness of evaluation systems in enhancing teaching quality and student outcomes.

The data also indicate that teachers believe that most of their colleagues are dedicated and innovative in their teaching practices, and that they are passionate about their subjects. This is a testament to the hard work and commitment of teachers, and to the importance of fostering a culture of excellence in teaching. It is also important to note the invaluable support of students in this process. When teachers are passionate and innovative in their teaching practices, it can inspire and motivate students to learn and engage with the material. This can create a positive cycle of learning and growth, where teachers and students are mutually supportive and engaged in the educational process. While it is true that many teachers may not receive institutional recognition for their efforts, it is important to recognise and value their contributions to student



learning outcomes. This can involve measures such as providing teachers with feedback and support to help them improve their teaching practices, as well as recognising and rewarding their contributions to student learning outcomes.

### **6.15. Conclusion**

In conclusion, the results of the qualitative questionnaire provided valuable insights into teachers' attitudes and perceptions of teacher evaluation processes in Greece. While the findings highlighted a generally positive disposition toward evaluation, they also shed light on concerns. This underlines the need for a more nuanced and tailored approach to teacher evaluation. However, it is important to recognise that the questionnaire data only scratches the surface of a much broader and intricate landscape. As analysed in chapter 5, in selecting the multi methods approach, I harnessed a powerful methodological framework that uniquely positioned my research to uncover the multifaceted nature of teacher evaluation in Greece. This approach offered a dynamic synergy between a qualitative questionnaire and interviews, providing not only the 'what' of teacher evaluation but also the 'why' and 'how.' The questionnaire, with its structured data, allowed me to gain a broad overview of educators' attitudes and perspectives, capturing the prevailing trends and patterns. On the other hand, the interviews delved into the intricacies, the personal narratives, and the contextual nuances that the questionnaire data alone could not fully elucidate. They allowed me to hear directly from educators, to understand their experiences, their passions, and their concerns. The questionnaire established a comprehensive foundation, while the interviews offered depth and context. Together, they painted a rich and textured portrait of teacher evaluation in Greece.

The themes that emerged from the questionnaire data served as a critical foundation for shaping the interview questions. These themes not only highlighted important areas of interest but also pointed to the intricacies and nuances within the realm of teacher evaluation. By identifying these themes, I gained valuable insights into the key concerns and perspectives of educators. For instance, the questionnaire responses revealed a strong undercurrent of concern regarding potential arbitrariness in the teacher evaluation system. This theme revealed the need for more structured and fair evaluation processes, which became a central topic in our interviews. I aimed to examine deeper the factors contributing to this concern and explore potential solutions that could address these anxieties and fears.

Another prominent theme that emerged was the idea of tailored teacher evaluation models. Educators emphasised the importance of accounting for the unique socio-economic characteristics and needs of each school in Greece. This concept became a pivotal element in our interview questions, where I sought to understand how such tailored approaches could be implemented effectively and what criteria should guide their design. Furthermore, the questionnaire data highlighted the issue of favouritism and lack of meritocracy, which was a source of both motivation and frustration among teachers. I incorporated this theme into my interviews, asking participants to share their experiences and perspectives on how teacher evaluation practices are acknowledged within the school culture and how these can change to potentially be valued by the school community. As I transitioned to the interview phase, I aimed to uncover the rich tapestry of experiences, challenges, and innovative ideas that reside within the hearts and minds of educators. By doing so, I constructed a comprehensive narrative that not only identified existing issues but also offered potential solutions and innovative paths forward. The interview phase promised to be an exciting journey into the diverse and intricate world of teacher evaluation, as experienced and envisioned by those directly involved in the process.

## **Chapter 7: Results from the analysis of interview responses**

### **7.1. Introduction**

In this chapter, I offer a comprehensive exploration of the insights garnered from interviews with 13 teachers and educational officials, providing a rich tapestry of perspectives on various facets of the Greek educational system. Drawing upon the thematic analysis of the interview data, the discussion is structured around key themes that emerged. The thematic highlights that surface in the subsequent discussion encapsulate the participants' reflections on a multitude of critical dimensions inherent in the Greek educational landscape. These themes are meticulously crafted to align with the questions posed during the interviews and the overarching theoretical frameworks employed in this study, namely institutional theory, educational change theory, and habitus theory. The topics explored encompass the intricacies of the teaching profession, dynamics within the school environment, avenues for professional development, and the pervasive challenges confronting the Greek educational system. Additionally, the significance of teacher collaboration, the subtleties of school culture, the pivotal role of headteachers, and considerations surrounding teacher and school autonomy are delved into. Furthermore, the discussion dives into the complexities surrounding teacher evaluation, highlighting the prevailing lack of an evaluation culture and the underlying fear of the unknown evaluation models, intertwined with themes of trust and resistance to change.

### **7.2. Cultivating the Teaching Profession: Navigating Structural Constraints and Professional Identity**

A complex picture of the teaching profession that weaves together systemic limitations, professional enthusiasm, and intrinsic motives is revealed through the examination of participants' thoughts on the field. Emma, a teacher, states that *socialising with young people, every year we have teenagers in our hands, this is very important; I like that I see the new generation and it is this that I deal with, the children, the way they learn how to behave, they begin to judge things*. Emma's poignant reflection as a teacher underscores the profound significance teachers attribute to their role in shaping the next generation, emphasising the intrinsic rewards derived from nurturing young minds and guiding their moral and intellectual development. This sentiment resonates deeply with Bourdieu's habitus theory (1977), wherein

individuals' dispositions and practices are shaped by their social contexts, imbued with a sense of purpose and duty towards the socialisation and education of youth.

However, amidst this intrinsic fulfilment lies a stark contrast illuminated by the structural realities participants confront, mainly low remuneration, limited avenues for career progression, and a conspicuous absence of formal evaluation mechanisms. The absence of a robust evaluation culture within the Greek educational milieu, as elucidated by the participants' accounts, serves as a poignant reflection of the institutional dynamics governed by coercive and normative forces, as expounded within Scott's institutional theory (2001). Coercive pressures, manifested in entrenched bureaucratic norms and practices, perpetuate a status quo devoid of formal evaluation mechanisms, relegating professional development and accountability to the periphery of educational discourse. Normative pressures, ingrained within the fabric of Greek educational institutions, prioritise job security over professional growth, fostering a culture wherein the absence of formal evaluations is perceived as the norm rather than an anomaly.

These pressures shaped teachers' views of teacher evaluation. For example, Charlotte, an educational coordinator, describes a no-teacher-evaluation situation in schools: *Never. We did everything ourselves and presented it at conferences and other trainings so that people could hear about our experiences, but no headmaster, counsellor, or anyone else came in. I only worked with a counsellor once and we took a course together, but he was a literature subject counsellor and I was a mathematician, and we did an interdisciplinary course. All we did was co-teach. All I could see was myself and what the other teacher saw in me, so I did something, and we spoke about what went well, what didn't, and what we should do. This really helps.* Charlotte's candid revelation, punctuating four decades of service without ever undergoing formal evaluation as a teacher, encapsulates the systemic inertia perpetuated by coercive and normative forces, emblematic of institutional logics deeply entrenched within the Greek educational landscape. Her experience reveals a lack of formal evaluation mechanisms, indicating a systemic issue where external oversight is minimal. The coercive force is evident in the absence of headmasters or counsellors conducting evaluations, implying a top-down approach that neglects regular assessments. Normatively, the reliance on self-evaluation and peer feedback reflects entrenched cultural practices that resist formalised evaluation, perpetuating a status quo devoid of systematic accountability and improvement measures.

Drawing parallels to Fullan's educational change theory (2015), the absence of formal evaluations reflects a systemic gap between policy formulation and implementation, engendering resistance and perpetuating a culture of complacency. The disparity between policymakers' rhetoric espousing the imperative of professional development and the systemic inertia obstructing its realisation underscores the chasm between first-order change, superficial reforms, and the transformative potential of second-order change, necessitating a paradigm shift in institutional norms and practices. Nick, a regional director, describes this in the following: *I think it is the state, it is also the Ministry of Education, maybe there was no will, the political will, laws could have been voted but only to convince society that we are interested in evaluating and raising the quality of education.*

Despite the absence of formal evaluations, participants espouse a steadfast commitment to professional growth and self-improvement, underscoring the intrinsic motivations underpinning their vocation. Emma's articulation of teaching as a vocation demanding unwavering dedication and continuous self-improvement epitomises teachers' resilience amidst systemic constraints. Sarah, a permanent state-school teacher, emphasises the challenges of managing emotional dynamics and the need for rapid decision-making, highlighting the personal sacrifices teachers make. *The most difficult aspect, in my opinion, is dealing with live material, mood swings, and the fact that you must suppress your own negative moods in order to perform well. And with rapid decision-making and choice flipping.* Such sentiments reflect the teachers' habitus; they retain a steadfast commitment to professional excellence despite structural constraints that limit their professionalism. This embodies Bourdieu's notion of habitus wherein individuals internalise societal norms and values, navigating structural constraints while remaining steadfast in their commitment to professional excellence.

### **7.3. Teacher collaboration**

In exploring the landscape of teacher collaboration within the Greek educational system, a multifaceted picture emerges, reflecting both systemic constraints and individual attitudes towards collaborative endeavours. Teacher collaborative efforts contribute to a supportive professional environment, fostering shared learning and mutual feedback. This collaborative culture can act as an informal evaluative process, offering teachers a platform to reflect on and improve their practices through peer interactions, ultimately enhancing the overall effectiveness of formal evaluation systems. By fostering a culture of collaboration, teachers

can engage in ongoing peer evaluations, share best practices, and collectively address challenges, creating a more comprehensive and supportive evaluation process. Additionally, collaboration can help build trust and reduce resistance to formal evaluations, as teachers become more comfortable with receiving and providing constructive feedback in a collegial setting. This alignment with the principles of professional development and continuous improvement underscores the importance of integrating collaborative practices within the framework of teacher evaluation. Nevertheless, the acknowledgment by only one-third of interviewees regarding the presence of collaborative opportunities among teachers serves as a sobering reflection of the organisational constraints and bureaucratic hurdles that permeate the educational landscape. Scott's (2001) conceptualisation of organisational constraints as delineated in his institutional theory resonates with the participants' narratives, underscoring the impact of bureaucratic structures on shaping teacher behaviour and inhibiting collaborative efforts. For example, Sarah, a teacher, states that *there are generally many possibilities within a school. It requires work, training, coordination. It cannot be done otherwise. And it's not just that teachers do not want. I think the system itself does not help.* Sarah's observation underscores the systemic nature of the barriers to collaboration. Despite teachers' willingness and desire to engage in collaborative efforts, the bureaucratic structures within the educational system present formidable obstacles. These structures often lack flexibility and fail to provide adequate support or incentives for collaborative initiatives. As a result, even motivated teachers like Sarah find themselves constrained by the inherent limitations of the system.

Collaboration emerges as both a challenge and an opportunity within the Greek educational context, shedding light on entrenched individualism amidst latent aspirations for collective efficacy. Emma, a teacher, describes the following. *I feel that there is no culture of cooperation to the extent that I would like it to exist. As the years go by, that is, I see things more negatively compared to the beginning, I did not see it that way, as the years go by, my point of view changes. I think things could be better in both the teaching practices used and the information about inclusive education that I think we still have a long way to go. I think there are many things to improve, but the relationship between us is quite good on a personal level.* Structural constraints, administrative hurdles, and cultural norms inhibit collaboration, underscoring the imperative for systemic reform and cultural renewal. Bourdieu's (1977) concept of habitus elucidates the cultural barriers inhibiting collaboration, while Scott's (2001) insights into organisational constraints illuminate the systemic impediments thwarting collaborative endeavours. The experiences shared by participants highlight an ingrained culture that appears

to hinder collaboration and innovation among certain teachers. This culture is influenced by various factors, including teacher age, tenure, and access to professional development opportunities. Nick, a regional director, stresses that *I don't believe it is easy to persuade someone who is weary or aged to attend a developmental training*. Experienced teachers, especially those lacking ongoing professional development, may resist altering established teaching practices, aligning with the theoretical frameworks explored earlier. Despite the autonomy granted to teachers, it does not inherently foster a culture of collaboration or innovation, as participants acknowledge. The normative element of high teacher autonomy in Greece appears deeply ingrained within the educational culture, posing challenges to promoting collaboration and innovation. This deeply rooted normative stance can create reluctance among teachers to work together or experiment with new approaches, hindering transformative change. Fullan's (2015) emphasis on shared meaning and collaborative efforts amidst systemic challenges highlights the necessity of fostering a culture of cooperation to drive meaningful change. Olivia's words are indicative of this situation. *But, in general, we may claim that there is a lack of a cooperative culture. Culture does not exist in schools. So, we're three mathematicians in one school. I was at a high school, conducting 30 hours of observations. There are five mathematicians at this school, but they do not even sit in the same room or in the same offices; they do not discuss their practices, projects, or issues. They do not hold such chats.*

The participants' concerns about the lack of teaching practices and awareness of inclusive education highlight the coercive forces within the institutional framework. This framework, devoid of formal evaluation mechanisms, fosters complacency and undermines collaborative efforts. Mary, a headteacher, notes that *yes, they exist mainly through the actions that had to be organised anyway for the evaluation and self-evaluation of the school unit. There is a cooperative spirit because, in principle, it is a stable body of teachers; they have known each other personally for many years in this school*. This indicates that collaboration often stems from mandated evaluation processes rather than a genuine ethos of cooperation. Mary's description of the collaboration being primarily driven by mandated evaluation and self-evaluation processes highlights coercion because it implies that teachers collaborate not out of genuine motivation but due to external requirements imposed by the institutional framework. The "actions that had to be organised" for evaluation purposes suggest that the collaborative spirit arises from compliance with these mandates rather than voluntary, intrinsic cooperation. This enforced cooperation is characteristic of coercive pressures within institutional settings,

where the motivation to collaborate is driven by adherence to regulatory requirements rather than authentic engagement.

Furthermore, the reluctance of teachers to engage in collaborative endeavours, despite recognising the potential benefits, sheds light on the interplay between individual agency and structural impediments, a dynamic lens through which Fullan's (2015) emphasis on the human dimension of educational change offers valuable insights. For example, Olivia, an educational coordinator, states that *there are opportunities, there is simply no mood, there is no culture, they are not used to working together, because in school activity programmes there are some teachers who work together and produce very good work, they create very good programmes.* The challenges associated with collaboration underscore the imperative of considering the social and interpersonal dynamics within the educational system, highlighting the need for fostering a culture of cooperation conducive to professional growth and innovation. Olivia's quote underscores the existing opportunities for teacher collaboration that remain untapped due to a lack of collaborative culture and motivation. It highlights how, despite potential, the absence of a supportive environment and ingrained habits hinder collaborative efforts. This situation mirrors the challenges in implementing effective teacher evaluations, as both require a cultural shift towards openness, teamwork, and continuous professional development. Olivia's observation suggests that fostering a collaborative culture can enhance not only the quality of teaching but also the effectiveness of teacher evaluations by promoting mutual support and shared responsibility.

The systemic constraints outlined by the participants, particularly the bureaucratic exigencies governing collaborative projects, underscore the structural limitations entrenched within the Greek educational system. Bourdieu's (1977) notion of power dynamics within the educational field elucidates how these structural challenges contribute to the reproduction of existing hierarchies, perpetuating a culture of inertia that hampers collaborative endeavours. Nick, a regional director, asserts that *an important issue that exists in schools is the lack of cooperation. There is a strong narcissism, an egocentrism from teachers who do not cooperate on important things. It is an important issue. I think it is a matter of culture, and research has shown that, not only for teachers but also for the whole Greek society, they do not cooperate. Everyone wants to do what they think. And to work more individually in a school.* This highlights the deep-seated cultural and systemic resistance to change and collaboration. Nick's observation underscores the pervasive individualism and resistance to collaboration, which are reflective



of the broader societal norms and power structures within Greek education. The lack of cooperation among teachers not only stems from personal egocentrism but is also reinforced by institutional inertia and hierarchical power dynamics. This environment discourages collaborative efforts, perpetuating a cycle where traditional practices remain unchallenged. In the context of teacher evaluation, such cultural and structural barriers impede the implementation of comprehensive evaluation systems that rely on collaborative feedback and professional development. Thus, Nick's comment illustrates how power dynamics and systemic inertia within Greek education sustain a culture that resists cooperative initiatives and meaningful evaluation practices.

However, amidst these systemic constraints, glimmers of potential for collaboration emerge by both teachers and educational officials, albeit to a moderate degree, underscoring the intrinsic value of fostering a culture of cooperation within the Greek educational system. Emma's reflection on the evolving dynamics of teacher interactions underscores the potential for cultivating collaborative relationships amidst the exigencies of daily school life, highlighting the pivotal role of proactive leadership in promoting and coordinating collaborative endeavours within schools. *I see my colleagues for a few hours, we may be at school for several hours, but we have a little time left so that we can talk and organise and collaborate on various things. Many people already seem tired and do not want to do more than their lesson, just leave, with others who are more active as teachers you always find time to talk and think and cooperate but there are few. It is not the majority.* She notes that although time is limited, there are opportunities for colleagues to engage in discussions, organisation, and cooperation on various matters. While some teachers may feel fatigued and inclined to focus solely on their lessons, others are more proactive in seeking out opportunities for dialogue and collaboration. However, these proactive individuals represent a minority within the teaching community, as noted by Emma.

Robert, an educational coordinator, asserts that *the headteacher should be well-versed in the legislation, deal with bureaucracy, encourage teacher collaboration, take initiative for teachers to collaborate and lead all projects, provide solutions, and not exert control over anyone.* Robert's astute observation regarding the pivotal role of the headteacher in fostering a culture of cooperation underscores the importance of visionary leadership in nurturing collaborative initiatives. The extent to which headteachers champion opportunities for collaboration and provide the necessary support and resources can profoundly influence the

trajectory of collaborative efforts within schools. Overall, the participant narratives highlight the latent potential for fostering collaborative relationships and utilising collective efforts towards realising shared educational goals, even though systemic constraints and individual attitudes pose formidable challenges to fostering a culture of collaboration within the Greek educational system.

#### **7.4. Centralisation and the role of headteachers**

The theme of centralisation in the Greek educational system is intricately linked to the overall process of teacher evaluation. The narratives provided by participants paint a vivid picture of a highly centralised system, where top-down directives from the MERA dictate most educational policies and practices. This centralised approach significantly influences the implementation and perception of teacher evaluation, as it often leads to uniform policies that may not account for the diverse needs and contexts of individual schools and teachers. Participants highlight the tension between centralised control and the need for more localised, context-specific approaches to evaluation, which can foster a more supportive and effective environment for teacher development and school improvement. By understanding the dynamics of centralisation, educators can better address the challenges and opportunities within the teacher evaluation process, aiming for a more balanced and inclusive educational system. Nick, a regional director, underscores the centralised nature of decision-making in Greek schools, *the Ministry of Education has authority over the schools*, highlighting how institutional logics shape power dynamics and governance structures within the educational system. Mary, a headteacher, reflects on the limited autonomy granted to schools within this centralised framework, emphasising their role as mere implementers of national policies rather than active decision-makers. *Well, unlike teachers, who can do their job as they wish so far, our schools are not at all autonomous in my opinion. That is, the school is accountable for everything or should be accountable. Of course, there are some cases where we have a margin of freedom and autonomy which is strengthened by the leadership of the Ministry as much as possible, but not of course in terms of the free market.* Mary's quote underscores the assertion regarding the highly centralised nature of the Greek educational system. Her perspective as a headteacher highlights the discrepancy between teachers' perceived autonomy in their daily practices and the reality of limited institutional autonomy for schools within the overarching framework governed by the MERA. This dissonance between individual teacher discretion and institutional control serves to reinforce the narrative of centralisation and top-down

governance, emphasising the pervasive influence of ministerial directives on educational institutions. It is important to note that Mary's reflection provides a firsthand account of how the centralisation of control affects the autonomy and decision-making authority of schools within the Greek educational system. This insight serves as a concrete example that bolsters the argument about the dominant role of the MERA in shaping educational practices, including teacher evaluation.

This centralised control extends beyond curriculum implementation to encompass crucial aspects like teacher evaluation. Within this context, the MERA's influence permeates all stages of the teacher evaluation process, from recruitment and development to retention. Teachers find themselves operating within a regulatory framework defined by ministerial directives, which leaves little room for autonomy or individual discretion. Scott's institutional theory (2001) posits that institutions are governed by regulative, normative, and cultural-cognitive pillars that shape organisational behaviour and practices. In the Greek educational context, coercive forces compel schools to adhere to prescribed norms and regulations set forth by the MERA. These forces effectively shape the behaviour and practices of educational institutions, including how teachers are evaluated. The centralisation of teacher evaluation reflects a broader pattern of institutional control within the Greek educational system. By exerting overarching influence, the MERA reinforces a standardised approach to teacher evaluation that prioritises compliance with centrally mandated criteria over local autonomy or innovation. Charlotte, an educational coordinator, emphasises the potential benefits of evaluation in promoting meritocracy, *evaluation can promote meritocracy in public sector areas*. However, entrenched institutional norms and practices may hinder efforts to implement meaningful evaluation processes that foster accountability and excellence, illustrating the influence of institutional carriers on organisational behaviour. This centralised model may limit the ability of schools and teachers to tailor evaluation processes to their specific contexts and needs, ultimately impacting the effectiveness and fairness of teacher evaluation practices.

Nick's assertion as a regional director regarding teachers working for the state rather than the school encapsulates the hierarchical structure inherent in the Greek educational landscape, wherein teachers operate within the confines of bureaucratic oversight, with limited autonomy to tailor their pedagogical approaches to the unique needs of their students and communities. *The Ministry of Education has authority over the schools. Because they are not autonomous units, the teacher is hired and works for the Ministry of Education. The teacher does not work*

*for the school; he/she works for the state, specifically the Ministry of Education.* This lack of agency not only undermines the professional autonomy of teachers but also impedes innovation and responsiveness to local contexts, as highlighted by Mary's commentary on the rigid adherence to a centrally determined curriculum. While a centralised curriculum ostensibly serves to ensure consistency and quality across the educational system, Mary's observation regarding its limitations underscores the inherent tension between standardisation and responsiveness to diverse learning needs. *Also, in what we will teach everyone can be free to teach it as they want but it is not easy to finally choose what they will teach. That is, so far, the curriculum is fixed for all schools, regardless of the quality of students, regardless of the learning needs they may have, from what may arise along the way or arise each year. Teachers cannot change the subject matter, maybe adapt it somewhat, in times of crisis, in the choice of type of exam; there is no autonomy, everything is absolutely determined by the ministry.* The rigidity of a uniform curriculum may inadvertently stifle creativity and inhibit the ability of schools to adapt their pedagogical practices to meet the evolving needs of their students. The regulative forces inherent in institutional environments contribute to the perpetuation of centralised decision-making structures within Greek schools. The deeply ingrained norms and expectations surrounding educational governance dictate that schools adhere to top-down directives issued by the MERA, thus reinforcing the status quo of centralised control. This adherence to regulative expectations serves to maintain the legitimacy of the educational system and ensure conformity to established practices, as elucidated by Scott's framework (2001).

Olivia, an educational coordinator, introduces a nuanced dimension to the discourse, acknowledging the potential merits of a centralised approach in mitigating decision-making complexities and averting accountability disputes. It is possible that some schools may prefer a more centralised approach to decision-making, as it can be more convenient and reduce the risk of choices that are not appropriate for the students. In addition, when decisions are made centrally, blame for any problems or issues can be placed on the authoritative figures rather than on individual schools, headteachers, or even teachers. Olivia asserts that *we have a centralised system, our education system is centralised, everything is determined from above, and teachers' autonomy is frequently debated. There is no such thing as autonomy, but my experience has proven teachers and headteachers are also taught not to seek it. Teachers do not want autonomy. Because autonomy is uncomfortable, it requires a significant amount of effort. They are unwilling to do this work.* This resonates with Fullan's (2015) concept of

external factors influencing leadership, wherein headteachers operate within prescribed norms and regulations, often grappling with bureaucratic hurdles. In the context of a highly centralised educational system, the role of headteachers emerges as crucial in navigating the complexities inherent in such a framework. Rosie, a teacher, aptly highlights their dual responsibility as architects of school culture and mediators of systemic constraints. She emphasises that the effectiveness of the entire school hinges on the competence and capability of the headteacher. *This is where it all begins, because if the school functions properly and there are boundaries and clear rules and all that applies, that is the basis. If the headteacher is not good, or not able, that's where the problems start.* Rosie's assertion underscores the pivotal nature of school leadership in setting the tone and direction for the entire institution. She emphasises the importance of establishing clear boundaries and rules within the school, suggesting that this forms the foundation upon which effective teaching and learning can occur. However, Rosie also acknowledges the significant challenges that headteachers face in fulfilling their roles effectively within the centralised system. The efficacy of school leadership, therefore, lies in their ability to navigate bureaucratic hurdles while simultaneously advocating for the unique needs of their school community. By doing so, headteachers play a critical role in fostering a conducive environment for teaching and learning despite the constraints imposed by the centralised educational apparatus. Rosie's insight underscores the vital importance of visionary leadership in effecting positive change within the confines of a centralised educational system. It highlights the need for headteachers who are not only competent administrators but also strategic thinkers capable of navigating the complexities of the system while championing the best interests of their school community.

Mary's observation of the bureaucratic nature of the headteacher's role underscores the institutional norms shaping educational leadership. *In general, I think that the role of the headteacher is very bureaucratic and s/he should combine many skills in order to be able to cope with this role as well as the role of mentor, the role of leader and the role of the one who will inspire and pave the way, that will change things, that will bring something new to the school something innovative, that will keep the balance, that will also face the parents who stand by but often come across many things that the school or the teachers do.* The multifaceted responsibilities of headteachers, from bureaucratic duties to mentoring and inspiring innovation, reflect the institutional expectations guiding educational leadership. Moreover, the attitudes and behaviours of educational actors are shaped by broader cultural and social norms embedded in the Greek educational system. These attitudes and behaviours are influenced by

individual experiences and the development of habitus within the educational field, constraining the autonomy and leadership potential of headteachers.

The intricate interplay between centralisation, bureaucratic control, and educational practice within the Greek context has significant implications for teacher evaluation. The centralised governance structure, as highlighted by participants, aims to standardise and ensure accountability in educational practices, including teacher evaluation. However, this centralised approach also brings inherent limitations, such as rigidity and uniformity, which may not always align with the diverse needs and contexts of individual schools and teachers. In the realm of teacher evaluation, the tension between standardisation and flexibility becomes particularly pronounced. While centralised systems may provide a standardised framework for evaluating teachers, they may struggle to accommodate the diverse range of teaching styles, methodologies, and contexts present in Greek classrooms. This can lead to a disconnect between the evaluation criteria imposed from above and the realities of teaching on the ground.

Moreover, the role of school leadership in navigating systemic constraints becomes especially relevant in the context of teacher evaluation. Headteachers are tasked with implementing evaluation protocols dictated by central authorities while also ensuring that these protocols are applied in a manner that is fair, meaningful, and supportive of teacher development. Their ability to strike a balance between adhering to centralised mandates and recognising the individual strengths and challenges of their teaching staff is crucial in ensuring the effectiveness and integrity of the evaluation process. Therefore, the narratives provided by participants not only highlight the broader challenges of centralisation and bureaucratic control within the Greek educational system but also underscore the need to consider these dynamics in the context of teacher evaluation. Finding ways to reconcile the benefits of standardisation with the necessity for flexibility and responsiveness is essential for promoting teacher professionalism and enhancing educational outcomes within the centralised framework.

### **7.5. External and Internal Pressures: Navigating Globalisation**

According to most participants, the dynamics shaping the Greek educational landscape are deeply influenced by both external pressures, such as ministry regulations imposed by European Union directives, and internal dynamics, including power struggles among teacher groups. These multifaceted influences underscore the normative constraints ingrained within

the system, aligning with institutional logics, where mimetic forces drive adherence to established norms despite potential inefficiencies. The coercive forces shaping ministry regulations are evident as EU regulations necessitate changes in educational policies. However, participants express scepticism about the genuine intentions behind these policies, reflecting concerns about the gap between policymakers and practitioners. For example, Helen, a teacher, states that *there is probably a European directive or perhaps it is the most realistic scenario, but I imagine that any Minister of Education should have thought that what happens with schools receiving the public outcry and yet being unharmed*. Helen's observation suggests a scepticism towards the genuine intentions behind external policies, such as those driven by European Union regulations. She implies that while these policies may be mandated by higher authorities, there is doubt regarding their alignment with the actual needs and experiences of schools and teachers. By expressing concern about the gap between policymakers and practitioners, Helen highlights the disconnect between top-down directives and the on-the-ground realities of educational practice. According to Helen, there is a resistance to external pressures, which underscores a fundamental tension inherent in institutional theory. While regulatory mandates may seek to impose standardised norms and practices, the lived experiences and perspectives of teachers often diverge from these directives. This tension between regulatory mandates and the autonomy of teachers is particularly pronounced in the context of teacher evaluation, where standardised criteria may not fully capture the complexities of teaching and learning.

Participants acknowledge the influence of EU directives on educational policies, highlighting the imperative for governments to align with EU regulations to access funding. However, this alignment often leads to the adoption of superficial reforms aimed at appeasing both EU requirements and public demands, rather than fostering genuine educational improvement. Robert, an educational coordinator, asserts the following. *Let me tell you that I am not very sure if it will be implemented when the (European Structural and Investment Funds) ESIF is over, maybe we will forget that too, or let me tell you something else; when it is finally structured and it becomes a routine, a repetition of one of the same, after three years that no one knows what I wrote two years ago. And we will repeat the same thing. Yes, there is an ESIF. That is, if there is no ESIF, you know, we are not very interested in them here in Greece*. Robert's quote illustrates the point that participants have been making about the superficial nature of reforms driven by EU directives in the Greek educational system, including teacher evaluation. He expresses scepticism about the long-term impact of these reforms, suggesting

that they may only be implemented temporarily, especially when funding from the ESIF ceases. Robert's observation highlights a key aspect of the influence of EU directives on educational policies; that is, the tendency for reforms to be short-lived and lacking in genuine educational improvement. He suggests that once the funding incentives provided by the ESIF are no longer available, there may be little motivation to sustain or further develop the implemented reforms. Instead, there is a risk of reverting to previous practices or simply repeating the same ineffective strategies. This sentiment aligns with the broader theme identified by participants regarding the disconnect between external pressures, such as EU directives, and the genuine needs and priorities of the Greek educational system. While alignment with EU regulations may be necessary to access funding, it does not necessarily translate into meaningful or sustainable educational improvements. In the context of teacher evaluation, Robert's quote suggests that the reforms driven by EU directives may not adequately address the complexities of evaluating teacher performance or enhancing professional development. Instead, there is a risk that such reforms may prioritise compliance with external standards over the genuine improvement of teaching and learning outcomes.

Furthermore, the cyclical nature of policy implementation, particularly regarding teacher evaluation, reflects the interplay between internal political motivations in Greece and educational change dynamics. Nick, a regional director, asserts that *children should get a good education, that it monitors the implementation of curricula and policies for education, that is something that society wants. So, a part of society may want it, but every government simply gives in to the demands of the trade unionists. And it does not have, as I said before, an effective policy on these issues. Every government makes a programme every time. It wants to implement it, not to mention that each minister implements his own, those that will offer them some positives to be re-elected.* Fullan's educational change theory (2015) elucidates how policies are subject to political dynamics, with changes in government often driving shifts in policy priorities. The recurring introduction of teacher evaluation policies before elections underscores the instrumental role of politics in shaping educational reforms. Moreover, Bourdieu's habitus theory (1977) provides insights into the collective dispositions and cultural norms of teacher unions, which shape their opposition to evaluation policies. Their resistance reflects a deep-seated scepticism toward top-down initiatives and a defence of professional autonomy, highlighting the clash between institutional imperatives and the habitus of educational practitioners. The "evaluation bubble," characterised by the periodic introduction and abandonment of evaluation policies, illustrates the contingent nature of policy



implementation driven by external funding cycles. This dynamic reflects the instrumentalisation of educational reforms to meet short-term political objectives, rather than addressing systemic challenges or enhancing educational quality.

Furthermore, participants underscore the need for contextualised approaches to evaluation, emphasising the importance of tailoring policies to the specific needs and contexts of the Greek educational system. Mary, a headteacher, asserts that *no, as students do not have the same needs, as teachers do not have the same capabilities, we cannot have a universal type of evaluation*. This recognition aligns with educational change theory, which advocates for locally driven reforms that consider cultural differences and existing practices. Participants' perceptions of government intentions regarding evaluation policies vary, with some viewing them as genuine attempts to improve educational quality and others as punitive measures aimed at imposing accountability. For example, Nick, a regional director, argues that *the government should convince society that it is interested in upgrading the quality of education...that it monitors the implementation of curricula and policies for education*. Contrary, Mary, a headteacher, describes the *insecurity that teachers feel. They will be demoted if they are not evaluated positively or that they may lose their job*. This divergence of views highlights the complexity of policy motivations and the multiplicity of stakeholders' interests within the educational landscape. Mary argues that *if there is no evaluation, the school cannot be upgraded. So, I think that's why the current leadership of the ministry is trying to start it. And of course, what is happening is like having a property and not knowing I cannot measure it. That is, not to know what I have in my papers, not to know what I have in my possession*. In general, as most participants believe, the government's adoption of evaluation policies reflects broader shifts toward accountability and competitiveness in education, mirroring global trends influenced by neoliberal ideologies. However, participants caution against the uncritical adoption of market-oriented reforms, emphasising the need for a balanced approach that prioritises educational equity and holistic development. The interplay between external pressures, internal dynamics, and government intentions underscores the intricate relationship between policy implementation and educational change.

## **7.6. Professional development**

Teachers' experiences with professional development illuminate a multifaceted landscape influenced by power dynamics and policy pressures, resonating with the theoretical

frameworks of institutional theory, educational change theory, and habitus theory. Scott's (2001) conceptualisation of regulative, normative, and cultural-cognitive pillars provides insight into the policy pressures dictating professional development agendas within the educational system. These pillars shape the landscape of professional development initiatives, often perpetuating institutional inertia and symbolic violence. The limitations of professional development training that lacks practical, experiential elements directly impact the efficacy of teacher evaluation processes. Olivia, an educational coordinator, suggests that more hands-on, practical workshops and training sessions may be more effective in promoting change in teaching practices. *We are currently in the training process. I've seen that for these trainings to be effective, they must be more immersive. That is, simply discussing how to handle mistakes in the classroom does not result in a change in the teacher's culture. It's not comprehended. It must be an immersive workshop in which we discuss, return to the classroom, review our practice, and conduct some self-observation.* Olivia's comment highlights the necessity of immersive and practical professional development for meaningful change in teaching practices. This emphasises the link between teacher evaluation and effective training which should go beyond theoretical discussions. For teacher evaluation to be impactful, it should incorporate hands-on workshops and continuous self-observation, ensuring that teachers can practically apply feedback and enhance their teaching methods. This approach aligns with Scott's (2001) pillars, addressing the policy pressures and cultural norms that influence professional development and teacher evaluation within the educational system.

Additionally, the optional nature of these training sessions and the scheduling conflicts that arise may make it difficult to ensure a good number of participants, and there may be a conscious denial or refusal to participate in training by some teachers. Olivia, an educational coordinator, admits that *there is a denial, which can be either conscious or unconscious. Those who wilfully decline, I believe, do not attend the trainings, which are optional. Those who start training with the intention of organically changing because they see something new. They also express it politely in the conversations, what we heard, and so on, but not everyone is able to implement the change. There could be intent.* These issues may indicate a need for more flexible and accessible professional development opportunities that are designed to meet the needs and schedules of teachers, and that provide more practical, hands-on learning experiences. Olivia's perspective advocates for a paradigm shift from compliance and obligation to participation, emphasising the transformative potential of genuine professional development initiatives. This is crucial for effective teacher evaluation, as a lack of

participation in training can undermine the evaluation process. The limitations of professional development training, as highlighted by Olivia and the interviewees, underscore the importance of incorporating practical, experiential elements into training initiatives. The optional nature of training sessions and scheduling conflicts further emphasise the need for more flexible and accessible professional development opportunities. Encouraging participation in professional development programmes may require a shift in mindset and culture within the educational system, necessitating the creation of a supportive and collaborative environment that fosters a culture of continuous learning and growth.

The observations and insights shared by participants align with the theoretical frameworks proposed by Scott (2001), Fullan (2015), and Bourdieu (1977), emphasising the interplay of policy, institutional culture, and power dynamics in shaping professional development initiatives. Concerns regarding the frequency, quality, and level of support provided in professional development opportunities reflect Fullan's ideas about the importance of effective educational policies and their successful implementation. The perceived disconnect between the government's commitment to allocate funds and genuine long-term teacher development echoes Scott's framework (2001), illustrating the influence of external factors and policy pressures on educational practices.

A small number of teachers are still motivated and seek continuous professional development. As mentioned in the interviews, these teachers are usually already well-trained, competent, and experienced with the recent developments in education and contemporary teaching methods, hence the ones who need training the least. Nick, a regional director, states that *usually the younger generations attend training*. These teachers usually belong to younger age groups, full of energy to learn as well as improve professionally and personally. Participants realise that encouraging the remaining teachers to participate in professional development programmes may require a change in mindset and culture within the educational system. Nick admits that *I don't believe it is easy to persuade someone who is weary or aged to attend a developmental training. Usually, these teachers have established perceptions that are difficult to modify*. This could involve providing more personalised training programmes that are tailored to the needs and interests of individual teachers. Furthermore, many participants believe that creating a supportive and collaborative environment that fosters a culture of continuous learning and growth may help to inspire teachers to take ownership of their professional development. George, a teacher, stresses the importance of a supportive environment. *Of course, because I*

*think good practices will eventually be made available. So, what we achieved on a micro scale, that is when I have 25 other colleagues and they see that I can get something good. Ultimately, it will require a concerted effort by educational leaders, policymakers, and teachers themselves to create a system that values and supports ongoing learning and development for all teachers. Nick's perspective on motivating experienced teachers to seek professional development aligns with the principles of first-order and second-order change, emphasising teacher evaluation as a means to identify areas for improvement and provide targeted support. Mary, a headteacher, asserts that *evaluation, in essence, is feeding; I do not believe evaluation can function without feedback. That is, it remains in one area of it; it cannot be completed without feedback and support; and, of course, ongoing training and improvement, or at least an effort to improve. I feel that evaluation is a continuous and dynamic process. I can't believe we'll be judged based on one minute, one teaching hour, in which we'll present a lesson we've chosen and prepared for our pupils.* Mary advocates for a holistic approach to evaluation that encompasses ongoing professional development, highlighting the interconnectedness of teacher evaluation and continuous improvement within the educational context. Teacher evaluations should not only assess performance but also actively promote professional growth and collaboration, ensuring that teachers receive the necessary feedback and resources to enhance their teaching practices.*

### **7.7. Lack of evaluation culture and fear of the unknown**

Fear emerges as a prominent theme in the discourse surrounding educational evaluation, reflecting a complex interplay of power dynamics and institutional pressures within the Greek educational system. Olivia's insights into the role of unions in perpetuating fear among teachers resonate with Scott's (2001) concept of institutional isomorphism, wherein organisations conform to institutional pressures to maintain legitimacy. *The unions do not want the evaluation. In other words, the trade unionists are mainly against the evaluation. They may have a fear from within that an evaluation meant, in their eyes, that I evaluate according to my political beliefs, as was done with the inspectors, so there was a fear, I don't know, I haven't entered their minds, that there would be authoritarianism, that the evaluator would judge and include his personal and political beliefs, that's why I believe.* The unions, as Olivia, an educational coordinator, suggests, leverage fear to influence teacher perceptions, highlighting the coercive forces at play within the institutional context. This fear of evaluation, compounded by concerns over job security and external evaluation processes, underscores the resistance to change that often accompanies institutional pressures. Olivia's perspective on teacher

evaluation as an unknown and feared practice aligns with broader sentiments within the teaching community. The unions capitalise on this fear, presenting evaluation as a threat to teachers' rights and job security. Mary, a headteacher, highlights the union's strategic exploitation of this fear to garner support, perpetuating a cycle of resistance against evaluation policies. *However, I understand that unions are currently denying the evaluation. Why is this happening? Because their culture is one of refusal to innovate. Everything that a minister attempts to implement in Greece. And why do they believe that by doing so, they will gain the affection and trust of their consumers, who are mostly teachers, given that teachers are also terrified of the uncertainty of evaluation? They exploit this dread.* This highlights the influence of institutional norms and practices on teacher perceptions and union dynamics.

Helen's critique of the union further illuminates the fear teachers feel of the evaluation. *And they are afraid of the evaluation because they do not know who will evaluate us and they are afraid of it. Because those who deal with the unions are not enough, they are usually the ones who are not enough, they want to leave the classroom. To do something else in their time, to take their time off from the classroom or they aspire to a political career. I never felt that some of them represented me in anything. The truth is that they have acted as firefighters sometimes and they did well but whether firefighters or not, no one trusts them to help the industry anymore.* This sentiment reflects Bourdieu's (1977) concept of habitus, wherein individuals internalise social norms and values that shape their perceptions and behaviours within a given field. The fear of evaluation and the distrust of union representation illustrate how entrenched social norms can perpetuate resistance to change and perpetuate institutional inertia.

Moreover, the prevalent insecurity among teachers regarding their performance during evaluations carries significant implications for the Greek educational landscape. Mary, a headteacher, highlights the following. *The insecurity that teachers feel they will be demoted if they are not evaluated positively or that they may lose their job, that someone can change their position without them wanting to. In essence, they will fall into a working medieval time, as the trade unionists say. In any case, we will return to a working medieval situation where someone will select us and if we do not perform well, we will be fired and we will face the spectrum of rejection or unemployment.* The term "medieval time" in this context refers to a perceived regression to an era characterised by insecurity and lack of worker protections. Mary uses this metaphor to describe teachers' fears of returning to a system where their job security and positions are at the mercy of subjective evaluations. This contrasts with the current civil servant

system in Greece, which offers secure, lifetime jobs. Teachers seem to desire the job security of this bureaucratic system but resist its centralisation and potential for coercive evaluations. This reflects a tension between the need for stability and the fear of arbitrary job loss and power dynamics. This concern highlights a contradiction: teachers appreciate the stability of the bureaucratic system but fear that evaluation mechanisms could reintroduce instability and insecurity. Mary's comment illustrates the anxiety that evaluations, if not conducted fairly, could lead to demotion or unemployment, likening it to a "medieval" work environment where arbitrary power dictated job security. This sentiment underscores the need for evaluations that are transparent, fair, and supportive of professional development rather than punitive.

Charlotte, an educational coordinator, acknowledges the element of fear that evaluation may induce among teachers, *what needs to change is the perception and the fear that evaluation is to help me become a better version of myself from another perspective*. This apprehension reflects the normative and regulative forces at play within the institutional context, where teachers may resist changes that challenge established norms and practices. The presence of an external viewer in the classroom can also trigger the element of fear in teachers to implement changes to their lesson, work on the teaching practices and to also create lesson plans. The performance of teachers will probably be judged by these elements. This will also initiate an attempt to dig deeper into their lesson, self-assess their practices and seek extra support if needed. Charlotte also states that *if teachers can embrace the presence of an external observer, they can benefit from constructive feedback*. The presence of an external observer challenges teachers' autonomy and professionalism, revealing tensions between the desire for recognition and the fear of criticism. However, if teachers can accept the presence of an outside observer, they can gain from constructive input.

Furthermore, Olivia's acknowledgment of the potential creative aspect of fear highlights the dynamic nature of educational change. *It can improve the result a bit because maybe they feel a fear and out of that fear they are forced to act and say yes, I will plan my lesson as the text says*. Drawing from educational change theory (2015), fear can serve as a catalyst for innovation and improvement, prompting teachers to reconsider their practices and seek support for professional growth. However, as Olivia notes, this creative potential may be tempered by the reluctance of older generations of teachers to embrace change. *You expect the older generations to say, we did it wrong for 20-25 years, and now we're going to do something different? It's as if you're deleting everything they've accomplished thus far. They are so upset*

*that they refuse to move forward.* This reflects the influence of habitus on individual attitudes and behaviours.

### **7.8. School culture**

Perspectives on the school environment reflect a subtle interplay of institutional logics, leadership dynamics, and cultural norms, providing insights into the complexities of organisational culture and practices in Greek schools. Participants' voices describe a scene in which optimism coexists with concerns about opposition to change and bureaucratic barriers. These accounts shed light on the varied character of school culture and autonomy, allowing us to better comprehend the dynamics of collaboration, innovation, and institutional limits. Teacher evaluation plays a critical role in shaping and reflecting school culture. Some participants portray a school culture characterised by cooperation, community involvement, and shifting parental roles, reflecting the intricate social and educational dynamics at play. Mary, a headteacher, describes this situation. *There is also interest among colleagues, that is, for each other, and for the social background of their students. Parents are the type of parents who care about the students. Our club, the parents' association I mean, is very active and takes on a lot of things because it really cares about children.* These observations underscore the importance of fostering a positive school culture that values collaboration and community engagement, echoing Fullan's (2015) notions of professional learning communities and shared goals. Additionally, the evolving relationship between schools, families, and the broader community hints at broader societal shifts, aligning with Scott's (2001) framework of societal influences on organisational behaviour and norms.

Mary also notes the challenges of teacher evaluation within the school culture. *It is not always easy to accept to be evaluated, especially those who think that they will not be so good, as the bad student who is afraid of the exam, the good one is not afraid of it.* Her observation of entrenched resistance among teachers hints at the influence of mimetic forces, wherein organisational inertia perpetuates the status quo despite aspirations for innovation. This resistance to evaluation can hinder the development of a collaborative and improvement-oriented school culture. *Navigating the tension between tradition and innovation is essential,* as Mary reflects, emblematic of the institutional logics shaping school culture and leadership dynamics. This dichotomy underscores the gap between policymaking and implementation, resonating with educational change theory's premise of first-order and second-order change.

Mary's call to address this tension emphasises the need for transformative action amidst structural constraints, highlighting the role of teacher evaluation in fostering a culture of continuous professional growth and improvement.

### **7.9. Lack of trust and resistance to change**

Emma, a teacher, expresses scepticism about the new evaluation policy, citing the union-government dynamic as a source of societal tension, underscoring the initial resistance often encountered when introducing new policies and in particular teacher evaluation. *It is always a no from the side of the union which the government uses to turn the society against the teachers.* This scepticism towards the union's motives for opposing evaluation policies sheds light on the challenge of fostering consensus around reforms. Her sentiment underscores the need to bridge the gap between policymakers and educators to establish shared meaning and promote collaborative efforts. This resistance corresponds with Fullan's (2015) notion of the "implementation dip," wherein novel initiatives face initial opposition before becoming integrated into practice. The fear of poor performance during evaluations may be a manifestation of this dip, where the introduction of an evaluation process disrupts established norms and practices, leading to initial apprehension. Fullan's theory of the "implementation dip" provides insight into the emotional responses evoked by changes in educational systems. Similarly, Robert, an educational coordinator, highlights the disconnect between the union's actions and teachers' needs, *there is always a suspicion that the union never saw and did not help things to happen.* In this direction, Amelia, a teacher, criticises the union stating that *I do not believe that the teachers' unions in this country were ever really interested in the teachers themselves.* This indicates a gap in understanding that hinders meaningful change, a characteristic of second-order change, where alignment between stakeholders' interests and institutional goals is essential. Helen, a teacher, criticises the union's leadership as aspiring politicians, emphasising the importance of authentic leadership in driving meaningful change, a fundamental aspect of second-order change. *They want to do something else in their time, to take their time off from the classroom or they aspire to a political career.*

From the perspective of educational change theory, the gap between policymaking and implementation can be attributed to a lack of shared meaning and resistance to change. Participants' narratives reveal a historical context of distrust and resistance rooted in past experiences of inequality and authoritarianism. Scott's theory of institutional pressures (2001)



and Bourdieu's habitus theory (1977) shed light on how historical structures shape individual attitudes and behaviours within the educational field. The older generations of participants vividly remember the frequent inequalities in Greek society, which were also present in education. Lack of democratic practices and limited access to public goods for everyone were very common. Left-wing people could not be appointed as teachers at schools. School inspectors were the dominant, authoritative figure at schools until the early 1980s. They had the power to control the futures of teachers with their decisions. Decades may have passed, but this attitude dominates teacher narratives about evaluation and is passed to newer generations of teachers too. Amelia, a teacher, describes this *in other words, teachers do not trust, as far as they have understood evaluation, and the older teachers are lost in coexisting with the school inspectors before the school counsellors*. This resistance reflects the influence of coercive and mimetic forces within the institutional environment, where individuals resist changes that challenge existing power dynamics and social norms. Moreover, participants express doubt regarding the efficacy of traditional evaluation methods in capturing the multifaceted nature of teaching quality and effectiveness.

Some participants point to a broader societal ideology that permeates not only the educational sector but also various aspects of Greek society. Robert, an educational coordinator, wonders, *how exactly to measure effectiveness and efficiency? Will they be judged through competitions? For example, you go to a low-cultural-level school where the parents are not interested in, how this will be judged?* This scepticism aligns with the idea of teachers' habitus, shaped by societal norms, influencing their attitudes toward change. This ideology is characterised by a communication gap between authorities and the people, as well as a lack of understanding of the priorities of the masses. According to these participants, the MERA often fails to consider practical and viable solutions suggested by educators and stakeholders. Governments, they argue, appear isolated and tend to legislate based on ideological beliefs rather than responding to the needs and requests of the base. Robert also expresses frustration with the Ministry's approach, stating, *unfortunately, I believe that the ministry never gets feedback from anywhere and of course it is not interested in getting it*. He highlights a disconnect between policymakers and the grassroots level, where feasible solutions proposed by teachers are overlooked. This sentiment underscores the need for improved communication and collaboration between government authorities and educational stakeholders. Robert further suggests that legislation in Greece is often driven by ideological principles rather than pragmatic considerations. He remarks, *in Greece, we legislate based on our own principles, some ideological views that*

*ministers have when they are appointed.* This observation speaks to the broader challenge of aligning policy decisions with the practical needs and realities of the educational system.

The reluctance of teachers to embrace evaluation initiatives reflects broader societal issues, such as the perception of government actions conflicting with established norms and practices. The continuous conflict between teachers and the government, characterised by mistrust and contention, underscores the entrenched nature of institutional dynamics. Nick, a regional director, describes a situation where the government tries to avoid a direct clash with the significant number of teachers and their families because they constitute a notable group of voters which the government needs to win the elections each time. *The government keeps a political stance in favour of the popular demands and tests the water in education and society when a new evaluation model is introduced. The government legislates to persuade and satisfy the public pressure for improvement in the quality of public education, to prove that the money in education is spent responsibly and there is accountability in the end. However, there is no political will to execute these evaluation policies. There is no follow-up, supplementary procedure in place to actually implement them. They tend to stay inactive after the reactions of teachers. In other words, the government seeing the mass reactions of the teachers, takes back what they had signed in the legislated papers, because in vivo everything may look fine, but the reality is different. It seems like a vicious circle which has been repeated in the last decades.*

Nick acknowledges the recurring struggles of the teachers' union as a common reaction. This suggests a long-standing pattern of opposition to certain educational policies. He highlights a lack of genuine political will to implement evaluation policies effectively, accusing the government of populism. Laws are passed to appease society rather than to create real change, indicating a performative aspect to policymaking. Nick describes the following. *The struggles of the teachers' union movement are okay. This is the reaction that has been going on, many times and in many cases, but on the other hand I think it is of the state, it is also the Ministry of Education, maybe there was no will, the political will, laws could have been voted but only to convince society that we are interested in evaluating and raising the quality of education and that there is accountability, since we pay, the Greek people pay, but I do not believe it. In other words, there is a kind of populism from those who have always passed laws for evaluation all these years but did not have a stable and effective policy to implement these laws. It turns out that maybe they did not want the evaluation and now we are talking about evaluation again.*

The statement underscores scepticism about the government's commitment to genuine educational reform and accountability, reflecting a broader mistrust between educators and policymakers. Nick calls for authentic leadership and collaborative efforts to bridge the gap between policymakers and educators, stressing the importance of genuine commitment to implementing and supporting evaluation policies.

What becomes clear, however, is that any law cannot prevail unless it is supported and promoted by most teachers, as Olivia, an educational coordinator, states. *It has to do with the refusal of teachers to accept to enter this evaluation to support it because if not supported by schools, it will become a blank letter, which will be done only procedurally, that is everyone will say good things, but it will have nothing to do with this reality or any consequence for the reality of this school.* If the policy is not supported, it is deemed to fail as there are many examples of the past. Teacher evaluation may be implemented bureaucratically at early stages by completing self-assessment forms which will focus only on the positive and mention what evaluators would like to read, but this will not reflect the reality and what really takes place at schools. Teachers will consciously avoid engaging with any evaluative procedures, hence ultimately any policy will fall into void. A recent example which participants mention is the introduction of the school self-evaluation in 2021 whose future seems uncertain at present. Fostering a culture of evaluation within schools requires strategic training, consultation, and collaborative processes to cultivate buy-in and support among stakeholders. This approach aligns with the principles of second-order change, emphasising reflective practices and continuous improvement in educational systems. To address the resistance to change and lack of trust, the introduction of teacher evaluation systems must be carefully designed to foster a supportive and collaborative school culture. This can involve professional development initiatives that are perceived as meaningful and beneficial by teachers, ensuring that evaluation processes are seen as fair and constructive. By aligning teacher evaluation with a positive school culture, schools can create an environment where continuous improvement is encouraged and supported, ultimately enhancing the quality of education and promoting a more collaborative and trusting educational community.

## **7.10. Conclusion**

In conclusion, this chapter has provided an important lens through which to investigate the multifaceted terrain of teacher evaluation in the Greek educational context. By amplifying the voices, perspectives, and experiences of teachers and educational officials, I have gained valuable insights into the multifaceted landscape of teacher evaluation practices and perceptions. The breadth and depth of insights shared in this chapter underscore the rich tapestry of attitudes, challenges, and dynamics that characterise teacher evaluation in Greece. From varying viewpoints to diverse experiences, the narratives presented here illuminate the complexities inherent in this critical aspect of educational practice. As I move forward, the groundwork laid in this chapter will set the stage for a deeper dive into the intricacies of teacher evaluation in Greece. In the forthcoming chapter, I will embark on a comprehensive discussion, analysis, and interpretation of these findings, seeking to uncover the underlying patterns, themes, and implications that emerge from the interviews. By contextualising these discoveries within the larger theoretical frameworks of institutional theory, educational change theory, and habitus theory, I will shed light on the complex interaction of forces that affect teacher evaluation practices and perceptions in Greece's educational landscape.

## Chapter 8: Discussion

### 8.1. Introduction

In this chapter, I delve into the core of my study, drawing upon the wealth of insights gathered from in-depth interviews with teachers and educational officials. Guided by my research questions—namely:

- *What are teachers' perception and experience of teacher evaluation, its purposes, and the extent to which this affects their work?*
- *What are educational leaders' perception and experience of teacher evaluation, its purposes, and the extent this affects teachers' work?*
- *What is the juxtaposition between teachers' perception and educational leaders' perception of teacher evaluation in Greece?*

I navigated through the tapestry of findings from the previous chapter to uncover a nuanced interplay of perspectives, attitudes, and realities that shape the landscape of teacher evaluation in Greece. The juxtaposition between teachers' perceptions and educational officials' viewpoints emerged as a significant focal point in this discussion. Through the exploration of their narratives, a compelling pattern emerged—a shared recognition of the importance of teacher evaluation as a mechanism for improving educational quality. Both teachers and educational officials acknowledge the potential benefits that stem from rigorous evaluation processes. Yet, as I analysed deeper into the nuances of their accounts, a complex dynamic came to light. This complexity is not one of polar opposition, but rather a convergence marked by intricacies.

As I sought to comprehend and synthesise these findings, a discernible trend emerged. The limitations in the implementation of teacher evaluation are not isolated occurrences but rather a result of a multifaceted interplay of factors. The challenges faced by the Ministry in fostering a pervasive culture of evaluation became evident, underscoring the complex process of translating policy ideals into tangible educational practices, which aligns with Fullan's (2015) perspective on the challenges of educational change. The apparent contrast between the positive resonance toward evaluation within the educational community and the practical resistance to its implementation prompts probing inquiries. Is the Ministry's struggle to establish effective evaluation practices an outcome of inherent challenges? Could the influence

of teacher unions contribute to shaping the observed dynamics? Here, Scott's framework (2001) emphasises the influence of societal and cultural forces on educational institutions, while Fullan's framework (2015) sheds light on the external factors impacting educational leadership.

Examining the narratives shared by teachers and educational officials, I gained insight into the delicate interplay of attitudes, perceptions, and the complex network of factors that influence the realisation—or lack thereof—of teacher evaluation in the Greek context. This interplay can be better understood through Bourdieu's theories (1977) of field, habitus, and capital, as participants' individual experiences contribute to the development of their habitus, shaping their responses within the educational field. The intersection of theoretical convictions and practical realities unveiled a tapestry woven with threads of conviction, resistance, and systemic intricacies. By delving into this intersection, I aimed to illuminate the underlying factors that give rise to the intriguing coexistence and divergence between theoretical ideals and the practical landscape of teacher evaluation.

## **8.2. Lack of an evaluation culture**

The research findings reveal that participants strongly feel the absence of an evaluation culture, hindering recent evaluation initiatives in Greece. This absence can be attributed to the socio-political evolution of the country, influencing educational policy. The urbanisation and clientelist nature of Greece's socio-political system, prioritising short-term goals over control of results and meritocracy, has led to a weak public administration (Kassotakis, 2018). Drawing from Scott's institutional theory (2001), this socio-political evolution in Greece has significantly impacted educational policy, resulting in a weak public administration and a lack of stability and consistency in implementing educational evaluation policies. Consequently, the landscape of evaluation policies in Greece appears fragmented and inconsistent, with ministers introducing legislation for teacher evaluation primarily as a show of initiative, often failing to engage in discussions and planning to persuade the educational community of its benefits. The struggle to implement long-term plans and the constant flux of legislation, as evidenced by the excessive number of laws, demonstrates hyperlexis in Greece's socio-political system. Hyperlexis, the excessive number of legal rules, regulations, and policies, undermines the rule of law and makes it difficult for people to use the law as a guide for behaviour (Chiao, 2021). Each government introduces new plans, further entrenching this behaviour in line with Scott's institutional theory, where organisations conform to established norms to maintain legitimacy

(Scott, 2001). Due to inconsistent education policies and the delay in implementing laws, educational evaluation has waned in relevance (Kassotakis, 2018). Ministers often introduce evaluation legislation to portray initiative and determination, safeguarding their positions, as per the findings aligning with institutional theory (Kondra and Hinings, 1998). Maintaining the appearance of change is seen as a safe path to job security and career growth (Hanson, 2001). The lack of comprehensive and unified initiatives has hindered educational reform, as emphasised by Fullan's educational change theory (2015), which highlights the need to transform cultures within schools and among teachers.

Participants assert that the lack of stability and continuity in educational policies in Greece has undermined the credibility of evaluation initiatives. This inconsistency can be attributed to the complex process of implementing change within Greek schools, deeply intertwined with the prevailing habitus of Greek society, a concept from Pierre Bourdieu's theoretical framework (Bourdieu, 1977). The habitus reflects an enduring disposition that influences individuals' actions within the Greek educational system. This societal habitus, marked by resistance to change, significantly impacts the acceptance and implementation of new educational policies, including teacher evaluation initiatives. The study's findings also correspond with literature that points to socio-cultural and socio-political factors, including clientelism, corruption, bureaucratic inefficiencies, and low social capital, as underlying issues. These issues hinder the effective implementation of evaluation policies in Greece, constituting a broader systemic challenge that impedes reforms (Lyberaki and Tsakalotos, 2002; Lavdas, 2005; Zambarloukou, 2006; Featherstone, 2008). The combination of a lack of resources, limited political will, and systemic obstacles has made it challenging to establish and sustain comprehensive evaluation practices and an evaluation culture in the Greek educational system.

The lack of an evaluation culture, combined with hyperlexis, has hindered the successful implementation of teacher evaluation initiatives. Frequent changes in educational policies have led to a lack of consistency in implementation and a loss of faith in the relevance of evaluation among teachers and educational officials. This echoes Kassotakis (2017), who notes a tradition of creating challenging, easily abolished evaluation policies. Formal and informal rules within institutions, such as the educational system, guide behaviour. In Greece, formal rules regarding teacher evaluation may exist on paper but have not been enforced consistently, leading to a lack of an evaluation culture. Additionally, informal norms within the educational system may discourage the adoption of evaluation practices. For instance, some Greek teachers view

evaluation reforms as a threat to their authority and habitually resist them. Teachers' habitus, which includes a sense of authority and autonomy, is threatened by these reforms. Therefore, teachers resist the changes to maintain their perceived status quo and control within the educational system (Ball and Goodson, 1985). The resistance to reform changes appeals to most teachers, reinforcing their confidence and authority in the educational system.

### **8.3. Centralisation**

In the context of the Greek educational system, the absence of an evaluation culture is closely tied to the issue of centralisation, one of the systemic problems within the system. As highlighted in previous chapters, the system is marked by an extensively centralised bureaucracy, presenting significant challenges in implementing new policies and procedures. According to Saiti and Eliophotou-Menon (2009), the centralisation of the Greek educational system results in crucial decisions being made at the level of the MERA. Kassotakis (2017) further underscores that all attempts to institute changes come from central political power, provoking resistance among many recipients of these directives. This centralisation also creates difficulties in implementing a consistent teacher evaluation system across all schools and regions. According to Scott's institutional theory (2001), this centralisation restricts local-level decision-making, which is crucial for developing a bottom-up approach to educational reform and establishing a sustainable evaluation process. Consequently, centralisation places an excessive burden on the central administration, leading to delayed problem-solving and fostering a bureaucratic environment, along with a culture of favouritism.

The concentration of power and decision-making within the central administration leads to a lack of accountability, transparency, and fairness, undermining the trust of the educational community in the evaluation process, a concept discussed in Bourdieu's habitus theory (1977). As Stiglitz (2002) emphasises, a government that operates in secrecy, making it difficult for citizens to form informed opinions about critical policies, weakens accountability and the quality of decision-making. Additionally, this approach runs counter to global trends emphasising the importance of fostering school autonomy, including self-management and self-evaluation. International organisations, such as the OECD (2005), stress the necessity of educational evaluation for developing school unit autonomy, which promotes accountability, responsibility, and transparency as schools progress toward greater autonomy. The Greek government has introduced school self-evaluation as an initial step toward greater school



autonomy. However, a common perspective among participants is that foreign organisations, particularly those from Europe, exert influence on educational changes in Greece, including teacher evaluation. This influence often results in a negative attitude towards evaluation procedures. For instance, Helen, a teacher, suggests that there may be a European directive driving teacher evaluation, while Robert, an educational coordinator, points out the European funding Greece receives for implementing educational changes.

#### **8.4. External and internal pressures: Globalisation, marketisation, and the impact on teacher evaluation in Greece**

The findings reveal a significant tension between global and local interests in shaping education policies in Greece. While addressing global standards and competition is essential, it is equally vital to consider local values and beliefs in policy formation. Based on the interview findings, it is evident that Greek teachers and educational officials perceive the implementation of teacher evaluation as primarily driven by external pressures and regulations rather than internal educational values and beliefs. This perception is likely reinforced by Greece's membership in organisations such as the European Union and OECD, which place pressure on member states to adopt specific policies, including those related to teacher evaluation. European countries are undergoing revisions of their education policies, including the implementation of teacher evaluation, to gauge the alignment of their educational systems with the standards advocated by international bodies such as the European Union, the OECD, and the World Bank (Grek, 2009; Isoré, 2009; Lingard, 2013; Tsakiri et al., 2012). As seen in chapter 2, the phenomenon of “educational lending” has evolved into concepts such as efficiency, effectiveness, multiculturalism, quality measurement, decentralised management, and privatisation (Matsopoulos et al., 2018). These concepts reflect the pursuit of a standardised educational system, influenced significantly by supranational organisations and international institutions. The level of influence exercised by member states in shaping this system depends on their position within the global geopolitical and economic landscape (Zmas, 2007). This external influence and perceived misalignment with Greek values and beliefs contribute to resistance toward the implementation of teacher evaluation. Consequently, the development of an evaluation culture within the Greek educational system is hindered. The absence of such a culture makes it challenging to establish accountability and responsibility for educational outcomes and hinders efforts to improve the quality of education. Fullan's educational change theory (2015) emphasises the importance of understanding the context and culture of a given

educational system to implement changes effectively. In the case of Greece, external pressures, and lack of alignment with internal values and beliefs make it particularly challenging to implement a new system of teacher evaluation. The resistance from teachers and educational officials, stemming from a perception of external influence, can also be seen as an expression of their habitus, which includes an inherent suspicion toward external interventions. In the context of Greek education, the habitus of Greek society, marked by a certain resistance to change, significantly influences the response to external pressures, including teacher evaluation initiatives. This habitus shapes how teachers and educational officials perceive and react to external demands, contributing to the resistance observed. These findings highlight the complex interplay between external pressures and internal values and beliefs in shaping the implementation of educational policies and practices. They also underscore the importance of understanding the context and culture of a given educational system to foster a culture of evaluation.

However, there are deeper concerns about the potential loss of the public nature of education and the influence of neoliberalism. Schools are increasingly subject to external pressures and must adapt to survive, potentially leading to a shift towards a market-driven approach to education. As analysed in chapter 2, internationally, there is a focus on measurable outcomes and efficiency, resulting in the introduction of teacher evaluation models based on managerial notions. Values and practices specific to education are influenced by market values, potentially challenging the idea of educational equality. Internationally there are democratic principles of organisation and operation of education or economic efficiency, where the operation of schools is overemphasised in terms of financial management of human resources (Kalerante and Logiotis, 2018). Student attainment is seen and compared in terms of logistics and international table rankings. Greece joined the OECD among other 36 countries and participated in the PISA, which is widely seen as an indicator of the performance and social integration ability of the educational systems (Zahner et al., 2002). Therefore, the emphasis on international rankings and comparisons has led to a focus on measurable outcomes and a desire for greater efficiency and accountability in the educational system. This has resulted in the introduction of teacher evaluation models based on managerial notions. As Matsopoulos et al. (2018, p.1) stress ‘one of the implications of globalisation for education is the introduction of teacher evaluation models worldwide based on managerial notions such as cost rationalising, system efficiency and quality, accountability, professionalism and measurable educational outcomes.’ Therefore, a common association of evaluation with the progress of teachers started to appear. Participants

confirm what research also shows that there are concerns that neoliberal concepts like efficiency, competitiveness, and accountability may prioritise market interests over the public good. This global concern reflects the increasing influence of economic policies on education. Teachers as well as educational officials are apprehensive that schools may become businesses driven by the need to please “customers-consumers”. This marketisation of education is supported by both endogenous and exogenous privatisation practices (Ball, 2011). However, the challenge is to strike a balance between accountability and improvement while preserving the public nature and democratic values of education. This corresponds to what research in chapter 2 (Kraft and Gilmour, 2016; Assunção Flores and Derrington, 2018; Popham, 1988) also describes as a fine line, a “dysfunctional marriage”, between accountability and improvement.

The Greek educational community, as the results of the research also confirm, is deeply concerned about the potential shift towards market-oriented principles (Bouzakis, 2001). This shift, while increasing autonomy for educational institutions, raises alarms about potential consequences. Of particular concern is the fear that the pursuit of increased autonomy could inadvertently pave the way for a market-driven structure to take root. This could result in the emergence of new power dynamics and authority structures characterised by controlling networks rather than traditional bureaucratic oversight. Teachers and educational officials express deep-seated concerns about such a trajectory prioritising profit over the fundamental goals of education. The palpable unease is further compounded by fears of accountability-related consequences. It is important to witness that both teachers and educational officials are apprehensive about the ramifications of evaluations on their working conditions, remuneration, and job security. These anxieties are closely tied to the shifting landscape of education, which has ushered in an era where teachers' compensation is intricately linked to their job performance and financial advancement. This trend, observed in countries like Greece, represents a significant departure from the traditional system where permanent appointments were the norm. The anxieties stemming from this transition reflect a deep-seated fear among teachers about their changing role and the potential consequences of performance-related pay. Bourdieu's habitus theory (1977) helps to understand how the participants' collective response is shaped by their ingrained dispositions and reactions within the social field of education. Teachers and educational officials have spent years within an educational system marked by stability and certain norms. As globalisation ushers in new performance-related criteria and accountability mechanisms, these individuals perceive these changes as a disruption of the

established order, one that threatens their job security and, potentially, their well-being. It is indicative what participants believe of teacher evaluation models: *we will return to a working medieval situation where someone will select us and if we do not perform well, we will be fired and we will face the spectrum of rejection or unemployment (Mary, headteacher)*. The overarching concern about the implications of these changes on accountability and the preservation of fundamental educational principles, as voiced by the participants, is a manifestation of this habitus. It reflects their deep-rooted dispositions and reactions to the changing dynamics of education. They are committed to addressing these concerns not just for professional reasons but also as a means to safeguard the essential values and well-being of those dedicated to education.

### **8.5. Lack of organisational intelligence**

According to institutional theory, the repeated failure of teacher evaluation policies in Greece can be attributed to a lack of organisational intelligence and the ineffective use of organisational memory. The ministry has not effectively utilised past experiences and knowledge to inform future policies and programmes. This lack of proper utilisation of organisational memory results in the repetition of mistakes and hinders the progress of the educational system. The Greek educational system is suffering from short-term memory, as it has not learned from past failures and continues to repeat them. There is a historical tension between the state and teachers in Greece around non-democratic practices (Matsopoulos et al., 2018). Kalerante (2017) stresses that the bureaucratic organisation of education in Greece has historically been based on a surveillance structure with irrational criteria for selecting executives, serving specific political goals, as it was the case with the school inspectors analysed in chapter 4. This bureaucratic organisation of education in Greece, which historically had elements of surveillance and political manipulation, aligns with Bourdieu's habitus theory (1977). Over time, teachers may have internalised the experiences of being subjected to these practices. Consequently, they may exhibit a habitus that involves scepticism and reluctance when it comes to new evaluation policies. The historical context has influenced their dispositions and reactions. This has resulted in the formation of corresponding political and social experiences in individuals to disapprove of the evaluation policies. As a result, any new initiative from the administration is met with scepticism and rejection by teachers, who fear that it may lead to further authoritarian control. The absence of a culture of evaluation and limited social contact that drives organisational learning further contributes to this problem.

In addition, the lack of shared meaning and cooperation between different stakeholders in the Greek educational system has hindered the successful implementation of teacher evaluation policies. This is echoed in the participants' responses in senior roles. *They (ministry) never called us to discuss any of all that we have put forward as proposals which 80 percent are actually immediately feasible. No logic at all (Robert, Educational Coordinator).* The authorities have not actively pursued shared meaning with the educational community, leading to a lack of cooperation and participation. This has resulted in repeated failures and a lack of organisational intelligence. The top-down approach to change, without involvement and consultation of the educational community, has also contributed to the repeated failure of teacher evaluation initiatives. In other words, 'the deficient engagement between the policymaking and experts' communities' (Antoniadis and Monastiriotes, 2012, p.5) which is a more pervasive issue in the Greek society. This approach fails to generate ownership, commitment, and understanding among those directly impacted by the reforms. To achieve meaningful and sustainable change, senior leadership should involve and consult the educational community in the development of teacher evaluation policies, ensuring their ownership, commitment, and understanding of the reforms. On the contrary, the educational community, as participants describe, feels uninformed and isolated as they have been excluded from discussions and planning regarding evaluation plans. *I believe that the ministry never gets feedback from anywhere and of course it is not interested in getting it. (Robert, educational coordinator).* This authoritarian approach by the ministry creates a sense of lack of appreciation and recognition for the efforts and contributions of the educational community. Participants stress that the negative opinion of the public towards teachers also adds to this sense. Teachers should be recognised as professionals and be involved in the development of evaluation processes, not treated as hired hands, subjects, and second-class participants 'doing what they have been told to do' (Sarason, 1990, p.50). According to McLaughlin (1990, p.12), they are 'excluded from project development and often provided a 'mechanistic role.' The negative opinion of the public towards teachers influences the teachers' habitus within the field of education. Teachers, over time, have developed dispositions and reactions based on their experiences, which include the public's perception of their role. As a result of this negative perception and the associated habitus, teachers may distance themselves from governmental reform initiatives and express resistance to their implementation. Bourdieu's theory underscores that individuals' actions are not merely reactions to immediate circumstances but are deeply ingrained and influenced by their habitus. When teachers perceive themselves as

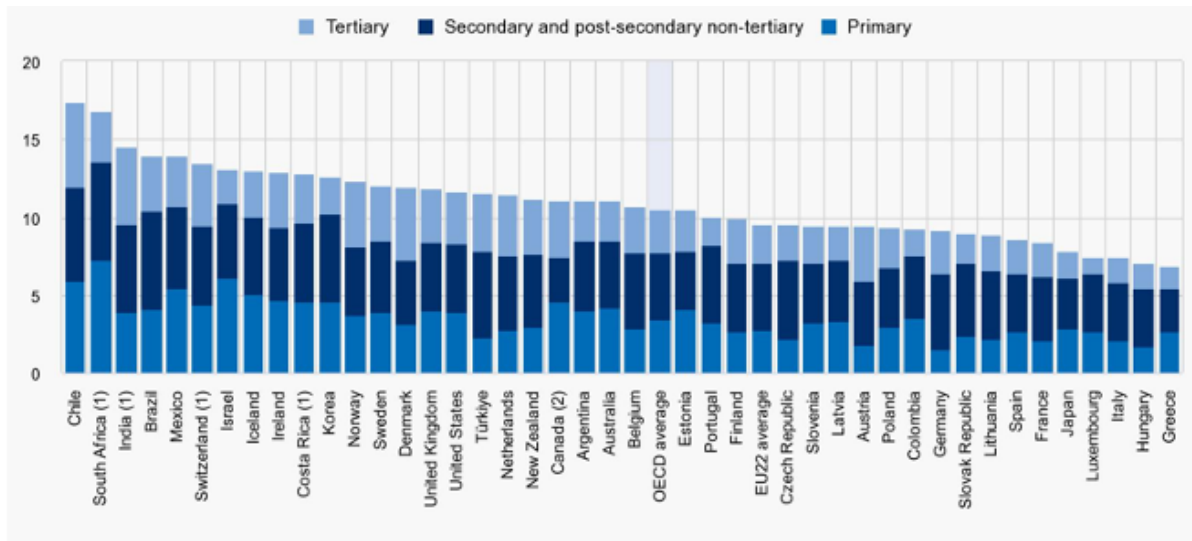
being regarded by the public as obedient production-line workers (Livingston, 1992), or even implementers of other people's knowledge (Cochran-Smith and Lytle, 1990), and “semi-skilled people” (Rosenholtz, 1989), it shapes their reactions and responses to external demands. The likelihood of success of any reform change is quite low (Peck and Reitzug, 2014). In this case, teachers may be reluctant to embrace reform initiatives because they perceive them as further diminishing their professional status, which is deeply connected to their habitus. This reflects the idea that meaningful change in the educational system is contingent on addressing not only policy changes but also the habitus of teachers and how they perceive themselves within the system.

### **8.6. Chronic deficiencies of the system**

The participants in the interview transcripts highlight that the MERA has been reluctant to implement an evaluation model for the educational system. They attribute this reluctance to the chronic deficiencies present in the Greek educational system presented in chapter 4. Teachers and educational officials consistently raise concerns about the lack of resources and ongoing infrastructure issues, but their demands for better funding have not been met. *The government should convince society that it is interested in upgrading the quality of education (Nick, Regional Director)*. As a result, the educational system has struggled to improve and has become dependent on chance, the good intentions of teachers, and, in some cases, their cooperation. Indicatively, the expenditures of the Central Government for education in 2016 compared to 2012 decreased by 10.0% (ELSTAT, 2019). The lack of adequate funding for education is a significant challenge in Greece. In recent years, the expenditures of the central government for education have decreased, and Greece has had the lowest government spending on education as a percentage of public spending among the European Union countries. In 2015, Greece was the country of the European Union with the lowest government spending on education as a percentage of public spending (Nikolaidis, 2019). The latest data from 2019 (Figure 8.1) show that Greece is in the last place of public expenditure on education with only 2.7% spent on secondary education, compared to a 4.3% OECD average (OECD, 2022). This lack of investment in education has likely contributed to the inadequacies of the educational system, making it challenging to implement an effective evaluation policy. Additionally, the state may be reluctant to implement an evaluation policy as it could reveal the inadequacies of the system and the lack of investment in education, which could be politically damaging.

**Figure 8.1**

*Composition of total public expenditure on education as a percentage of total government expenditure (2019) (OECD, 2022)*



Despite these challenges, the study shows that participants feel that the system has managed to maintain its current level of functioning primarily due to the passion and enthusiasm of teachers, rather than due to support from the Ministry. Consequently, any discussion about evaluation is viewed as irrelevant unless it serves a purpose beyond merely improving the educational system. The government is criticised for failing to provide adequate solutions to the issues faced by schools. The lack of resources and infrastructure issues are perceived as substantial barriers to improvement, and the participants emphasise the necessity for the government to heed their call for increased funding. Without adequate support, the ability of the system to enhance its performance remains limited. From an institutional perspective, the resistance to external changes is rooted in the deeply entrenched educational system, and it is essential to acknowledge the systemic issues. From a change theory standpoint, providing the necessary funding and resources is a prerequisite for successful reform, aligning with Fullan's framework (2015). Moreover, these participants' demands underscore the impact of habitus on teachers' perspectives. Their longstanding experiences within the system, shaped by a perception of blame and inadequacy, have led to their frustration and their call for a more comprehensive approach that addresses systemic deficiencies. In this context, the participants' responses exemplify the interplay between institutional factors, educational change dynamics, and the influence of habitus in shaping perceptions and responses to educational reform.

## **8.7. Professional development**

The educational community expresses dissatisfaction with the approach of the Ministry to teacher professional development in Greece. While teachers acknowledge the importance of professional development for improving the educational system, as literature in chapter 2 confirms (Donaldson and Papay, 2015), they perceive that opportunities for training and seminars are infrequent and poorly organised. The inadequacy and in some cases the complete absence of psycho-pedagogical training of secondary education teachers is well known, as well as the weaknesses that characterise the training of teachers (Kassotakis, 2005). However, the underlying issue regarding professional development goes beyond the scarcity of opportunities; I believe it pertains to the mentality of teachers and their resistance to change. As permanent public servants, schoolteachers enjoy financial and professional security in their roles. However, over time, they become burdened with administrative tasks and private tutoring responsibilities, which can lead to burnout. The absence of structured teacher evaluation processes and the fragmented and optional nature of training opportunities contribute to the reluctance of teachers to engage in professional development. Some participants also attribute this reluctance to the fact that there may be scepticism among teachers about participating in training, as they perceive it as an acknowledgment of weaknesses in their teaching practices that the Ministry can exploit to impose teacher evaluation policies. Essentially, teacher professional development may be viewed as an acceptance of the authority of the Ministry in education and the perceived necessity for teacher evaluation.

My understanding is that the resistance to change and the hesitancy towards professional development observed among teachers reflect concerns about the potential implications and consequences of such initiatives. Fullan (2015) stresses that successful educational changes must consider the context and culture of the educational system. If the proposed professional development lacks alignment with the cultural context of Greek education, resistance may arise. The lack of a comprehensive and systematic approach to professional development, coupled with the absence of a clear connection between training and teacher evaluation policies, contributes to a culture of resistance. Scott's institutional theory (2001), which emphasises the inertia of established practices, can be relevant. Teachers may be accustomed to a certain way of teaching and professional development, and the introduction of new methods or policies may be met with resistance due to the inherent stability of existing practices. Bourdieu's habitus theory (1977) can be applied here as well. The historical experiences and cultural dispositions of teachers may shape their perception of professional



development initiatives. If past professional development efforts have not yielded tangible benefits or if there is a lack of alignment with teachers' existing habitus, resistance can be a natural response.

### **8.8. Fear of the unknown**

My understanding from the analysis of the interview transcripts is that the resistance towards evaluation in Greek education can be attributed to a combination of factors, including the lack of experience with formal evaluation, fear of change, institutional norms, and confirmation bias. Teachers and educational officials initially show openness to the idea of evaluation but become sceptical and defensive when it comes to implementing policies and facing potential consequences. *And teachers are afraid of the evaluation because they do not know who will evaluate us and they are afraid of it (Helen, Teacher)*. The unfamiliarity with evaluation processes and outcomes, coupled with the fear of unknown consequences for their working conditions and privileges, drives this response. Chrysos (2000, p.7) suggests that:

by all accounts teachers individually and through their unions resist policies they do not understand. When a new idea is introduced, resistance is the common reaction. The unknown, unfamiliar can be frightening since it will be analytically investigated and reviewed. The more complex and uncertain the policy-legitimate implications they are, the more likely teachers will need information and insights into what evaluation is doing and what it achieves.

Teachers in the Greek educational system have long been immersed in a professional habitus marked by a notable absence of formal accountability and evaluation practices. This extended period of accustomed practice has rendered the introduction of evaluation concepts unfamiliar and predominantly theoretical rather than a practical reality. In the absence of first-hand experience with the concrete benefits and outcomes of evaluation, participants may initially express support for evaluative mechanisms in principle, yet their stance becomes increasingly resistant and defensive when confronted with the actual implementation of evaluation policies. Within this context, what comes out of the research is that the educational community tends to find justifications to delay the execution of evaluations, guided by an inherent fear that such endeavours might disrupt their established working conditions, jeopardise their hard-earned autonomy, and challenge their well-guarded privileges. This fear of the unknown is a central

driver influencing their response to external pressures that potentially threaten the long-standing internal stability of schools. The deeply ingrained habitus of teachers, shaped by their historical experiences, inclines them to resist significant departures from the established norm, thus perpetuating a cycle of hesitancy and apprehension towards formal evaluation.

This resistance towards evaluation can also be understood through the lens of institutional theory and confirmation bias (Wason, 1960). Institutional norms and the need for stability and control influence the way individuals evaluate information and interpret facts. Selective evaluation of information and denial of facts that challenge established beliefs and routines reinforce norms and routines, making it difficult to embrace change. Confirmation bias further contributes to this resistance, as individuals tend to accept information that supports their existing beliefs while rejecting or dismissing information that contradicts them. Norms can serve as defensive routines, preventing the school from grappling with changes or "ideas in the making" (Bormann, 1982, p.53). The impact of norms and defensive routines within the school culture is significant. Norms act as defensive routines, preventing the school from engaging with new ideas or changes. In the Greek educational system, teachers may be motivated by a sense of victimhood and collective memories of trauma, even if they did not personally experience it (Heshmat, 2015). These emotional factors contribute to an attitude of resistance towards the central administration and seeking validation through mimicking and demeaning others instead of making constructive contributions to the educational community. Embracing change and progress requires letting go of these emotions and making concessions for the benefit of moving forward.

### **8.9. School Culture and autonomy**

The questionnaire results, as presented in chapter 6, indicate that school culture is seen as a crucial factor when implementing teacher evaluation policies. However, the introduction of these policies can cause tensions within the school environment and lead to defensive routines. As participants admitted many teachers initially resisted the recent implementation of school self-evaluation, but the Ministry swiftly passed legislation making participation mandatory. This resistance and rejection stem from the fear of changes that these evaluation reforms may bring to their established roles. The ability of the school to navigate these tensions is directly linked to its capacity to explore ideas and problems, but more often than not, it results in resistance rather than finding solutions.

One significant characteristic of school culture identified in the study is the lack of collaboration among teachers, despite the existence of a culture of trust and positive interpersonal relationships. *An important issue that exists in schools is the lack of cooperation. There is a strong narcissism, an egocentrism from teachers who do not cooperate on important thing (Nick, Regional Director).* The absence of cooperation poses a major obstacle to the successful implementation of teacher evaluation policies and reforms. The absence of a collaborative ethos among Greek teachers is rooted in their habitus, which has been shaped by historical and systemic factors. Teachers in Greece have traditionally operated within a somewhat isolated professional culture, where individualism and autonomy have been highly valued. This long-standing norm has become an integral part of the teachers' habitus. As a result, the prospect of collaborative practices often faces resistance, as it challenges their established way of professional life. Greek teachers' habitus has historically prioritised self-reliance and individual expertise as they navigated a system marked by bureaucratic complexities and limited opportunities for meaningful collaboration. This habitus, honed over time, leads to a lack of proactive engagement in collaborative efforts. The deeply ingrained belief in individual self-sufficiency contributes to a reluctance to embrace collaborative practices, making it challenging to foster a culture of cooperation within the Greek educational system. Furthermore, the absence of comprehensive professional development and training around collaboration perpetuates this condition. The absence of experiential learning and systematic exposure to collaborative models has made the habitus of Greek teachers resistant to this shift, deterring them from collectively addressing the challenges and opportunities in education. As a result, teachers may be inclined to perpetuate the status quo rather than proactively engaging in collaborative efforts, reflecting the enduring influence of their professional habitus. Nevertheless, research (Johnson and Johnson, 1987; Drossel et al., 2019) suggests that peer support functions as an asset for educators and enhances their effectiveness. According to Wolgast and Fischer (2017), teachers had less perceived stress when they collaborated with one another to accomplish the shared objective of lesson planning. When teachers work together, share experiences, and exchange knowledge, they can achieve positive outcomes from the evaluation process. Shifting the school culture towards a more collaborative approach is necessary for the effective implementation of evaluation policies.

The study highlights the significant role that autonomy plays in the professional identity of Greek teachers. *Everyone is alone and does whatever they want (Kate, Teacher).* Autonomy is

considered a defining characteristic of the teaching culture in Greece and is associated with job satisfaction among teachers. Research by Koustelios, Karabatzaki and Kousteliou (2004) reported a significant association between job satisfaction and autonomy among Greek teachers. Moreover, Belias' et al. research (2015, p.35) among Greek employees showed that those who 'operate with greater autonomy are more creative and efficient and can manage their work properly.' The strong emphasis on autonomy, deeply ingrained in the professional identity and habitus of Greek teachers, acts as a barrier to collaboration. While autonomy has its advantages, it can hinder cooperation and collaborative efforts, making it challenging to foster a culture of collaboration within the Greek educational system. The historical norm of autonomy has led to a resistance to collaborative practices. Greek teachers are not accustomed to collaborating with their colleagues on instructional matters because they have historically been encouraged to act independently. This resistance to collaboration is not merely a matter of choice; it is deeply rooted in their professional identity and habitus. The professional identity of teachers is a dynamic factor constantly evolving and it is crucial to their motivation, job satisfaction, commitment, and self-efficacy (Day, 2002). Participants believe that teachers fear that collaborative efforts may lead to a loss of autonomy. They worry that collaboration might require them to cede control over their classroom decisions or teaching methods. This fear of losing their cherished professional autonomy acts as a barrier to engaging in collaborative initiatives.

The study reveals the complex relationship between teachers, the MERA, and the school community in Greece. Teachers value their professional autonomy in the classroom but are cautious about new evaluation policies that aim to increase their accountability and responsibility. The recent school self-evaluation policy is seen as a threat to the established system of central control and decision-making. The Ministry is attempting to restructure its relationship with schools by granting them enhanced autonomy, which would require them to make decisions. However, teachers worry that increased autonomy will result in being held accountable for poor performance and that the education system will become commodified. It is evident that a culture shift and change in mentality are needed within the education community to adapt to this new approach and embrace the responsibilities that come with it. I believe that the issue of autonomy in relation to teacher evaluation in Greece is complex and controversial. Teachers value their professional autonomy and the sense of empowerment it brings, but there are limitations to the autonomy of the school unit. This creates a tension between the desire for professional autonomy and the need for accountability and improvement

in the educational system. The challenge lies in finding a balance between these conflicting forces and developing a fair, effective, and transparent teacher evaluation system while preserving teachers' autonomy and dignity. As seen, the highly centralised educational system in Greece presents constraints for schools and teachers in terms of decision-making and autonomy, which can result in a lack of initiative and responsibility at the local and regional levels. However, it also offers a degree of convenience and accountability.

### **8.10. Lack of trust**

My understanding is that the interpretation of teachers regarding the recent evaluation policy in Greece has been heavily influenced by their mistrust of the government and their beliefs about the intentions of the state. The lack of trust in the Greek educational system is a systemic issue with many teachers and educational officials perceiving the system as corrupt and inefficient. This lack of trust has posed challenges in implementing an evaluation and performance measurement system that is perceived as fair and objective. The past experiences and tacit knowledge of teachers have played a role in their rejection of the policy, despite the absence of explicit punishments or sanctions. According to institutional theory (Scott, 2001), institutions provide a framework that guides the actions of individuals and shapes their perceptions of what is acceptable and legitimate. In the case of Greece, the historical context of political and social dominance, corruption, and a lack of meritocracy has led to a general mistrust of the state and its institutions. This mistrust is deeply ingrained in the collective consciousness of Greek society and influences the perceptions of teachers of evaluation policies. The experiences and soft knowledge of teachers, accumulated over time, contribute to their rejection of the policy, as they perceive it as a potential threat to their established roles and the existing power dynamics within the educational system.

The study indicates that mistrust towards the state and the educational system is not only prevalent among government officials but also extends to the broader Greek society. The lack of trust is rooted in experiences of corruption, lack of meritocracy, and political influence in appointments, among other issues. In Greek society, the key to achieving goals and advancing socially and economically has often been through personal connections and "knowing people." Interpersonal connections and favours are highly valued, and people rely on acquaintances, friends, and family to navigate tasks and access power and information. Due to a perception that the government may not always provide adequate support, this interdependence has often

been driven by necessity. In such a collectivist society, where interpersonal connections play a significant role in daily life, teachers and educational officials fear that evaluation may be manipulated as a political tool for appointments based on political affiliations and personal connections, rather than merit or professional competence. Interestingly enough, meritocracy and fairness in teacher evaluation is mostly brought up by the anonymous comments in the questionnaire. *The process of teacher evaluation should be based on objectivity and meritocracy, which is difficult for the Greek reality (Male, 46-55, urban environment).*

The study suggests that the belief in political favouritism, known as "rousfeti," is widespread among participants. *Unfortunately, however, we live in Greece where the medium, the acquaintance, the rousfeti and any kind of connection reign (Female, 46-55, urban environment).* The prevalence of clientelism in the Greek society poses a significant obstacle to the implementation of an objective and credible evaluation policy for teachers. Greek society is characterised to a great extent by the so called 'customer relations' in all levels of the government and administration. That is, the modern Greek society was shaped to what it is known as "clientelist political culture" (Kazamias and Rousakis, 2003, p.9). In other words, governments have created a culture of nepotism of mainly the public servants to prioritise mutual interests and beliefs, a culture which is also apparent in the education sector. "Clientelism" pervades Greek education - the belief that the criteria for appointment of teachers, evaluators and other employers or employees are usually political following the well-known "rousfeti" (personal favours by politicians to clients) (Chrysos, 2000). These favours do not come without a return, usually the support and votes of the public. The highly centralised nature of this structure allows the political parties in power to promote their own ideological theories and implement their own policies each time they govern leaving their mark on the educational reforms. Gouvias (1998) asserts that the Greek educational system has been challenged for "political manipulation" by the governing party elite and different interest parties. Functioning within a clientelist political culture, the Greek party-controlled state has dispensed benefits not necessarily on the basis of universalistic meritocratic criteria, hence excluding those who were not its "clients" (Kazamias and Roussakis, 2003). This mistrust permeates the educational community, resulting in a reluctance to trust one another and collaborate, ultimately leading to a lack of trust in the overall quality of public education.

The efforts of the state to combat the tradition of shadow education and regain public trust by providing quality services are hindered by the absence of a culture of collaboration among

teachers and the disregard for democratic principles within the educational system as seen earlier. Shadow education, which refers to private tutoring outside of school, remains a deeply ingrained tradition in Greek society, perpetuating the belief that connections and personal relationships are more influential than the educational system itself. *Shadow education is a tradition for our country which unfortunately does not change, that is, it does not change because it is experienced in the consciousness of parents and the Greek society (Nick, Regional Director)*. What I sense is that interviewees worry that individuals engaged in questionable public activities may receive favourable evaluations while those who receive unfavourable evaluations may face negative consequences. My understanding therefore is that the mistrust of the participants in the evaluation process stems from their belief that friendships, cliques, personal biases, and favouritism could influence the results.

The concept of habitus theory (Bourdieu, 1977) provides further insights into the reluctance of teachers to embrace evaluation reform. As analysed in chapter 3, habitus refers to the deeply ingrained dispositions, beliefs, and practices that individuals acquire through socialisation and that shape their behaviour. In the Greek context, the historical and socio-political factors have shaped the habitus of teachers, leading to a culture of mistrust, reliance on personal connections, and scepticism towards centralised control and decision-making. The collectivist nature of Greek society, where interpersonal connections play a significant role, further reinforces the habitus of mistrust and the belief that evaluation may be influenced by political favouritism rather than professional competence. The mistrust of teachers on the ability of the state to conduct fair evaluations stems from their experiences of corruption and political dominance in the past. Therefore, teachers worry that personal relationships and biases may influence evaluation outcomes, undermining the fairness and objectivity of the process.

The mistrust of the state and the educational system, as well as the scepticism towards evaluation policies, also have implications for educational change theory. The lack of trust in the educational system and its institutions creates a barrier to the successful implementation of evaluation reforms. The reluctance of teachers to collaborate and their perception of evaluation as a disciplinary tool rather than a means for improvement further hinder the process. The study findings suggest that the lack of trust in the state and the union has contributed to the negative attitudes towards evaluation reforms, as teachers perceive these reforms as top-down impositions that do not genuinely address the underlying issues of the educational system.

### **8.13. Conclusion**

In conclusion, the research has effectively addressed the primary research questions by uncovering the main obstacles that hinder the implementation of teacher evaluation in Greek schools. The findings align with the insights gathered from the literature review in chapter 2, offering a comprehensive understanding of the challenges faced by teachers and educational officials in introducing and sustaining evaluation reforms. The research has brought to light a striking convergence of perspectives between teachers and educational officials when it comes to the challenges and obstacles associated with successful teacher evaluation practices in Greece. This shared outlook underscores the intricate nature of integrating evaluation mechanisms into the Greek educational system. It is clear that both teachers and educational officials express similar concerns and reservations. One of the most prominent barriers is the limited availability of resources and crucial support necessary for the effective implementation of evaluations. Another common challenge that both groups acknowledge is resistance to change, combined with a degree of unfamiliarity with contemporary evaluation methods. Many Greek educators have grown accustomed to traditional assessment and instructional approaches, which can make the adoption of innovative evaluation methodologies appear quite daunting. Interestingly, while teachers may sometimes express these concerns in a more critical or pessimistic tone, educational officials, particularly those with extensive experience, often seek to bridge the gap with the Ministry and work towards constructive solutions. Nevertheless, the shared perception of these challenges underscores the need for collaborative efforts in addressing and surmounting the impediments to successful teacher evaluation practices.

Cultural attitudes towards evaluation and critique add another layer of complexity. Greece's societal emphasis on interpersonal relationships can influence teachers' perception of critical feedback as a form of judgment rather than constructive input. Legal and regulatory barriers further complicate the landscape. Ambiguous policies and inflexible regulations create challenges in the evaluation process. Additionally, divergent views on the purpose and methods of teacher evaluation among stakeholders hinder consensus. Concerns about the fairness, objectivity, and potential external influences on evaluation outcomes also feature prominently. The forthcoming and final chapter summarises the key findings of these discussion points and outlines potential solutions. Collaborative efforts, inclusive dialogues, ongoing support, and the promotion of a positive evaluation culture stand as pivotal strategies to navigate and overcome these obstacles. By embracing a holistic and collaborative approach, the educational



community can pave the way for meaningful evaluation reform, enhancing teaching quality and, ultimately, the overall educational experience in Greece.

## **Chapter 9: Conclusion**

### **9.1. Introduction**

The previous discussion reveals several key reasons for the resistance to teacher evaluation in the Greek educational context. First and foremost, there is a pervasive lack of trust in the central administration and the evaluation process itself. Teachers harbour doubts about the fairness, credibility, and reliability of the evaluation system. They question whether the evaluations designed by the MERA are genuinely intended to improve their teaching practices or if they serve other hidden agendas. Furthermore, there is a deep-rooted fear of negative consequences associated with evaluations. Teachers are apprehensive that receiving poor evaluations could result in disciplinary measures or even the loss of their jobs. This fear is particularly heightened considering the challenging economic environment in Greece. The potential repercussions of unfavourable evaluations add to the resistance and reluctance among teachers.

Another factor contributing to resistance is a lack of understanding about the purpose and process of evaluation. Teachers may not have a clear comprehension of why evaluations are conducted and how they are carried out. This lack of understanding can breed resistance, as teachers are less likely to embrace something they perceive as unfamiliar or irrelevant to their professional growth. Moreover, teachers feel that the evaluation process is overly prescriptive and does not adequately consider their professional autonomy and judgment. This perception leads to feelings of frustration and resentment. Teachers value their expertise and experience in the classroom and believe that their unique insights should be valued and incorporated into the evaluation process. When this autonomy is not acknowledged, it undermines their motivation to participate fully. Lastly, teachers express a sense of inadequate support and resources to meet the expectations set forth by the evaluation process. They feel ill-equipped to fulfil the requirements of evaluations due to insufficient resources, training, and ongoing support. This lack of support contributes to feelings of inadequacy and serves as a barrier to embracing the evaluation system. Taken together, the resistance to teacher evaluation in Greece can be attributed to a lack of trust, fear of negative consequences, limited understanding, perceived loss of professional autonomy, and inadequate support and resources. Addressing these concerns is crucial for overcoming resistance and fostering a more constructive and effective evaluation environment in Greek schools.

## **9.2. Summary of key findings**

The findings of my study not only underscore the relevance of institutional theory (Scott, 2001), habitus theory (Bourdieu, 1977) and educational change theory (Fullan, 2015) in comprehending the challenges faced in implementing teacher evaluation policies within the Greek educational system but also contribute to a deeper understanding of these theories. Examining the variations in attitudes towards evaluation through the lens of institutional theory reveals how institutional structures and norms profoundly influence organisational behaviour. The presence of organisational isomorphism, where institutions conform to similar structures and practices, elucidates the resistance to change and the implementation challenges observed in Greece. The institutional context and norms surrounding teacher evaluation have not only shaped the attitudes and practices of teachers and educational officials but have also exposed the need for a more nuanced analysis of institutional influences.

Moreover, the study illuminates the theory of educational change by shedding light on the cultural and social dimensions inherent in the implementation of educational reforms. The absence of an evaluation culture and the impact of teacher unions emerge as significant barriers to the adoption of evaluation policies in Greece. This underscores the imperative of considering the cultural and social contexts within which educational change unfolds. It emphasises the necessity of addressing the habitus of stakeholders involved in the implementation process, encompassing their beliefs, attitudes, and practices. Additionally, the research brings attention to the Ministry's approach to teacher evaluation, revealing a lack of proactivity in addressing the issue, either voluntarily or in response to social and union pressures. The absence of an evaluation culture among teachers and the perception that evaluation is primarily guided by union criteria, rather than scientific or educational principles, significantly contribute to the resistance and scepticism surrounding evaluation policies. These insights contribute to a nuanced and enriched understanding of institutional and educational change theories within the Greek educational context.

What has become clear is that evaluation itself is not seen as a threat by teachers and educational officials. They recognise its importance as a tool for driving change and improving the professional environment. However, the issue lies in the type of evaluation being implemented. The research study reveals that the educational community acknowledges the negative consequences of the long absence of any evaluation model and understands the need for evaluation in the educational system. Yet, many teachers oppose the specific reform of

evaluation, perceiving it as part of an external agenda forced upon the Greek reality rather than a component of a larger global educational goal. The suspension of previous evaluation reform attempts has further reinforced the perception that reforms are temporary and will eventually be replaced, leading to a lack of engagement from teachers. This suspension can be a setback for the improvement of education, but it also provides an opportunity to reassess and revise the reform process. The summary of the key findings discussed in chapter 8 in relation to my research questions are:

**Research Question 1: What are teachers' perception and experience of teacher evaluation, its purposes, and the extent to which this affects their work?**

- Teachers believe that the lack of an evaluation culture in Greece hinders teacher evaluation initiatives.
- Historical socio-political evolution, characterised by urbanisation and clientelism, contributes to a weak public administration.
- The absence of an evaluation culture results from a lack of consistency and stability in implementing policies, often introduced by ministers for political show.
- Teachers perceive that the lack of resources and infrastructure issues are significant barriers to improvement, emphasising the need for increased funding. Without adequate support, the system's ability to enhance its performance remains limited. Their resistance to external changes is rooted in the deeply entrenched educational system, and providing necessary funding and resources is a prerequisite for successful reform.
- Teachers are hesitant to engage in professional development due to the lack of structured teacher training processes, and concerns that participating in training might be seen as an acknowledgment of their teaching weaknesses, which could be exploited by the Ministry.
- Teachers' resistance to change and hesitancy toward professional development reflect concerns about potential consequences and implications. These concerns are influenced by a lack of experience with concrete evaluation benefits and outcomes.
- Teachers value autonomy, but it can hinder collaborative efforts. The professional habitus of Greek teachers prioritises self-reliance and individual expertise, making them reluctant to embrace collaboration.
- Mistrust in the government and its institutions affects teachers' perception of evaluation policies, making them sceptical about the fairness of the process.

**Research Question 2: What are educational officials' perception and experience of teacher evaluation, its purposes, and the extent this affects teachers' work?**

- Educational officials recognise that centralisation within the Greek educational system presents challenges in implementing teacher evaluation across all schools and regions. Centralisation limits local-level decision-making crucial for bottom-up educational reform.
- The concentration of power at the central level fosters a bureaucratic environment and culture of favouritism.
- Educational officials share the concerns about inadequate funding but also emphasise the role of teachers in maintaining the system's functioning. They criticise the government for failing to provide solutions to school issues, thus recognising the importance of teacher evaluation beyond mere improvement.
- Educational officials acknowledge the need for professional development but should also recognise teachers' reluctance to engage in it due to workload and concerns about evaluation. They need to address these issues to ensure effective implementation.
- Educational officials acknowledge teachers' fear of the unknown and work to address their concerns by providing information and insights into the potential benefits and outcomes of evaluation.
- Educational officials recognise the strong emphasis on autonomy among teachers and the reluctance to engage in collaboration. They work on creating a culture of cooperation while preserving teachers' autonomy.
- Educational officials recognise the influence of mistrust on teachers' perceptions and work to establish a more transparent and credible evaluation system.

**Research Question 3: What is the juxtaposition between teachers' perception and educational leaders' perception of teacher evaluation in Greece?**

- Teachers and educational officials believe tension exists between global and local interests, with external pressures impacting teacher evaluation.
- Teachers and educational officials perceive teacher evaluation as driven primarily by external regulations rather than internal values.

- Globalisation and marketisation pressures influence evaluation models based on managerial notions.
- Concerns about accountability, transparency, and potential consequences reflect resistance to external influence and a change in traditional values and beliefs.
- The study findings indicate that teachers and educational officials share concerns about funding and systemic inadequacies. Both groups recognise the pivotal role of teachers in the functioning of the system and their expectations from the government to provide necessary support and resources.
- Both teachers and educational officials perceive professional development's importance, but teachers express reluctance to engage in it due to concerns related to teacher evaluation. Officials work on addressing these concerns to foster collaboration.
- Both teachers and educational officials acknowledge the fear of the unknown as a barrier to evaluation implementation. They should work together to create a supportive environment that reduces uncertainty and resistance.
- Both teachers and educational officials acknowledge the need for a culture shift towards a more collaborative approach while respecting teachers' autonomy. Balancing these elements is crucial for effective evaluation implementation.
- Both teachers and educational officials address the issue of mistrust and work together to create a more trustworthy and collaborative educational environment that ensures evaluation policies are perceived as fair and objective.

These findings highlight significant structural, cultural, and political challenges faced by the Greek educational system in implementing teacher evaluation policies. The absence of an evaluation culture, centralisation, external pressures, and a lack of organisational intelligence have collectively hindered progress and created resistance among teachers and educational leaders. Addressing these complex issues is essential for the successful implementation of teacher evaluation and broader educational reforms in Greece.

### **9.3. What can be done?**

The prevailing belief that education is inherently sufficient and does not necessitate evaluation warrants examination. As illuminated by the literature in chapter 2, ongoing evaluations of teachers and their teaching practices are integral to enhancing the quality of education and ensuring optimal resource allocation. Such evaluations yield profound insights into teachers' performance, identifying areas for potential enhancement, ultimately contributing to superior educational outcomes. Furthermore, they provide teachers with valuable feedback, fostering their professional development and, in turn, elevating the overall standard of education. Encouraging collaborative learning, peer evaluation, and providing professional development programmes can foster a supportive environment for improvement and innovation (Stronge, 2018; Dufour, 2004; Hord, 1997).

In light of the challenges expressed by teachers and educational officials, my study significantly contributes to the understanding of the topic. To foster a more positive perception of evaluation and effectively address these concerns, it is paramount to contemplate the process with a degree of tentativeness. Engaging teachers and educational officials in the development of new evaluation reform processes offers a promising avenue. This participatory approach can help establish trust and ensure the process is perceived as equitable, credible, and objective. However, it is essential to acknowledge that the feasibility of establishing a corruption-free government and liberating it from the influence of international lenders is a multifaceted issue, characterised by intricate interplays of various factors and requisite mechanisms. Achieving such an outcome entails a fundamental transformation of political dynamics, necessitating unwavering commitments to transparency, accountability, and ethical governance from political entities, institutions, and individuals (Kaufmann and Vicente, 2011).

The cultivation of a culture of public involvement becomes crucial for ensuring policies resonate with societal needs. Knowledge-sharing initiatives and capacity-building programmes enhance educational systems (UNESCO, 2020). Engaging citizens through consultations and feedback mechanisms, as suggested by Gaventa (2006), enhances decision-making. The development of domestic revenue streams for education is equally vital, reducing dependence on external funding (World Bank, 2016). Gradual investment diversification and prudent fiscal management contribute to financial autonomy, a step in the direction of relieving external pressures (World Bank, 2013). Appointing educational officials with a reputation for integrity and a strong dedication to education can serve as a shield against external interests (Leithwood

and Jantzi, 2000). Moreover, the engagement of teachers in the development of evaluation policies is a fundamental principle that enhances ownership and instils confidence in the reforms. Professional development opportunities, resources, and guidance are indispensable to aid teachers in understanding the evaluation criteria and procedures, supporting them in their quest for improvement (Bryk et al., 2010).

The introduction of a culture of evaluation can be achieved with caution and in a phased manner, allowing teachers to acclimate at their own pace. Commencing with voluntary evaluations for those seeking advancement can help build trust and confidence, showcasing the benefits of evaluation. Ultimately, the successful implementation of evaluation reforms hinges on the collaboration and negotiation between the Ministry and teacher unions. A combination of evaluation methods, including classroom observations, student surveys, self-evaluation, and peer evaluation, offers a well-rounded perspective on teacher performance. This nuanced understanding of evaluation methods is aligned with the broader context, adapting to the specific goals and nuances of the evaluation process. The study underlines the importance of ongoing support, professional development opportunities, and the provision of constructive feedback.

The absence of a tradition of teacher evaluations in Greece creates a unique context where teachers are not burdened by preconceived notions or prejudices based on prior evaluation experiences. This distinct context theoretically implies less resistance to evaluation reforms. However, the primary challenge to implementing these reforms lies in the deeply ingrained habitus of mistrust towards the administrative system of governance, which has been perpetuated through informal means across generations. This lack of historical biases towards evaluation presents an opportunity for a fresh start and a chance to establish a connection with the educational community. By demonstrating transparency, integrity, and a commitment to educational improvement, the government can embark on a journey to build trust and mutual respect. In conclusion, my study offers invaluable insights into how to address the absence of teacher evaluation policies in Greece. It suggests that fostering a trusting, open, and collaborative relationship between the government and the educational community is pivotal. Such an environment can pave the way for gradual progress and positive changes in the evaluation system, transforming scepticism into a virtuous cycle of success and improvement.



#### **9.4. Contribution to knowledge**

In my research, the contribution to knowledge lies in the exploration of the complexity and dynamics of teaching and its evaluation. By challenging previously held beliefs and examining the multiple factors that influence teaching, this study sheds light on the need for a critical and subjective approach to understand and evaluate teaching practices. This challenge to traditional beliefs and emphasis on nuanced understanding align with the ideas of Anagnostopoulos et al. (2010), who highlight the need for context-sensitive evaluations. One important finding is that teaching is deeply rooted in cultural, institutional, and social norms, individual experiences, and personal beliefs. This challenges the notion of fixed and universal standards for evaluating teaching. Instead, the evaluation of teaching should be seen as a contextual and evolving process that considers the diverse factors that shape instructional practices. The research contributes to the theoretical understanding of educational policy implementation by enlightening the specific challenges and barriers faced in the context of teacher evaluation in Greece. This study expands existing theories related to policy implementation, organisational culture, and teacher beliefs. It provides empirical evidence and insights that can inform and enrich these theoretical perspectives. For example, delving into how the culture within schools influences the way teachers respond to evaluation reforms not only enhances the understanding of organisational culture theory but also reveals the intricate dynamics at play in the educational context.

The significance of my research is not only in recognising the complexity of teaching and its evaluation but also in emphasising the need for critical analysis and intersubjective discussions. The results of research into teaching evaluation can be inconsistent and subjective, and it is crucial to approach these findings with a critical eye. The insights into the complexities of implementation resonate with Elmore's (2004) argument that reforms need to consider the intricate web of educational systems. By engaging in cross-argument and intersubjective discussions, researchers and educators can strive for a more objective understanding of teaching and its evaluation. As the summary of key findings show, the study also adds depth and specificity to the existing literature by identifying the role of school culture, autonomy, mistrust towards the government and teacher unions, and the complexity of the beliefs and values of teachers as factors that influence policy implementation. The identification of factors such as school culture and autonomy as influences on policy implementation is supported by the work of Hargreaves (2003) on school culture and decision-making. The identification of mistrust towards the government and teacher unions, and complex beliefs of teachers as

influences on policy implementation presents concrete evidence of the challenges that can arise in practice. By examining these factors, this study provides a deeper understanding of the challenges and barriers to implement teacher evaluation reforms in the Greek educational context. The role of mistrust and its impact on educational reforms corresponds with the findings of Sahlberg (2015) on the importance of trust in successful educational change. Moreover, the identification of mistrust and the role of school culture in barriers mirrors the ideas of Spillane et al. (2002) on distributed leadership and educational change.

The research findings contribute to the refinement and enhancement of theories pertaining to organisational culture and the management of educational change within educational institutions. By analysing the intricate interplay between teacher evaluation, school culture, and autonomy, this study lends a nuanced perspective that can potentially stimulate the evolution of the established theoretical frameworks I used. In particular, Scott's organisation theory, Fullan's educational change theory, and Bourdieu's habitus theory provide fertile ground for the integration of the study's insights. The exploration of the pivotal role of school culture and autonomy in shaping teachers' behaviours and responses in the context of evaluation reforms offers a compelling lens through which to revisit and refine these frameworks.

The study's findings offer an opportunity to further embed the dynamics of school culture and autonomy within these frameworks, leading to a more comprehensive and robust understanding of how organisational culture influences policy implementation and change management. By unveiling the complex relationships between these elements, the research provides empirical evidence that can potentially serve as a catalyst for reimagining and advancing the theoretical underpinnings of these frameworks. Moreover, this study's contribution extends beyond theory and into the realm of practical application. By shedding light on the complexities and challenges surrounding teacher evaluation and its alignment with organisational culture and autonomy, the research offers insights that educators, policymakers, and educational leaders can leverage to design more effective and contextually relevant strategies for policy implementation and educational change.

The study emphasises the need for effective communication, collaboration, and transparency to build trust and promote meaningful engagement in evaluation reform efforts. The recognition of the complexity of the implementation process and the various factors that

influence it, such as communication, collaboration, and transparency, offers practical insights into how to address barriers effectively. By acknowledging and addressing these issues, policymakers can create an environment that fosters positive change and supports the professional development of teachers. Furthermore, this research strongly emphasises the significance of reflective practice and continuous professional development for teachers. These findings are closely aligned with Bourdieu's habitus theory (1977), which underscores the enduring impact of teachers' historical experiences and dispositions in shaping their responses to educational reform. It recognises that teaching is not a static skill but rather a skill that can be developed and refined over time. The recognition of the dynamic nature of teaching and its potential for growth resonates with Fullan's educational change theory (2015). My findings regarding reflective practice and ongoing professional development align with Guskey's (2000) work on teacher effectiveness and professional learning. By engaging in reflective processes, seeking feedback, and collaborating with others, teachers can enhance their teaching effectiveness and contribute to their own growth as educators.

The research also contributes by uncovering the existence of a group of teachers who are in favour of teacher evaluation as a means of improving their performance. This challenges the prevailing narrative that resistance to evaluation is widespread among teachers. The discovery of a group of teachers who embrace evaluation for performance improvement provides an empirical counter-narrative to the dominant discourse. The discovery of teachers who embrace evaluation aligns with the findings of Berends et al. (2003), who suggest that teacher perspectives can vary widely. When policymakers and stakeholders recognise this trend, they can better understand the diverse perspectives within the educational community and work towards building consensus and collaboration in the implementation of evaluation reforms. By highlighting the existence of a group of teachers who endorse evaluation as a means of improving their performance, my research contributes to theory by challenging the dominant discourse and provides a more comprehensive understanding of the perspectives and attitudes of teachers towards evaluation.

Overall, my study contributes to the knowledge on teacher evaluation in the Greek educational context by challenging traditional beliefs, by recognising the complexity of the teaching process, by emphasising the importance of critical analysis and ongoing professional development and by uncovering the complexity of the implementation process and the various factors that influence it. It provides insights into the school culture, the role of mistrust, and the

diverse perspectives among educators and provides insights and avenues for further exploration in the field of teaching evaluation. It contributes to the theoretical framework by expanding existing theories related to policy implementation, organisational culture, and teacher beliefs. It adds empirical evidence and insights that can inform and enrich these theoretical perspectives. While it may not introduce entirely new theories, it challenges prevailing assumptions and narratives, providing a more comprehensive understanding of teacher evaluation in the Greek educational context. This research can inform future efforts to implement teacher evaluation in Greece and other contexts facing similar challenges, fostering a better understanding of the factors that shape evaluation practices in education.

### **9.5. Limitations**

In conducting my research study, it is important to acknowledge and reflect upon its limitations and areas for improvement. A deeper reflection on the limitations can help provide a more comprehensive understanding of the scope and potential implications of my study. Firstly, the sample size of the study, while exceeding the initial target, remains relatively small in the context of the entire Greek educational system. The perspectives captured in this study might not fully represent the diversity of experiences and viewpoints that exist across all regions and schools. This limited sample size may restrict the transferability of the findings to the broader teacher population in Greece. While this limitation is acknowledged, the goal was to provide an in-depth exploration of the phenomenon within the scope of the available resources. Future research could benefit from a larger and more diverse sample to enhance the transferability of the findings.

Additionally, the self-selected volunteer sample used in this study introduces potential bias. Participants who volunteered to take part in the research may have had specific views or experiences that differ from those who chose not to participate. This limitation should be considered when interpreting the findings and transfer them to the wider population. To address this limitation, future research could employ a more randomised sampling method to ensure a more representative sample. Furthermore, the inclusion of educational officials in the study, who were former teachers, may have influenced the perspectives shared during the interviews. Their responses may have been influenced by their prior experiences as teachers, which may not accurately represent the viewpoints of the senior administrative team of the Ministry of Education. To mitigate this limitation, future research could aim to include representatives

from the senior leadership team directly to provide a more comprehensive understanding of their perspectives.

While the chosen methods and methodology provided valuable insights into the research questions and allowed for a comprehensive exploration of participants' perspectives, there are several limitations that warrant consideration. One notable limitation is related to the translation of interview transcript excerpts from Greek to English. Although I strived for accuracy by cross-referencing translations and leveraging my background as an English language teacher, some expressions and cultural nuances might not have been fully captured in the translated text. This potential loss of depth in meaning could have impacted the precision and richness of the findings, particularly in terms of capturing the participants' exact expressions and emotions.

The nature of qualitative research presents inherent limitations in terms of transferability. While the aim of the study was not to achieve broad transferability, the findings are situated within the context of the Greek educational system and the specific group of participants. The transferability of these findings to other educational settings or cultural contexts should be approached with caution, as the dynamics and factors influencing teacher evaluation policies and practices may differ. Additionally, the process of theme development and data analysis, although guided by a rigorous approach, is not immune to potential researcher bias. My own background, experiences, and preconceptions as a researcher might have influenced the selection and interpretation of themes, potentially introducing subjectivity to the analysis process. To mitigate this limitation, I maintained reflexivity throughout the analysis process, critically examining my own role and assumptions. Moreover, the use of a multi methods approach, combining both a questionnaire and interviews, provided a comprehensive understanding of the research topic. However, it also presented challenges in terms of managing the complexity of data integration and analysis. The integration of different data types and the synthesis of the questionnaire findings with the interview insights required careful consideration, and while efforts were made to achieve a coherent narrative, there is the possibility that certain nuances might not have been fully captured or conveyed in the synthesis. In terms of the research design, the study was conducted during the COVID-19 pandemic, which necessitated adjustments to the research approach. Conducting interviews online instead of in-person was a necessary adaptation to comply with safety measures. However, this change may have impacted the level of insight that could have been obtained from the study. Face-to-

face interviews often provide a greater sense of connection and allow for non-verbal cues and contextual observations that can enhance the depth of understanding. Future research could consider a multi-methods approach that combines online interviews with in-person interactions to capture a broader range of insights.

Regarding the choice of the theoretical frameworks, it is essential to acknowledge their influence on the research process and findings. While the chosen theoretical frameworks provided a valuable lens through which to understand the complexities of teacher evaluation in Greece, it is important to recognise that other theoretical perspectives could have yielded different insights. Considering alternative theoretical frameworks or integrating multiple perspectives could enhance the comprehensiveness of the analysis and provide a more well-rounded understanding of the research topic. Reflecting on the limitations of the research study is a valuable exercise in recognising its boundaries and areas for improvement. It is important to take ownership of the limitations and reflect on what could have been done differently. Given the constraints and challenges faced, I made reasonable adjustments to adapt to the circumstances. However, a deeper level of analysis of the data could have been conducted to provide a more thorough exploration of the research questions and potential themes. Additionally, identifying any gaps in the data and addressing them in future research would help to strengthen the findings and enhance the overall credibility of the study.

Concluding, it is crucial to acknowledge the numerous barriers that posed challenges throughout this research journey. One of the significant obstacles is the inherent complexity of the Greek educational landscape, characterised by diverse stakeholders, bureaucratic structures, and varying interpretations of educational policies. The multifaceted nature of the subject matter necessitated careful navigation and strategic selection of research methods to capture a comprehensive picture while remaining cognisant of the limitations imposed by time and resources. Furthermore, political barriers within the educational system have the potential to impede the effective implementation of research findings. Educational policies can be influenced by political considerations, which might not always align with evidence-based recommendations. This misalignment could hinder the translation of research insights into actionable policy changes, thereby restricting the potential impact of this study on the enhancement of teacher evaluation practices. Despite these barriers, the research presented here has persevered to shed light on the vital topic of teacher evaluation in the Greek educational system. The findings hold the potential to inform educational policies, contribute to teacher

professional development, and foster a culture of continuous improvement in educational practices. By recognising and addressing the barriers that stand in the way of translating research into meaningful change, this study sought to pave the way for a more informed, equitable, and effective approach to teacher evaluation in Greece.

### **9.6. What happens next?**

In recent years, the Greek Ministry of Education has taken a significant step towards implementing a new evaluation process for teachers, as outlined in Law 4823/2021. This evaluation, the first of its kind since 1982, aims to improve the educational system in the country. As described in an article by Stefanos Rapanis, the evaluation process, to be conducted by education counsellors, holds the potential to enhance the quality of teaching by identifying areas for improvement and providing focused training for teachers. It is also considered a condition for permanent appointment for newly appointed teachers (athensvoice). The evaluation process involves the assessment of teachers based on various criteria, such as their teaching and pedagogical work, pedagogical climate, classroom management, and service consistency and adequacy. It is carried out using a four-point descriptive scale, ranging from "excellent" to "unsatisfactory". Multiple evaluators, including the scientific responsibility education counsellor, the school's pedagogical responsibility education counsellor, and the headteacher, are responsible for evaluating different aspects of the work of teachers. The introduction of a special digital application for the evaluation process reflects the integration of technology in facilitating the collection of relevant evidence and providing a platform for teachers to submit objections if necessary. The participation of teachers in the evaluation process is considered a professional duty.

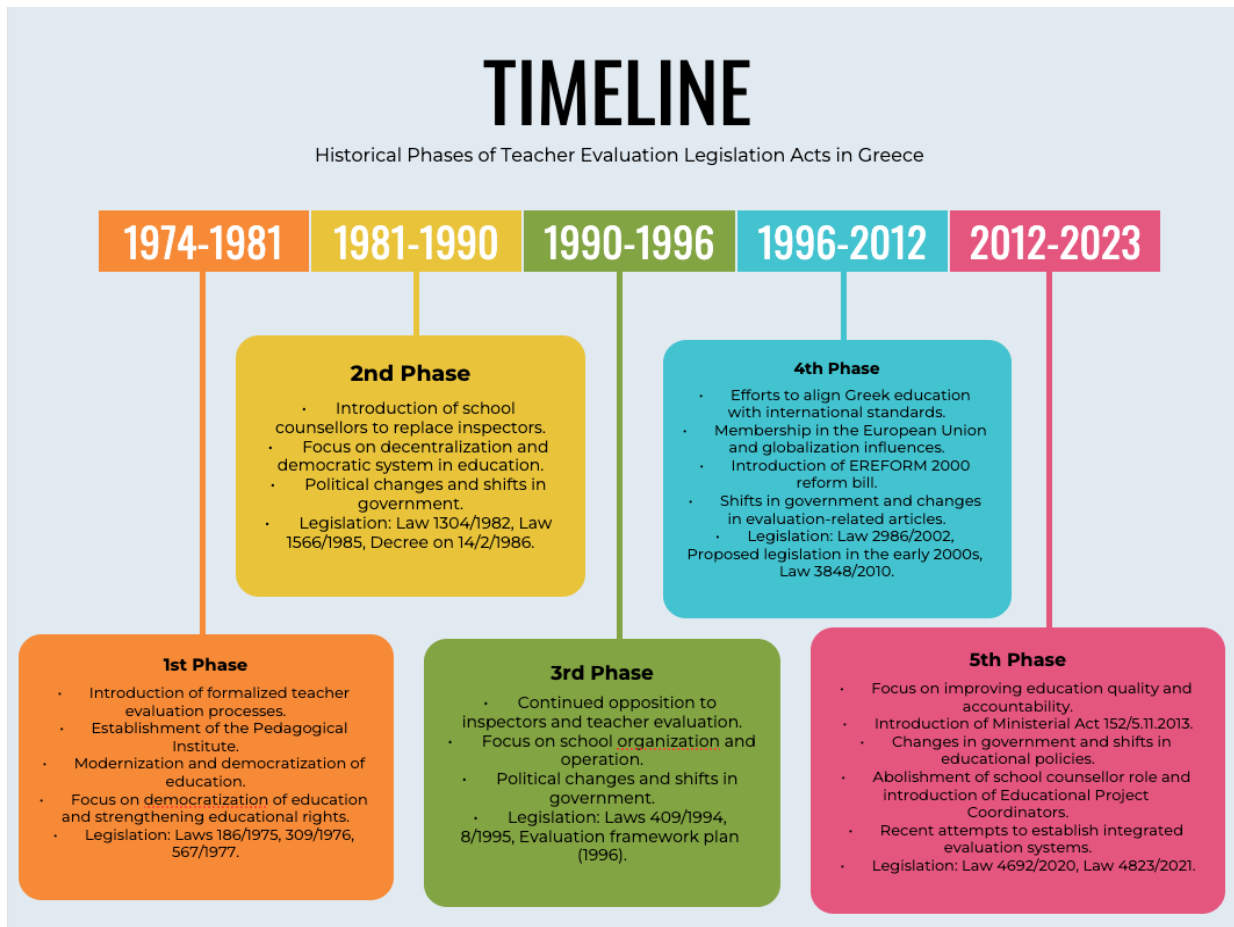
A positive evaluation has the potential to contribute to greater recognition, rewards, and career advancement for teachers, including consideration for positions of responsibility with higher salaries. However, the new evaluation process has not been without controversy. The teacher union has expressed critical views, suggesting that the aim of the government is not to improve the educational system but to manipulate and intimidate teachers. The union argues that the evaluation process is inadequate and fails to address crucial issues in education, such as reducing class sizes, updating textbooks, and providing support staff (koinignomi). This tension between the government and the teacher union highlights the need for open and transparent communication to bridge the gap and find a solution that benefits both parties and

ultimately improves the educational system for the students. It is important to note that the timing of the evaluation process raises questions about its true motives. Political initiatives often coincide with important events, and the true impact and sustainability of these evaluations will depend on various factors, including the actual outcomes of the evaluation, the response from the teacher union and the public, and the actions of any future government.

As my study concludes, I find myself at a critical juncture, marking a period of transformation with a newly elected government taking office last July and a new minister of education in Greece at the helm. This leaves the door ajar for further observation and analysis of the enduring impacts of this evaluation process in Greece. It remains paramount to closely monitor progress, address concerns in earnest, and ensure the ongoing enhancement of the evaluation system for the betterment of teachers, students, and the entire educational landscape. This juncture of change and uncertainty compels us to remain vigilant and adaptable, welcoming a future defined by positive transformation and continuous improvement.



## Appendix 1 Historical phases of teacher evaluation legislation acts in Greece



It is important to note that the historical phases of teacher evaluation legislation acts in Greece have had a significant impact on the current state of teacher evaluation in the country. As seen in the earlier historical phase until 1974 teacher evaluation in Greece was not formalised and was mainly based on the opinions of school inspectors and the community. Teacher education was not well-regulated, and teachers were often hired based on personal connections rather than their qualifications. The main body of legislation regarding teacher evaluation was put forward in the last forty years. Kassotakis (2016) identifies different phases of legislative initiatives in Greece which are analysed below. In general, there is a transition from an initial modernising phase to an accountability and later professionalisation phase (Kassotakis, 2015). The initial phase of modernisation saw the introduction of formalised teacher evaluation processes, with the establishment of the Pedagogical Institute and the adoption of new curricula and evaluation methods, but these were not well-integrated into the broader educational system. The accountability phase until 2006 aimed to link teacher evaluation with broader educational

policies aimed at increasing accountability and improving student outcomes. This involved the introduction of new evaluation methods and the development of standards for teacher performance. The current professionalisation phase is focused on promoting teacher professionalism and autonomy, while also maintaining high standards for performance. This has involved the development of new evaluation methods that focus on teacher self-reflection and professional development, rather than just accountability. The new evaluation system being gradually implemented is aligned with broader educational goals and aims to fully integrate teacher evaluation into the educational system. Understanding these historical phases is crucial in understanding the challenges and opportunities for implementing effective teacher evaluation policies in Greece. It also highlights the need for a comprehensive and integrated approach to teacher evaluation that considers the broader educational context and goals.

**1st phase: 1974-1981** The start of the new post-dictatorship era brought the questioning of the effectiveness of the teacher evaluation practices and the role of the inspectors. The re-establishment of democracy and the new conservative government in 1974 dealt with issues of previous periods of the educational reform, proposing ideologies for the dynamic role of education in the reform of the socio-political system. There was a framework for the democratisation of education and a projection of policies for the strengthening of the rights in education. Three educational bills were directly linked to the organisation of education and teacher evaluation (Kalerante and Logiotis, 2018, p.466):

1. 'Regarding the Centre for Educational Studies and Training' (Law.186/1975) which replaced the higher education council, which was abolished (Law 186/1975, no. 13, 5).
2. 'Regarding the organisation and administration of General Education' (Law 309/1976).
3. 'Regarding the organisation and administration of Technical and Vocational Education' (Law 567/1977).

Kassotakis (2017) mentions that the two latter bills did not change the education supervision and the previously established teacher evaluation framework. This led to an opposition of the role of inspectors by the end of the decade, which was considered by many educators as the 'institution of fear' (Touloupis, 1985). Kassotakis (2017) also points out that the fragmented presence of the inspectors in the schools was considered insufficient both for the guidance of the teachers and for their evaluation.

In the evaluation model of 1974 the teacher was evaluated in these elements: a) morality (respect for moral principles, faith and devotion to the homeland and national ideals, faith in the mission of the teacher), b) mental qualifications (determination, willpower, self-control-composure, courage of opinion, self-confidence and willingness, spirit of cooperation, initiative), c) behaviour (in-service and out-service conduct), d) scientific training, e) pedagogical training and f) administrative skill. The evaluation model from 1977 to 1980 evaluated five areas: a) scientific, b) didactic, c) administrative, d) conscientious and e) action and behaviour inside and outside the service (taken from Teachers' files, Samos-Ikaria archive, as found on Kalerante and Logiotis, 2018).

### **2nd phase: 1981-1990**

In the second phase, the opposition to the role of inspectors in teacher evaluation continued to strengthen. The national union of secondary educators (OLME) declared their view that an authoritarian system required inspectors with subjective criteria, while a decentralised and democratic system needed scientists, educators, psychologists, and guides. With the socialist government of PASOK winning the 1981 general elections, there was hope for broader changes in education. The government aimed to abolish authoritarian practices and interventionist policies, including the institutions of inspectors and supervisors. Instead, they introduced the institution of school counsellors with pedagogical and advisory responsibilities. This move received initial acceptance from educational organisations and teacher unions, despite concerns about the conflicting roles of counsellors as both guides and evaluators. Kalerante and Logiotis (2018, p.466) point out that:

the political culture of intentions incorporates differentiated narratives of institutional change with the emergence of ideologies of social equality, political transparency, and meritocracy. The issue of education is theoretically part of the environment of the democratic structure. Political culture incorporates a discourse on political ethics that is also understood by the principles of social participation and trust in the political system.

The following year, Law 1304/1982 officially abolished the institution of inspectors and established school counsellors with educational, coordinating, and guiding roles. This decision sparked strong opposition from the conservative party, which pledged to reinstate inspectors if they returned to power. The disagreement between political forces regarding teacher evaluation

was cited as a significant reason for the unsuccessful implementation of evaluation in Greece. Over the years, several plans were introduced with specific instructions and evaluation report models. However, the education sector and unions began to oppose any form of evaluation. The second educational conference of OLME even called for the non-participation of school counsellors in teacher evaluation and judgment. Law 1566/1985 aimed to modernise and democratise education but did not include specific regulations for the evaluation of schools, educational work, and teachers. The law mentioned the participation of school principals in evaluating teachers but did not provide a detailed evaluation procedure.

In a new presidential decree on 14/2/1986, a three-member committee consisting of the school counsellor, education director, and school principal was proposed for teacher evaluation. The evaluation results would determine teachers' pay scale, but this proposal was rejected by teachers and unions. The issue of teacher evaluation became highly politicised, with unions connecting it to broader issues such as education financing, teacher salaries, curriculum quality, and teacher training. At the end of the decade, a committee of academics made a final attempt to define the purpose and planning process of teacher evaluation at the school unit level (Kassotakis, 2016). However, their emphasis on the role of school counsellors and the frequency of evaluation assessments drew criticism from teachers and unions, who saw it as a limitation on the leadership of the counsellors and opposed their non-participation in evaluation procedures.

### **3rd phase: 1990-1996**

In the third phase, during the early 1990s, attempts to implement teacher evaluation were undermined due to the focus on issues related to school organisation and operation, as well as political upheaval (Kalerante and Logiotis, 2018). The conservative party of Nea Demokratia (ND) came to power in 1990 and introduced a new teacher evaluation plan. This plan proposed that teachers would be evaluated based on objectively measurable criteria by the competent Regional Service Council. The headteacher of each school or department would provide a report on the teacher's response to their duties. The evaluation would gradually include criteria related to the achievement of educational goals based on students' performance in objective tests. The data from the evaluation would be used for teachers' professional development and not for purposes such as salary development, transfers, or secondments.

However, the presidential decrees that followed created reactions and upheaval among teacher unions. The government's last attempt in this period was with decree 320/1993, which focused on evaluating the educational project at the school unit and district levels, with an emphasis on individual evaluations of teachers by the school principal and counsellor. This decree aimed to evaluate teachers' work separately, the work of the school unit as a whole, and the performance of the educational system regionally and nationally. The evaluation aimed to improve educational work, strengthen the self-knowledge of teachers, and provide recognition and incentives for professional development.

The decree was suspended and later abolished when PASOK won the elections in October 1993 and formed a new government. There was a shift in the direction of teacher evaluation, moving away from its connection to professional development. The abolition of the previous legislation provoked a strong reaction from the conservative party, which promised to restore the repealed regulations if they returned to power. The polarised climate surrounding teacher evaluation during this political period contributed to the backlog in evaluating educational work and teachers in Greece (Kassotakis, 2016). Laws 409/1994 and 8/1995 primarily focused on student evaluation but also included articles related to teacher evaluation and improving the quality of educational work. In 1996, a new evaluation framework plan was introduced, which drew on international experience and made relevant proposals for Greece. However, this plan was not implemented and did not have any significant impact. During this period, teacher unions declared that they were not entirely opposed to evaluating the educational project (Kassotakis, 2016). However, they disagreed with the proposed implementation methods and rejected the suggestions of the Ministry one after another. It was evident that their individual disagreements served as pretexts for the non-implementation of teacher evaluation.

#### **4th phase: 1996-2012**

The fourth phase of teacher evaluation in Greece can be characterised by various attempts to introduce evaluation systems and frameworks. These efforts were driven by the membership of Greece in the European Union and the desire to align Greek education with international standards and the demands of the global job market. Internationally there are democratic principles of organisation and operation of education and economic efficiency, where the operation of schools is overemphasised in terms of financial management of human resources (Kalerante and Logiotis, 2018). In 1997, the EREFORM 2000 reform bill was introduced, aiming to address the deficiencies in the educational system and establish a more functional

system. It recognised the imbalances between the educational system and the employment market and introduced reforms such as the selection process for teachers through national examinations (Exarchakos, 1997, p.19). The bill also included provisions for teacher evaluation, which would cover various aspects such as physical infrastructure, administration, educational process, and teacher evaluation (Kazamias and Roussakis, 2003). However, this attempt faced strong opposition from teachers and their unions, as well as opposition parties, who criticised the law for being market-oriented and centralised (Konstantinou, 2015). Following a change in leadership in the Ministry of Education in 2000, the evaluation-related articles were revised. Law 2986/2002 repealed the previous provisions and assigned the responsibility for teacher evaluation to the Centre of Educational Research (CER) and the Pedagogical Institute (PI). The law defined evaluation procedures, types, timeframes, and content. Teachers were to be evaluated by school counsellors and principals in terms of their scientific, pedagogical, and administrative work. The law also established evaluation periods based on the years of service. However, despite the enactment of this law, it remained largely inactive in practice.

In the early 2000s, there was a major effort by the Ministry of Education to develop new legislation on teacher training and evaluation as part of a broader education reform initiative. The proposed legislation aimed to establish new standards and procedures for teacher evaluation and create a structured system of teacher training and professional development. However, the implementation of this legislation was cancelled after a change in government in 2004, leading to a period of uncertainty and instability in the education system. Some elements of the proposed legislation were eventually incorporated into other education reforms, but the comprehensive teacher evaluation framework was never fully realised.

In 2010, another attempt was made with Law 3848/2010. This legislation focused on the implementation of the self-evaluation of teachers, the evaluation of experimental schools and their teachers, and the establishment of an independent Quality Authority for Primary and Secondary Education (ADIPPDE). However, the teacher unions characterised the self-evaluation process as an attempt to institutionalise teacher evaluation and called for teachers not to participate. The focus of this law was more on developmental actions that schools should take, rather than evaluating the educational work itself. Kalerante and Logiotis (2018) argue that there was a connection with what OECD promoted: the interconnection of evaluation, efficient management of educational units in direct correlation with the strengthening of

competitiveness (OECD, 2012). Of all the legislative initiatives in 2010 only the evaluation of the experimental schools was completed before a new government was elected in 2012. Overall, until 2010, despite various legislative efforts, an effective and comprehensive evaluation framework was not successfully implemented in Greece (Yalouris, 2021). The introduction of evaluation systems faced resistance from teachers and unions, criticism regarding centralisation, market orientation, and external influences. These factors contributed to the lack of a functional and widely accepted evaluation system during this period.

### **5th phase: 2012- to present day**

The recent developments in Greece regarding the evaluation of teachers and the educational system reflect the ongoing efforts to improve the quality of education and ensure accountability. The government has introduced several laws and initiatives aimed at implementing evaluation systems and promoting professional development for teachers. These initiatives were aimed at ensuring that public resources are used effectively and efficiently, and that policy decisions are evidence-based and grounded in reliable data. Evaluation has also become an important consideration for businesses and non-governmental organisations in Greece, as they seek to demonstrate their impact and effectiveness to stakeholders, funders, and the public. This has led to the adoption of evaluation frameworks and methodologies within the private sector, as well as the establishment of independent evaluation organisations and networks. The memorandum commitments Greece had undertaken created anxieties in the society, which the unions with the support of the left-wing parties took advantage of and raised a dynamic reaction, cultivated fears, distorted provisions of laws, and managed to prevail communicatively (Yalouris, 2021).

In 2013, the Ministry of Education issued Ministerial Act 152/5.11.2013, which outlined the evaluation criteria, procedures, and purposes for teachers and school staff. The goal was to record and assess the quality of the educational and administrative work of teachers, promote good practices, and provide incentives for continuous professional development. However, this initiative faced criticism for its lack of innovation and its perceived limitations on teachers' autonomy and role in education. Kalimeridis (2013) and Anastasiou (2014) mentioned that this ministerial initiative was greatly criticised for the lack of innovation as it was based on previous ideas and for the number of elements to be evaluated and for insufficient connection of the evaluation with teachers' feedback. Also, Kalimeridis (2013) stressed that that the new model limited the teacher to the role of docile executor of a predetermined model of education.

Paradoxically, any failure of this model of education ultimately burdened the teacher. The Panhellenic Association of School Counsellors (PASC) released a statement at the beginning of 2013 pointing out malfunctions and given the reaction of the unions, the school counsellors expressed their reaction and dissatisfaction to act as a new type of inspectors. The government was accused of 'absolute administrative and political control' to impose its neoliberal and neoconservative policies and attempts to change labour relations and the way schools operate' (Diamantis, 2014). According to Pavlidis (2014) the whole neoliberal ideology of evaluation, which the decree represented, was imbued with extreme suspicion towards teachers. 'They treat them as inherently inadequate, as inherently immature - heteronomous individuals, who need constant supervision and guidance. The devotees of evaluation transfer to education the dominant "logic" of the bosses in the capitalist economy, according to which workers are always problematic, incompetent, and ineffective, and consequently must be constantly under surveillance and coercion.'

Following a change in government in 2015, the school counsellor role was abolished in 2018, resulting in a lack of meaningful dialogue and trust between the education sector's different bodies. A new role, Educational Project Coordinators of the Regional Centres for Educational Planning (PEKES), was introduced to support schools at the regional level with strategic planning, self-evaluation, and pedagogical guidance. However, this role was not initially associated with teacher evaluation. The main aim was to promote the goals of the educational policy and to facilitate its implementation, through the scientific and pedagogical support of the school units. Moreover, they would run annual evaluation reports of the PEKES actions and would suggest changes and recommendations for shaping new educational policies.

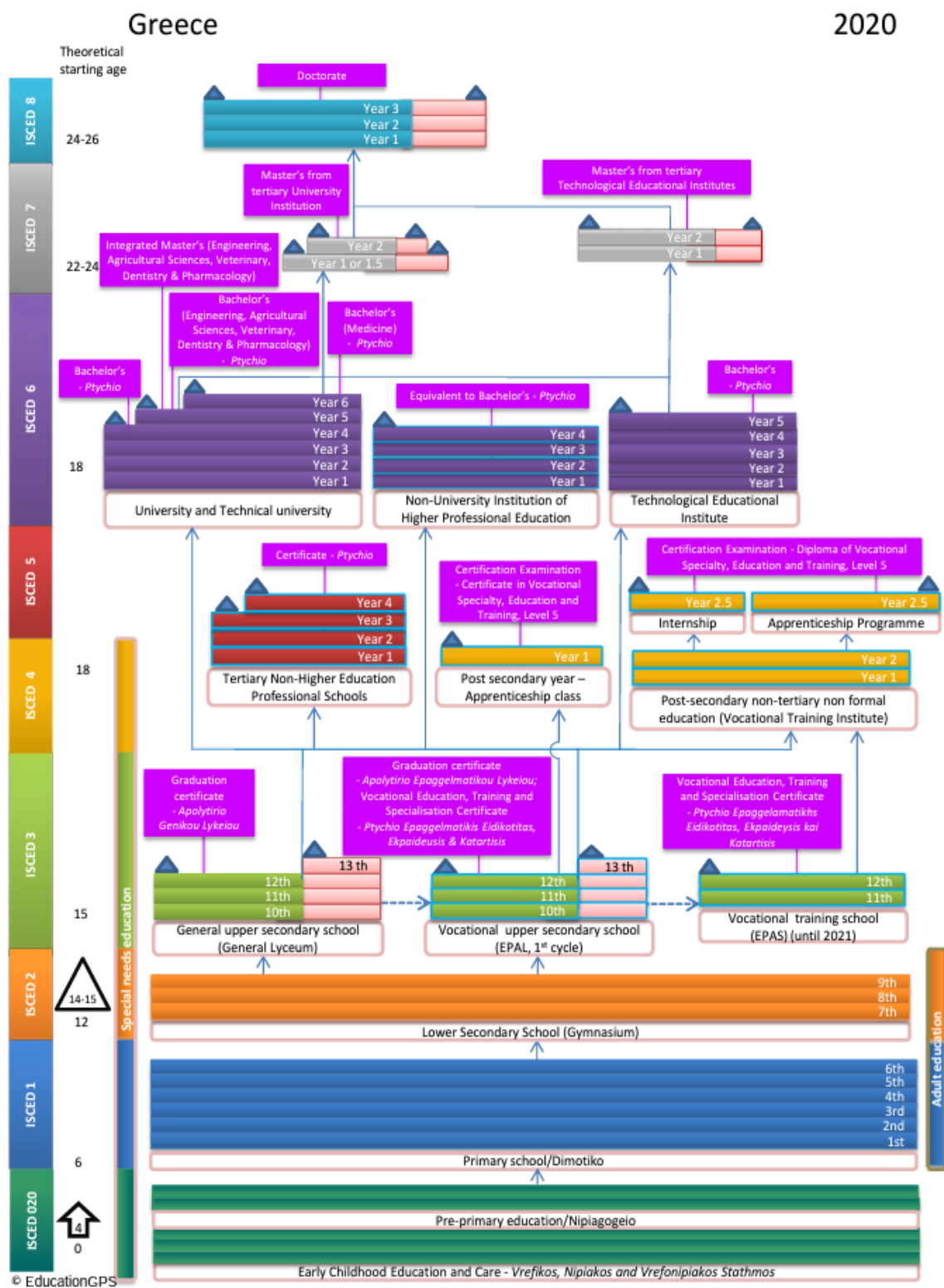
In 2020 and 2021, under a new government, further attempts were made to establish an integrated evaluation system. Law 4692/2020 introduced the self-evaluation of school units, while Law 4823/2021 aimed to establish a comprehensive evaluation system for teachers and education executives. The goals of these laws were to upgrade the quality of public education, provide merit-based selection procedures for education executives, and ensure continuous evaluation for improvement and accountability. Law 4823/2021 introduced a four-point descriptive scale for teacher evaluation, categorising the work of teachers as excellent, very good, satisfactory, or unsatisfactory in relation to two fields: a) the didactic and pedagogical work of the teacher, which is specialised in general and special teaching of the subject taught and pedagogical climate and classroom management and b) service consistency and



competence of the teacher (Yalouris, 2021). Unsatisfactory evaluations would require teachers to attend a mandatory training programme, aimed at improving their performance. However, there were concerns raised by unions and opposition parties about the punitive nature of the evaluation system and the potential for creating two categories of teachers.

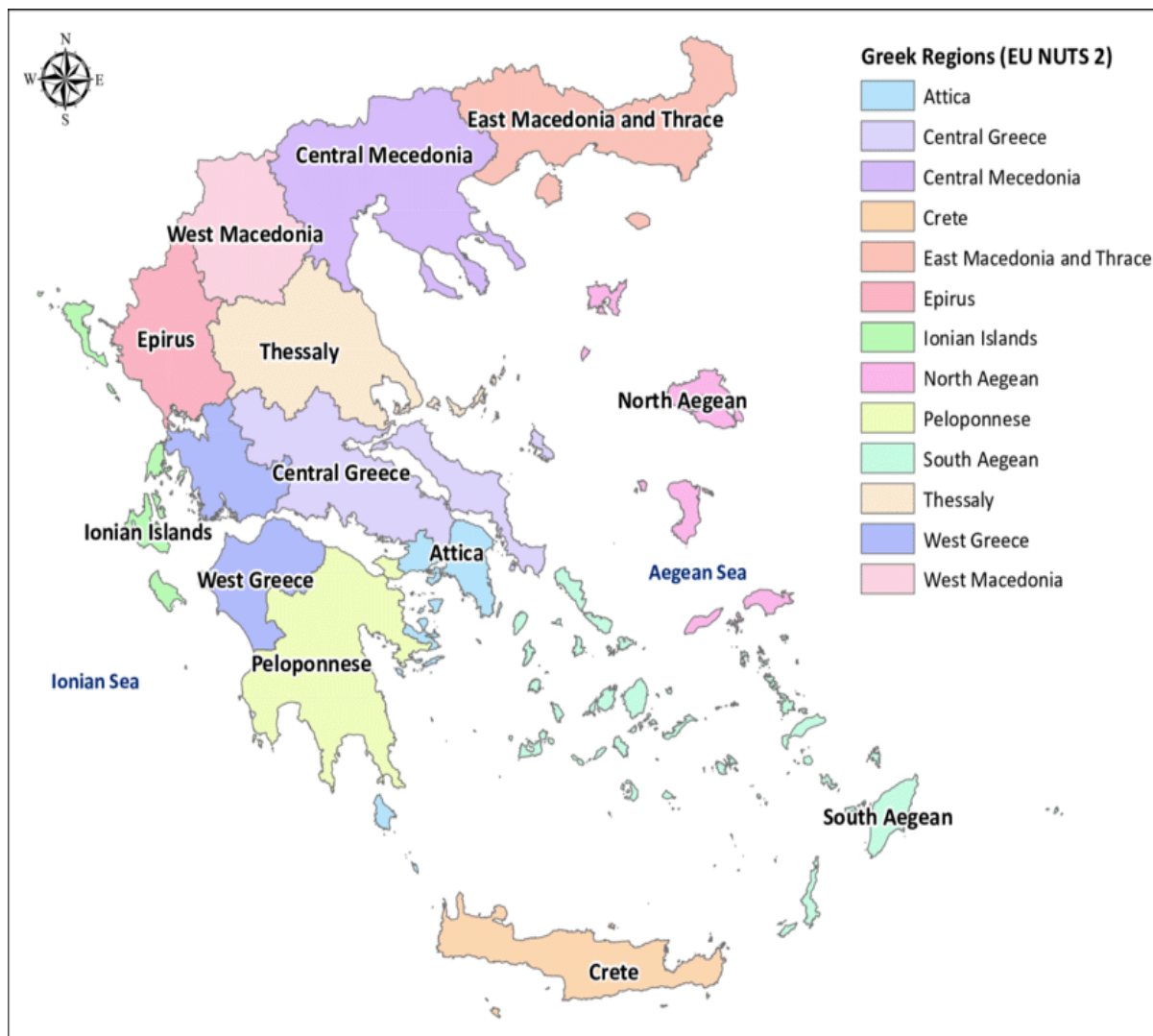
This last part ignited explosive reactions by the unions and the opposition parties. OLME talked about the evaluation as being neither innocent nor non-punitive. ‘On the contrary, it is an evaluation that imposes problems on salary progression, i.e., it prohibits the salary progression of teachers if they dare not accept evaluation and there are still various threats of punishments. We consider that in this way there is no autonomy in the school unit’. In a statement at the parliament, the opposition’s shadow Minister of education, Nikos Filis, referred to teacher stigmatisation. Only teachers who are evaluated negatively will be trained compulsorily, thus creating two categories of teachers, and breaking the unity of the association. Antithetically, Niki Kerameos, the current Minister of education, during her speech to the Education Affairs Committee of the Parliament (MERA, 2021) stressed that evaluation is a feedback mechanism, and the goal is teachers’ professional development. For decades, evaluation attempts ran into ideologies. But now the conditions have matured, and the political and social will is a given. We are therefore proceeding in accordance with our pre-election commitments in the evaluation of our teachers. We evaluate means: we record, study, reward and improve if there is room for improvement. So, we introduce the evaluation of teachers’ work. Evaluation with a purely improvement in character, with an emphasis on training as a necessary measure for establishing a feedback mechanism and ensuring the continuous improvement of the educational system, the quality of education. Overall, the recent initiatives reflect the ongoing efforts to establish evaluation systems, improve the quality of education, and promote professional development for teachers in Greece. However, these efforts have been met with criticism and debates regarding their impact on the autonomy of teachers, professional development, and the overall effectiveness of the educational system.

## Appendix 2 Overview of the Greek education (OECD, 2020)

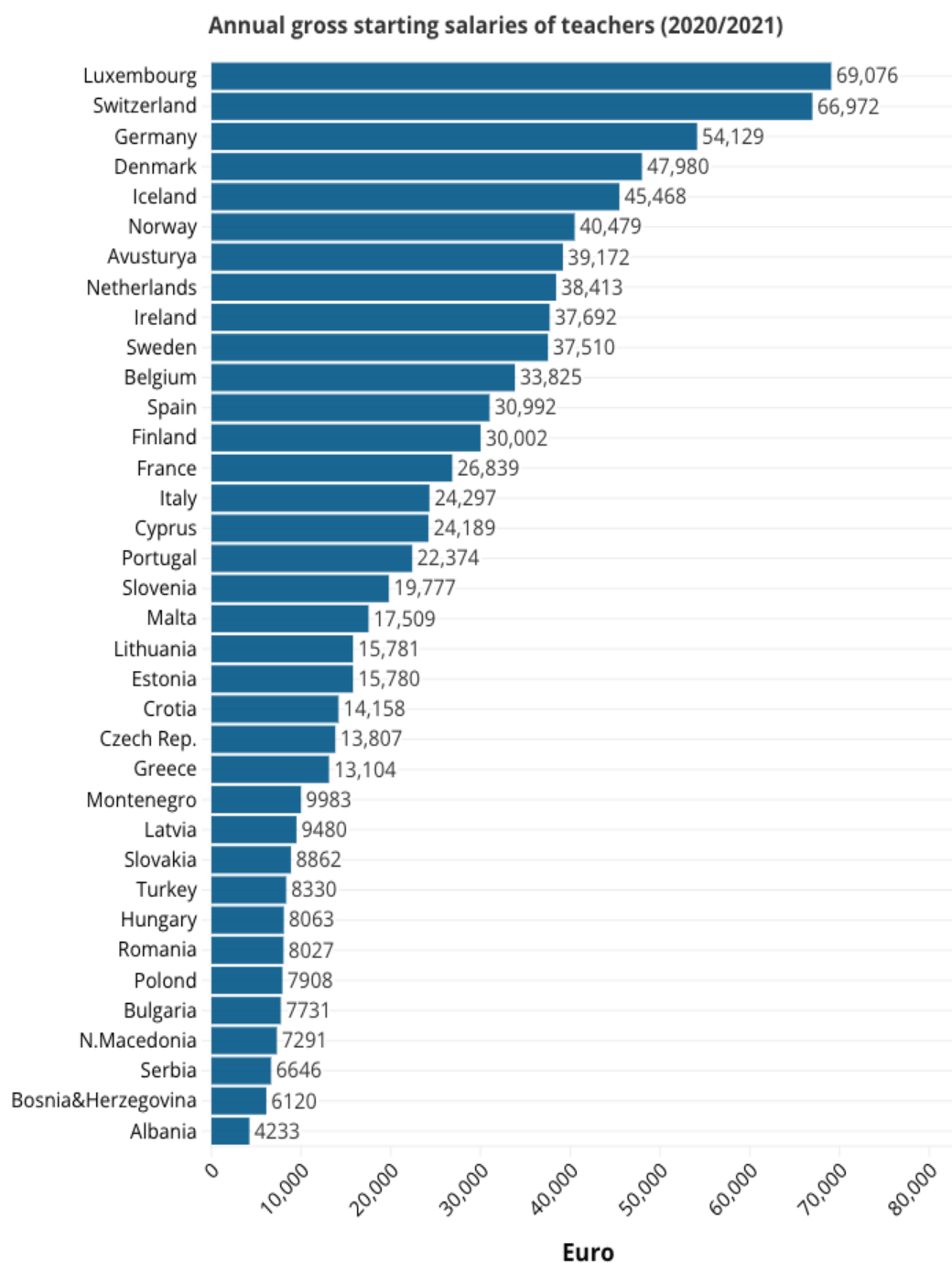


Note: The key for the interpretation of this table is available at the source link below.  
 Source: OECD (2020), "Greece: Overview of the Education System", *OECD Education GPS*, [https://gpseducation.oecd.org/Content/MapOfEducationSystem/GRC/GRC\\_2011\\_EN.pdf](https://gpseducation.oecd.org/Content/MapOfEducationSystem/GRC/GRC_2011_EN.pdf).

### Appendix 3 Greek Regions (EU NUTS 2)



**Appendix 4 Annual gross starting salaries of teachers in Europe (OECD, 2022)**



## Appendix 5 Participant information statement for questionnaire

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### Greek secondary school teachers' views on teacher evaluation Implications for school culture and teachers' autonomy A qualitative study

#### PARTICIPANT INFORMATION STATEMENT

##### **(1) What is this study about?**

You are invited to take part in a research study about teacher evaluation in Greece. You have been invited to participate in this study because you are a state schoolteacher or an educational official. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling me that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.
- ✓ You have received a copy of this Participant Information Statement to keep.

##### **(2) Who is running the study?**

The study is being carried out by the following researcher: Charalampos Brouskelis, School of Education and Lifelong Learning, University of East Anglia.

Professor Nalini Boodhoo at the School of Education and Lifelong Learning is my supervisor.

##### **(3) What will the study involve for me?**

You will be asked to complete an anonymous online questionnaire that will ask you questions about teacher evaluation, autonomy and school culture at schools in Greece.

##### **(4) How much of my time will the study take?**

It is expected that the survey will take between 10-15 minutes to complete.

##### **(5) Do I have to be in the study? Can I withdraw from the study once I've started?**

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researcher or anyone else at the University of East Anglia. If you decide to take part in the study and then change your mind, you are free to withdraw at any time before you have submitted the questionnaire. Once you have submitted it, your responses cannot be withdrawn because they are anonymous and therefore, we will not be able to tell which one is yours.

**(6) Are there any risks or costs associated with being in the study?**

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

**(7) Are there any benefits associated with being in the study?**

Your responses are likely to provide details about the effectiveness of teacher evaluation in the Greek educational context and the impact of the current evaluation criteria and frameworks for judging effective teaching and learning and whether these challenge the established culture of professional autonomy. The findings from the study may be used as a guide for policy makers to shape possible new strategies for approaching the issue of teacher evaluation protocols.

**(8) What will happen to information about me that is collected during the study?**

By providing your consent, you are agreeing to me collecting information for the purposes of this research study. This information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). As the questionnaire is anonymous, no personal information of the participants will be identified and used.

**(9) What if I would like further information about the study?**

When you have read this information, I will be available to discuss it with you further and answer any questions you may have. You can contact me on [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)

**(10) Will I be told the results of the study?**

You have a right to receive feedback about the overall results of this study. As this is an anonymous questionnaire, we do not want you to provide me with your contact details but I will be posting the findings on this website [www.wgegh.co.uk](http://www.wgegh.co.uk) following the end of the project (June 2023). Alternatively, if you are happy to, you can email me directly after June 2023 and I can send you a summary of the findings. I will not be able to link your data to your email address and so this does offer some level of anonymity to you directly. You will receive this feedback after the study is finished.

**(11) What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem please let me know. You can contact me via the University at the following address:

Charalampos Brouskelis  
School of Education and Lifelong Learning  
University of East Anglia  
NORWICH NR4 7TJ  
[C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Head of the School of Education and Lifelong Learning, Professor Yann Lebeau at [Y.Lebeau@uea.ac.uk](mailto:Y.Lebeau@uea.ac.uk).

**(12) OK, I want to take part – what do I do next?**

If you're happy to participate simply click on the following link and complete the survey. When you click submit, that tells us that you consent to participate in the study as I have described it to you. Please keep the letter and the information sheet for your information.

This information sheet is for you to keep

## Appendix 6 Participant information statement for questionnaire in Greek

Χαράλαμπος Μπρουσκέλης  
Ερευνητής

Faculty of Social Sciences  
School of Education & Lifelong  
Learning

University of East Anglia  
Norwich Research Park  
Norwich NR4 7TJ

Οι απόψεις των καθηγητών της δευτεροβάθμιας εκπαίδευσης για την αξιολόγηση των  
εκπαιδευτικών  
Επιπτώσεις στο σχολικό κλίμα και την αυτονομία των εκπαιδευτικών  
Ποιοτική μελέτη

### ΠΛΗΡΟΦΟΡΙΕΣ ΓΙΑ ΤΟΥΣ ΣΥΜΜΕΤΕΧΟΝΤΕΣ

*(1) Τί αφορά αυτή η μελέτη;*

Σας προσκαλούμε να λάβετε μέρος σε μια ερευνητική μελέτη σχετικά με την αξιολόγηση των εκπαιδευτικών στην Ελλάδα. Έχετε προσκληθεί να συμμετάσχετε σε αυτήν επειδή είστε εκπαιδευτικός σε σχολείο δευτεροβάθμιας εκπαίδευσης ή στέλεχος εκπαίδευσης. Οι παρακάτω πληροφορίες σας ενημερώνουν για την ερευνητική μελέτη και θα σας βοηθήσουν να αποφασίσετε εάν θέλετε να λάβετε μέρος σε αυτή ή όχι. Διαβάστε προσεκτικά τις παρακάτω πληροφορίες και ρωτήστε μας για οτιδήποτε δεν καταλαβαίνετε ή θα θέλατε να μάθετε περισσότερα. Η συμμετοχή σε αυτήν την ερευνητική μελέτη είναι **εθελοντική**. Δίνοντας συγκατάθεση για συμμετοχή σε αυτήν τη μελέτη μας συνιστά ότι:

- Κατανοείτε τι έχετε διαβάσει.
- Συμφωνείτε να λάβετε μέρος στην ερευνητική μελέτη όπως περιγράφεται παρακάτω.
- Έχετε λάβει αντίγραφο του «Φύλλου Πληροφοριών Συμμετοχής στην Έρευνα» για το αρχείο σας.

*(2) Ποιος διεξάγει τη μελέτη;*

Η μελέτη διεξάγεται από τον ακόλουθο ερευνητή: Χαράλαμπος Μπρουσκέλης, Σχολή Εκπαίδευσης και Δια Βίου Μάθησης, Πανεπιστήμιο της Ανατολικής Αγγλίας, Ηνωμένο Βασίλειο, με επιβλέπουσα καθηγήτρια την Nalini Boodhoo.

*(3) Τι θα περιλαμβάνει η μελέτη για μένα;*

Θα σας ζητηθεί να συμπληρώσετε ένα **ανώνυμο διαδικτυακό ερωτηματολόγιο** σχετικά με την αξιολόγηση των εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης, το κλίμα στο σχολείο καθώς και την αυτονομία των εκπαιδευτικών στην τάξη και το σχολείο.

*(4) Πόσο χρόνο θα πάρει η μελέτη;*

Αναμένεται ότι η έρευνα θα διαρκέσει **10-15 λεπτά**.

*(5) Πρέπει να συμμετέχω στη μελέτη; Μπορώ να αποχωρήσω από τη μελέτη μόλις ξεκινήσω;*

Η συμμετοχή σε αυτή τη μελέτη είναι εντελώς **εθελοντική** και δεν χρειάζεται να λάβετε μέρος. Η απόφασή σας να συμμετάσχετε δεν θα επηρεάσει την τρέχουσα ή τη μελλοντική σας σχέση με τον ερευνητή ή με οποιονδήποτε άλλο στο Πανεπιστήμιο της Ανατολικής Αγγλίας. Εάν αποφασίσετε να συμμετάσχετε στη μελέτη και μετά αλλάξετε γνώμη, είστε ελεύθεροι να αποχωρήσετε ανά πάσα στιγμή προτού υποβάλετε το ερωτηματολόγιο. Μόλις το υποβάλετε, οι απαντήσεις σας δεν μπορούν να αποσυρθούν επειδή είναι ανώνυμες και επομένως, δεν θα μπορούμε να βρούμε ποιο είναι το δικό σας ερωτηματολόγιο.

*(6) Υπάρχουν κίνδυνοι ή κόστος που σχετίζεται με τη συμμετοχή στη μελέτη;*

Εκτός από τον χρόνο που θα διαθέσετε, δεν θα υπάρξουν κίνδυνοι ή κόστος που σχετίζεται με τη συμμετοχή σε αυτήν τη μελέτη.

*(7) Υπάρχουν οφέλη που σχετίζονται με τη συμμετοχή στη μελέτη;*

Οι απαντήσεις σας είναι πιθανό να μας πληροφορήσουν σχετικά με την αποτελεσματικότητα της αξιολόγησης των εκπαιδευτικών στο ελληνικό εκπαιδευτικό σύστημα και τον αντίκτυπο των τρεχόντων πλαισίων αξιολόγησης της αποτελεσματικής διδασκαλίας και μάθησης και εάν αυτά τα πλαίσια αξιολόγησης επηρεάζουν την υφιστάμενη κουλτούρα της επαγγελματικής αυτονομίας των εκπαιδευτικών. Ευελπιστούμε ότι τα ευρήματα από τη μελέτη να χρησιμοποιηθούν από υπεύθυνους χάραξης εκπαιδευτικής πολιτικής για τη διαμόρφωση πιθανών νέων στρατηγικών σχετικών με ζητήματα αξιολόγησης των εκπαιδευτικών.

*(8) Τι θα συμβεί σε πληροφορίες σχετικά με τα στοιχεία που συλλέγονται κατά τη διάρκεια της μελέτης;*

Τα στοιχεία σας θα χρησιμοποιηθούν μόνο για τους σκοπούς που περιγράφονται στο παρόν «Φύλλο Πληροφοριών Συμμετοχής στην Έρευνα», εκτός εάν συναινέσετε διαφορετικά. Η διαχείριση δεδομένων θα ακολουθήσει τον Νόμο περί Γενικής Προστασίας Δεδομένων 2018 και την Πολιτική Διαχείρισης Δεδομένων Έρευνας του Πανεπιστημίου της Ανατολικής Αγγλίας (2019). Τα στοιχεία σας θα αποθηκευτούν με ασφάλεια και η ταυτότητά σας/ στοιχεία σας θα παραμείνουν αυστηρά εμπιστευτικά, εκτός εάν απαιτείται από το νόμο. Τα ευρήματα της μελέτης μπορεί να δημοσιευτούν, αλλά δεν θα μπορεί κάποιος να σας αναγνωρίσει σε αυτές τις δημοσιεύσεις εάν αποφασίσετε να συμμετάσχετε σε αυτήν τη μελέτη. Σε αυτήν την περίπτωση, τα δεδομένα θα αποθηκευτούν για μια περίοδο 10 ετών και στη συνέχεια θα καταστραφούν.

*(9) Τι γίνεται αν θα ήθελα περισσότερες πληροφορίες σχετικά με τη μελέτη;*

Όταν διαβάσετε αυτές τις πληροφορίες, θα είμαι στη διάθεσή σας για να τις συζητήσουμε περαιτέρω και να απαντήσω σε τυχόν απορίες σας. Μπορείτε να επικοινωνήσετε μαζί μου στο [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)

*(10) Θα μπορέσω να πληροφορηθώ τα αποτελέσματα της μελέτης;*

Έχετε το δικαίωμα να ενημερωθείτε για τα συνολικά αποτελέσματα αυτής της μελέτης. Καθώς αυτό είναι ένα ανώνυμο ερωτηματολόγιο, δεν θέλουμε να μας δώσετε τα στοιχεία επικοινωνίας σας, αλλά θα δημοσιεύσουμε τα ευρήματά μας σε αυτόν τον ιστότοπο [www.wgegh.co.uk](http://www.wgegh.co.uk) μετά το τέλος του έργου (Ιούνιος 2024). Εναλλακτικά, εάν θέλετε, μπορείτε να μου στείλετε email απευθείας μετά το τέλος Ιουνίου 2024 και μπορώ να σας στείλω μια περίληψη των ευρημάτων. Δεν θα μπορέσω να συνδέσω τα δεδομένα σας με τη διεύθυνση email σας και έτσι αυτό σας προσφέρει ανωνυμία. Θα λάβετε αυτά τα σχόλια μετά την ολοκλήρωση της μελέτης.

*(11) Τι γίνεται αν έχω ανησυχίες σχετικά με τη μελέτη;*



Οι δεοντολογικές πτυχές αυτής της μελέτης έχουν εγκριθεί σύμφωνα με τους κανονισμούς της Σχολής Εκπαίδευσης του Πανεπιστημίου της Ανατολικής Αγγλίας και της επιτροπής δεοντολογίας της δια βίου μάθησης. Εάν υπάρχει κάποιο πρόβλημα, ενημερώστε με. Μπορείτε να επικοινωνήσετε μαζί μου μέσω του Πανεπιστημίου στην ακόλουθη διεύθυνση:

Χαράλαμπος Μπρουσκέλης  
Σχολή Εκπαίδευσης και Δια Βίου Μάθησης  
Πανεπιστήμιο της Ανατολικής Αγγλίας  
NORWICH NR4 7TJ  
C.Brouskelis@uea.ac.uk

Εάν ανησυχείτε για τον τρόπο διεξαγωγής αυτής της μελέτης ή θέλετε να υποβάλετε καταγγελία σε κάποιον ανεξάρτητο από τη μελέτη, επικοινωνήστε με τον Διευθυντή της Σχολής Εκπαίδευσης και Δια Βίου Μάθησης, καθηγητή Yann Lebeau στο Y.Lebeau@uea.ac.uk

*(12) Εντάξει, θέλω να λάβω μέρος - τι θα κάνω στη συνέχεια;*

Εάν θέλετε να συμμετάσχετε απλά κάντε κλικ στον παρακάτω σύνδεσμο και ολοκληρώστε την έρευνα. Όταν κάνετε κλικ στην υποβολή, αυτό μας λέει ότι συναινείτε να συμμετάσχετε στη μελέτη, όπως σας περιεγράφηκε. Φυλάξτε το γράμμα και το φύλλο πληροφοριών για το αρχείο σας.

## Appendix 7 Questionnaire in English (before creating the MS Forms survey)

### QUESTIONNAIRE

#### *Demographic questions:*

Gender

Age group

Region

Position

Urban/Suburban/Rural/Islandic school

Years of experience

1. Evaluation is beneficial for teachers and their work. 1-5
2. Teacher evaluation should be part of an overall school evaluation programme. 1-5
3. Evaluation is necessary for teachers. 1-5
4. Teacher evaluation affects classroom autonomy (classroom autonomy refers to the opportunities to influence the contents, frames, and controls of the teaching practice, including the choice of teaching materials and pedagogy) 1-5
5. Teacher evaluation affects school culture (school culture refers to teachers' interpersonal relationships, teachers' relationships with students and parents, and the overall school climate). 1-5
  
6. To what extent do the following elements contribute to school improvement? 1-5
  - a) Better infrastructure at school
  - b) Teacher/student ratio in classroom
  - c) Curriculum development
  - d) Teacher professional development
  - e) New subjects added to the curriculum
  - f) Skills development courses at school
  - g) Student attainment
  - h) High students' examination grades (incl. school, national & international examinations)
  - i) Teacher evaluation
  - j) School evaluation
  - k) Parents' association active involvement at school
  - l) Economic Resources
  - m) Staffing
  - n) Other
  
7. Who do you think should carry out teacher evaluation at schools? (1-5)
  - a) Headteachers
  - b) Peer teachers
  - c) School Counsellor
  - d) Regional Education Director
  - e) Body of Permanent Assessors
  - f) Local Councils/Parents' school association
  - g) School Council
  - h) other
  
8. To what extent should teacher evaluation consider the following? (1-5)
  - a) Students' examination scores outcomes

- b) Classroom observations
- c) Teachers' lesson plans
- d) School climate
- e) Teachers' self-evaluation
- f) Students' socioeconomic background
- g) School's internal evaluation results
- h) Teacher's electronic portfolio

9. To what extent should teacher evaluation be connected to the following? 1-5

- a) Effective teaching practices
- b) Teachers' resilience
- c) Self-awareness
- d) Students' attainment
- e) Professional development
- f) Students' grades outcomes
- g) Teachers' career progression
- h) Tenure
- i) School improvement

10. Has your teaching work been evaluated in the past based on government's teacher evaluation policies? Y/N

11. If yes, how would you describe this experience? (open-ended question)

12. Any other comments?

## Appendix 8 Questionnaire in Greek (as presented in the MS Forms)

# Ερωτηματολόγιο για την αξιολόγηση των εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης.

Αγαπητές και αγαπητοί εκπαιδευτικοί, Σας προσκαλώ να λάβετε μέρος στην παρούσα διδακτορική μελέτη του ερευνητή Χάρη Μπρουσκέλη στο πανεπιστήμιο της Ανατολικής Αγγλίας στο Ηνωμένο Βασίλειο σχετικά με την αξιολόγηση των εκπαιδευτικών στην Ελλάδα. Έχετε προσκληθεί να συμμετάσχετε σε αυτήν επειδή είστε εκπαιδευτικός σε σχολείο δευτεροβάθμιας εκπαίδευσης ή στέλεχος εκπαίδευσης. Ελπίζω οι απαντήσεις σας να με πληροφορήσουν σχετικά με την αποτελεσματικότητα της αξιολόγησης των εκπαιδευτικών στο ελληνικό εκπαιδευτικό σύστημα. Μ' ενδιαφέρει να διερευνήσω τα τρέχοντα πλαίσια αξιολόγησης και την αποτελεσματικότητά τους στη διδασκαλία και μάθηση, καθώς και εάν αυτά τα πλαίσια αξιολόγησης επηρεάζουν το κλίμα στο σχολείο και την επαγγελματική αυτονομία των εκπαιδευτικών. Η έρευνα έχει σχεδιαστεί σύμφωνα με τις επιταγές του Κώδικα Ερευνητικής Δεοντολογίας και τον Νόμο περί Γενικής Προστασίας Δεδομένων 2018 του Πανεπιστημίου της Ανατολικής Αγγλίας. Η συμμετοχή σας στην έρευνα είναι σημαντική, άλλα παράλληλα είναι προαιρετική και ανώνυμη. Ο εκτιμώμενος χρόνος συμπλήρωσης του ερωτηματολογίου είναι περίπου 10-15 λεπτά. Μπορείτε να επικοινωνήσετε μαζί μου για τυχόν απορίες σας στο [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk). Εάν θέλετε να συμμετάσχετε απλά απαντήστε στις παρακάτω ερωτήσεις. Όταν κάνετε κλικ στην υποβολή, αυτό μας λέει ότι συναινείτε να συμμετάσχετε στη μελέτη, όπως σας περιγράφηκε. Το ερωτηματολόγιο αποτελεί την πρώτη φάση της ερευνητικής μελέτης. Η δεύτερη φάση περιλαμβάνει συνέντευξη με τον ερευνητή. Αν σας ενδιαφέρει να πάρετε μέρος στη δεύτερη φάση στο τέλος του ερωτηματολογίου υπάρχει ένας σύνδεσμος που παραπέμπει σε έναν ανεξάρτητο από την παρούσα έρευνα χώρο για να συμπληρώσετε προαιρετικά τα στοιχεία επικοινωνίας σας. Περισσότερες πληροφορίες μπορείτε να διαβάσετε στο Φύλλο Πληροφοριών Συμμετοχής στην Έρευνα στον σύνδεσμο <https://forms.office.com/r/5XZCdHFSck> Ευχαριστώ εκ των προτέρων, Χάρης Μπρουσκέλης

\* Required

1. Φύλο. \*

Άντρας

- Γυναίκα
- Άλλο
- Δεν απαντώ

2. Ηλικία. \* 

- 25-35
- 36-45
- 46-55
- 56-65
- 66+
- Δεν απαντώ

3. Περιφερειακή Διεύθυνση Εκπαίδευσης που υπηρετώ. \* 

- Αττικής
- Ιονίων Νήσων
- Κεντρικής Μακεδονίας
- Ανατολικής Μακεδονίας και Θράκης
- Ηπείρου
- Δυτικής Ελλάδας
- Πελοποννήσου
- Κρήτης

- Θεσσαλίας
- Στερεάς Ελλάδας
- Δυτικής Μακεδονίας
- Νοτίου Αιγαίου
- Βορείου Αιγαίου
- Δεν απαντώ

4. Περιοχή σχολικής μονάδας που υπηρετώ. \*

- Αστικό κέντρο
- Ημιαστικό κέντρο
- Αγροτική περιοχή
- Νησιωτική περιοχή
- Δεν απαντώ


5. Θέση που υπηρετώ. \*

- Μόνιμος/η εκπαιδευτικός σε σχολική μονάδα
- Αναπληρωτής/τρια ή ωρομίσθιος/α εκπαιδευτικός σε σχολική μονάδα
- Εκπαιδευτικός σε διοικητική θέση
- Αιρετός/ή εκπρόσωπος εκπαιδευτικών
- Διευθυντής/τρια σχολικής μονάδας
- Υποδιευθυντής/τρια σχολικής μονάδας

- Διευθυντής/τρια Εκπαίδευσης
- Περιφερειακός διευθυντής/τρια Εκπαίδευσης
- Συντονιστής/στρια Εκπαιδευτικού Έργου (ΠΕ,ΚΕ,Σ)
- Άλλο
- Δεν απαντώ

6. Έτη εκπαιδευτικής προϋπηρεσίας. \* 

- 0-10
- 11-20
- 21-30
- 30+
- Δεν απαντώ

7. Παρακαλούμε επιλέξτε τον βαθμό που συμφωνείτε ή διαφωνείτε με τις παρακάτω προτάσεις σχετικά με την αξιολόγηση των εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης, το κλίμα στο σχολείο καθώς και την αυτονομία των εκπαιδευτικών στην τάξη και το σχολείο. \* 

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ, Ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
Η αξιολόγηση των εκπαιδευτικών θεωρείται ευεργετική για τους εκπαιδευτικούς	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ, Ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
<p>ύς και τη δουλειά τους.</p>					
<p>Η αξιολόγηση είναι απαραίτητη για τους εκπαιδευτικούς.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Η αξιολόγηση των εκπαιδευτικών θα πρέπει να αποτελεί μέρος της γενικότερης αξιολόγησης της σχολικής μονάδας.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Η αξιολόγηση των εκπαιδευτικών επηρεάζει την αυτονομία των εκπαιδευτικών στην τάξη (η αυτονομία αναφέρεται στις ευκαιρίες που έχουν οι εκπαιδευτικοί να καθορίζουν το δικό τους</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




	Πάρα πολύ	Πολύ	Ούτε λίγο, Ούτε πολύ	Λίγο	Πολύ λίγο
Καλύτερες υποδομές στο σχολείο.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Μικρότερη αναλογία μαθητών/ εκπαιδευτικό ύ στην τάξη.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Βελτίωση της διδακτέας ύλης.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Επιμόρφωση εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ανανέωση του αναλυτικού προγράμματος.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Εισαγωγή νέων μαθημάτων στο πρόγραμμα σπουδών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Εισαγωγή μαθημάτων ανάπτυξης δεξιοτήτων στο σχολείο.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Καλύτερες επιδόσεις των μαθητών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Βελτίωση των βαθμών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


	Πάρα πολύ	Πολύ	Ούτε λίγο, Ούτε πολύ	Λίγο	Πολύ λίγο
των μαθητών στις εξετάσεις (συμπεριλαμβανομένων των ενδοσχολικών και πανελλήνιων εξετάσεων).					
Αξιολόγηση των εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Αξιολόγηση της σχολικής μονάδας.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ενεργή συμμετοχή του συλλόγου γονέων και κηδεμόνων στις δραστηριότητες του σχολείου.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Περισσότεροι οικονομικοί πόροι στα σχολεία.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Κάλυψη των εκπαιδευτικών αναγκών των σχολείων.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ, Ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
εκπαιδευτικό υλικό και τις δικές τους παιδαγωγικές προσεγγίσεις).					

Η αξιολόγηση των εκπαιδευτικών επηρεάζει το κλίμα στο σχολείο (με τον όρο κλίμα αναφέρουμε τις διαπροσωπικές σχέσεις που αναπτύσσονται στο σχολείο, συμπεριλαμβανομένων και αυτών μεταξύ εκπαιδευτικών, μαθητών και γονιών καθώς και την συνεργασία μεταξύ των εκπαιδευτικών).


<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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8. Επιλέξτε κατά πόσο οι παρακάτω παράγοντες συντελούν στη βελτίωση του σχολικού έργου. \* 

9. Επιλέξτε τον βαθμό που συμφωνείτε ή διαφωνείτε για το ποιος πρέπει να είναι αρμόδιος για την αξιολόγηση των εκπαιδευτικών στα σχολεία \* 

	Συμφωνώ απόλυτα	Συμφωνώ	Ούτε συμφωνώ, Ούτε διαφωνώ	Διαφωνώ	Διαφωνώ απόλυτα
Οι διευθυντές/ ντρίες των σχολείων.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Οι συνάδελφοι (ίδιων ειδικοτήτων) εκπαιδευτικοί	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Σύμβουλοι/ Συντονιστές/ στρίες εκπαίδευσης.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Διευθυντές/ ντρίες εκπαίδευσης.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Περιφερειακοί διευθυντές/ ντρίες.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Σώμα μόνιμων αξιολογητών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Τοπικά συμβούλια/ Σύλλογος γονέων και κηδεμόνων.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Σύλλογος διδασκόντων	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

			Ούτε συμφωνώ, Ούτε διαφωνώ		
Συμφωνώ απόλυτα	Συμφωνώ		Διαφωνώ	Διαφωνώ απόλυτα	

10. Επιλέξτε κατά πόσο πιστεύετε ότι η αξιολόγηση των εκπαιδευτικών πρέπει να λαμβάνει υπόψιν τα ακόλουθα. \* 

	Πάρα πολύ	Πολύ	Ούτε πολύ, Ούτε λίγο	Λίγο	Πολύ Λίγο
Αποτελέσματα βαθμολογίας μαθητών/ τριες.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Παρακολούθηση μαθήματος εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Πλάνο μαθήματος εκπαιδευτικού.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Σχολικό κλίμα.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Αυτοαξιολόγηση εκπαιδευτικού.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Κοινωνικο- ονομικό υπόβαθρο μαθητών/ τριων	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Πάρα πολύ	Πολύ	Ούτε πολύ, Ούτε λίγο	Λίγο	Πολύ Λίγο
Αποτελέσματα εσωτερικής αξιολόγησης σχολικής μονάδας.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Προσωπικό ηλεκτρονικό φάκελο εκπαιδευτικού.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Επιλέξτε κατά πόσο θεωρείτε ότι τα αποτελέσματα της αξιολόγησης των εκπαιδευτικών πρέπει να συνδέονται με τα ακόλουθα. \*

	Πολύ λίγο	Λίγο	Ούτε πολύ, Ούτε λίγο	Πολύ	Πάρα πολύ
Βελτίωση εκπαιδευτικών πρακτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ψυχική ανθεκτικότητα, αντοχή, ενδυνάμωση των εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Αυτεπίγνωση εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Επιδόσεις μαθητών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Επιμόρφωση εκπαιδευτικών	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Πολύ λίγο	Λίγο	Ούτε πολύ, Ούτε λίγο	Πολύ	Πάρα πολύ
ών.					
Επαγγελματική εξέλιξη εκπαιδευτικών (π.χ. προαγωγή).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Απόλυση εκπαιδευτικών.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Βελτίωση ποιότητας εκπαιδευτικού συστήματος.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Έχει η δουλειά σας αξιολογηθεί στο παρελθόν με βάση επίσημες πρακτικές αξιολόγησης του υπουργείου;



- Ναι
- Όχι
- Δεν ξέρω/Δεν απαντώ

13. Αν ναι, πώς θα περιγράφατε αυτή την εμπειρία;

Enter your answer

14. Άλλα σχόλια;

## Appendix 9 Interview questions

Before we start, I would like to thank you for your willingness to take part in the interview. I am interested in your opinion on teacher evaluation in Greek secondary schools. Firstly, I would like to assure that you will remain anonymous and only I, the researcher, will have access to the raw data collected for the research. The interview is intended to be non-invasive and confidential. It should last approximately 45'-50' and you are free to stop the recording or withdraw from the interview at any time.

### Personal & background information

Pseudonym used in the analysis of the study: .....

Gender: Male / Female / Other

Academic Qualification: BA / MA/MSc / PhD

Area/ Directorate of the School: .....

Position:.....

Years of service: .....

### Greek Education nowadays:

1. You've been x years in education. How would you describe being a teacher to anyone who does not know? What are the pros and cons of this profession? *(teachers)*
2. How would you describe your school? What is it like to work here? *(teachers)*
3. Do you feel there are any particular challenges Greek schools face nowadays? (Funding, infrastructure, staffing, training, curriculum) *(teachers, headteachers, some edu officials)*
4. Are there any past/current CPD opportunities at school? Have you engaged with any CPD opportunities? If yes, have they been useful and why? If no, why? *(all)*
5. Is there sufficient funding for CPD? *(all)*  
Why?/Why not?
  - When does CPD take place?
  - What sort of courses?
6. What is your experience of teacher evaluation? Have you been evaluated in the past? *(teachers, headteachers, some edu officials)*

### School Culture:

7. How would you describe the school culture in your school? (Interpersonal relationships, values, norms, collaboration, relationships with the students/parents, parents' involvement, teaching practices, school structure, extracurricular activities) *(all)*
8. Is there a connection between the school culture and teacher evaluation?
  - Can your school culture embody teacher evaluation?
  - Can your school culture reject teacher evaluation?
- *Autonomy*
9. What are your day-to-day tasks? *(teachers, headteachers)*
10. How do you work with the colleagues at school? How do you work in the classroom? *(teachers, headteachers)*
11. Are there any opportunities for peer collaboration at school? *(teachers, headteachers)*



12. Do you feel autonomous in your classroom? What constitutes this autonomy? (*teachers, headteachers*)
13. What are the elements that would make teachers and schools more autonomous? (*all*)
14. Do the recent changes in the education system diminish or enhance your autonomy? (*teachers*)

*Structure of Evaluation:*

15. In your view, what makes a better teacher? (*all*)
16. What is the school headteachers' role in terms of teacher/school effectiveness? (*all*)
17. What do you understand about teacher evaluation? (*all*)
18. In your view, ideally what is the purpose of teacher evaluation? (*all*)
19. What are your thoughts about the government approach to teacher evaluation? (*teachers, headteachers, some edu officials*)
20. For you, do you believe teacher evaluation can be used to measure teacher effectiveness? (Quality of teaching and learning) Why/Why not? (*all*)
21. Do you feel teacher evaluation influences your professional practice in classroom and your beliefs about teaching and learning? (*teachers, headteachers, some edu officials*)
22. What were the barriers of previous successful teacher evaluation implementation in the past? What were their aims? How did teachers feel about them? (*all*)
23. Why is the government introducing another policy now? (*all*)
  - What is it going to bring for teachers/student outcomes?
  - What are the perceptions of government on teachers?
  - Has the government identified any gaps in teaching or student outcome?
  - Is it because teachers are lazy? Is it to make the system more competitive?
  - Is it to introduce league tables like in the U.K.?
24. Do you feel it is possible to have a common evaluation policy for all types of schools across all the geographical regions in Greece? (*all*)
25. Are there any other public sectors where evaluation is happening? (*all*)
26. Generally, is teacher evaluation needed? Why? (Quality of teaching and learning) (*all*)
  - Are there aspects of student outcomes that justify teacher evaluation?
  - Are there gaps teacher evaluation covers?
27. Have there been any opportunities to feed into the teacher evaluation process? (*all*)
28. Do you know teacher unions' views about teacher evaluation? What do you think the role of teacher unions is in the implementation of teacher evaluation? Are they supportive? Do they put a barrier? Why do they keep such a position? Do you agree with their position? (*all*)

29. The government has recently introduced a new law on school self-evaluation. What is your opinion of it? (*Teachers, headteachers, some edu officials*)
30. Is your school taking part in the self-evaluation? Are there any tensions/issues in writing this document? How will the school self-evaluation document be linked to teacher evaluation? (*Teachers, headteachers*)
31. Finally, should there be a teacher evaluation policy? If yes, for you, how would this be implemented in the best possible way?

Are there any comments? Your information will still be kept confidential.

***Thank you very much for participating in the interview. Your contribution to my research study is valuable and your co-operation is greatly appreciated.***

## Appendix 10 Interview questions in Greek (as used in the interview sessions with participants)

Πριν ξεκινήσουμε, θα ήθελα να σας ευχαριστήσω για την προθυμία σας να πάρετε μέρος στη συνέντευξη. Ενδιαφέρομαι για τις απόψεις σας για την αξιολόγηση των εκπαιδευτικών στα ελληνικά σχολεία της δευτεροβάθμιας εκπαίδευσης. Πρώτον, θα ήθελα να σας διαβεβαιώσω ότι θα παραμείνετε ανώνυμοι και ότι μόνο ο ερευνητής θα έχει πρόσβαση στα πρωτογενή δεδομένα που συλλέγονται για την έρευνα. Η συνέντευξη δεν έχει σκοπό να παρέμβει στις απόψεις σας και είναι εμπιστευτική. Θα διαρκέσει περίπου 45’-50’ και είστε ελεύθεροι να διακόψετε την ηχογράφηση ή να αποσυρθείτε από τη συνέντευξη ανά πάσα στιγμή.

Προσωπικές και βασικές πληροφορίες

Ψευδώνυμο που χρησιμοποιήθηκε στην ανάλυση της μελέτης: .....

Φύλο: Άνδρας / Γυναίκα / Άλλο

Ακαδημαϊκά προσόντα: BA / MA/MSc / PhD

Περιοχή/ Διεύθυνση Σχολείου: .....

Θέση:.....

Χρόνια υπηρεσίας:.....

*Η Ελληνική εκπαίδευση σήμερα:*

1. Είσαστε XX χρόνια στην εκπαίδευση πώς θα περιγράφατε το να είσαι εκπαιδευτικός σε κάποιον που δε ξέρει; Ποια είναι τα θετικά ή τα αρνητικά αυτής της δουλειάς;
2. Πώς θα περιγράφατε το σχολείο σας; Πώς είναι να δουλεύετε εκεί;
3. Ποιες νομίζετε ότι είναι μερικές από τις προκλήσεις που αντιμετωπίζουν τα ελληνικά σχολεία στις μέρες μας; (χρηματοδότηση, υποδομές, προσωπικό, επιμόρφωση, διδακτέα ύλη)
4. Υπάρχουν παλιές ή νέες δυνατότητες για επιμόρφωση των εκπαιδευτικών στο σχολείο; Έχετε λάβει μέρος σε κάποια επιμόρφωση πρόσφατα; Αν ναι, ήταν χρήσιμη και γιατί; Αν όχι, γιατί;
5. Υπάρχει διαθέσιμη/επαρκής χρηματοδότηση για την επιμόρφωση των εκπαιδευτικών; Γιατί ναι, γιατί όχι;
  - Πότε πραγματοποιείται η επιμόρφωση των εκπαιδευτικών;
  - Τι είδους επιμόρφωση/σεμινάρια;
6. Ποια είναι η εμπειρία σας από την αξιολόγηση των εκπαιδευτικών; Έχετε αξιολογηθεί στο παρελθόν;

*Σχολικό κλίμα:*

7. Πώς θα περιγράφατε το κλίμα/κουλτούρα στο σχολείο σας; (διαπροσωπικές σχέσεις, αξίες, συνήθειες, συνεργασία, σχέσεις με μαθητές, γονείς, συμμετοχή των γονέων, διδακτικές πρακτικές, σχολική οργάνωση, εξωδιδακτικές δραστηριότητες)
8. Βλέπετε κάποια σχέση ανάμεσα στην κουλτούρα του σχολείου και την αξιολόγηση των εκπαιδευτικών;
  - Θα μπορούσε η κουλτούρα του σχολείου σας να ενσωματώσει τη διαδικασία της αξιολόγησης;
  - Θα μπορούσε η κουλτούρα του σχολείου σας να ακυρώσει την διαδικασία της αξιολόγησης;

### *Αυτονομία*

9. Ποιες είναι οι καθημερινές σας σχολικές δραστηριότητες/εργασίες;
10. Πώς συνεργάζεστε με τους συναδέλφους στο σχολείο; Πώς δουλεύετε στην τάξη;
11. Υπάρχουν ευκαιρίες για συνεργασία μεταξύ συναδέλφων στο σχολείο;
12. Νιώθετε αυτόνομος/αυτόνομη στην τάξη σας; Τι συνιστά αυτή η αυτονομία;
13. Ποια είναι τα στοιχεία που θα έκαναν τους εκπαιδευτικούς και τα σχολεία πιο αυτόνομα;
14. Οι πρόσφατες αλλαγές στο εκπαιδευτικό σύστημα, οδηγίες από το υπουργείο, μειώνουν ή αυξάνουν την αυτονομία σας;

### *Δομή Αξιολόγησης:*

15. Κατά την γνώμη σας, τί κάνει έναν εκπαιδευτικό καλύτερο;
16. Ποιος είναι ο ρόλος των διευθυντών των σχολείων στην αποτελεσματικότητα του έργου των εκπαιδευτικών;
17. Τι καταλαβαίνετε με τον όρο αξιολόγηση των εκπαιδευτικών;
18. Κατά την γνώμη σας, ποιος είναι ιδανικά ο σκοπός της αξιολόγησης των εκπαιδευτικών;
19. Τι πιστεύετε για την πολιτική της κυβέρνησης σχετικά με την αξιολόγηση των εκπαιδευτικών τώρα;
20. Για εσάς, πιστεύετε ότι η αξιολόγηση των εκπαιδευτικών μπορεί να χρησιμοποιηθεί για να μετρήσει την αποτελεσματικότητα ή την ποιότητα του έργου των εκπαιδευτικών; Γιατί ναι, γιατί όχι;
21. Πιστεύετε ότι η αξιολόγηση των εκπαιδευτικών επηρεάζει τις διδακτικές σας πρακτικές και τις αντιλήψεις σας για την διδασκαλία και εκμάθηση;
22. Ποια ήταν τα εμπόδια για την επιτυχημένη εφαρμογή των αξιολογήσεων των εκπαιδευτικών στο παρελθόν; Ποιοι ήταν οι στόχοι τους; Πώς ένιωθαν οι εκπαιδευτικοί για αυτές;
23. Γιατί η κυβέρνηση εισάγει μια νέα νομοθετική ρύθμιση τώρα;
  - Τι θα προσφέρει στους εκπαιδευτικούς/στις επιδόσεις των μαθητών;
  - Ποια είναι η γνώμη της κυβέρνησης για τους εκπαιδευτικούς;
  - Έχει εντοπίσει η κυβέρνηση τυχόν κενά στη διδασκαλία ή έκβαση της προόδου των μαθητών;
  - Μήπως επειδή οι εκπαιδευτικοί είναι τεμπέληδες; Είναι για να γίνει το σύστημα πιο ανταγωνιστικό;
  - Είναι να εισαγάγει πίνακες με καλά/κακά σχολεία όπως για παράδειγμα στο Η.Β.;
24. Είναι δυνατόν να υπάρξει μια κοινή πολιτική αξιολόγησης για όλους τους τύπους σχολείων σε όλες τις γεωγραφικές περιοχές της Ελλάδας;
25. Υπάρχουν άλλοι δημόσιοι φορείς όπου γίνεται αξιολόγηση;

26. Γενικά, είναι απαραίτητη η αξιολόγηση εκπαιδευτικών; Γιατί ναι, γιατί όχι;

- Υπάρχουν πτυχές στις επιδόσεις (πρόοδο) των μαθητών που δικαιολογούν την αξιολόγηση των εκπαιδευτικών;
- Υπάρχουν κενά που θα καλύψει η αξιολόγηση των εκπαιδευτικών;

27. Υπήρξαν ευκαιρίες για ανατροφοδότηση στη διαδικασία αξιολόγησης των εκπαιδευτικών;

28. Ποια είναι η άποψη των σωματείων των εκπαιδευτικών για την αξιολόγηση των εκπαιδευτικών; Ποιος πιστεύετε ότι είναι ο ρόλος των σωματείων των εκπαιδευτικών στην εφαρμογή της αξιολόγησης των εκπαιδευτικών; Είναι υποστηρικτικά; Βάζουν φραγμούς; Γιατί πιστεύετε ότι κρατούν αυτή τη στάση; Συμφωνείτε με αυτή τη στάση;

29. Η κυβέρνηση εισήγαγε πρόσφατα έναν νέο νόμο για την αυτοαξιολόγηση των σχολείων. Ποια είναι η γνώμη σας;

30. Συμμετέχει το σχολείο σας στην αυτοαξιολόγηση; Υπάρχουν εντάσεις/ζητήματα κατά τη σύνταξη του σχολικού εγγράφου για την αυτοαξιολόγηση; Πώς θα συνδεθεί το έγγραφο αυτοαξιολόγησης του σχολείου με την αξιολόγηση των εκπαιδευτικών;

31. Τελικά, θα πρέπει να υπάρχει αξιολόγηση των εκπαιδευτικών και, αν ναι, πώς θα μπορούσε αυτή να γίνει με τον ιδανικότερο τρόπο κατά τη γνώμη σας;»

Έχετε να προσθέσετε επιπλέον σχόλια; Οι πληροφορίες σας θα παραμείνουν εμπιστευτικές.

***Σας ευχαριστώ πολύ για τη συμμετοχή σας στη συνέντευξη. Η συμβολή σας στην ερευνητική μου μελέτη είναι πολύτιμη και η συνεργασία σας εκτιμάται ιδιαίτερα.***

## Appendix 11 Participant information statement for interviews

Charalampos Brouskelis  
Researcher

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Norwich Research Park  
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### **Greek secondary school teachers' views on teacher evaluation Implications for school culture and teachers' autonomy A qualitative study**

#### **PARTICIPANT INFORMATION STATEMENT**

##### **(13) What is this study about?**

You are invited to take part in a research study about teacher evaluation in Greece. I am interested in understanding how your thoughts and experiences on teacher evaluation models, school culture and classroom autonomy. You have been invited to participate in this study because you are a state schoolteacher or an educational official. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling me that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.
- ✓ You have received a copy of this Participant Information Statement to keep.

##### **(14) Who is running the study?**

The study is being carried out by the following researcher: Charalampos Brouskelis, School of Education and Lifelong Learning, University of East Anglia.  
Professor Nalini Boodhoo at the School of Education and Lifelong Learning is my supervisor.

##### **(15) What will the study involve for me?**

Your participation will involve having one interview with me. This will take place at a place and at a time that is convenient to you and the interview will be audio recorded. You will be asked questions relating to teacher evaluation, your experiences of evaluation practices and how these may affect the school culture and the classroom autonomy. You will be able to review the transcript of your interviews, if you wish to ensure they are an accurate reflection of the discussion.

##### **(16) How much of my time will the study take?**

It is expected that the interview will take between 40-50 mins.

##### **(17) Do I have to be in the study? Can I withdraw from the study once I've started?**

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia. If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. You can do this by letting me know by email ([C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)). You are free to stop the interview at any time. Unless you say that you want me to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also refuse to answer any questions that you do not wish to answer during the interview. If you decide at a later time to

withdraw from the study your information will be removed from the records and will not be included in any results, up to the point I have analysed and published the results.

**(18) Are there any risks or costs associated with being in the study?**

Discussing issues relating to your teaching experience might bring up issues of concern. We are able to stop the interview at any time you feel uncomfortable.

**(19) Are there any benefits associated with being in the study?**

Your responses are likely to provide details about the effectiveness of teacher evaluation in the Greek educational context and the impact of the current evaluation criteria and frameworks for judging effective teaching and learning and whether these challenge the established culture of professional autonomy. The findings from the study may be used as information for policy makers to shape possible new strategies for approaching the issue of teacher evaluation protocols.

**(20) What will happen to information about me that is collected during the study?**

By providing your consent, you are agreeing to me collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). Your information will be stored securely, and your identity/information will only be disclosed with your permission, except as required by law. Study findings may be published, but you will not be identified in these publications unless you agree to this using the tick box on the consent form. In this instance, data will be stored for a period of 10 years and then destroyed.

**(21) What if I would like further information about the study?**

When you have read this information, I will be available to discuss it with you further and answer any questions you may have. You can contact me on [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk).

**(22) Will I be told the results of the study?**

You have a right to receive feedback about the overall results of this study. You can tell me that you wish to receive feedback by providing a contact detail on the consent section of this information sheet. This feedback will be in the form of a one-page lay summary of the findings. You will receive this feedback after the study is finished.

**(23) What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee.

If there is a problem please let me know. You can contact me via the University at the following address:

Charalampos Brouskelis  
School of Education and Lifelong Learning  
University of East Anglia  
NORWICH NR4 7TJ  
[C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Head of the School of Education and Lifelong Learning, Professor Yann Lebeau at [y.lebeau@uea.ac.uk](mailto:y.lebeau@uea.ac.uk).

**(24) OK, I want to take part – what do I do next?**

You need to fill in one copy of the consent form and send it back to me. Please keep the letter, information sheet and the 2<sup>nd</sup> copy of the consent form for your information.

**This information sheet is for you to keep**

## Appendix 12 Participant information statement and consent form for interviews in Greek

Χαράλαμπος Μπρουσκέλης  
Ερευνητής

Faculty of Social Sciences  
School of Education & Lifelong  
Learning

University of East Anglia  
Norwich Research Park

Οι απόψεις των καθηγητών της δευτεροβάθμιας εκπαίδευσης για την αξιολόγηση των  
εκπαιδευτικών  
Επιπτώσεις στο σχολικό κλίμα και την αυτονομία των εκπαιδευτικών  
Ποιοτική μελέτη

### ΠΛΗΡΟΦΟΡΙΕΣ ΓΙΑ ΤΟΥΣ ΣΥΜΜΕΤΕΧΟΝΤΕΣ

*(1) Τί αφορά αυτή η μελέτη;*

Σας προσκαλούμε να λάβετε μέρος σε μια ερευνητική μελέτη σχετικά με την αξιολόγηση των εκπαιδευτικών στην Ελλάδα. Έχετε προσκληθεί να συμμετάσχετε σε αυτήν επειδή είστε εκπαιδευτικός σε σχολείο δευτεροβάθμιας εκπαίδευσης ή στέλεχος εκπαίδευσης. Οι παρακάτω πληροφορίες σας ενημερώνουν για την ερευνητική μελέτη και θα σας βοηθήσουν να αποφασίσετε εάν θέλετε να λάβετε μέρος σε αυτή ή όχι. Διαβάστε προσεκτικά τις παρακάτω πληροφορίες και ρωτήστε μας για οτιδήποτε δεν καταλαβαίνετε ή θα θέλατε να μάθετε περισσότερο. Η συμμετοχή σε αυτήν την ερευνητική μελέτη είναι **εθελοντική**. Δίνοντας συγκατάθεση για συμμετοχή σε αυτήν τη μελέτη μας συνιστά ότι:

- Κατανοείτε τι έχετε διαβάσει.
- Συμφωνείτε να λάβετε μέρος στην ερευνητική μελέτη όπως περιγράφεται παρακάτω.
- Έχετε λάβει αντίγραφο του «Φύλλου Πληροφοριών Συμμετοχής στην Έρευνα» για το αρχείο σας.

*(2) Ποιος διεξάγει τη μελέτη;*

Η μελέτη διεξάγεται από τον ακόλουθο ερευνητή: Χαράλαμπο Μπρουσκέλη, Σχολή Εκπαίδευσης και Δια Βίου Μάθησης, Πανεπιστήμιο της Ανατολικής Αγγλίας, Ηνωμένο Βασίλειο, με επιβλέπουσα καθηγήτρια την Nalini Boodhoo.

*(3) Τι θα περιλαμβάνει η μελέτη για μένα;*

Η συμμετοχή σας περιλαμβάνει μία συνέντευξη με τον ερευνητή, διαδικτυακά, χρησιμοποιώντας μία από τις πλατφόρμες που γνωρίζετε και θα ηχογραφηθεί/βιντεοσκοπηθεί για να αναλυθεί αργότερα. Οι ερωτήσεις θα είναι σχετικά με την αξιολόγηση των εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης. Για παράδειγμα θα υπάρχουν ερωτήσεις για την εμπειρία σας από την αξιολόγηση, για την σχέση της αξιολόγησης με το κλίμα στο σχολείο καθώς και την αυτονομία των εκπαιδευτικών στην τάξη και το σχολείο.

*(4) Πόσο χρόνο θα πάρει η μελέτη;*

Αναμένεται ότι η συνέντευξη θα διαρκέσει **45-50 λεπτά**.

*(5) Πρέπει να συμμετέχω στη μελέτη; Μπορώ να αποχωρήσω από τη μελέτη αφού έχω ξεκινήσει;*



Η συμμετοχή σε αυτή τη μελέτη είναι εντελώς **εθελοντική** και δεν χρειάζεται να λάβετε μέρος. Η απόφασή σας να συμμετάσχετε δεν θα επηρεάσει την τρέχουσα ή τη μελλοντική σας σχέση με τον ερευνητή ή με οποιονδήποτε άλλο στο Πανεπιστήμιο της Ανατολικής Αγγλίας. Εάν αποφασίσετε να συμμετάσχετε στη μελέτη και μετά αλλάξετε γνώμη, είστε ελεύθεροι να αποχωρήσετε ανά πάσα στιγμή ενημερώνοντας με στο email [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk). Επίσης, μπορείτε να σταματήσετε κατά την διάρκεια της συνέντευξης. Η όποια ηχογράφηση ή βιντεοσκόπηση θα διαγραφεί και οι απαντήσεις σας δεν θα συμπεριληφθούν στα αποτελέσματα της έρευνας. Μπορείτε επίσης να αρνηθείτε να απαντήσετε σε όποιες ερωτήσεις δεν επιθυμείτε. Αν αποφασίσετε να αποχωρήσετε από την έρευνα αργότερα, οι πληροφορίες σας θα αποσυρθούν από τα αρχεία και δεν θα συμπεριληφθούν στα αποτελέσματα μέχρι το σημείο που αυτές οι πληροφορίες δεν έχουν αναλυθεί και δημοσιευθεί.

*(6) Υπάρχουν κίνδυνοι ή κόστος που σχετίζεται με τη συμμετοχή στη μελέτη;*

Εκτός από τον χρόνο που θα διαθέσετε, δεν θα υπάρξουν κίνδυνοι ή κόστος που σχετίζεται με τη συμμετοχή σε αυτήν τη μελέτη.

*(7) Υπάρχουν οφέλη που σχετίζονται με τη συμμετοχή στη μελέτη;*

Οι απαντήσεις σας αναμένουμε να μας πληροφορήσουν σχετικά με την αποτελεσματικότητα της αξιολόγησης των εκπαιδευτικών στο ελληνικό εκπαιδευτικό σύστημα και τον αντίκτυπο των τρεχόντων πλαισίων αξιολόγησης στην αποτελεσματική διδασκαλία και μάθηση. Επίσης, αναμένουμε να δούμε εάν αυτά τα πλαίσια αξιολόγησης επηρεάζουν την υφιστάμενη κουλτούρα της επαγγελματικής αυτονομίας των εκπαιδευτικών. Ευελπιστούμε ότι τα ευρήματα από τη μελέτη να χρησιμοποιηθούν από υπεύθυνους χάραξης εκπαιδευτικής πολιτικής για τη διαμόρφωση πιθανών νέων στρατηγικών σχετικών με ζητήματα αξιολόγησης των εκπαιδευτικών.

*(8) Τι θα συμβεί με τα στοιχεία μου τα οποία θα συλλεχθούν κατά τη διάρκεια της μελέτης;*

Τα στοιχεία σας θα χρησιμοποιηθούν μόνο για τους σκοπούς που περιγράφονται στο παρόν «Φύλλο Πληροφοριών Συμμετοχής στην Έρευνα», εκτός εάν συναινέσετε διαφορετικά. Η διαχείριση δεδομένων θα ακολουθήσει τον Νόμο περί Γενικής Προστασίας Δεδομένων 2018 και την Πολιτική Διαχείρισης Δεδομένων Έρευνας του Πανεπιστημίου της Ανατολικής Αγγλίας (2019). Τα στοιχεία σας θα αποθηκευτούν με ασφάλεια και η ταυτότητά σας/ στοιχεία σας θα παραμείνουν αυστηρά εμπιστευτικά, εκτός εάν απαιτείται από το νόμο. Τα ευρήματα της μελέτης μπορεί να δημοσιευτούν, αλλά δεν θα μπορεί κάποιος να σας αναγνωρίσει σε αυτές τις δημοσιεύσεις εάν αποφασίσετε να συμμετάσχετε σε αυτήν τη μελέτη. Σε αυτήν την περίπτωση, τα δεδομένα θα αποθηκευτούν για μια περίοδο 10 ετών και στη συνέχεια θα καταστραφούν.

*(9) Τι γίνεται αν θα ήθελα περισσότερες πληροφορίες σχετικά με τη μελέτη;*

Όταν διαβάσετε αυτές τις πληροφορίες, θα είμαι στη διάθεσή σας για να τις συζητήσουμε περαιτέρω και να απαντήσω σε τυχόν απορίες σας. Μπορείτε να επικοινωνήσετε μαζί μου στο [C.Brouskelis@uea.ac.uk](mailto:C.Brouskelis@uea.ac.uk)

*(10) Θα μπορέσω να πληροφορηθώ τα αποτελέσματα της μελέτης;*

Έχετε το δικαίωμα να ενημερωθείτε για τα συνολικά αποτελέσματα αυτής της μελέτης. Εάν θέλετε, μπορείτε να μου στείλετε email απευθείας μετά το τέλος Ιουνίου 2024 και μπορώ να σας στείλω μια περίληψη των ευρημάτων. Θα λάβετε αυτά τα σχόλια μετά την ολοκλήρωση της μελέτης.

*(11) Τι γίνεται αν έχω ανησυχίες σχετικά με τη μελέτη;*

Οι δεοντολογικές πτυχές αυτής της μελέτης έχουν εγκριθεί σύμφωνα με τους κανονισμούς της Σχολής Εκπαίδευσης του Πανεπιστημίου της Ανατολικής Αγγλίας και της επιτροπής δεοντολογίας της δια βίου μάθησης. Εάν υπάρχει κάποιο πρόβλημα, ενημερώστε με. Μπορείτε να επικοινωνήσετε μαζί μου μέσω του Πανεπιστημίου στην ακόλουθη διεύθυνση:

Χαράλαμπος Μπρουσκέλης  
Σχολή Εκπαίδευσης και Δια Βίου Μάθησης  
Πανεπιστήμιο της Ανατολικής Αγγλίας  
NORWICH NR4 7TJ  
C.Brouskelis@uea.ac.uk

Εάν ανησυχείτε για τον τρόπο διεξαγωγής αυτής της μελέτης ή θέλετε να υποβάλετε καταγγελία σε κάποιον ανεξάρτητο από τη μελέτη, επικοινωνήστε με τον Διευθυντή της Σχολής Εκπαίδευσης και Δια Βίου Μάθησης, καθηγητή Yann Lebeau στο Y.Lebeau@uea.ac.uk

*(12) Εντάξει, θέλω να λάβω μέρος - τι θα κάνω στη συνέχεια;*

Εάν θέλετε να συμμετάσχετε απλά συμπληρώστε την φόρμα συγκατάθεσης στην επόμενη σελίδα και επιστρέψτε την. Φυλάξτε το γράμμα και το φύλλο πληροφοριών και το δεύτερο αντίτυπο της φόρμας συγκατάθεσης για το αρχείο σας.

ΕΝΤΥΠΟ ΣΥΓΚΑΤΑΘΕΣΗΣ ΤΩΝ ΣΥΜΜΕΤΟΧΟΝΤΩΝ (1ο αντίγραφο στον ερευνητή)

ΕΓΩ, ..... [ΟΝΟΜΑΤΕΠΩΝΥΜΟ], συμφωνώ να λάβω μέρος σε αυτήν την ερευνητική μελέτη.

Δίνοντας τη συγκατάθεσή μου δηλώνω ότι:

- Κατανοώ τον σκοπό της μελέτης, τι θα μου ζητηθεί να κάνω και τυχόν κινδύνους/οφέλη.
- Έχω διαβάσει το φύλλο Πληροφοριών των Συμμετεχόντων και μπόρεσα να συζητήσω τη συμμετοχή μου στη μελέτη με τον ερευνητή, εάν το επιθυμούσα.
- Ο ερευνητής έχει απαντήσει σε οποιοδήποτε ερωτήσεις είχα σχετικά με τη μελέτη και είμαι ευχαριστημένος/η με τις απαντήσεις.
- Κατανοώ ότι η συμμετοχή σε αυτή τη μελέτη είναι εντελώς εθελοντική και δεν χρειάζεται να λάβω μέρος. Η απόφασή μου να συμμετάσχω στη μελέτη δεν θα επηρεάσει τη σχέση μου με τον ερευνητή ή με οποιονδήποτε άλλο/η στο Πανεπιστήμιο της Ανατολικής Αγγλίας τώρα ή στο μέλλον.
- Κατανοώ ότι μπορώ να αποχωρήσω από τη μελέτη ανά πάσα στιγμή.
- Κατανοώ ότι μπορώ να διακόψω τη συνέντευξη ανά πάσα στιγμή, εάν δεν επιθυμώ να συνεχίσω, και ότι, εκτός εάν υποδείξω κάτι διαφορετικό, τυχόν ηχογραφήσεις θα διαγραφούν και οι παρεχόμενες πληροφορίες δεν θα συμπεριληφθούν στη μελέτη. Καταλαβαίνω επίσης ότι μπορώ να αρνηθώ να απαντήσω σε οποιοδήποτε ερωτήσεις δεν θέλω να απαντήσω.
- Κατανοώ ότι οι προσωπικές πληροφορίες για εμένα που συλλέγονται κατά τη διάρκεια αυτής της έρευνας θα αποθηκευτούν με ασφάλεια και θα χρησιμοποιηθούν μόνο για σκοπούς με τους οποίους έχω συμφωνήσει. Κατανοώ ότι οι πληροφορίες για εμένα θα γνωστοποιούνται σε άλλους μόνο με την άδειά μου, εκτός εάν απαιτείται από το νόμο.
- Κατανοώ ότι τα αποτελέσματα αυτής της μελέτης ενδέχεται να δημοσιευτούν, αλλά αυτές οι δημοσιεύσεις δεν θα περιέχουν το όνομά μου ή οποιαδήποτε αναγνωρίσιμη πληροφορία για εμένα.

Συμφωνώ με:

Ηχογράφηση

ΝΑΙ  ΟΧΙ

Βιντεοσκόπηση

ΝΑΙ  ΟΧΙ

Επισκόπηση και ανάλυση του γραπτού αντιγράφου της συνέντευξης

ΝΑΙ  ΟΧΙ

.....  
.....

.....  
.....  
Ονοματεπώνυμο

Υπογραφή  
Ημερομηνία

ΕΝΤΥΠΟ ΣΥΓΚΑΤΑΘΕΣΗΣ ΤΩΝ ΣΥΜΜΕΤΟΧΟΝΤΩΝ (2ο αντίγραφο στον  
συμμετέχοντα)

ΕΓΩ, ..... [ΟΝΟΜΑΤΕΠΩΝΥΜΟ], συμφωνώ  
να λάβω μέρος σε αυτήν την ερευνητική μελέτη.

Δίνοντας τη συγκατάθεσή μου δηλώνω ότι:

- Κατανοώ τον σκοπό της μελέτης, τι θα μου ζητηθεί να κάνω και τυχόν κινδύνους/οφέλη.
- Έχω διαβάσει το φύλλο Πληροφοριών των Συμμετεχόντων και μπόρεσα να συζητήσω τη συμμετοχή μου στη μελέτη με τον ερευνητή, εάν το επιθυμούσα.
- Ο ερευνητής έχει απαντήσει σε οποιοσδήποτε ερωτήσεις είχα σχετικά με τη μελέτη και είμαι ευχαριστημένος/η με τις απαντήσεις.
- Κατανοώ ότι η συμμετοχή σε αυτή τη μελέτη είναι εντελώς εθελοντική και δεν χρειάζεται να λάβω μέρος. Η απόφασή μου να συμμετάσχω στη μελέτη δεν θα επηρεάσει τη σχέση μου με τον ερευνητή ή με οποιονδήποτε άλλο/η στο Πανεπιστήμιο της Ανατολικής Αγγλίας τώρα ή στο μέλλον.
- Κατανοώ ότι μπορώ να αποχωρήσω από τη μελέτη ανά πάσα στιγμή.
- Κατανοώ ότι μπορώ να διακόψω τη συνέντευξη ανά πάσα στιγμή, εάν δεν επιθυμώ να συνεχίσω, και ότι, εκτός εάν υποδείξω κάτι διαφορετικό, τυχόν ηχογραφήσεις θα διαγραφούν και οι παρεχόμενες πληροφορίες δεν θα συμπεριληφθούν στη μελέτη. Καταλαβαίνω επίσης ότι μπορώ να αρνηθώ να απαντήσω σε οποιοσδήποτε ερωτήσεις δεν θέλω να απαντήσω.
- Κατανοώ ότι οι προσωπικές πληροφορίες για εμένα που συλλέγονται κατά τη διάρκεια αυτής της έρευνας θα αποθηκευτούν με ασφάλεια και θα χρησιμοποιηθούν μόνο για σκοπούς με τους οποίους έχω συμφωνήσει. Κατανοώ ότι οι πληροφορίες για εμένα θα γνωστοποιούνται σε άλλους μόνο με την άδειά μου, εκτός εάν απαιτείται από το νόμο.
- Κατανοώ ότι τα αποτελέσματα αυτής της μελέτης ενδέχεται να δημοσιευτούν, αλλά αυτές οι δημοσιεύσεις δεν θα περιέχουν το όνομά μου ή οποιαδήποτε αναγνωρίσιμη πληροφορία για εμένα.

Συμφωνώ με:

Ηχογράφηση

Βιντεοσκόπηση

Επισκόπηση και ανάλυση του γραπτού αντιγράφου της συνέντευξης

ΝΑΙ  ΟΧΙ

ΝΑΙ  ΟΧΙ

ΝΑΙ  ΟΧΙ

.....

Υπογραφή

Ημερομηνία

.....

Όνοματεπώνυμο

**PARTICIPANT CONSENT FORM (1<sup>st</sup> Copy to Researcher)**

I, ..... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ I understand that I can withdraw from the study at any time.
- ✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me.

I consent to:

- **Audio-recording** YES  NO
- **Reviewing transcripts** YES  NO
- **Would you like to receive feedback about the overall results of this study?** YES  NO

If you answered YES, please indicate your preferred form of feedback and address:

Postal: \_\_\_\_\_

Email: \_\_\_\_\_

.....  
.....  
**Signature** **PRINT name** **Date**

**PARTICIPANT CONSENT FORM (2<sup>nd</sup> Copy to Participant)**

I, ..... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ I understand that I can withdraw from the study at any time.
- ✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me.

I consent to:

- |   |  |     |                          |    |                          |
|---|--|-----|--------------------------|----|--------------------------|
| • | <b>Audio-recording</b>   | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | <b>Reviewing transcripts</b>   | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | <b>Would you like to receive feedback about the overall results of this study?</b> | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

If you answered YES, please indicate your preferred form of feedback and address:

Postal: \_\_\_\_\_

Email: \_\_\_\_\_

.....  
 .....  
**Signature** **PRINT name** **Date**

### **Appendix 13** Sample of interview notes I kept during the interviews

.... is a Chemistry teacher with more than 30 years of experience at secondary schools in Greece. He is currently the headteacher of a high school in Piraeus, Attica. His school have got good staff members, mostly permanent, but also some supply teachers. When he got the position there were two opposing parties in the school, but he managed to resolve the conflicts and bring them together.

The school takes part in the school self-evaluation although not everyone agrees. But even the ones who disagreed are now part of the different school self-evaluation groups.

He believes this process is very bureaucratic.

He has taken part in several CDP sessions. These should not be only a matter of funding, but teachers should seek any opportunities even if they have to sponsor them themselves.

He has been evaluated as a headteacher during the process of interviews to become a headteacher although he has concerns of the reliability and validity of this process.

School culture: good climate, they are some opportunities to collaborate.

Autonomy: school can be become autonomous if they are financially independent. The relationship with the parents is important.

Headteacher's role: coordinator, encouraging teachers, takes more responsibilities but also assigns tasks and responsibilities. Open mind.

Good teacher: resilience, continuous seek of becoming better, research, not stay within the boundaries of their subject, evaluate your work, experience is important.

Fear of the Inspector and the previous practices. As a student he experienced that fear his teachers had during the inspection. Decide and order!

Teacher evaluation should be all about assistance, empowerment, and development.

Government decides on a less public school, more of an economic globalisation.

Teacher evaluation should be all about development but also punishment.

## Appendix 14 Screenshot of the list of interview transcriptions using the Sonix software

The screenshot displays the Sonix software interface. At the top, there is a navigation bar with the Sonix logo and links for HOME, UPLOAD, and REFER. Below this, a welcome message reads "Welcome back, Charalampos". A secondary navigation bar contains a "Home" button, an "UPLOAD" button, a "NEW FOLDER" button, and a share icon. The main content area is a table listing 14 transcription files. Each row includes a folder icon, a file name (partially redacted), a "Transcribed" label in a green box, a length in minutes and seconds, and an upload date. A summary bar at the bottom of the table indicates "14 items, 10h 51m 32s".

NAME	LABEL	LENGTH	UPLOADED
[redacted].mp4	✓ Transcribed	22m 58s	Apr 7, 2022
[redacted].mp4	✓ Transcribed	36m 11s	Apr 7, 2022
[redacted].mp4	✓ Transcribed	31m 19s	Apr 7, 2022
[redacted].mp4	✓ Transcribed	51m 25s	Apr 6, 2022
[redacted].mp4	✓ Transcribed	47m 32s	Mar 21, 2022
[redacted].mp4	✓ Transcribed	50m 3s	Mar 20, 2022
[redacted].mp4	✓ Transcribed	46m 4s	Mar 15, 2022
[redacted].mp4	✓ Transcribed	30m 45s	Mar 15, 2022
[redacted].mp4	✓ Transcribed	58m 25s	Mar 14, 2022
[redacted].mp4	✓ Transcribed	51m 57s	Mar 14, 2022
[redacted].mp4	✓ Transcribed	55m 35s	Mar 13, 2022
[redacted].mp4	✓ Transcribed	55m 15s	Mar 11, 2022
[redacted].mp4	✓ Transcribed	1h 1m 17s	Mar 10, 2022
[redacted].mp4	✓ Transcribed	52m 38s	Mar 8, 2022

14 items, 10h 51m 32s



## Appendix 15 Sample of an interview transcript in Greek

**Speaker1:** [00:00:02] Σας ευχαριστώ για το χρόνο και τη διάθεση για αυτή τη συνέντευξη σχετικά με την αξιολόγηση των εκπαιδευτικών στην Ελλάδα. Το θέμα μου σχετίζεται με την αξιολόγηση γενικότερα, όχι μόνο το τελευταίο διάστημα, με το τελευταίο πλαίσιο που έχει να κάνει με την αυτοαξιολόγηση των σχολικών μονάδων και την αξιολόγηση αλλά το συνδέω επίσης και σε σχέση με την κουλτούρα των σχολείων στην Ελλάδα και την αυτονομία των εκπαιδευτικών. Πώς σχετίζεται η αξιολόγηση. Και εσείς έχετε χρόνια στην εκπαίδευση πόσα χρόνια έχετε στην εκπαίδευση.

**Speaker2:** [00:00:43] Έχω αρκετά χρόνια. Διορίστηκα στην εκπαίδευση το 1987, 35 χρόνια.

**Speaker1:** [00:00:48] Πολύ εμπειρία,

**Speaker1:** [00:00:52] Πολλά χρόνια. Έχετε δει πολλά λοιπόν, για να ξεκινήσουμε τη συζήτηση, έχοντας όλα αυτά τα χρόνια και με όλους αυτούς τους ρόλους που έχετε όλα αυτά τα χρόνια πως θα περιγράφατε σε κάποιον που είναι εκτός της εκπαίδευσης, πώς είναι κάποιος να είναι εκπαιδευτικός στην Ελλάδα, ποια είναι τα καλά και τα κακά του γενικά;

**Speaker2:** [00:01:14] Τα καλά του εκπαιδευτικού κυρίως έχουν να κάνουν με το γεγονός ότι έχει τη δυνατότητα να μην εργάζεται το καλοκαίρι, και σε άλλες χώρες συμβαίνει αυτό αλλά είναι ένα από τα θετικά ότι έχει ένα σημαντικό χρονικό διάστημα αδειών. Επίσης το ωράριο είναι θα λέγαμε, όχι όπως συμβαίνει σε άλλες χώρες στη Μεγάλη Βρετανία στις Ηνωμένες Πολιτείες. Οι εκπαιδευτικοί κάνουν 8 ώρες, 8 ώρες σχολείο και εγώ θυμάμαι το ευρωπαϊκό σχολείο σε έναν άλλο θεσμό. Το εργασιακό ωράριο ήταν οκτώ ώρες. Στην Ελλάδα το εργασιακό ωράριο είναι 6 ώρες. Το διδακτικό είναι 4 με 5 ώρες ανάλογα με τα χρόνια υπηρεσίας και το σημαντικότερο είναι ότι αυτό το εξάωρο δεν εφαρμόζεται. Δηλαδή όταν τελειώνει ο εκπαιδευτικός στις 3, στις 4, 5 ώρες διδακτικές που έχει φύγει. Αυτά είναι κάποια πλεονεκτήματα, κάποια θετικά που επιλέγει κάποιος και ιδιαίτερα γυναίκες που θέλουν να μεγαλώσουν τα παιδιά τους, να είναι κοντά στα παιδιά τους, ωφελούνται από αυτό. Είναι μια πρόκληση για πολλούς εκπαιδευτικούς να εργαστούν στην εκπαίδευση ως μια προσφορά και πολλοί θεωρούν ότι βοηθούν τα παιδιά να αναπτυχθούν, να αναπτύξουν το πνευματικό τους επίπεδο, να πάρουν επιστημονικές γνώσεις. Δηλαδή πολλοί είναι δεσμευμένοι με την εκπαίδευση, έχουν κάποιες αρχές προσωπικές που τους ενδιαφέρει να ασκούν αυτό το ιδιαίτερο επάγγελμα επειδή είναι και με τη νέα γενιά, με τους νέους, τους οποίους μπορούν κατά κάποιον τρόπο να τους επηρεάσουν. Δεν ξέρω αν απάντησα σε αυτά που θα θέλατε πολύ καλά.

**Speaker1:** [00:03:27] Ευχαριστώ. Μιλώντας για την εκπαίδευση ποιες είναι από τις μεγαλύτερες προκλήσεις που αντιμετωπίζουν τα ελληνικά σχολεία στις μέρες μας πιστεύετε;

**Speaker2:** [00:03:37] Μια πρόκληση που αντιμετωπίσαμε τα δύο τελευταία χρόνια ήταν η πανδημία του κορονοϊού, ήταν ένα σημαντικό θέμα. Κάποιες προκλήσεις μελλοντικές θεωρώ ότι είναι η ψηφιακή αναβάθμιση των σχολείων, αυτό που λέμε ψηφιακός μετασχηματισμός. Η κλιματική αλλαγή και το πώς μπορούν τα σχολεία να είναι αειφόρα σχολεία, να δώσουν μια έμφαση στην βιωσιμότητα σε διάφορα επίπεδα και στο Παιδαγωγικό και στο κοινωνικό και γνωσιακό αλλά και στο τεχνικό, οικονομικό με την έννοια ότι χρειάζονται συνεργασίες με υπουργείο Εσωτερικών και Περιβάλλοντος και Δήμους, Περιφέρειες να μπου φωτοβολταϊκά πάρκα, να μπου ράμπες να είναι σύγχρονα σχολεία από κάθε άποψη. Και βέβαια η ποιότητα της εκπαίδευσης θα πρέπει να γίνει καλύτερη είναι και αυτό μια

σημαντική πρόκληση για τα σχολεία μας, να γίνουν περισσότερο συμπεριληπτικά όπως λέμε στα θέματα της ειδικής αγωγής αλλά και σε όλες τις πλευρές της συμπεριληπτική εκπαίδευσης. Έχουμε πρόσφυγες και μετανάστες αλλά και διάφορες άλλες κατηγορίες, ποικίλες διαφορετικότητες, που νομίζω ότι θα πρέπει να γίνουν πολλά πράγματα ακόμα, έτσι ώστε τα σχολεία μας να γίνουν να είναι πιο συμπεριληπτικά. Αυτά είναι μερικά που μπορεί να αναφέρει κανείς και άλλα θέματα.

## Appendix 16 Screenshot of NVIVO 1.7.1 interview analysis creating codes and themes

The screenshot displays the NVIVO 1.7.1 interface for interview analysis. The left sidebar shows navigation options: IMPORT (Data, Files, File Classifications, Externals), ORGANIZE (Coding, Codes, Cases, Notes, Sets), and EXPLORE (Queries, Visualizations). The main window shows a list of codes and themes with the following columns: Name, Files, References, Created on, Created..., Modified on, Modified by, and Color.

Name	Files	References	Created on	Created...	Modified on	Modified by	Color
Αξιολόγηση	5	16	9 May 2022 at 17:43	HB	1 Jan 2023 at 17:53	HB	●
Αξιολόγηση και αποτελ...	12	19	9 May 2022 at 17:45	HB	12 Jan 2023 at 17:31	HB	●
Αξιολόγηση και διδακτι...	9	12	9 May 2022 at 17:46	HB	15 May 2022 at 18:...	HB	●
Αξιολόγηση και παρελθ...	11	27	9 May 2022 at 17:46	HB	12 Jan 2023 at 17:31	HB	●
Έννοια αξιολόγησης	9	20	9 May 2022 at 17:44	HB	16 May 2022 at 15:...	HB	●
Σκοπός αξιολόγησης	11	26	9 May 2022 at 17:44	HB	16 May 2022 at 15:...	HB	●
αναβάθμιση γενικά τ...	8	8	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
Ναι εντοπίζει αδυναμ...	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:07	HB	●
Τιμωρία	1	1	16 Mar 2023 at 21:...	HB	16 Mar 2023 at 21:...	HB	●
Αυτοαξιολόγηση	11	34	10 May 2022 at 12:...	HB	12 Jan 2023 at 17:31	HB	●
Αντιδράσεις	7	10	12 Jan 2023 at 16:18	HB	12 Jan 2023 at 16:24	HB	●
Δομή	8	14	12 Jan 2023 at 16:19	HB	12 Jan 2023 at 16:25	HB	●
Αυτονομία	0	0	9 May 2022 at 17:19	HB	9 May 2022 at 17:19	HB	●
Γιατί αξιολόγηση τώρα;	13	28	9 May 2022 at 17:48	HB	16 May 2022 at 15:...	HB	●
Άρση μονιμότητας	1	1	12 Jan 2023 at 18:06	HB	12 Jan 2023 at 18:07	HB	●
Αναβάθμιση	2	3	12 Jan 2023 at 18:04	HB	12 Jan 2023 at 18:06	HB	●
Αναγκαιότητα	2	3	12 Jan 2023 at 18:04	HB	12 Jan 2023 at 18:09	HB	●
Εξωτερικές δεσμεύσεις...	4	5	12 Jan 2023 at 18:07	HB	12 Jan 2023 at 18:09	HB	●
Κυβερνητική υπόσχεση	5	7	12 Jan 2023 at 18:06	HB	12 Jan 2023 at 18:09	HB	●
Τιμωρία	2	2	12 Jan 2023 at 18:05	HB	12 Jan 2023 at 18:07	HB	●
Διαφοροποιήσεις στον Ελ...	11	17	9 May 2022 at 17:49	HB	16 May 2022 at 16:...	HB	●
Διευθυντής	10	26	9 May 2022 at 17:41	HB	16 May 2022 at 15:...	HB	●
Εμπειρία αξιολόγησης	11	15	9 May 2022 at 17:08	HB	16 May 2022 at 15:...	HB	●
Επιμόρφωση	13	41	9 May 2022 at 17:07	HB	12 Jan 2023 at 17:32	HB	●
Ενδιαφέρον και κίνητρ...	7	14	12 Jan 2023 at 09:...	HB	12 Jan 2023 at 09:...	HB	●
Ευκαιρίες επιμόρφωσης	7	10	12 Jan 2023 at 09:41	HB	12 Jan 2023 at 09:...	HB	●
Χρηματοδότηση	5	5	12 Jan 2023 at 09:...	HB	12 Jan 2023 at 09:...	HB	●
Ιδανικότερος τρόπος αξιο...	12	38	10 May 2022 at 12:...	HB	16 May 2022 at 16:...	HB	●
Κουλτούρα Σχολείου	9	19	9 May 2022 at 17:12	HB	16 May 2022 at 15:...	HB	●
Κυβέρνησης και εκπαιδευ...	10	32	9 May 2022 at 17:47	HB	16 May 2022 at 15:...	HB	●
Παγκοσμιοποίηση	7	8	1 Jan 2023 at 17:38	HB	1 Jan 2023 at 18:04	HB	●
Περιγραφή εκπαιδευτικού	13	35	9 May 2022 at 17:03	HB	16 May 2022 at 16:...	HB	●
Πρέπει να υπάρχει αξιολό...	9	15	9 May 2022 at 17:49	HB	16 May 2022 at 16:...	HB	●
Προκλήσεις στα ελληνικά...	11	28	9 May 2022 at 17:06	HB	16 May 2022 at 15:...	HB	●
Αμοιβές	1	1	12 Jan 2023 at 17:43	HB	12 Jan 2023 at 17:43	HB	●
Αξιολόγηση μαθητών	1	1	12 Jan 2023 at 17:44	HB	12 Jan 2023 at 17:44	HB	●
Επιμόρφωση και συνεχ...	3	5	12 Jan 2023 at 17:38	HB	12 Jan 2023 at 17:46	HB	●
Κενό εκπαιδευτικών μα...	2	3	12 Jan 2023 at 17:47	HB	12 Jan 2023 at 17:47	HB	●
Κηδεμόνες	1	1	12 Jan 2023 at 17:43	HB	12 Jan 2023 at 17:43	HB	●

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