



THE PAST AND THE UNKNOWN FUTURE IN TEACHER TRAINING IN GREECE

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The Law 1566/1985 introduced firstly mandatory forms of training for teachers of Primary and Secondary Education which could be carried out by various organizations and Bodies, of many specialties and forms, in many places, with variety of content, methodologies and trainers.

According to the Presidential Decree 250/1992, the Ministry of National Education and Religious Affairs may assign to the Pedagogical Institute or to a research institution the evaluation of the training work of the Regional Training Centers, at national level.

In the continuously reforming of the educational system in Greece by the governments that take over the power, new laws were created for the executives' selection but not for the evaluation of the work that they offered, conclusions and proposals for the training needs.



Three priorities was central to the Europe 2020 strategy, which mutually reinforce and shape the image of the social market economy for 21st century Europe:

- a. Smart growth - with the development of a knowledge and economy based on innovation,
- b. Sustainable development - by promoting more resource-efficient, greener and more competitive economy,
- c. Inclusive growth - by fostering a high-employment economy that ensures economic, social and territorial cohesion (EP, 2017).

In this general strategic European framework, the members state have to develop their developmental policy, and through the educational and training organizations to prepare the students-the future citizens.



European Commission is launching the Digital Skills and Jobs Coalition to develop a large digital talent pool and ensure that individuals and the labor force in Europe are equipped with adequate digital skills.

Preparing for the post-2010 era, the Education and Training 2010 work program provides practical support for the reform of the education and training systems of the Member States.

Particular attention will be given to innovation in pedagogy. This will include supporting flexible curricula, promoting interdisciplinary and collaborative approaches within institutions, and supporting professional development to enhance innovative teaching practice, including ways of using and bringing digital tools into the classroom and stimulating entrepreneurial mindsets

Since the launch of the program in 2002, significant progress has been made but reforms in education and training need time to bear fruit.



Teachers have the responsibility in the new and demanded society for developing new knowledge, skills and competences within a framework of autonomous lifelong learning, where the students, as adult citizens, will continue to be concerned about their practice in a systematic research way.



In Greece, in the continuously reforming of the educational system by the governments that took over the power in the last decades, new laws were created and semi-applied in the fields of School Education and Teachers' Training.

Additionally, the economic crisis has dramatically restrict the expenses for the students' education by the families, the local authorities and the Government.

Since, the changes in the training landscape are connected to the educational reforming of schools, this period is in progress the reconstruction of the School Education, following that of Higher Education.



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The duty of teachers training in Greece undertook the Regional Training Centers (RTCs) which established with the law 2009/1992.

The Law 2009/1992 and the Presidential Decree 250/1992 defined the mission and the methodology of the training work in RTCs.

In Europe, the years between 1975 and 1985 was two major trends in the development of teacher training.

--It became necessary to consolidate the reforms undertaken earlier and to reassess educational priorities in the light of the increasing rate of technological and other changes in society.

--At the same time, education appeared essential to economic development and the appearance of a new critical dimension led to the birth of what became known as continuing education and Lifelong Learning.



In our days, RTCs, the Institute of Computer & Publishing Technology 'ITYE Diofantos', the School Advisors and the Local Support Educational Structures offer Training opportunities to the local school staff, along with Postgraduate Curricula of Higher Education Institutions.

In the last 5 years, since the Ministry of Education has applied only three short-term Seminars, that were centrally designed and directed, the School Advisors of Primary and Secondary Education, less than 1000 in total number in Greece, had shouldered the full weight of the Primary and Secondary teachers' training all over the Country.



PROGRAMS FOR TEACHERS TRAINING IN LAST 25 YEARS

Introductory training

Periodic training

Special in-service training

Voluntary training

short seminars

Teacher Training by the Office of Secondary Education

The Teacher Training Office in Secondary Education of the Greek Ministry of Education and Religious Affairs was responsible for the planning and implementation of training programs in the decade 1999-2009.



Teacher Training by the Office of Secondary Education

the training programs were divided into three types:

- A. Semester (six-month) and long (annual) training to educate teachers about their science developments, education policy, renewal of teaching and assessment methods, and more general training for more effective exercise of their work.
- B. Periodic compulsory education for teachers, which takes place during the academic year at a regional or national level when it comes to changing school programs and introducing new courses, new teaching methods and school books.
- C. Periodic optional training in the various Regional Training Centers (RTCs).

THE REGIONAL TRAINING CENTERS OF GREECE

had the purpose to offer high quality training programs to the teachers of all specialties of Primary and Secondary Education

under the guidance of the Greek Ministry of Education, Research and Religious affairs and the Greek Pedagogical Institute, now Institute of Educational Policy

With the dissemination format of the seminars, training becomes modular, open and decentralized, without geographical disparities, so more effective



Special Education and Training (EAE)

Training in Environmental Education and the Education for the Sustainable Development

Teachers, with or without students, by participating in the European Programs Comenius, Erasmus, etc and in National Programs of Environmental Education, Health, Culture, Professional Guidance etc

received self-training, in-school training

with their pace, in the subjects they chose with the persons and bodies they collaborated. In this way, the involved teachers lined to the changes in Education targets and methodology, in the last 25 years.

ASSESSMENT OF TEACHERS' TRAINING IN GREECE

In Eurydice (1995) report is referred that the Greek in-service training institutions are not usually systematically assessed.

It is difficult to associate voluntary participation with assessment

Presidential Degree 152/2013 provided criteria for the evaluation of the teaching staff of Primary and Secondary Education of Greece, but political forces stopped it in its first period of application

In the survey of the Greek Pedagogical Institute, in 2010, less than half of the asked teachers positively evaluated the training programs that they had attended

FOR A SUSTAINABLE FUTURE...

The schools that try to transform the lessons of the traditional curricula into events of design, learning & innovation

have to take into consideration

cutting-edge research in the field of art and technology related to interactivity, such as augmented reality, virtual reality, game creation

as well as results from research into tools, technologies, methodologies and innovative solutions for education

The cultivation of Creativity and Innovation

The 2009 thematic year of the European Union was dedicated to Innovation and Creativity.

Sir Ken Robinson in TED says that the school kills the creativity, we need a new direction in changing education, to manage the talent, since Life is our talents discovered.

The importance of innovation policy is widely recognized. It is also strongly linked to other EU policies, such as those on employment, competitiveness, environment, industry and energy. The role of innovation is to turn research results into new and better services and products in order to remain competitive in the global marketplace and improve the quality of life of Europe's citizens.

Some brain drain has been noticed in many European countries, mostly in those affected more by the economic crisis, and occurs as best researchers and innovators move to countries where conditions are more favorable.

Entrepreneurship in Education

The new curricula ought to encourage creativity, critical thinking and leadership skills that are useful for implementing social projects and contribute to local communities, also drawing lessons from the experience and the concept of the positive failure

Member States and social partners of Europe have to strengthen the European cooperation in **VET**, with planning and implementation of targeted policies that will be accessible to everyone, and will provide skills and qualifications on working life and life labor market.

Learning Mobility for Teachers' Training

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- **Youth Education and Training is the investment of the societies for the future.**
 - **Teaching in Schools with Creativity and Innovation is National and European Strategy targeting to the economic development and progress of local societies.**
 - **European Union, in accordance to the international academic trends, direct the transformation and reconstruction of Science Curricula and Teaching Methodologies from the traditional of teacher-centered lessons to student-centered learning events.**
 - **There is the need, the Research, Education, and Training to cooperate locally, think and work globally in order to cultivate the future science, environmental, digital literate students.**
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