

UDC 373.091.12.011.3 - 051:005.336.5](495)
DOI <https://doi.org/10.24919/2308-4863/51-79>

Christos KATIS,
orcid.org/0000-0003-0790-9543
PhD student at the Department of English Philology and Methods of Teaching English
Ternopil Volodymyr Hnatyuk National Pedagogical University
(Palamás, Greece) chkatis@hotmail.com

THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN GREECE: A CRITICAL OVERVIEW OF THE CONCEPT

Professional development is a particularly important concept for the modern teacher and is the conceptual extension of the teacher's professional identity and professionalism. The necessity of the professional development of the modern teacher is determined by the increasing intensity of socio-economic, cultural, and technological changes which contribute to the democratization and globalization of education and rapid growth of knowledge, affecting the everyday life of the school, the pedagogical relationship and the climate of the classroom. The paper aims to present the professional development of teachers focusing on its features, phases, models, and stages. To perform an analysis of school teachers' professional development in Greece the study employed a desk research method. Information was searched in international databases such as Scopus, Web of Science, and Google Scholar. An attempt at a conceptual approach to professional development revealed the complexity of the concept and its shaping factors. A generalized formulation of professional development as «the process by which professionalism is developed and enhanced» is presented. Summarizing the findings from the literature review professional development can be characterized by the following features: it takes place in a specific context, which can be an apprenticeship, research, science, and on-the-job care communities; it is linked to school reform and can't succeed if it is not supported by the school or the relevant curriculum reforms; it is collaborative and interactive not only between teachers but also in the relationship of teachers with principals, parents and other social actors; it is a part of teachers' daily work and is related to the daily activities of teachers and students; (5) it is affected by personal factors, in-service teacher training, mobility, counseling and motivation, and school unit leadership. To develop professionally, teachers need to be supported on policy, infrastructure, and financial resources.

Key words: professionalism, teacher professional development, phases of the professional development, models of the professional development, stages of the professional development.

Крістос КАТІС,
orcid.org/0000-0003-0790-9543
аспірант кафедри англійської філології та методики навчання англійської мови
Тернопільського національного педагогічного університету імені Володимира Гнатюка
(Паламас, Греція) chkatis@hotmail.com

ПРОФЕСІЙНИЙ РОЗВИТОК ВЧИТЕЛІВ У ГРЕЦІЇ: КРИТИЧНИЙ АНАЛІЗ ПОНЯТТЯ

Професійний розвиток є надзвичайно важливим для сучасного вчителя концептом, без якого неможлива професійна ідентичність та професіоналізм вчителя. Необхідність професійного розвитку зумовлена зростанням інтенсивності соціально-економічних, культурних і технологічних змін, які сприяють демократизації та глобалізації освіти, швидкому зростанню знань, впливаючи на повсякденне життя школи, стосунки між учасниками освітнього процесу та атмосферу у шкільному колективі. Метою роботи є аналіз феномену «професійного розвитку вчителів» через розкриття його особливостей, фаз, моделей та етапів. У проведеному дослідженні для здійснення аналізу професійного розвитку шкільних вчителів у Греції, використовувався метод кабінетного дослідження. Пошук інформації здійснювався у міжнародних базах даних Scopus, Web of Science та Google Scholar. Застосування концептуального підходу до розуміння професійного розвитку засвідчило складність цього феномену та факторів, які впливають на нього. Представлене узагальнене формулювання професійного розвитку як «процесу, що сприяє досягненню та підвищенню рівня професіоналізму». Особливості професійного розвитку полягають у тому, що він відбувається в конкретному середовищі, яким можуть виступати учнівська, дослідницька чи наукова спільноти, колеги по роботі; пов'язаний зі шкільною реформою і не може бути успішним, якщо не підтримується школою чи відповідними реформами навчальних програм; реалізується через взаємодію не лише між учителями, але й з керівництвом школи, батьками та іншими учасниками освітнього процесу; є частиною повсякденної діяльності учителів та учнів; на нього впливають особистісні фактори, існуючі можливості для підвищення кваліфікації вчителів, мобільності, консультування, стимулювання мотивації та лідерства. Для того, щоб професійний розвиток був успішним, він має підтримуватися політикою в освітній сфері, належною інфраструктурою та фінансовими ресурсами.

Ключові слова: професіоналізм, професійний розвиток вчителя, фази професійного розвитку, моделі професійного розвитку, стадії професійного розвитку.

Introduction. In the last twenty years the profession of teacher has undergone drastic changes. The diverse and multifaceted demands of modern societies, as well as technological and scientific developments, redefine the processes of acquiring knowledge and skills that promote educational systems and mark new demanding and multidimensional roles for the modern educator. The teacher of the 21st century is called upon to enhance his knowledge, to adopt innovative practices, to adapt to new learning and teaching processes and to take care of his continuing and lifelong training. That's why the concept of professional development is particularly important for the modern teacher and is the conceptual extension of the teacher's professional identity and professionalism.

Studying the professional development of the teacher attracts the interest of many researchers and aims at their professional development and promotion of education as a distinct professional space. The concept of professionalism of the teacher in Greece has begun to be researched since 1980s. In educational discourse of that time it is presented as an alternative to improving school education by reforming teaching into creative practice, based on the autonomy of school units and teachers (Ifantis, 2014: 52).

Hoyle was one of the first to refer to teacher professionalism and defines it as the ability of the teacher to reflect on the nature of teaching, to integrate it into a broader context, and to be interested in current developments in the sciences of education, in order to link theory with practice (Papanoum, 2003; 53; Ifantis, 2014: 56-57). Day argues that professionalism is a common assumption of various rules, which must be applied in order for a person to be and be treated as a professional, both on a personal, social and political level (Day, 1999: 13). According to Matsangoura, professionalism refers to a personal trait, which is expressed as an attitude and approach to professional activity, characterized by a high level of specialized knowledge, dexterity and judgment, moral integrity, responsibility, disposition and effectiveness. The term professionalism encompasses professional expertise, professional distinction, and the professional, as structural elements that relate to each other, but that differentiate and evolve over the course of the teacher's professional career (Matsagouras, 2005: 69-70). Professionalism may be enhanced through the professional development. Taking into account the literature on the topic under consideration, **the study aims** to investigate the concept of teacher professional development, its phases, models, and stages.

Methodology of the research. The design of the study employed a desk research method to perform an analysis on how the concept of professional development of school teachers is framed and understood in Greece. For this study, scientific publications were searched for the terms «professionalism», «teacher professionalism», «teacher professional development», «phases of teacher professional development», «models of teacher professional development», and «stages of teacher development». Information was searched in the in the Scopus, Web of Science, and Google Scholar databases. professional

Results and discussion. Dealing with the concept of teacher professional development it is important to bear in mind that its conceptualization is a difficult task. The various attempts to describe this concept show us that its understanding and defining is a complex process.

According to Evans, professional development is the process by which one's professionalism is considered as having potential to be enhanced. Therefore, the professionalism of the teacher is of great importance and from this standpoint the concept of professional development can be approached (Evans, 2008: 30).

Professional development is a long-term process that includes systematically designed experiences and opportunities aimed at maturing and developing teacher professionalism (Iordanides, 2009: 3). More specifically, the course of the teacher's professional development takes place, as the teacher combines specialized scientific knowledge with experience (professional specialization), specializes the general schemes of education in specific circumstances (professional distinction) and brings together the professional's knowledge and knowledge skills, social and ethical commitments, and individual pursuits (Matsagouras, 2005: 69).

Fullan & Hargreaves (1992) report that professional development includes the acquisition of older knowledge, but also the acquisition of new knowledge and skills, the improvement of teaching ability and the development of collaboration between teachers, and a deeper awareness of the teacher's profession. In the same vein is Griffin's (1983) approach, which linked career development expectation with the expectation of changes in educational practices and beliefs, by creating an atmosphere of mutual understanding in the school environment and improving student performance (Fokialis, Kapoutsidou, Lefas, 2005: 132).

Grossman considered processes that contribute to the development of visions in the teacher profession

relevant to school culture, professional responsibility, school communication with society and awareness of the teacher's social role (Fokialis, Kapoutsidou, Lefas, 2005: 132).

Sachs (2000) broadened the discussion about professional development, using the concept of «active professionalism» of teachers and linking both teacher cooperative action with other groups and the transfer of power to the school unit and decentralization of educational control. Central to professional development is the view that the teacher changes throughout his or her life as it goes through the various stages of development. According to Papanoum there is a close relationship between personal, social and professional development. Professional development is closely linked to professional learning. It is a lifelong process, involving activities from non-directed learning and non-formal learning opportunities, as well as formal learning opportunities through training (Papanoum, 2003: 53-60).

Day perceives professional development through a set of different concepts, all of which relate to one another and affect the teacher. The teacher's professional development lies in his or her personal and professional life within the school environment and is influenced by the educational policy framework in which the teacher operates (Photopoulou, 2013: 233). According to Day, professional development is the combination of all natural learning experiences and planned activities, aimed at the benefit of the individual, group or school and contributing to the achievement of quality education within in the class. Through this process, the teacher, alone or with others, renews and extends his commitment to the ethical goals of teaching. It is the process by which teachers critically develop the knowledge, skills and emotional intelligence necessary to develop professional thinking, planning and practice with students and colleagues at all stages of their professional life (Day, 2003: 28-29).

Lieberman argues that professional development involves learning from direct teaching (such as seminars, experiential and counseling lectures), in-school learning (such as problem-solving groups, action research, collaborative learning among teachers) and forms of out-of-school learning (such as teacher networks, school partnerships or school partnerships, vocational development centers and universities) (Day, 2003: 25-26).

Related to the exploratory dimension of the teacher's professional role is action research, which according to Elliot (1991) is the study of a social situation, aiming to improve its quality. According

to Schoen, the teacher's professional development is achieved through concentration on his work and reflection (Ifantis, 2014: 61-62).

Little links professional development with educational reform and argues that teachers, in the context of lifelong learning, should create learning opportunities within their workplace, in their daily teaching work and devise solutions locally (Ifantis, 2014: 65). In the same vein, Hargreaves describes the teacher's new professionalism, in which his work is less isolated and forms new collaborative relationships with his colleagues, students, and parents (Day, 2003: 38).

In the Greek-language literature during the period 1980-2000 the term training is associated with professional development. According to Mavrogiorgos, training is an activity that is the personal choice of each teacher, can be informal and lasting, and in this way be integrated into lifelong learning and contribute to personal learning, social and professional development throughout the life of the teacher (Mavrogiorgos, 1999: 101). This particular form of training cannot cover all the training needs and interests of the teacher, so an organized training institution (in-school or out-of-school) has been developed in all educational systems, aiming at the scientific support of personal and professional development. Mavrogiorgos considers the professional development of the teacher as a field of educational policy, which deals with the application of regulations and interventions related to the teacher's profession. In particular, he considers that at the heart of an effective policy for the professional development of teachers is the development of institutional conditions and professional attitudes whereby tripartite teaching, learning, cooperation becomes an integral part of school work with the aim of changing culture and the daily practice of the school unit.

The conceptual approach to the professional development of the teacher has highlighted the complexity of this concept and the various factors that influence it and make its presentation very difficult. In recent decades there have been rapid political, economic, social and technological developments in both the international and European spheres, which also affect the education sector, which has to adapt and cope dynamically with the new changing conditions. The education system in general and every educational organization in particular to succeed in its work and thrive in the age of globalization and the knowledge society, must dynamically interact with its environment and adapt to it (Everard & Morris, 1999: 174). Continuous scientific and technological

developments require the adaptation of educational systems and therefore of educational units as well as of educators, in order to meet the new reality and future needs.

The teacher is without a doubt the heart of the educational process. In today's societies, the greater the importance of education, either as a means of transmitting culture and ensuring social cohesion or as a means of developing human resources, the greater the priority that is given to issues related to the teaching profession. Particularly important and critical is the role of the teacher in the teaching and learning process, because in addition to the dissemination of the curriculum, it substantially influences the level of the classroom, as it interprets, develops and highlights the various aspects of the particular subject and at the same time a communication framework in which students acquire knowledge. In many cases, the quality of the school unit is identical to the quality of the work of the teachers working in it. As a consequence of the above, the malfunctions of the educational system are sometimes attributed to the teacher and at the same time society and the State ultimately place their hopes on the teacher for a "better school". So the reasonable question arises, is the improvement of the school dependent on the improvement and professional development of its teaching staff? (Ifantis, 2014: 46-47).

The necessity of the professional development of the modern Greek teacher is determined by the wide range of theoretical and practical knowledge, as well as the abilities and skills that teachers need during their term of office to carry out their pedagogical work (Mavrogiorgos, 1999: 102-103). The speed of aging of knowledge, the intensity and extent of socio-economic, cultural and technological changes, the massification and democratization of education affect the everyday life of the school, the pedagogical relationship and the climate of the classroom. Educational changes and reforms are centrally designed and planned and the teacher is required to understand them and transfer them to the classroom. Thus, the modern teacher is called upon to deal with successive changes in curricula, textbooks, the examination system, teaching methodology, the use of new technologies, remedial teaching, environmental education, the integration of children with special educational needs, and integration of immigrant children etc. (Mavrogiorgos, 1999: 103). In view of the foregoing, it becomes clear that both contemporary education and the continuous personal, scientific and professional development of the contemporary teacher are necessary in order to eventually develop and modernize the entire educational system.

Subsequently, a key criterion for improving education is students' learning progress, which is achieved through the application of new teaching models and innovative classroom activities, which are centrally designed and at times highly ambitious and require a great deal of teacher qualification to implement them. The successful outcome of educational innovations, as well as the improvement of the school, require that the education system be directly targeted at the professional development of the teacher. From another point of view, the modern teacher, in order to meet the goals of educational reforms and to feel competent and effective in his work, must concentrate on a set of traits, abilities and educational practices. Professional development is an ally and assistant in his/her attempt to cope with new professional data.

In recent years there has been much talk of the importance of the school units' involvement in the formulation of educational policy, which can be accomplished either by formulating and accommodating centralized educational policy or by formulating an 'internal education policy' in educational policies that are centrally practiced (Mavrogiorgos, 2008: 131). Within a school organization that participates and shapes its own internal education policy, the teacher must develop partnerships, communicate with the educational environment, train and care for his or her continuing professional development. After all, in the knowledge society, people need to learn how to learn. The different disciplines may be less important than the students' ability to continue learning and the motivation for lifelong learning (Drucker, 1994: 183).

Huberman's views are prominent, pointing out that much of the teacher's professional development evolves over time through discontinuous and sometimes completely random and unplanned processes, but there are some common strong trends across the studies (Day, 2003: 141). So in order to understand the multidimensional concept of teacher development, we will study its «phases».

The teacher in his/her professional career follows an evolutionary course, starting from the phase of the newly appointed and ending with the stage of the experienced teaching specialist. The relevant literature relates the stages of professional development to the stages of development of the self, personality and cognitive system, which are characterized by the teachers' own needs and priorities (Matsangouras, 2005: 64). The specific phases or stages of the career development of the teacher are outlined below.

1. Adaptation Phase (1-3 years): This is a critical time and it is the years when the newly appointed

teacher tries to survive the reality of the classroom and behaves like a professional who is able to manage the teaching life well (Matsagoura, 2005: 64-65).

2. Integration Phase (4-6 years): The teacher has a better image of himself / herself, feels more confident about the subject of his / her teaching and practice and is looking for new ways to reach all of his / her students. Also at this time, the newly qualified teacher is trying to be accepted as an equal member of his school unit (Matsagoura, 2005: 65)

3. Experimental Phase (7-11 years): The teacher feels safe in his classroom and accepted in his school unit, so he is looking for something new, acquiring the know-how to implement innovations, taking initiatives, collaborating with other teachers in his school unit and the school district in general. Thus the teacher is gradually being "expelled" from the classroom and directed to the school unit environment, the local community (Matsagoura, 2005: 66)

4. Occupational Crisis Phase (12-19 years): The teacher experiences boredom from the routine of teaching daily to a greater or lesser degree, feels a crisis of identity with intense professional cancellation but is also disposed to re-examine his work, which can lead him to a new approach to the educational situation. It is also a time when out-of-school, personal and family obligations can begin to increase. Sometimes in this phase it is possible for the teacher to take on new responsibilities in his or her school or other school unit and to participate in collective forms of action, such as action research teams (Day, 2003:148-149).

5. Professional Maturity Phase (20-30 years): This phase is heavily influenced by the previous phase of the crisis and the way the teacher handled it. At this point in time some teachers have severe «depressed teacher» symptoms, some develop intense conservatism, and others remain active with a high level of expertise and self-esteem and utilize their experiences to understand and deal with problematic situations (Matsagouras, 2005: 67-68).

6. Psychological Distress Phase (31-40 years): The teacher experiences positive or negative emotions, depending on his or her experiences in previous phases. The course of education through the above phases is indicative and not linear. Not all teachers go through the above steps and certainly when that happens, the rate of transition is different. The teacher's course in the developmental stages of his career is dynamic and is determined by personal, institutional and organizational factors related to the leadership, culture and collegiality of the school unit in which the teacher works (Matsagouras, 2005: 68-69).

The models of professional development are those deliberate, ongoing processes and activities designed to enhance the professional knowledge and skills of teachers to promote student learning and may include extemporization of the educational climate (Andreou, 2009: 22).

The foreign language literature presents various models developed to encourage and support teachers from the beginning of their careers until their retirement. Clarke & Hollingsworth (2002) designed a «change» model where we find classroom practice change, belief change, and the learning of teachers involved in the professional development program. The Clarke & Hollingsworth (2002) model is one of the newer evaluation models and is based on the Kirkpatrick model, adapted specifically to the evaluation of teacher professional development programs. According to this model, evaluation refers to five main areas of evaluation, each of which presupposes the successful completion of the preceding ones, with the transition from one to the other being a course from the simplest to the most complex. The first field records the participants' reactions to the program regarding the degree of their satisfaction with the subject, how it is organized, its usefulness, the adequacy of the trainers, the amenities offered by its venue etc. The second field attempts to measure the knowledge and skills the teachers acquired from the training. The third field assesses the level of assistance, support and advocacy by those involved in implementing a training program (school, local community, district, ministry) with a focus on school and local actors. The particular e.g. culture of the school and the local community – values, beliefs, norms – have a significant influence on their supportive role. The fourth field evaluates both the degree to which new knowledge is translated into educational practice and readiness as well as its quality. Finally, in the fifth field, the impact of the training activity on the students themselves on the cognitive, emotional and psychomotor domain is recorded, which is the central objective of the evaluation (Clarke & Hollingsworth, 2002).

Rogers (1999) developed the «diffusion of communication» model, with a key element in the agent of change that can effectively transmit the essence of innovation. Hoban (2002) puts forward the «vocational learning system» as an effective model of career development. According to Hoban, teachers need to be informed about change, to experiment, to communicate with their peers, their school classes, and parents in an ongoing effort to improve and develop a two-way relationship with their students, i.e. learn, teach new experiences in the classroom and achieve better quality results from students (Andreou, 2009: 22-24).

In practice, professional development models can be divided into three categories, based on the way the professional development takes place:

- individual or self-directed professional development, where this is a personal matter for the teacher and there is little formal help and support;
- in-school professional development programs, where there is a long process of change with activities within the school environment;
- standardized professional development programs, where fast-paced processes rapidly disseminate specific content and skills (Andreou, 2009: 25).

In the Greek-language literature, the professional needs created by the complex teaching task are interpreted according to Matsangouras by three different models of professional development, the positivist-technocratic, the interpretative, the stochastic, the critical, which are not merely alternative approaches to achieving common goals, but expressing different epistemological perceptions and educational practices (Ifantis, 2014: 70-71).

The positivist-technocratic model is based on Positive Pedagogy and considers that educational practice as a deliberate and well-organized process has its practical side, which requires the existence of organizational and teaching skills. It can be especially useful for newly appointed teachers because it provides them with a security framework and protects them from methodological errors, but also for more experienced teachers who want to implement innovative programs and manage their new roles.

The problem that arises when used as an exclusive model of professional development is that it fails to approach the value and political dimension of education and ignores the teacher's beliefs, experiences and professional judgment (Matsagouras, 2005: 74-75).

The interpretive model of professional development is based on Interpretive Pedagogy and emphasizes that knowledge is a social construct that is realized through personal involvement and collective situation analysis. This recognizes the value of practical knowledge and legitimizes the teacher as a knowledge

producer, without "overlooking" the necessity of scientific knowledge. This model activates teachers, upgrades their authority and increases their control over the course of their professional development and education (Matsagouras, 2005: 76-78).

The reflective-critical model focuses on the moral and political dimension of education and is based on Critical Pedagogy, which seeks, among other things, to highlight the social system's commitments to the teacher and to emphasize the responsibility and potential of education to contribute in the emancipation of the individual and the reconstruction of society. This model highlights through thought-critical analysis of educational situations, complexity and contradiction, and recognizes alternative teaching options. In this context, the teacher is no longer merely a knowledge manager, but becomes a solution maker to contemporary ethical and social dilemmas. (Matsagouras, 2005: 78-79. Ifantis, 2014: 71).

Conclusion. Attempts to describe professional development demonstrate the complexity of understanding and defining the concept. Professional development in most general way is defined as «the process by which professionalism is developed and enhanced». Through the professional development the teacher has the opportunity to acquire new knowledge, to deepen and strengthen the old ones but also to further specialize in teaching and use of new technologies. Summarizing the findings from the literature review, professional development is characterized by some essential features. It is based on constructivism with teachers acting as active learners. It takes place in a specific context, which can be an apprenticeship community, research communities, science communities and on-the-job care communities. It is linked to school reform and can't succeed if it is not supported by the school or the relevant curriculum reforms. It is collaborative and interactive not only between teachers but also in the relationship of teachers with principals, parents and other social actors. In addition, the professional development of teachers is part of their daily work and is related to the daily activities of teachers and students.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Andreou A. Teachers' professional development and its relationship to self-efficacy and their perceptions of student motivation. URL: <http://www.eap.gr>. (Last accessed: 05.04.2017).
2. Clarke D., Hollingsworth H. Elaborating a model of teacher professional growth. *Teaching and teacher education*, 2002. 18(8). P. 947-967.
3. Day C. Developing teachers: the challenges of lifelong learning. London: Falmer Press, 1999. 264 p.
4. Day C. The evolution of teachers. *The Challenges of Lifelong Learning*. Athens: Typotheto-George Dardanos, 2003. 264 p.
5. Drucker P.F. *Post-Capitalist Society*. Oxford: Butterworth-Heinemann, 1994. 232 p.
6. Elliot J. *Action research for educational change*. McGraw-Hill Education (UK), 1991. 163 p.

7. Evans L. Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies*, 2008. 56(1). P. 20-38.
8. Everard K., Morris G. *Effective Educational Administration* / ed. D. Kikizas. Patras: EAP Publications, 1999. P. 224.
9. Fokialis P., Kouroutsidou M., Lefas E. Demand for training: The components of teacher professional development. In: G. Bagakis, (ed.). *Teacher training and professional development*. Athens: Metachimo Publications, 2005. pp. 131-138.
10. Fullan M., Hargreaves A. 1992. Teacher development and educational change. In: M. Fullan, & A. Hargreaves (eds). *Teacher development and educational change*. London: Falmer Press. pp. 1-9.
11. Griffin P. S. Boys' participation styles in a middle school physical education team sports unit. *Journal of teaching in physical education*, 1983. 4(2), pp. 100-110.
12. Grossman P. L., Stodolsky S. S. Chapter 4: Considerations of Content and the Circumstances of Secondary School Teaching. *Review of research in education*, 1994. 20(1). pp. 179-221.
13. Hargreaves A. Foreword. In A. Hargreaves & M. Fullan, (ed.). *The Evolution of Teachers*. Athens: Patakis, 2014. pp. 11-12.
14. Hoban G. F. *Teacher learning for educational change: A systems thinking approach*. Open University Press, 2002. P. 192.
15. Huberman M. Teacher development and teaching ability. In A. Hargreaves & M. Fullan (ed.). *The Evolution of Teachers*. Athens: Patakis, 1995. pp. 193-223.
16. Ifantis A. Teacher training and professional development. Policies and Practices in Greece. Athens: Interaction, 2014. 89 p.
17. Iordanides G. *School unit management and teacher professional development*. Athens: Kyriakidi Brothes Publishing, 2009.
18. Matsagouras H. Professionalism and professional development. In: G. Bagakis (ed.). *Teacher training and professional development*. Athens: Ephemeral, 2005. pp. 63-81.
19. Mavrogiorgos G. Teacher education and training policy in Greece. In: A. Athanasoula-Reppa, S. Anthopoulos, S. Katsoulakis, & G. Mavrogiorgos. *Management of Educational Units: Human Resources Management*. Patras: EAP Publications, 1999.
20. Papanoum Z. *The profession of teacher*. Athens: «Print» George Dardanos, 2003.
21. Photopoulou B. Professionalism, Professional Development, Professional Identity and Teacher. The Case of Primary Education Teachers: Doctoral Thesis / University of Patras, 2013. URL: <http://www.nemertes.lis.upatras.gr>. (Last accessed: 27.02.2016).
22. Rogers A. *Adult Education* / eds. M. Papadopoulou & M. Tombrou. Athens: Metechmio, 1999.
23. Sachs J. Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo and M. Kompf (Eds.). *Connecting policy and practice: Challenges for teaching and learning in schools and universities*. Oxford: Routledge, 2005. pp. 5-21.

REFERENCES

1. Andreou A. Teachers' professional development and its relationship to self-efficacy and their perceptions of student motivation. URL: <http://www.eap.gr>. (Last accessed: 05.04.2017).
2. Clarke D., Hollingsworth H. Elaborating a model of teacher professional growth. *Teaching and teacher education*, 2002. 18(8). P. 947-967.
3. Day C. *Developing teachers: the challenges of lifelong learning*. London: Falmer Press, 1999. 264 p.
4. Day C. The evolution of teachers. *The Challenges of Lifelong Learning*. Athens: Typotheto-George Dardanos, 2003. 264 p.
5. Drucker P.F. *Post-Capitalist Society*. Oxford: Butterworth-Heinemann, 1994. 232 p.
6. Elliot J. *Action research for educational change*. McGraw-Hill Education (UK), 1991. 163 p.
7. Evans L. Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies*, 2008. 56(1). P. 20-38.
8. Everard K., Morris G. *Effective Educational Administration* / ed. D. Kikizas. Patras: EAP Publications, 1999. P. 224.
9. Fokialis P., Kouroutsidou M., Lefas E. Demand for training: The components of teacher professional development. In: G. Bagakis, (ed.). *Teacher training and professional development*. Athens: Metachimo Publications, 2005. pp. 131-138.
10. Fullan M., Hargreaves A. 1992. Teacher development and educational change. In: M. Fullan, & A. Hargreaves (eds). *Teacher development and educational change*. London: Falmer Press. pp. 1-9.
11. Griffin P. S. Boys' participation styles in a middle school physical education team sports unit. *Journal of teaching in physical education*, 1983. 4(2), pp. 100-110.
12. Grossman P. L., Stodolsky S. S. Chapter 4: Considerations of Content and the Circumstances of Secondary School Teaching. *Review of research in education*, 1994. 20(1). pp. 179-221.
13. Hargreaves A. Foreword. In A. Hargreaves & M. Fullan, (ed.). *The Evolution of Teachers*. Athens: Patakis, 2014. pp. 11-12.
14. Hoban G. F. *Teacher learning for educational change: A systems thinking approach*. Open University Press, 2002. P. 192.
15. Huberman M. Teacher development and teaching ability. In A. Hargreaves & M. Fullan (ed.). *The Evolution of Teachers*. Athens: Patakis, 1995. pp. 193-223.
16. Ifantis A. Teacher training and professional development. Policies and Practices in Greece. Athens: Interaction, 2014. 89 p.

17. Iordanides G. School unit management and teacher professional development. Athens: Kyriakidi Brothes Publishing, 2009.
18. Matsagouras H. Professionalism and professional development. In: G. Bagakis (ed.). *Teacher training and professional development*. Athens: Ephemeral, 2005. pp. 63-81.
19. Mavrogiorgos G. Teacher education and training policy in Greece. In: A. Athanasoula-Reppa, S. Anthopoulos, S. Katsoulakis, & G. Mavrogiorgos. *Management of Educational Units: Human Resources Management*. Patras: EAP Publications, 1999.
20. Papanoum Z. The profession of teacher. Athens: «Print» George Dardanos, 2003.
21. Photopoulou B. Professionalism, Professional Development, Professional Identity and Teacher. The Case of Primary Education Teachers: Doctoral Thesis / University of Patras, 2013. URL: <http://www.nemertes.lis.upatras.gr>. (Last accessed: 27.02.2016).
22. Rogers A. Adult Education / eds. M. Papadopoulou & M. Tombrou. Athens: Metechmio, 1999.
23. Sachs J. Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo and M. Kompf (Eds.). *Connecting policy and practice: Challenges for teaching and learning in schools and universities*. Oxford: Routledge, 2005. pp. 5-21.