

Digital Policy and Quality in Greek Primary and Secondary Education

Vardiampasi Zoumpoulia Paraskevi, M.A./M.Sc.

School Director, PhD Candidate at University of Alicante, Spain

KEY FACTORS IN SHAPING THE 21ST CENTURY EDUCATIONAL ECOSYSTEM IN GREEK PRIMARY AND SECONDARY EDUCATION

Cultivation of a Holistic and Coherent Digital Culture

Emphasis should be placed on transformative governance strategic, goal-oriented modifications to the educational policy framework, fostering a digital culture through well-organized and coherent professional training programs for teacher induction and lifelong development.

Emphasis on Fostering a Culture of Digital Connectivism Within the Country's Digital Agenda

Greek teachers of the previous century were accustomed to working in isolation, with minimal interference, and engaging in personal, introspective reflection. They need to learn to work collaboratively and creatively and adapt their methods and practices to the ever-changing educational conditions, constructively incorporating *innovative technologies* and *new pedagogical approaches*.

Emphasis on the Sharing Economy, Peer Collaboration, Co-Creativity, and Innovation

Greek educators now need to learn how to engage with the global educational community. It is vital for them to be part of a network that encourages innovation, creativity, openness and the sharing economy.

Integrating Digital Competence in Induction Policies for Newcomer Teachers

Greek policymakers have recently acknowledged the ellipsis of early support mechanisms for educators and school-based induction policies designed to assist newly appointed teachers in forming their *professional identity*, promoting their personal and professional development, and improving their teaching practices by embracing *openness*, *digitalism*, *sharing* and *peer collaboration*.

Establishment of Educational Institutions and Structured Initiatives for Quality Induction, Lifelong Learning, and Professional Development: A Focus on Virtual Learning.

Mentorship and counseling as established educational institutions should be also systematically implemented via virtual learning initiatives (programs, seminars, etc.). Mentors and counselors need comprehensive training, equipment and support to provide guidance to educators, newcomers and experienced members

Emphasis on Official Lifelong Professional Development, Teacher Training Programs, and Skills and Digital Competency Development

Strategic focus on continuously enhancing educators' knowledge, skills, and professional abilities through formal training and development programs.

Emphasis on the Development of Virtual Professional Learning Communities and Networks

Foster the creation of online communities and networks that enable educators to collaborate, share knowledge, and engage in continuous professional learning.

CONCLUSION

To cultivate a holistic digital culture for quality in education, a transformative shift in Greek educational policy is required. This necessitates systematic emphasis on moving Greek educators from isolation into **collaborative networks** that foster **connectivism**, **co-creativity**, and a **sharing economy**. Central to this is **integrating digital competence** into structured *induction and lifelong professional development programs* of Greek educators. The establishment of *virtual learning communities* and *trained e-mentorship* is crucial for successfully guiding this transition. Ultimately, the strategic goal is to build a **coherent and supportive educational ecosystem** for *continuous teacher upskilling and innovation*.

RECOMMENDATIONS

A **holistic culture** and the establishment of **coherent professional support systems** for school leaders, newcomer and experienced teachers, counselors, and mentors, together with **strategic, goal-oriented modifications** to the Greek educational policy framework will lead to well-organized, effective and **coherent formal professional training programs for professional growth and well-being** in the new digital era, where chaos in education persists to exist.

FUTURE RESEARCH

- **The Practical Value of Digital Mentoring in Induction:** Perspectives of Mentees and School Leaders
- **Navigating the Role of School Leaders in the Digital Transition:** Conservatism or progression?
- **Opportunities, needs, problems & challenges in Professional Learning Communities:** A SWOT Analysis.

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The Digital Divide

From 1980 Greece faces a digital divide, primarily due to:

- the country's ellipsis of a clear digital vision, a blurred digital agenda, policy priorities, and governance framework;
- education policy, which was mainly shaped by dominant *internal factors*;
- the Greek education system, which remained *highly centralized*;
- the digital pace of the country, which has been *slow and uneven*.

Digital Maturity, Teachers' Professional Identity & Quality in Education

As a result:

- even today, Greece still lags behind in digital maturity, it ranks 25th out of the 27 EU countries and it is characterized Europe's "digital tail";
- the impact on professional identity, development and growth of Greek educators are adversely affected.