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THE ISSUE OF PEDAGOGICAL AND TEACHING TRAINING OF TEACHERS IN GREEK EDUCATION AND THE ROLE OF UNIVERSITY PROFESSORS: AN EDUCATIONAL POLICY APPROACH

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Abstract:

This paper critically discusses the everlasting but also extremely current, fundamental and of paramount significance issue concerning the training of secondary education teachers in pedagogy and didactics and focuses on the responsibility of the university professors who train the teachers at this school level. This topic is directly related to conducting the educational process. Consequently, the current education system of teachers at this school level is briefly presented which underlines their insufficient pedagogical and teaching training. Then, the several efforts that have been made to resolve the issue of teachers' incompetence are outlined and analyzed, as well as the ascertainments and proposals that emerged from the attempts to resolve the issue are presented and discussed. Finally, the observations of the research study are discussed, and the corresponding conclusions are presented.

Keywords:

Pedagogical training, teaching training, educational process

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1. Introduction

The training of secondary education teacher is of high importance, as will be presented below, due to its connection with school matters and the educational process. However, before turning to the topic under discussion, we consider it appropriate to make two epistemological observations concerning the terms “pedagogical and teaching competence” and “teacher training in pedagogy and didactics”, which are used by the state and by those directly involved in the education of teachers at the two levels of the education.

The first observation concerns the term: “certificate of pedagogical and teaching competence”. It is common ground that the professional competence of a teacher in Greece is gained only by earning his/her degree from the respective university department that graduates without any additional aptitude test after obtaining the degree. On an educator’s diploma, like on any diploma of another university department or school, the level of his/her performance is featured as “moderate”, “well”, “very well” and “excellent”. In this way, the term “competence”, as used by the state, except for indicating the minimum possible achievement that a teacher should possess from the acquisition of his/her degree to the exercise of his/her teaching profession, is limited only to the pedagogical training of teachers, as if all other areas of a teacher education curriculum (teaching subject, broad perception of general knowledge and skills, etc.) are covered. Gaps in the field of the pedagogical and teaching training as well as in other areas can perhaps be filled to some extent if teachers, after obtaining their degree, are appointed by the state in education and teach in schools for one year or a year and a half, so that they can become aware of the problems of the education process, school, etc. and thus gain, in some way, a first experience, in terms of their teaching profession, as is the case in other countries (Germany). This implies that the term “competence”, by its name, concerning either the areas of pedagogy and didactics or the domain of a teacher’s subjects does not cover the full meaning that the state seeks to give, so it would be preferable, concerning the training in pedagogy and didactics, the term ‘certificate of successful attendance of a teacher training programme in pedagogy and didactics’ to be used.

The second observation regards the two terms “pedagogy and didactics’ and “pedagogical training”. Our opinion is that the term “pedagogical training” alone would be sufficient because “pedagogical” includes the field of didactics. It is a well-known fact to those in the know that didactics is a field and subject of the school of pedagogy that belongs to applied pedagogy. Applied pedagogy is known to include various fields, among them, the field of school pedagogy, to which general didactics or otherwise (general) teaching methodology pertains, the principles of which are accepted and applied by specific didactics/subject didactics in each taught subject (mathematics, language, etc.) separately (Chatzidimou, 2007 & 2015). Therefore, the term pedagogy and didactics in our opinion, is considered redundant and not necessary to be attributed to what the state demands from teachers. Even if one does not accept the above epistemological position, the term pedagogy and didactics is considered unnecessary for another reason: The departments that educate and train teachers are called pedagogical, in our country and elsewhere, and not pedagogical and teaching departments. This means that teaching training is the task on the one hand of the departments of education because they offer their students courses, which fall within the area of general didactics {(general) teaching methodology}, on the other hand of the sectors of pedagogy or teaching of each department of teacher education (literature, history, mathematics, physics, etc.), which offers courses on the teaching of their subject (didactics of language, history, mathematics, etc.). These courses should be taught by professors who have indulged in their science (mathematics, history, etc.) but have at the same time specialization in the teaching of these

subjects, these cases being few in Greece, at least for the time being. These courses must be taught by professors who have immersed themselves in their science (mathematics, history, etc.) but who also have expertise in the teaching of these subjects, such cases in Greece, at least for now, are few.

2. The outset of the essay

The outset for this essay was the observation and assertion by the state and educationalists that teachers in secondary education lack pedagogical training (apart from certain exceptions which will be mentioned and analyzed in the article below), and the negative impact of this lack on the educational and pedagogical process and teachers' educational work in general, as well as the ineffective actions, carried out by various sides, by educationalists (see for example, Chatzidimou, 2012; Gkotovos, 1991; Xochellis, 2005), but mostly from the Greek state. The state, which should have given and should give a final and correct solution, has given the last five years an in-between and controversial solution. A solution which the state itself gives the opportunity and the reason for the successful resolution of the issue of pedagogical and teaching training to be challenged. It is clarified and emphatically noted that the state was and is the one that bears the full responsibility for resolving this issue or not, since education as a public good is directly under its supervision. This contentious, therefore, issue, despite the efforts having already been made since the beginning of the 19th century, but, mainly, over the last four decades, is still a problem that awaits its best possible solution. The wrong solution resulting in this unpleasant situation, which contributes negatively to the educational events of the country can be attributed mainly to university professors who prepare and train teachers for secondary education, has been the key reason for writing this theoretical and critical study.

Another key reason that prompted us to deal with the subject under discussion was the mentality that prevails in most of the teachers at this school level as well as the university teachers who train prospective teachers for secondary education. Most of the secondary education teachers and university professors, despite the actions of professors of pedagogy and the Greek state, which aimed and aim to change this existing mentality, and despite the significant changes that have occurred and are occurring more and more internationally in teacher education programs, do not consider it as important as the training in subjects. In fact, most people go as far as holding the view that, when someone is knowledgeable in his/her subject, namely, when he/she has sufficient scientific training in the subject he/she will teach, he/she will also be a good teacher. This view is completely incorrect, old-fashioned, and very outdated. For this attitude and position to be changed, it is necessary and required for candidates and teachers in service to be provided, as far as possible, with more and multifaceted pedagogical updated information so that they can also be equipped with the appropriate pedagogical, psychological, sociological, and teaching means and resources.

Having, thus, all the above as a point of departure, basic questions are posed on a next level, regarding on the one hand secondary education teachers' education and on the other hand the steps that have or have not been taken occasionally -while they should have, so that teachers obtain pedagogical and teaching competence. Efforts are being made to ask and answer these questions as clearly and scientifically as possible so that they bear fruit. In other words, not only facts and situations that took place in the education and appointment of teachers are described, but the questions are approached and answered interpretatively and critically with a scientific methodology.

3. The education of primary and secondary education teachers regarding their pedagogical training

For the understanding of what will be listed and commented on below, a brief presentation and clarification of the education system of the two school levels in Greece is considered necessary and essential. Greek teachers of both levels are educated and trained today at the university, nevertheless, their education was and still is very different today both in terms of the philosophy of their curricula, in terms of their pedagogical training, and in terms of the duration of their training.

More specifically, the education of secondary education teachers was carried out from the liberation and independence of Greece until today at the university and lasts four years. However, their curricula were and still are aimed at training future teachers who are well versed in their subjects (that are the subjects that they will teach), neglecting almost entirely other areas, the pedagogical and teaching area, as well as the practical training. Courses of a pedagogical and teaching nature in most of the university departments that educate the teachers at this school level until about fifteen years ago were almost completely absent. On the contrary, the curricula of the education of primary education teachers from the beginning of its institution, in 1834 (Law 6/1834) until today, gave and give importance to pedagogical training, regardless of the institutions where they were educated and the duration of their education. Their education took part in the "Ypodidaskaleia" (Evangelopoulos, 1993; Law 2079/1892),¹ in "Didaskaleia" (1824, 1830, 1834-1933),² in Pedagogical Academies (Compulsory Law 953/1937; Decree 16-02-1934; Founding Law 5802/1933)³ and today in university Departments of Education (Presidential Decree 320/1983). In "Ypodidaskaleia"⁴ and "Didaskaleia", in particular, until the first decade of the 19th century one could not yet speak of proper pedagogical training of teachers (punishment and authoritarian means of teaching, verbalism, etc. prevailed, due to teachers' ignorance and the unfavorable economic, social, political conditions of that time), while in pedagogical academies later (1934 -1983) and in the departments of education (1984 - until today) importance was given and is given in all three areas of education of a teacher education program (training in subjects, in the pedagogical and teaching area as well as in practical training), despite any of their problems (Andreou, 1998; Chatzidimou & Chatzidimou, 2019; Tsalkatidou-Taratori, 2009).

The duration of teachers' education and studentship in "Didaskaleia" until their abolition in 1933 was one year for most of the years of their operation (there were even cases where they did not study at all, but the candidates only took exams (Pyrgiotakis, 1992) and for very few years, namely shortly before their abolition and the establishment of pedagogical academies, two years. Teachers' education in pedagogical academies throughout their existence lasted two years (Chatzidimou & Chatzidimou, 2019; Evangelopoulos, 1998). For a short time, an attempt was made for the duration of teachers' education to be increased from two to three years. This effort of the three-year study of the students of pedagogical academies, which took place in the first five years of the 1960s, came very quickly to nothing due to the coup of the colonels,

¹ Institutions for the training of primary education teachers, whose graduates taught in primary schools in small villages. Their training was inferior to that of the teachers of "Didaskaleia".

² Institutions for the training of primary education teachers, whose graduates taught in primary schools from the liberation of Greece until the establishment and operation of "Pedagogical Academies". Their training was disadvantaged, compared to the training of the teachers of "Pedagogical Academies".

³ Institutions for the training of primary education teachers, whose graduates taught in primary schools from the abolition of "Didaskaleia" until the establishment and operation of the "Departments of Education (Primary Education and Kindergarten Teachers)". Their education was disadvantaged, compared to the education of the teachers of the "Departments of Education".

who even abolished the pedagogical academies which they considered dangerous for the dictatorial regime (Legislative decree 842/1971). The endeavor of upgrading the work of the candidate teachers of pedagogical academies was, therefore, stopped very quickly with the seizing of the political authority of the dictatorial regime of the colonels of 1967, which wanted teachers of this level and of secondary education to be uneducated, obedient, and passive beings. The reasons for the abolition of some pedagogical academies (of the one in Thessaloniki, of the Raleio pedagogical academy of Piraeus) were political and not at all academic (Chatzidimou & Chatzidimou, 2019). However, this two-year training in Pedagogical Academies continued, despite the repeal in 1975 of the Legislative decree 842/1971, to be implemented after the change of government in 1974 until the establishment (Presidential decree 320/1983) and the operation of the university departments of education in 1984/1985. From the middle of the 1985s onwards, teachers' education takes place at university, the duration of which is four years with upgraded study programs which include all four areas of education of a teacher education program (Chatzidimou, 2012, pp. 79-92), regardless of the school level. With the operation of the Departments of Education, the education of the primary education candidates is thus equated, theoretically and concerning the time at least, with the training of secondary education prospective teachers (Chatzidimou, 2012).

It is also clarified that primary education teachers teach in kindergartens (until recently the education of preschoolers lasted one year, currently it lasts two) and in primary schools where students attend for six years (from the age of seven to the age of twelve years). Namely, the studentship in primary schools lasts six years. It is also pointed out that the teachers at this school level are not specialized in the teaching of two or three subjects, as is done in other countries, for example in the Federal Republic of Germany, but they teach all primary school subjects (language, mathematics, environmental education, religious education, etc.). In primary schools, however, are appointed and teach teachers of foreign languages and from physical education departments, music departments, and generally graduates of fine arts departments, where their education is carried out in secondary education departments without adequate, for the time being, pedagogical and teaching competence training. This may have been one of the many reasons why, while in the 1970s the Primary School Teachers' Federation ("DOE") was debating and insisting on the specialization of teachers at this level, it suddenly changed its position on the issue and so this request consigned to the dustbin of Greek education (Chatzidimou & Taratori, 1990).

In short, one could say that the teachers at this school level, in terms of their pedagogical training, already had it, with what that meant at the time, from the beginning of the institutionalization of their education, despite any adversities and operational problems. Today, as will be seen later, future teachers of the departments of education, who teach in kindergartens and primary schools, can be appointed to education, without the need for a pedagogical training certificate. In addition, the departments of education, as well as their professors, can, if they wish, offer, organize, and implement programs that grant the pedagogical training certificate to prospective teachers of secondary education, which is necessary for secondary education teachers' appointment. This initiative does not seem to be accepted by the university professors who train teachers for secondary education, as well as by the Federation of Secondary Education Officers ("OLME").

As far as secondary education is concerned, which is discussed below, teachers have been trained since the independence of Greece, as has already been said, at university, obtaining the corresponding degree (of mathematics, philologist, theologian, physicist and etc.) and teach either in a gymnasium (gymnasium belongs to compulsory education, is the first level of secondary education and the duration of studies is three years) or in a general high school (the

duration of studies is three years) or in a vocational high school (the duration of studies is also three years) or in various other vocational schools, in which the duration of studies varies.

The curricula of all specialties and branches of this school level, whether they refer to the training of prospective teachers who will teach mathematics, language subjects (ancient and modern Greek language), physics, chemistry, geology, economics, technological subjects (electronics, electrical engineering, mechanical engineering, etc.), give more weight, as noted, only to the education and training of teachers in their subject, neglecting almost completely all other areas of a teacher education curriculum (Chatzidimou, 2012, pp. 79-92).

That is, most departments, with exceptions, such as the departments of philosophy, pedagogy, and psychology, etc., which were created in the first five years of the 1980s, emphasize the scientific training of their subject, neglecting the two other basic areas of teacher education, namely the area of pedagogical training and the teaching - practical training area (Bilioni, 2003; Chatzidimou, 2015). The reasons are many, we mention only the underestimation of the science of pedagogy for many years, among others, also by the state (the state has, however, changed its attitude in the last twenty-five years or so without being able to impose it), but mainly due to the reaction and negative attitude of the professors serving in secondary education departments (philology, history-archaeology, agriculture, physics, etc.). It should be noted, however, that efforts were made by several educationalists, who argued that for scientific and educational reasons these departments ought to have incorporated courses of a pedagogical nature into their curricula, a matter which will be discussed below.

4. Attempts to resolve the issue of insufficient pedagogical training of secondary education teachers

The issue of the inadequate pedagogical and teaching training of teachers at this level was known and attempted to be changed already in the first decade of the last century and specifically in 1910 with the establishment of “Didaskaleio mesis ekpaidefsis” (Law 3718/1910), the purpose of which was the further training of teachers of today's gymnasium and high school. This proposal came from Exarchopoulos, professor of pedagogy at the National Kapodistrian University of Athens (“EKPA”). Exarchopoulos, having been well acquainted with the educational affairs of Germany, since he went and made further studies in Germany, as well as with the scientific training he had as a professor of the chair of pedagogy at the University of Athens (where Zagoyannis had served initially (1901-1909)), made the above proposal which had been accepted by the government of the time (Law 3718/1910). The purpose of this “Didaskaleio” was initially the theoretical and practical pedagogy of secondary education teachers. At the beginning of its operation, fifty teachers were admitted and studied for one year, later one hundred, etc., the graduates of which then took key positions in the administration of education, to contribute in this way to the qualitative upgrading of the educational work of secondary education teachers. Despite the various changes that later took place in the subjects taught at “Didaskaleio”, in the method of admission, the duration of studies (the course of study was made two years), the admitted students, etc., it contributed to a certain extent to the pedagogical training of a small number of teachers at this school level. Initially, the admission to “Didaskaleio” was without examinations following a proposal by the directors of the ministry of education. This implied that each time the state sent “its own people” for further training. At this point, one must point out that the admission of the postgraduates from 1970 until the abolition of “Didaskaleio” was by examination. The examinations were imposed during the 1967 colonels' dictatorship more to control retrainees than for reasons of meritocracy. The examinations continued to be held even after the collapse

of the dictatorship (July 1974) until 1981, when a little later in 1985 "Didaskaleio" was abolished by Law 1566/1985, after the School for the Training of Secondary Education Officers ("SELME") had been established in 1978 with Presidential Decree 459, in which they were trained in pedagogical and teaching issues for one year. Their admission to this school was by lottery. The operation of "SELME" continued until 1992, the educational service of which was then taken over by the Regional Educational Centres ("PEKs") (Chatzidimou & Stravakou, 2003; Katanou, 2006), which, while offering educational programs (of admission and other programs) on issues mainly of a pedagogical and teaching nature contributing with positive work (Chatzidimou & Stravakou, 2003), were abolished in 2018 with Law 4547; this law also abolished the institution of school counsellors, who participated in training programs of PEKs and contributed to a certain extent positively to the training of teachers of both school levels (Goupou, 2012). The pedagogical training of secondary education teachers continues today in a fragmented way through various training programs organized and implemented by various institutions and by the state through the former pedagogical institute (Goupou, 2018), which was established in 1964 (Law 4379/1964), and the current institute of educational policy, established in 2011 by Law 3966, replacing the pedagogical institute, which was abolished in 2010; the implementation of these training programs is carried out with the grant from the European Union and the participation of Greece, of course.

What has been presented up to this point shows, at least theoretically, that the state seems to be interested in the pedagogical training of teachers of this level of schooling who serve in gymnasias and general high schools, but it hardly touches the curricula of their departments and schools of education, regarding their pedagogical training which must be the responsibility of university professors. All the above actions, one could say, are nothing more than 'a drop in the ocean'. The number of retrained and trained teachers is small and other initiatives and actions that are more active and effective should be taken.

Another important institution that contributed substantially to the pedagogical training of secondary education teachers, but was initially intended only for technical vocational education, was the School of Educational Officers of Vocational and Technological Education ("SELETE"), now the Higher School of Pedagogical and Technological Education ("ASPAITE").

SELETE was founded in 1959 (Government Gazette A⁵ 187/7-9-1959) and operated, with several unnecessary and necessary changes (its establishment, abolition, and re-establishment, the establishment and abolition of Departments, the transfer of teaching staff to other institutions (TEI), etc.) until 2002⁶, when the current ASPAITE was established in its place (Law 3027/2002), which offers almost the same services that SELETE offered until its abolition. The reasons for the abolition/renaming were both political and academic (from being an ungraded school, it became a higher school). However, the same departments that were operating then are still operating today with minor differences in the names of the departments. The departments operating today are: the department of teachers of electrical engineering, the department of teachers of mechanical engineering, the department of teachers of civil engineering, and the department of education (Iakovidis, 2007). The faculties and departments

⁵ Paper of Government Gazette.

⁶ No mention is made of such events because it is not within the purpose of this paper. One cannot, however, fail to mention the great contribution of Niki Antonakaki-Dendrinou, who on the one hand contributed to the founding of S.E.L.E.T.E., and on the other hand, was its first President. In 1966, with the Legislative Decree 4588, she contributed to the establishment of the four-year Higher School of Educational Technologists and Engineers (ASETEM), she played an important role in the educational matters of S.E.L.E.T.E., and not only, and finally, from 1975 until her death, she served as President of S.E.L.E.T.E. (for the historical development of S.E.L.E.T.E., see, for example, Kalouri, Chr, Athanasoula-Repa Ann. & Filios, A. (<http://www.eriande.elemendu.upatras.gr>).

that operated at SELETE were: The higher school of educational technological engineering (“ASETEM”) and PATES. ASETEM comprised the department of educational technologists in electrical engineering, the department of educational technologists in electronic engineering, the department of educational technologists in mechanical engineering, and the department of educational technologists in civil engineering, while the course of study lasted four years. At PATES, in what is now the pedagogical department of ASPAITE, both ASETEM students and other specializations, as will be shown below, were given pedagogical training and were destined, after obtaining their degree, to be appointed in secondary vocational education.

The duration of their studies in all the above departments was and still is four years, except for the department of education, which is one year, the admission of students of the three departments, except for the department of education, is the same as that of all other prospective students in higher educational and technological Institutions, however, during their studies in this school, they acquire training both in pedagogy and didactics. In other words, they attend more than ten pedagogical and teaching courses during their studies. The pedagogical teacher training that is currently offered at the department of education was also offered until 2002 at the PATES of SELETE, with the only difference being that the way of admission, the number of admissions, and the tuition fees changed. From 2010 until today, the admission of candidates to the department of education is by lottery, taking into account, however, objective criteria (degree, postgraduate studies, publications, etc.), as was the case in the past, the students attending this department belong to all disciplines appointed in public and private education (philologists, theologians, mathematicians, civil engineers, electronics, electrical engineers, doctors, economists, sociologists, etc.), the number of admissions is very high and students pay tuition fees for the two academic semesters in order to attend. One could say at this point that the department of education, which substituted PATES, loses its public character, and offers only training programs and postgraduate courses for a fee.

To sum up, ASPAITE School, one could argue, is nothing more than a name change, because almost all the Departments that were functioning then, are still functioning today (they have changed only in title) and what was happening in the former SELETE School then, is still happening today in ASPAITE. The difference lies only in terms of the abolition of the name, in terms of the merger and the change of the departments concerning their names, and in terms of how candidates are admitted to the department of education. The courses taught today in the department of education, were taught, with minor differences, in the former PATES, the duration of the candidates' studies for all categories of graduates (of universities and higher technological educational institutions) is one year, while previously for graduates of universities it was one semester, and for graduates of higher (nurses, microbiologists' assistants, accountants, etc.) and intermediate schools (electricians, mechanical engineers, structural engineers, designers, chemical assistants) one year. Only those who were appointed to technological and vocational education or those who were appointed and had not attended before their appointment to the former PATES of SELETE (philologists, theologians, civil engineers, economists, sociologists, etc.) attended the former PATES of SELETE at that time, free of charge. Today, the department of pedagogy issues a certificate in pedagogy and didactics for all prospective teachers, regardless of the degree they hold and the discipline they belong to.

At this point, it is clarified that enough reference was made to the ASPAITE School because it was the only school that understood in time the great significance and the important role that training in pedagogy and didactics plays in the educational work of teachers, as if the departments that educate teacher candidates for general secondary education are superior to their colleagues serving in technical and vocational education. Their colleagues in technical

and vocational education may face more and bigger problems in their work, due to the nature of their work and the students attending them, but they are by no means free of problems and difficulties, most of which they can overcome by attending appropriate programs in pedagogy and didactics, where they acquire pedagogical, educational, and teaching skills.

After what has been said up to this point, it can be argued that the newly appointed and serving teachers, who had until the 2010s and up to now essential pedagogical teacher training have been those of technical and vocational education.

The state, finally realizing the necessity of pedagogical training for all secondary education teachers (primary education teachers have, due to their studies and degree, as already mentioned, pedagogical training), takes initiative and passes relevant laws.

Thus, in 1985, Law 1566 was passed, in which the necessity of pedagogical training of teachers was pointed out, while it seems to be supported by the teachers' trade union ("OLME"), but it was never implemented, as were other decrees.

The next, finally serious, effort made by the state for the pedagogical training of teachers, is the one that was made with the passing of Law 2525/1997. This law completely changes the system of appointment of teachers of the two school levels (the yearbook is abolished and examinations at a national level are introduced) and requires for the following examinations from 2003 onwards (Article 6, paragraph 6. of the above law) that they need to have a certificate of certified pedagogical training of one year (two academic semesters) issued by universities. Teachers would no longer be able to take the exams to be appointed in education if they did not have a certificate of training in pedagogy and didactics. To obtain this certificate, teachers would have to attend university pedagogical teacher training courses (theoretical and practical pedagogy, as explicitly stated in this law) for two semesters. Exempted from the certificate were primary education teachers as well as those who had a degree of successful attendance from the PATES of ASPAITE, postgraduate studies of the first and second level in the sciences of education (either postgraduate or doctoral), and those who had a degree from the departments of philosophy, psychology, and pedagogy, philosophy and pedagogy, philosophy and social studies, since the curricula of these departments included courses of a pedagogical and teaching nature related to both theoretical and practical pedagogy and practical training. The final resolution of the issue of pedagogical training is left to universities. Universities, unfortunately, do not respond positively to the submission of implementation proposals to the ministry of education, because of the great opposition, disagreements between the departments and schools that educate teachers for secondary education, but also due to objections expressed by their trade union body (OLME); so the state (at that time, while PASOK was the ruling party, but with a different Minister of Education) remained silent and continued to appoint teachers, after examinations, without the required pedagogical teacher training, thus violating the law that the government itself had passed (Chatzidimou, 2012, p. 84). The examinations for the appointment of secondary education teachers both in 2002 (Government Gazette 262/12-8-2002), and in 2007 (Government Gazette 500/24-8-2006), as well as in 2009/2010 (Announcement 3P 2008) were held without the teachers having the required certificate or attestation; this phenomenon is still observed today, as will be shown later in this paper.

After this failed attempt, the next government, which consisted of the two political parties (New Democracy and the Panhellenic Socialist Movement (PASOK)) made another attempt on the same issue and passed a new law in 2010 (Law 3848/2010). In article 2, paragraph 3, the necessity of pedagogical training of secondary education teachers for the appointment of teachers is again emphasized, and the time and place of its implementation are defined (its

duration was one semester, i.e. thirteen weeks, and its implementation was to be carried out at university by pedagogists), some special cases exempted from attending courses were described and, finally, universities were given the task of specifying the issue of pedagogical training, finding and proposing to the ministry of education an appropriate solution. Pedagogical training could, according to the above law, be achieved in two alternative ways: Either through their existing curriculum, where the courses providing scientific training would be reduced and courses of a pedagogical and teaching nature would be added or by establishing a special curriculum to be followed during their studies or after obtaining their degree. This law also gave the opportunity to previous graduates working as secondary education teachers, who did not have pedagogical training, to acquire it by following the same procedure that applied to current students-prospective teachers of teacher training departments and schools. The cases of secondary education teachers, who were exempted from the certificate of pedagogical teacher training, are the same as those already provided for in the previous law (2525/1997).

The differences between the new law (3848/2010) and the previous one (2525/1997) were mainly in terms of the duration of attendance for the acquisition of the certificate of pedagogical training and in terms of its philosophy; the duration of attendance of a pedagogical training program according to the Law 2525/1997 was two academic semesters, while in the new law of 2010 it is one semester. Law 2525/1997 obviously meant by practical pedagogy the practical training, which was not mentioned at all in Law 3848/2010. This law, like the previous one, was not implemented by almost all the university departments that educated teacher candidates for secondary education due to the opposition of many university departments that educate teachers for this school level, and because they believed, among other things, that this would affect the prestige of their degrees if they reduced the number of courses relating to the scientific training of their subjects and replace them with courses of a pedagogical and teaching nature. The committees appointed by the universities to propose solutions to the issue of pedagogical training have not been fruitful. Some departments, however, have applied in a non-proper way, and without applying academic criteria, this law formally and not substantially.

The issue of pedagogical training, as shown above, has not been definitively resolved; it is back in the news again with a regulation of 2018 with Law 4547 (Government Gazette 102/A/12-06-2018) by the new government consisting of the political parties of the Coalition of the Radical Left ("SYRIZA") and the Independent Greeks ("ANEL").

Their proposal is almost in the same framework as the one of Law 3848 of 2010. Pedagogical training is achieved and demonstrated as follows: a. By a certificate of successful completion of a special study program organized by each university department of secondary education or by groups of cooperating departments of the same or several universities within the framework of a special first cycle study program. It is also possible for former graduates to take additional courses or to follow this special study program. This program is approved by the senate of each university, forwarded to the ministry of education, and evaluated after one year of implementation; the next evaluation follows four years. b. By holding a degree from a university, which must include courses related to education, education and learning, and specified didactics. c. By holding a university degree from the department of philosophy, pedagogy and psychology, the department of philosophy and pedagogy, the department of philosophy, the department of social studies. d. By holding a master's degree in education sciences. e. By holding a Ph.D. degree in education sciences. f. By holding a degree from the Higher School of Educational Technologists and Engineers (ASETEM) of SELETE. g. By holding a degree in education studies from PATES of SELETE, currently a certificate of education studies from the education program of ASPAITE. It should be noted that primary

education teachers are, as noted above, exempt from a certificate of pedagogical training because they already acquire it during their studies in the departments they attend. It is self-evident that if a secondary education teacher additionally holds a degree in primary or pre-school education, he or she is exempted from the certificate of pedagogical training.

Finally, in the latest law (4589/2019), which was passed by the government of the New Democracy and appointed about eleven thousand teachers in primary and secondary public education, the certificate of pedagogical training is considered a qualification for an appointment but is not considered as a prerequisite for their appointment; there is only a reference that the newly appointed must acquire it within two years by attending training programs. In other words, the solution to the issue of inadequate pedagogical and teaching training is again left to the future.

From the above, it can be concluded that all the laws passed on pedagogical training have the same purpose and the same objectives, differing only in the duration, the way of obtaining it, and its philosophy; the point on which they seem to agree is the postponement of the definitive solution of the issue, considerations which will be briefly analyzed below.

5. Discussion of observations and recommendations for the secondary education teachers' pedagogical and teaching training

Closing this paper, some observations and findings that emerged from the above considerations, regarding the pedagogical training of secondary education teachers are presented and critically commented on. At the same time, there are some suggestions that can be derived from what has been presented up to this point.

First observation: Primary education teachers seem to be better qualified in both pedagogical and teaching practice areas. Their curricula in "Didaskaleia" and in the academies as well as in universities today included courses of a pedagogical and teaching nature as well as practical training. That is why today they rightly belong to the categories of teachers who, to be appointed in education, are not required to have as a necessary qualification prerequisite the certificate of pedagogical and teaching training to be appointed in education. This does not mean, of course, that the teachers of these departments are not obliged during their educational professional work to undergo training both through the training programs offered by the state and other institutions and on their own, through self-training.

Second observation: Secondary education teachers in the past, but to a large extent also today, with some exceptions, of course, are characterized by inadequate pedagogical training. From the curricula of the schools that educate secondary education teachers, pedagogical and teaching training as well as practical training are completely absent, considering these areas inferior to the area of scientific training in the subject (Bilioni, 2003, p. 57; Chatzidimou, 2003, pp. 35-39 & 2012, pp. 115-132).

Third observation: Efforts were made from time to time by educationalists (Exarchopoulos, Delmouzos, Glinos, etc.), as well as by contemporary ones, to change and improve the above negative situation, but these efforts failed because of the reluctance on the part of the state. It took almost two hundred years from the establishment and operation of the schools educating secondary education teachers for the state to understand the contribution of pedagogical and teaching training to the educational work and to pass relevant laws, although these laws have many shortcomings and do not provide a comprehensive answer to the subject under discussion.

Fourth observation: The laws that were passed to cover shortcomings in pedagogical and teaching training, and not only, are often not implemented. For example, there are cases where many provisions degrees of several laws are often left inactive, even though they were passed in parliament with a large majority. Typical examples are Laws 3848/2010 and 2525/1997. In particular, Law 2525/1997, regarding the pedagogy and teaching pedagogical training of secondary education teachers, and other issues, while it was passed in parliament by the then ruling political party, the same political party with the new government in the next elections did not implement it and overturned it, although it was, by common consent, by many educationalists in the right direction (Chatzidimou, 2003, pp. 63-68; Xochellis, 2007, pp. 570-571). Its non-implementation may have been due to the disagreements and reactions of the university departments that educated teachers of this level, on the one hand, and the teachers' trade union (OLME), on the other hand, but also to the fact that the Minister of Education who replaced the previous one was afraid that he would not be elected as a member of parliament in the next elections, and the political party would suffer political consequences. The non-application of the laws, or rather many provisions of the various laws, is still observed today. For example, in 2019, teachers were appointed to public education without a certificate of pedagogical and teaching training, although it was considered a necessary qualification for appointment. The non-implementation of the provisions of laws is, as one can see, a very common phenomenon in Greece; it is a feature of all the political parties that have governed the country so far, a fact that is not often observed in other countries, especially when the provisions and criteria of a law are in the right direction.

Fifth observation: The curricula currently applied for the acquisition of pedagogical and teaching training of secondary education teachers have been developed in a hurry hastily and with incorrect scientific methodology and are full of shortcomings. For example, a pedagogical and teaching training program cannot be in the right direction if it lacks almost entirely the practical training component. A teacher is appointed to education without having been in the classroom, without having taught at all, without having seen how teachers teach, what difficulties they have and how they deal with them, the methods and techniques they use, how they prepare, plan and implement their teaching, and everything else, whether it be easy, difficult, positive, negative, etc., which happens in the educational process and generally in their future workplace (Chatzidimou & Chatzidimou, 2014). That is, pedagogical and teaching training cannot be based only on topics and issues of theoretical pedagogy, it cannot be implemented in classes with many trainees, without the attendance being compulsory, without appropriate material and technical infrastructure, etc.

Sixth observation: Starting from the position that the planning and implementation of curricula are contributed done by qualified people, who serve and promote the science of pedagogy, one must ask whether such programs and actions, which are full of disadvantages, contribute, perhaps even unwittingly, to the devaluation of the science of pedagogy. It is not excluded far from the truth that educationalists pedagogists may also contribute to the devaluation of pedagogy with their other actions. For example, there are many, who serve as advisors to Ministers and Deputy Ministers of Education, participate in the selection of the executives in education, submit suggestions and proposals for specialized pedagogical programs and many other issues of education, following the line and orders of political parties, which so instead of informing politicians in a multifaceted and objective way, they themselves become partisans (Pyrgiotakis, 1992). They also contribute to the devaluation of pedagogy with other actions, such as the incorrect translation and use of foreign terminology in Greek. There are several such examples: for instance example, terms such as "collaborative team teaching" are used, while group teaching is meant (Chatzidimou & Anagnostopoulou, 2015), "university

pedagogy", while obviously the pedagogical and teaching training of teachers of higher education institutions is meant, which aims, among other things, to improve the pedagogical and teaching training of teachers of higher education (in the latter case, reference will be made to in another our work of ours). In this way, they give the reason and the impetus to other scientists to consider pedagogy as nothing and inferior to the other sciences, while all sciences have their own importance and value, and no science is superior or inferior to the other. It cannot be considered inferior, discredited, and underestimated, because pedagogy, apart from being considered, along with philosophy, as one of the oldest sciences, contributes greatly to the social coexistence of people and to their development in every way.

Seventh observation: The state has finally recognized the necessity of pedagogical and teaching training for secondary education teachers and has proposed, and to some extent pressured, universities to prepare and include pedagogical and teaching courses in their curricula. These programs, because of their shortcomings, need to be improved and changed for the better. The change is easier to be made from now on, given that there is, however frail lukewarmly, the consent of the professors at the university departments that educate prospective teachers teacher candidates for secondary education (philologists, mathematicians, economists, etc.) as well as of the prospective teacher candidates of these departments themselves. The improvement of curricula for pedagogical and teaching training can be achieved with the participation of all stakeholders, especially university professors who train teachers for secondary education, together with the support of the state, since it is the "employer" of teachers. The state is also responsible for their education and to which teachers are or ought to be accountable, without implying that teachers ought to be blind, obedient, and unwilling creatures. Freedom of thought, expression, and action at of the individual, social and political levels are the pillar of democratic education and democracy in general.

Finally, it can be underlined that as pedagogical and teaching training is done today, no one, especially educators, but also the state, can be satisfied with the way it is provided. One solution would be special programs of two academic semesters to be offered, which would include both pedagogical and teaching subjects as well as practical training. These programs should be organized by the departments of education, the departments of education of the schools of philosophy, or the teaching and learning offices of the universities to which we will refer in the next section. It is understood that the teachers of these special programs will be educators and "didacticians" with knowledge and experience in the planning and implementation of the educational process.

6. Conclusion

In conclusion, it is noted that the pedagogical and teaching training of teachers at both school levels, especially secondary education teachers, is now more necessary than ever before, due to the almost inactivity of teachers in this field, as well as the unconsidered decisions by the state and others on the issue of pedagogical training and the rapid developments in all sectors of civil society and the difficulties arising from these developments in the conduct of the educational process. This implies that those involved in this issue must cooperate and change their minds about the science of pedagogy and not see it as the "poor relation" of the sciences they themselves serve. This means that the state, university professors, especially professors of pedagogy, teachers' trade unions, and in general those involved in the matters of education must take the initiative to overturn such serious mistakes that too often occur in the science of pedagogy. Educators should be sparing and very careful in the use of new terms of pedagogy (this does not mean that new terms should not be introduced), and all those involved in

educational and pedagogical matters should cooperate in the elaboration of appropriate pedagogical and teaching training programs, in the selection of appropriate educational and teaching material, in order to find and adopt a pedagogical and teaching training program that indeed contributes to the acquisition of the pedagogical training of secondary education teachers and to eliminate the sad situation that is currently occurring. Programs are being implemented that not only they do not provide adequate pedagogical training, but also degrade both the science of pedagogy and those who teach it, the educationalists pedagogists.

This implies that the conduct of pedagogical and teaching training programs and their attendance by teachers will not be successful without the readiness of the participants to further improve their work, without the real will of the participants in these programs (i.e. to participate because they feel it and not because it is imposed on them), without the appropriate educational and teaching material given to them for information and discussion, without well-trained from the pedagogical and teaching didactics point of view teachers and, above all, without the recognition of pedagogy by university professors of other sciences, especially by those who teach in departments and schools of teachers (philologists, historians, chemists, mathematicians, civil engineers, etc.) and without a change in the attitude of secondary education teachers in their pedagogical training. In Greece, the following pedagogical paradox, if not irrationality senseless, is observed. Those who teach in education, regardless of the level (primary, secondary, tertiary) consider themselves pedagogues pedagogists, confirming what the famous Greek painter and scenographer Tsarouchis once said, that in Greece you are what you say you are. The difference with teachers is that they not only declare it but already take it for granted, self-existent and a law; once one has happened or consciously chosen to serve and teach in education, one automatically characterizes oneself as a pedagogist a. This is a fact and a mindset that would be wise to change at some point. This change is again brought about through the training they receive in teacher training departments and schools. These are some of the basic requirements for finding and successfully implementing appropriate pedagogical and teacher training programs.

In concluding this paper, we consider it appropriate to point out, although we have already mentioned it and pointed it out emphatically in several parts of the paper, that it is recommendable to epistemologically prefer the term "pedagogical training programs" instead of the term "pedagogical and teaching competence". This is because training, as mentioned in the previous pages of this paper, is not something static, but a dynamic and constantly evolving event, which cannot and does not have an end, and one cannot consider oneself to be sufficiently qualified from a pedagogical and teaching point of view with a certificate of successful completion of a program. The training is never completed and continues until the end of his or her career. The training could be related to what applies to teachers at both school levels. A teacher can become better than he/she was and is, but never good and complete. The pedagogical and teaching training of teachers can be improved, but it will never be considered complete and can never be claimed to have achieved full competence. It is completed only by those who consider themselves born pedagogues (Exarchopoulos, 1950; Spranger, 1958), a rare, if not impossible, event.

Resources

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Compulsory Law 953/1937, «*Peri Paidagogikon Akadimion*» [Regarding Pedagogical

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- Law 1185/1884, «*Peri Ypodidaskaleion*» [Regarding Ypodidaskaleia], FEK 174/05-05-1884.
- Law 2079/1892, «*Peri Ypodidaskaleion*» [Regarding Ypodidaskaleia], FEK 277/11-08-1892.
- Law 3718/1910, «*Peri paidagogikis morfoseos kai dokimasias ton leitourgon Mesis Ekpaidefseos*» [Regarding the pedagogical education and training of Intermediate education officers], FEK 152/A/08-04-1910.
- Law 5802/1933, «*Peri idryseos Paidagogikon Akadimion*» [Regarding the establishment of Pedagogical Academies], FEK A' 286.
- Law 4379/1964, «*Peri organoseos kai dioikiseos tis Genikis Stoicheiodous kai Mesis Ekpaidefseos*» [Regarding the organization and management of General, basic and intermediate education], FEK A' 182/24-10-1964.
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- Law 1566/1985, «*Domi kai Leitourgia tis Protovathmias kai Defterovathmias Ekpaidefsis kai alles diataxeis*» [The structure and functioning of primary and secondary education and other provisions], FEK 167/A/30-09-1985.
- Law 2525/1997, «*Eniaio Lykeio, prosvasi ton apofoiton tou stin tritovathmia ekpaidefsi, axiologisi tou ekpaideftikou ergou kai alles diataxeis*» [General high school, its graduates' access in tertiary education, evaluation of educational work and other provisions], FEK 188/23-09-1997.
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- Law 3848/2010, «*Anavathmisi tou rolou tou ekpaideftikou – kathierosi kanonon axiologisis kai axiokratias stin ekpaidefsi kai alles diataxeis*» [Upgrade of the teacher's role – establishment of evaluation rules and meritocracy in education and other provisions], FEK 71/A/19-05-2019.
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- Law 4009/2011, «*Domi, Leitourgia, diasfalis tis poiotitas ton spoudon kai diethnopoisi ton anotaton ekpaideftikon idrymaton*» [Structure, function, quality assurance of studies and internationalization of higher educational institutions], FEK 195/A/6- 9-2011.
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- Law 4589/2019, «*Synergeies Ethnikou Kapodistriakou Panepistimiou Athinon, Geoponikou Panepistimiou Athinon. panepistimiou Thessalias me ta TEI Thessalias kai Stereas Elladas, Pallimniako Tameio kai alles diataxeis*» [Collaboration of the National and Kapodistrian University of Athens, the Agricultural University of Athens, the University of Thessaly with the Technological Educational Institutes of Thessaly and of Sterea Ellada, Pallimniako Tameio and other provisions], FEK 13/29-01-2019.

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