

Review of: "“A totally new situation that put us into uncharted waters”: Preschool teachers negotiate their professional identity in respect to online learning during the Covid-19 lockdowns in Greece."

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As an active educator who has worked in Greece for many decades, I am aware of the struggles of teachers in state schools, esp concerns related to infrastructure and availability of technology. Since 2008 Greece is in a prolonged economic crisis which has certainly affected the resources available to state educators. In the article it may be worth mentioning the particulars briefly so that readers who are not aware of the Greek socioeconomic context may better appreciate the challenges teachers face.

Overall, I enjoyed reading this article which gives a voice to a particular group of educators that are frequently underestimated since they focus on preschoolers (a level of education that was not viewed as required until relatively recently). The qualitative evidence was most interesting to read though the sample is so focused (teachers from one town) that one may wonder whether the uniformity of the geographic region may make part of the experience a little too local (another parameter to mention in limitations?)

In the literature the term which has emerged to describe the experience of teaching during recent national lockdowns is Emergency Remote Teaching (ERT); there was need for a new term to make it clear that this type of instruction is quite different from online learning or any other technology-enabled modes of instruction which tend to be asynchronous. For all of us meeting students in the virtual classroom for synchronous but remote instruction the experience was novel and unique since the pedagogy of ERT did not predate the pandemic--we made the rules from day-to-day and had to learn effective practices on the job. The authors may consider using the appropriate term so as to distinguish this unprecedented experience which we all navigated blindly from offering courses online asynchronously (which may not even exist in preschool education?)

The article seeks to discuss the problematizing of one's professional ID within, and following, the challenges of sequential lockdowns which requires that the two topics (professional ID and ERT) need to be related more clearly. The added aspects of the context (Greek reality of state schools and cultural views of preschool educators) may divert attention unless the structure of the discussion manages to demonstrate clearly what constitutes the focus and which aspects are offered as important contextual knowledge.

While the interviews focused on the particulars of ERT, the article's final sections (Implications and Conclusions) seem to

relate more broadly to the need for state support and tech infrastructure (issues that were apparent before the pandemic) and how any challenge will test and reshape the foundations of educators. Since reflective practice is an essential aspect of this profession, any changes to traditional modes of teaching require consideration of the effectiveness of the learning process. A more critical view of the anecdotal evidence may reveal the need for more rigorous training of preschool teachers in reflective practices to ensure that an educator's prof ID is not reshaped only when something extreme occurs.

These suggestions (with key points underlined) have sought to offer a few insights additional to what some other reviewers have already noted to date. I consider this article's collection of qualitative evidence to be a rich source of info which may be mined further to uncover valuable additions to existing discussions of educational challenges and their repercussions on educators' professional identities.

Best of luck with your revisions!