

# 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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Potential competing interests: No potential competing interests to declare.

It is an interesting manuscript since it deals with preschool teachers' professional identity during a crisis, which a few studies have discussed thoroughly. Nevertheless, some parts of this study need to be elaborated for clarity. For one, the author mentioned how teachers tried familiarizing themselves with new technology for teaching. What specific technologies are these teachers familiar with? Furthermore, how did it impact their work and student learning?

Have you explored how the digital leadership of their school heads affects their satisfaction? The digital leadership of the school head may have impacted the way teachers were provided technological support since it has been known in many studies that it is critical for digital transformation (Tanucan et al., 2022). Adding this to your discussion could beef up the manuscript.

Furthermore, how was the professional development of the teachers through webinars? Did webinars impact their professional identity? During the pandemic, wherein webinars have been the backbone of many teachers' professional development, many scholars pointed out the importance of webinars in the professional development of teachers (Tanucan & Uytico, 2021). The authors mentioned that teachers did not mention any training support. However, I need clarification on this situation since the government has been very conscious of preparing teachers with the new teaching and learning setup. Furthermore, the teachers can participate in several online trainings provided for free. Did they opt to refrain from participating on their own? Why is that?

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