

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.

This is a strong article on an important topic. The authors do a great job of illuminating the lived experiences of teachers who are coping with the transition to online learning in the wake of COVID. Many of their findings were intriguing and surprisingly positive. For example, the authors write about participants' newfound appreciation for in-person learning, and thus their deeper understanding of how learning context might influence pedagogical strategy. In addition, they describe how this continued learning prompted by COVID seemed to cause them to enhance their "sense of one's own professional skills, resilience and ingenuity."

I encourage the authors to dig into the variation in the findings. While they note the distinction between younger and more experienced teachers, I think it is likely that other factors (e.g., organizational context, subject area, etc.) may shape how teachers responded to this crisis. I was also surprised that teachers did not mention external mandates, guidance, or support (either positive or negative). Is it possible this is an artifact of the interview protocol? If not, I wonder if this limits the generalizability of the findings since in many other national contexts educators had to navigate numerous mandates and expectations from different parts of the environment (e.g., the district, parents, community members, state officials, etc.). These are worthy areas for future research.