



National and Kapodistrian  
University of Athens



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Hellenic Foundation for  
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Aligning Disability principles with practice in pandemic  
crisis: redefining the problem(s)- recasting Solution(s) to  
support disabled students

WORLD CONFERENCE ON RESEARCH IN  
TEACHING AND EDUCATION

W O R L D T E



The 5<sup>th</sup> World Conference on Research  
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# Exploring the organizational preparedness of educational organizations in pandemic crisis times: A system thinking approach in education with a special focus on SwDs' education

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# INTRODUCTION

COVID-19 pandemic  
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Organization and delivery of education worldwide



All involved stakeholders, namely students, parents, teachers, administration, decision and policy makers, were confronted abruptly with an **unprecedented reality**

# INTRODUCTION

in Greece, SwDs and their families were extremely affected at an educational, social and economic level.

In particular, **7.8% of the Greek students with disability and/or special education needs** attending state preschool, primary and secondary education settings, namely **105,970 students and their families** (Kassianos, 2018; Rellas, 2020) suffered from the pandemic implications.

# Research focus of current study

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This study focuses on exploring the gap in educational organizations' preparedness in pandemic context, with a special focus on the SwDs' psycho-social and educational needs

## The aim of this study is

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- To explore, map and synthesize the organizational preparedness domains and indicators per domain proper to inform the organizational preparedness plans of educational organizations in pandemic times, with a special focus on SwDs.
- To inform the construction of an organizational preparedness digital tool for educational organizations, with a special focus on the SwDs and, thus, to contribute to the policy dialogue on organizational preparedness of educational organizations, both mainstream and special, in pandemic crisis contexts.

# Method

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- Scoping review with thematic analysis was performed on literature published from **2010 to 2022**.
- Six scientific **databases** (PsycInfo, Web of Science, Eric, Scopus, Proquest, JSTOR) and one **academic search engine** (Google Scholar) were examined in order to identify publications (peer-reviewed and preprint) in English.

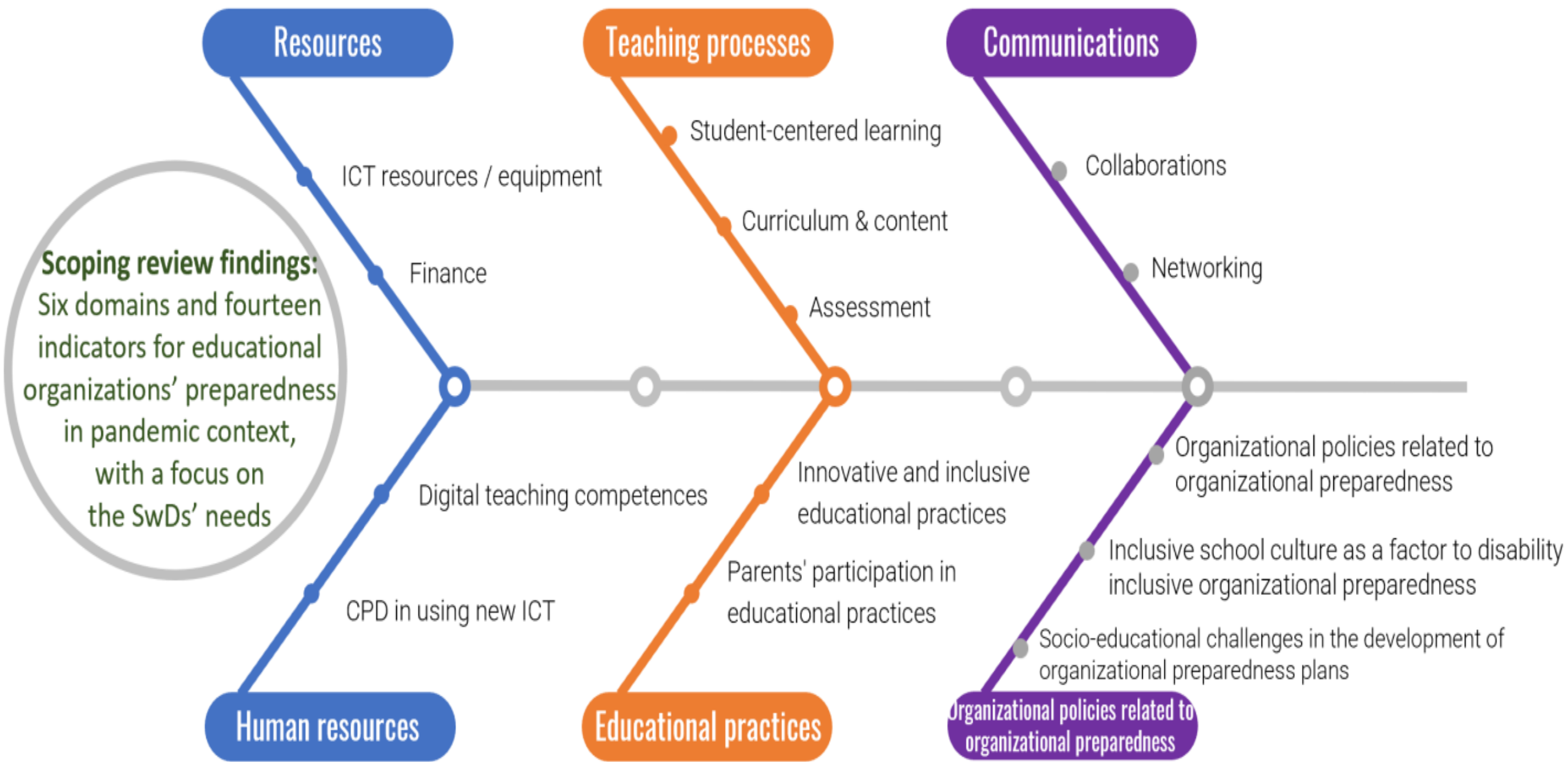
# Method

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**1564**  
publications  
identified

**216** were  
included in the  
final analysis

**6 domains &  
14 indicators**  
were identified





# Resources

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**Resources** play a critical role in the efficacy of educational modalities' initiatives with a focus on the psycho-social and educational needs of SwDs in pandemic contexts

Ainscow (2020a, 2020b) highlighted that **poor and low resources were associated with poor response services to the needs of SwDs in the period of a pandemic.**

# Human resources

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- The role of the educational personnel, including teachers, educational administration personnel, disability specialists, therapeutic personnel, school psychologists, has been **critically decisive in counterbalancing the pandemic-related challenges in the delivery of teaching.**
- The educational personnel **played a key role in addressing the educational exclusion of SwDs in the distance learning process.**

# Educational practices & Teaching processes

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The educational practices and the teaching processes constitute **structural integral pillars in education overall**. The stated domains are in a continuous interrelation.

The **inclusive dimension** of the adopted educational practices during pandemic times has been found to be **suboptimal and, often, to be associated with the preexisting inclusive school culture**.

# Communications

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- **Communication** has a **pivotal operational function** within the complexity of any educational organization.
- Schools are complex intertwined organizations that operate simultaneously at multiple levels of the decision-making process as regards inward and outward policy making, **financing human resources**, **mentoring initiatives**, **research and innovation**, **lobbying with political parties**, **connectivity and interchange with large scale societal or small-scale communal entities**.

# Organizational policies related to organizational preparedness

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- The organizational policies and the inclusive culture, reaffirm the complexity inherent in the formulation, in the decision making and its respective implementation.
- Policies concerning organizational preparedness particularly issuing policies within crisis contexts appear to exert far most pressure and complexity since it requires all involved parties to arrive at an optimum consensus, a challenging and frequently an dangerous endeavour.

The identified **domains and indicators** may support the educational organizations in their efforts to assess organizational preparedness, to determine and monitor their organizational response to the next pandemic crisis.

**COVID-19 caused a global learning crisis.**

**Being prepared means being ready for change.**

The pandemic is only part of the story, whereas the socio-economic implications, amongst others, are pivotal and the knock-on effects are much more far reaching and long-lasting.

Being prepared in the pandemic context means that a **whole-of-society and a whole-of-system approach must be considered.**

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It also means that we need to think **creatively**, to plan and to turn this pandemic into an **opportunity for redressing social flaws and achieve systemic and inclusive change.**





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# Thank you!

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