

Stavropoulos Vasileios holds a bachelor's degree in Primary Education (Aristotle University of Thessaloniki, Department of Primary Education), a Master of Education degree in Special Educational Needs (University of Leeds, School of Education) and, as a Greek State Scholarships Foundation (IKY) scholar, he gained an M.Sc. degree in Educational Administration and a PhD in Educational Administration and Research Methodology from University of Thessaly, Department of Primary Education. He has relevant experience as a tutor at pre-service teachers' training and postgraduate courses and, also, he has to his credit participation in five university-based research projects, supervision of masters' dissertations and publications that fall within his academic and professional profile and interests focusing on research methods applied to approach educational administration and leadership issues. He has more than a two-decade experience as primary and special education teacher in public education sector. Almost half of this experience relates to administrative posts (Director of Primary Education, Head of prefectural diagnostic and assessment educational service, special education primary school Vice-principal and Principal), as well as to advisory and guidance duties (Primary Education Teachers' Coordinator, Regional Centre of Educational Planning - PEKES of Central Greece). He was Chair, Vice-chair, and Member of the Hellenic Union of Special Educators' (PEEP) administrative council and a founding member of the Hellenic Educational Administration Society (EODE).

#### Recent publications

Michopoulou, S., Stavropoulos, V., & Xafakos, E. (2020). Investigating the existence of mentoring support to school's new-entrant substitute teachers in the Greek educational context: The role of school leadership. *Research in Educational Administration & Leadership*, 5(3), 753-784. DOI: 10.30828/real/2020.3.5

Michou, A., Mouratidis, A., Vassiou, A., Stavropoulos, V., Tzika, V., & Kokolakis, D. (2023). Taking their perspective: Students' reasons and aims of achievement striving in their own words. *Social Psychology of Education*, 1-26. <https://doi.org/10.1007/s11218-023-09797-9>

Xafakos, E., Kaldi, S., Vassiou, A., Stavropoulos, V., Papadimas, L., Maratos, A., Stavrianoudaki, A., Tzika, V., & Mastrothanas, K. (2020). THE EFFECT OF TEACHERS' COLLABORATIVE NETWORKS ON INNOVATIVE SCHOOL CLIMATE AND THEIR INDIVIDUAL INNOVATIVENESS. *European Journal of Education Studies*, 7(11), 203-221. DOI: 10.46827/ejes.v7i11.3347

Xafakos, E., Vassiou, A., Stavropoulos, V., & Tzika, V. (2023). Investigating the Possible Relationship Between Greek Primary School Teachers' Self-efficacy and Openness to New Ideas and Practices. *Facta Universitatis, Series: Teaching, Learning and Teacher Education*, 7(1), Special Issue, 57-63. DOI: 10.22190/FUTLTE221004006X

Xafakos, E., Vassiou, A., Tzika, V., & Stavropoulos, V. (2023). Mutual Support as a Characteristic of the "School as Learning Organization" and its Effect on Dimensions of Teachers' Job Satisfaction. *Facta Universitatis, Series: Teaching, Learning and Teacher Education*, 7(1) Special Issue, 77-84. DOI: 10.22190/FUTLTE221115008X