

SHORT BIO

Stefania Giannakaki works as *Laboratory Teaching Staff* at the Department of Communication and Digital Media of the University of Western Macedonia (Greece) where she teaches research methodology, statistics, and organisational management. She holds a PhD in Educational Management (2004) from the University of Strathclyde (Scotland), an MSc in Environmental Studies (1998) from the same university, and a BEd in Primary Education from the National University of Athens (1996). In 2016, she was awarded the Postgraduate Certificate in Higher Education Teaching from Queen's University Belfast and she achieved the status of Fellow of The Higher Education Academy UK.

Stefania has worked as teaching and research staff in many universities and independent institutes in Greece and abroad, as well as primary school teacher in the wider area of Attica. From 2013 to 2017, she was a Lecturer at Queen's University Belfast where she coordinated the '*MSc in Educational Leadership*' course. Since 2008, she has been teaching as Associate Tutor on the '*MEd in Organisation and Management of Education*' at the University of Thessaly (Greece). She has also worked at the Open University of Cyprus, the Hellenic Open University, the University of Nottingham, the Open University UK, the University of Macedonia, the University of London Institute of Education, the Research Institute for Tourism and Forecasting (ITEP), and the Athens Institute for Education and Research (ATINER).

Most of her research work is in the field of educational management with emphasis on the professional development of teachers, school culture, and students' democratic participation in school decision-making. Her broader academic interests include humanistic models of leadership and the critical study of (latent) ideologies that underpin contemporary leadership practices and their related rhetoric. She focuses particularly on untapping the power imbalances (and related micropolitical activity) that exist in organisations. Stefania has conducted quantitative and qualitative studies, as well as participatory research with children acting as *co-researchers*. In 2015-2017 she received external funding to carry out the research projects '*Gender inequality in educational leadership in Azerbaijan*' (RCUK) and '*Teachers' beliefs about education and children's voice practices in the Island of Ireland*' (SCOTENS) of which she was the principal investigator. She has many international publications and academic presentations, including five invited talks (in Portuguese) at the Brazilian universities of Unimontes, UFMG, UFU, FASI and FURB.

Selected publications:

- Giannakaki, M. S., Flynn, P., Hayes, N., & Fitzsimons, S. (2018) *Teachers' beliefs about education and children's voice practices in the Island of Ireland* (research report). Armagh, Northern Ireland: Centre for Cross Border Studies. Full text: <https://scotens.org/teachers-beliefs-about-education-and-childrens-voice-practices-in-the-island-of-ireland/>
- Giannakaki, M. S., McMillan, I. D., & Karamichas, J. (2018). Problematising the use of education to address social inequity: Could participatory action research be a step forwards? *British Educational Research Journal*, 44(2), 191-211.
- Giannakaki, M. S., & Batziakas, G. (2016). 'This is a beautiful school.' 'This school is useless!' Explaining disengagement in a Greek vocational school through the examination of teacher ideologies. *Research in Post-Compulsory Education*, 21(4), 409-433.
- Giannakaki, M. S., Hobson, A. J., & Malderez, A. (2011). Student teachers' perceptions of the effectiveness of their initial preparation. *European Journal of Education*, 46(4), 456-473.
- Hobson, A. J., Giannakaki, M. S., & Chambers, G. N. (2009). Who withdraws from initial teacher preparation and why? *Educational Research*, 51(3), 321-340.
- Giannakaki, M. S. (2005). Using mixed-methods to examine teachers' attitudes to educational change: The case of the Skills for Life strategy for improving adult literacy and numeracy skills in England. *Educational Research and Evaluation*, 11(4), 323-348.

- Γιαννακάκη, Μ. Σ. (2005). Η εφαρμογή καινοτομιών στη σχολική μονάδα. Στο Καψάλης, Α. (Επιμ.) *Οργάνωση και διοίκηση σχολικών μονάδων* (σσ. 243-276). Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.