

Editorial

In the 3rd issue of the 7th volume of the “educational circle”, 18 new articles are presented, dealing with a wide range of subjects that cover the field of formal and non-formal education.

Employees' satisfaction from their profession has been recognized as a contributing factor to the quality of their job results. The second article of this issue presents the results of a nationwide survey which examines teacher satisfaction in-depth. This is a survey conducted in all 13 prefectures of the country during the 2017-2018 school year, for public schools teachers of all grades. The survey was first presented in May 2019, in Drama. The results address to teachers themselves, education executives and pupils' parents, indicating areas which, with the appropriate interventions, can help to improve the level of teacher satisfaction and thereby the quality of educational outcomes.

The coexistence of different individuals from diverse social groups in the modern classroom covers a significant part of this issue. Diversity, heterogeneity, diversity are concepts that are encountered daily in the school environment, and this raises important questions about whether the modern teacher is well informed and educated enough to meet the demands of the new school. At the same time, the movements of large populations in the western mainland countries have brought about significant changes in the composition of their populations. These changes also touch the educational field. The student population presents a cultural diversity, often shaking perceptions based on its homogeneous national and cultural composition in many countries, including Greece. This new reality makes it imperative to manage this diversity, and it is in this context that teachers' views on cultural diversity become particularly important. At the same time, at the level of teaching approaches, differentiated teaching can provide important solutions, as it helps to motivate students, improve their performance, and develop more positive attitudes and beliefs of students and teachers.

It is now generally accepted that school can play a central role in promoting skills. This role can be addressed not only through the integration of appropriate interventions into the curriculum, but also through the implementation of non-curricula. An important element in this perspective is that schools have characteristics of a learning organization, and teachers perceive the need to transform school into a learning organization for continuous evolution in accordance with new educational and social needs. At the same time, modern school should be able to make a decisive contribution to tackling the phenomena of student aggression and bullying, focusing on the characteristics of the perpetrator, the victim, as well as the role of teachers and parents, applying innovative ideas as well as time-resistant practices. Admittedly, in all cases, developed skills of cooperation are needed between all those involved in the learning process and especially at the level of school unit. In this context, an important factor for cooperation should exist between teachers of general and those of special education.

In the perspective of formal education, there are also a number of contemporary issues concerning the recording of attitudes of Vocational High School teachers towards the institution of apprenticeship in the early stages of its implementation. At the same time, issues such as the conditions for applying mentoring in education are discussed, as well as going back to the past investigating processes and ways in which school camps in our country were designed, organized and practiced in the first half of the 20th century.

In the field of teaching methodology some alternatives to teaching are presented: through antithesis in digital environments, through incorporation of new technologies into teaching process and the evaluation of the results of an interdisciplinary approach to three distinct subjects as Computing, Geography and Modern Greek Literature.

Finally, in the field of non-formal education the approach and definition of the concept of 'adulthood' is attempted, not only on the basis of the criterion of age but through axes as: maturity, responsibility, experience, self-management, self-determination (self-perception), autonomy and a sense of social responsibility. The issue of leakage in Vocational Education Institutions is also being investigated, not only in cases where trainees are unable to combine study with work, but also in cases of dropouts due to frustration with teaching methods and practices.

This issue completes the 7th volume of the “educational circle” and thus the magazine is headed to its 8th year of operation. This is a year which, in conjunction with the 3rd International Experiential Conference on Applied Teaching held in Drama in May 2020, aspires to contribute to the scientific dialogue which is constantly developing and evolving in relation to the current trends and perspectives of teaching and learning.

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