

## Editorial

At a time when education is trying to return to normality, one of the questions that arises is whether, through the extraordinary and pressing conditions experienced by the educational community, new components can emerge that will contribute to the quality upgrade of education in the future. . It is often said that after the pandemic crisis, nothing will be the same. If this view involves any dose of truth, then the paradox is that education is already involved in this truth. The most important questions that emerge from this perspective are related to a number of issues related to the philosophy and quality of education, through new teaching practices and approaches, but also to the special role that teachers have to play in this new reality.

In the present issue of the educational cycle, twenty-six new articles demonstrate this approach, while highlighting themes that can contribute to this perspective. Among them, experiential and empirical learning are in a significant position. In this context, the teaching methodology of each subject acquires a new dynamic through the digitally available tools and materials, but primarily through the new dimension offered by the use of art. However, the new multicultural learning environments, which characterize modern education, require special handling. In this perspective differentiated teaching, the management of students' behavioral problems in the classroom but also the adaptation of teaching to the special needs and interests of students are highlighted as events of the utmost importance.

However, the new data also require special operation and for this reason the role of teacher acquires a special perspective which moves away from the static limits of authority as it moves in the perspective of cooperation, support and encouragement. In this context, the importance of emotional intelligence in education acquires significant importance. Under these conditions support, motivation, as well as the professional development of teachers acquire a special character, elements that are significantly influenced by the special role of the school leadership.

Spyros Kioulanis