

## Editorial

In the 3rd issue of the 6<sup>th</sup> volume of the “Educational circle”, which hosts fourteen new articles, the development of skills of the 21st century is of major importance in order for pupils to be properly trained to respond to future challenges, changes, information management in the modern digital society and their educational and professional development.

In this perspective modern school is called upon to play a very different role from the traditional one. In this new role the pupil is not only treated as a recipient of cognitive information and the teacher as a vehicle of knowledge but the latter is also a facilitator of the learning process. The duties of the teacher include the efforts that each pupil will develop not only mentally but also emotionally and socially.

On the basis of these data, the headmaster of a school needs to know how to use social and emotional education to classroom management and, by extension, school, enhancing the effectiveness of teachers and effectively solving the problems of school life.

In the new school reality the smooth welcome and inclusion of newly appointed teachers is very important, since they are at the beginning of their professional career and definitely need encouragement and proper guidance. In this context, the institution of the mentor, a person who can make a significant contribution to the support and guidance of the newly appointed teacher, is very important.

In the modern school, there are also important educational methods and techniques used to raise students' awareness on environmental education, foreign language learning, new technologies, but also the pedagogical framework for the implementation of new technologies in education. In this perspective the development of distance learning plays a very important role, which is also emerging through the implementation of mass open access courses. In this context, new questions such as increasing participation and reducing the dropout of participants appear in the learning process.

It is a fact that the new conditions in the rapidly changing modern societies and the need for educational institutions to respond to them has made it inevitable to introduce reforms in educational systems and to evaluate their implementation. Under these circumstances, it is interesting for someone to explore and study institutions and data that apply to educational systems in other countries, such as ECVET, a methodological framework aimed at the accumulation and transfer of academic units from one qualifications system to another among member states of the United Europe, the educational institution of the All-Day School in Primary Education of Cyprus, but also a case study in the context of a broader media training structure built to explore and approach holistically the media in Cyprus.

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