

Editorial

In the second issue of the 7th volume of the «εκπ@ιδευτικός κύκλος» magazine, twelve articles are published, covering a wide range of subjects related to Primary, Secondary and Tertiary Education. The individual articles that make up the material of this issue concern multiculturalism, didactics of different subjects of secondary education at cognitive and metacognitive level, training of teachers and cooperation of school, family and society in tackling the phenomenon of addictions, student aggression, education administration and university pedagogy.

Multiculturalism is a contemporary reality, which has a catalytic effect on the learning process. In today's school class, the coexistence of individuals from diverse social groups involved in the pedagogical and teaching process, as well as immigration, is an indisputable fact that requires specific teaching approaches. In this perspective and in the context of a fertile reflection and thought heterogeneity, diversity and, more generally intercultural pedagogy are examined, bibliographically and through research. At the same time, Paulo Freire's theoretical approach to adult education is being approached focusing on its dynamics when addressing to vulnerable socially excluded groups, such as refugees and immigrants. Also, in a Junior Secondary School transformational learning is considered in an experiential school- social life project that deals with migration.

As far as didactics of different subjects of secondary education is concerned, the use of works of art with aesthetic value as primers for the strengthening of critical thinking can be highlighted. In discussing didactics, it is argued that metacognitive awareness is a dynamic concept that enables students to gain judgment on knowledge and thought, and for this reason the educator must also cultivate the metacognitive skills of his students. With regard to teaching individual subjects, teaching Music through image sonification is a good practice in secondary education. Also, in the same context, innovative practices for teaching classical languages are presented, through development of activities and educational material created within the frame of a European programme. Finally, we record the perceptions of teachers of different disciplines, types of schools, and levels of education. It is also explored the way of approaching fundamental concepts and laws of Physics.

Of course, the achievement of learning objectives in the school environment highly depends on the creation of a safe learning environment. In this context, the ability to cope with educational phenomena that pose serious problems at the school unit is highlighted as an event of utmost importance. An element that often plays an important role in adolescent behavior is addictions. This fact and the prevention and treatment of addictions make the training of teachers particularly important. However, it is important that teachers do not consider themselves sufficiently trained and they believe that their training will contribute to more effective prevention and tackling the addiction phenomenon.

Of the same importance is the issue of student aggression, a phenomenon that has been manifested in recent years in our country's schools. The relevant investigation of the subject concludes with an important proposition: interventions should include all levels where students move, ie school, family and the wider local community.

In the area of administration of education, reference is made to the interview process, which is essentially a flexible tool used to reveal the personality of the candidate, but as modern theories state, that is a process prone to bias, prejudices, stereotyped views but also political interventions. The process of developing strategic planning at school unit is also being developed, in particular as regards strategic analysis, strategic selection and strategic implementation processes, with an emphasis on the possibilities for their use in the educational context. Finally, the new organization chart of the Ministry of Education and Research, at the level of the Primary Education Directorate, is being developed and explored.

Rapid acceleration of new knowledge production brings the immediate need for competent tertiary education teachers who transmit knowledge to students with high-quality teaching. In this context, it is easily perceived the necessity of training new scientists with effective management skills and the ability to evaluate, exploit and creatively combine the information produced and also with the possibility of continuing education and training. Consequently, the role of professor in the Universities today can not only reflect his research work but should also focus on the valuable role of the teacher.

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