

Editorial

The second issue of the tenth volume of the “educ@tional circle” contains 29 new articles, which cover issues related to general and special education and in particular issues of pedagogical and didactic methodology, distance education during the pandemic period, as well as, the administration of education. .

The publication of this issue coincides with a transitional period for education, where a series of innovations and changes emerge not only in theory but also in practice. The New Curricula and the perspective of the multiple book, which have been in the forefront since the beginning of the year, reinforce the vision of achieving an effective, innovative, creative and sustainable school. At the same time, a series of massive open training programs of the Institute of Educational Policy come to contribute to the demand not only for introductory but also for the continuous training of teachers, through modern and asynchronous distance learning methods. At the same time, the concept of quality in education ceases to be a purely theoretical approach, as it is now contained in the principles and philosophy of a new legislative framework for education, in which new roles and institutions, such as that of Quality Supervisor, make their appearance.

What remains is the vision and the prospect of making it a reality. In this direction, the "leadership" can play a decisive role, given that any innovation is also a conflict with the established principles, perceptions and often erroneous assumptions. In this perspective, education is the one that once again seems to have the dominant role. In this context, the development of critical thinking skills is an important parameter for the design of curriculum content, capable of contributing to the transformation of perceptions and practices that are barriers to change and innovation.

In developing critical thinking skills, learners and the practical aspects of their lives are placed in the center. Individuals' experiences are considered a source of knowledge, as the educational process is based on the experiences and practical issues of the trainees, giving priority to their personal educational choices. The primary goal of critical education is to empower individuals and social groups so that they can express their own worldview, refuting the imposition of the dominant ideology as self-evident and unique.

The “educ@tional circle” aspires to contribute to this reflection, which now acquires a special meaning and content, highlighting scientific knowledge and research in the wider circle of its subjects, providing the educational community with direct and open access to its content.

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