



## 2<sup>nd</sup> Announcement

**1st International Pedagogical Conference of Primary Education Pieria**  
**Subject: New deadline for submitting abstracts for the 1<sup>st</sup> International**  
**Pedagogical Conference of Primary Education Pieria**  
**until 31-3-2024**

We inform you that the Directorate of Primary Education of Pieria, in collaboration with the Regional Unit of Pieria of the Central Macedonia Region and the Municipalities of Katerini, Dion-Olympos and Pydna-Kolindros, with the support of the Holy Metropolis of Kitros, Katerini and Platamonas, the Regional Directorate of Primary and Secondary Education of Central Macedonia and the Chamber of Commerce of Pieria, is organizing the 1st International Pedagogical Conference of Pieria with the title:

**"School climate: Contemporary Challenges and Prospects"**

**The deadline for submitting abstracts is extended until 31-3-2024**

The conference will be held in Katerini on **May 25<sup>th</sup> and 26<sup>th</sup> , 2024**, and will be in hybrid form, which will allow **for in-person or online presentations**.

The languages of the conference will be **Greek and English**.

### **Introduction**

The school is a living organism, in which different people with different needs and values coexist and interact, shaping a living and dynamic quality whole. The school

climate is an important factor that affects the quality of the educational process and the development of students.

The creation of a positive and supportive school climate is one of the most important goals of the educational process. A positive school climate contributes to the development of students' self-esteem, the cultivation of cooperation and mutual assistance, the reduction of cases of violence and bullying and the promotion of learning and creativity.

The school climate is a complex phenomenon that is affected by many factors, such as the relationships between teachers, students and parents, the school organization and operation, the socio-economic environment and cultural values.

The impact of the recent COVID-19 pandemic has created new challenges that need to be addressed. The long period of distance learning has led to increased isolation and loneliness of students, as well as reduced social interaction. In addition, the pandemic has exacerbated socio-economic inequalities, which can negatively affect school climate.

## **Purpose and objectives of the conference**

The purpose of the conference is to foster a productive dialogue and creative thinking regarding the significance of school climate in contemporary and future schools.

### **General objectives:**

- To highlight the importance of school climate for the educational process and the psychosocial development of students.
- To discuss the factors that affect the climate in the modern school, such as school violence and bullying, social isolation and marginalization, lack of cohesion and collaboration between teachers and students, lack of trust and communication between the school community and the wider society.
- To explore new perspectives for improving school climate, through the development and implementation of appropriate policies, programs and actions.

### **Specific objectives:**

- To explore the pedagogical, learning and teaching dimension of school climate.
- The ways of organization and institutional support of school climate in the school community.
- To improve communication between school and family.
- The development of practices of communication and collaboration between school and members of the school community.
- To explore the pedagogical, learning and teaching dimension of school climate.
- The presentation of innovative educational programs and teaching approaches for the cultivation of school climate in the classroom and in the school.
- The reflection on the possibilities of educational support for the improvement of school climate.
- The promotion of the social and cultural dimensions of the improvement of school climate.
- The cultivation of students' resilience.
- The management of school violence and bullying.
- The presentation of new research data on school climate.
- The exploration of the contribution of art, new technologies and the school environment to the improvement of school climate.
- The drawing of conclusions regarding the new perspectives of pedagogical organization and management of school climate.

### **Thematic axes of the conference**

#### **Axis 1: The organization and institutional support of school climate in the school community**

- Vision and values of the school, as factors in shaping school climate.
- The contribution of the institutional and administrative framework of school organization and its contribution to the development of school climate.

- The role of school leadership and teachers in the development of effective school climate.
- The interpersonal relationships of the members of the school community, as a factor in improving school climate.
- The cultivation of soft communication and collaboration skills among the members of the school community and their contribution to the improvement of school climate.
- The "Internal School Regulations", the "Class Contract" and other related texts, as means of organizing school climate: procedures, functions, results.

#### **Axis 2: Crisis management in the school community**

- Basic concepts and principles of crisis management in school: prevention, response and rehabilitation.
- The role of school leadership and teachers in crisis management.
- The development of crisis management plans and procedures in the school.
- The training of school staff in crisis management.
- The role of the family and the wider community in crisis management.

#### **Axis 3: The pedagogical, learning and teaching dimension of school climate**

- The importance of a positive school climate for learning and teaching.
- The cultivation of a positive learning environment in the classroom.
- The use of innovative educational programs and teaching approaches for the cultivation of a positive school climate.
- The reflection on the possibilities of educational support for the improvement of school climate.

#### **Axis 4: The social and cultural dimensions of school climate**

- The role of school climate in the social and cultural development of students.
- The promotion of social cohesion and intercultural understanding through school climate.

- The cultivation of students' resilience through school climate.
- The role of art, new technologies and the school environment in the improvement of school climate.

**Axis 5: School climate and new perspectives: psychological support, social inclusion, new technologies and education**

- School, a socializing agent and manager of diversity
- The psychological resilience of students and teachers as a factor in the development of effective school climate.
- Social inclusion and interculturality.
- Pedagogical redesign of the school environment as a factor in improving school climate.
- Informal and non-formal forms of improving school climate.
- Art and culture as factors in the development of school climate.
- Educational research and school climate.
- Professional development of teachers and school climate.
- Educational practices for improving school climate.
- The digital world, the internet and ICT in improving school climate.
- Research processes for evaluating and assessing school climate.
- The institution of school: new challenges and prospects.

## **Conference Committees**

### ***Honorary Committee***

Honorable Metropolitan of Kitros, Katerini and Platamon, **His Eminence George**

**Sophia Mavridou**, Vice-Governor of Pieria

**Giannis Doumos**, Mayor of Katerini

**Vaggelis Geroliolios**, Mayor of Dion-Olympus

**Christos Kompatsiaris**, Mayor of Pydna-Kolindros

***Scientific Committee***

**Alexandros Koptsis**, *Regional Director of Primary and Secondary Education of Central Macedonia, Chairman*

**Georgios Karatasios**, *Mathematician, former Regional Director of Primary and Secondary Education of Central Macedonia, Vice-Chairman*

**Panayiotis Angelides**, *PhD, Vice Rector for Academic Affairs, Director, UNESCO Chair, University of Nicosia, Professor of Inclusion for School Improvement*

**Athanasios Aidinis**, *Professor of the Department of Primary Education of Aristotle University of Thessaloniki*

**Dimitrios Aidonis**, *Professor of the Department of Supply Chain Management of the International Hellenic University*

**Nikolaos Varmazis**, *Associate Professor of the Department of Philosophy and Education of the Faculty of Philosophy of Aristotle University of Thessaloniki*

**Michalis Vitoulis**, *Associate Professor, Department of Education and Care in Early Childhood, International Hellenic University*

**Caron Carter**, *Senior Lecturer in Childhood & Early Childhood Education (BEd Hons, MA, NPQH, PhD) Postgraduate Research Tutor in Education Associate Editor – Pastoral Care in Education, Sheffield Hallam University*

**Anastasia Giannakidou**, *Professor of Linguistics and President of the Center for Greek Studies, University of Chicago*

**Vassilis Grammatopoulos**, *Professor, University of Ioannina, Department of Early Childhood Education and Care*

**Athanasios Grigoriadis**, Professor of the Department of Early Childhood Education and Care of Aristotle University of Thessaloniki

**Dimitrios Zachos**, Associate Professor of the Department of Primary Education of Aristotle University of Thessaloniki

**Christina Hajisoteriou**, Associate Professor, School of Education, Department of Education, University of Nicosia

**Kyriakos Bonidis**, Associate Professor of the Department of Primary Education of Aristotle University of Thessaloniki

**Andreas Economou**, Professor of the Department of Pedagogy of the Hellenic Open University

**Dimitrios Paschaloudis**, Professor, Department of Organization and Management of Enterprises, International Hellenic University

**Antonis Smyrnaiois**, Associate Professor of the Department of Primary Education of the University of Thessaly

**Ioannis Spandidakis**, Professor of the Department of Primary Education of the University of Crete

**Tasoula Tsilimeni**, Professor of the Department of Early Childhood Education, University of Thessaly

**Antonia Ypsilanti**, Associate Professor in Cognitive Psychology/Psychobiology, Department of Psychology, Sociology & Politics, Sheffield Hallam University

**Ioannis Fykaris**, Associate Professor of the Faculty of Philosophy of the University of Ioannina

**Dimitrios Charalambous**, Professor of the Department of Primary Education of Aristotle University of Thessaloniki

## **Organizing Committee**

**Parthena Triantafyllidou**, *Director of Primary Education of Pieria, Chairman*

**Georgios Makris**, *Director of Secondary Education of Pieria, Vice-Chairman*

**Margarita Amanatidou**, *Responsible for School Activities, DI.PE. Pieria*

**Polykarpos Andriopoulos**, *Deputy Director of 2nd Primary School of Katerini*

**Christos Vidakis**, *Educational Consultant, PE70, DI.PE. Pieria*

**Styliani Gidari**, *Director of 3rd Kindergarten of Katerini*

**Nikolaos Graikos**, *Educational Consultant, PE70, DI.PE. Pieria*

**Sylvie Deligiannidou**, *Director of Special Primary School of Katerini*

**Tzeni Deligiannidou**, *Director of 1st Primary School of Katerini*

**Naoum Evangelopoulos**, *Educator PE70, DI.PE. Pieria*

**Maria Mahairidou**, *Educational Consultant, PE11, Pieria & Chalkidiki*

**Nikolaos Bikiaropoulos**, *Director of Primary School of Nea Efessos*

**Nikolaos Binias**, *Educational Consultant for Special Education and Inclusive Education, Pella & Pieria*

**Areti Botaiti**, *Educational Consultant, PE60, DI.PE. Pieria*

**Nikolaos Nachopoulos**, *Director of 2nd Primary School of Katerini*

**Spiros Nikolaidis**, *Deputy Head of Department D, Informatics and New Technologies, DI.PE. Pieria*

**Ioannis Noitsis**, *Educational Consultant, PE70, DI.PE. Chalkidiki*

**Papathanasiou Marianthi**, *Head of Educational Affairs of the DI.PE. Pieria*



**Papas Anastasios**, Educational Consultant PE70, DI.PE. Pieria

**Paterakis Aristides**, Educational Consultant PE70, DI.PE. Eastern Thessaloniki

**Yfanti Maria**, Director of 4th Primary School of Katerini

**Filippidis Stavros**, Educational Consultant PE 86, Pieria & part of Eastern Thessaloniki

**Chlemes Dimitrios**, Director of 2nd Primary School of Kolindros

## **Secreterial Support**

-**Bamixa Nancy** , Administrative Officer of the Directorate of Primary Education of Pieria

- **Giamouridou Maria**, Educator-English Literature PE06 Established post Primary School of Makrygialos

- **Ntantami Chara**, Preschool Educator PE60 Seconded to the Directorate of Primary Education of Pieria.

- **Papanikolaou Efthalia**, Preschool Educator PE60 Seconded to the Directorate of Primary Education of Pieria.

- **Stefanidou Fotini**, Preschool Educator PE60 Seconded to the Directorate of Primary Education of Pieria.

- **Simeonidou Maria** ,Educator -Fine Arts PE08 Seconded to the Directorate of Primary Education of Pieria.

- **Tsirogianni Anastasia**, Educator –Physical Education PE11 Established post Primary Sshool of Kitros.

- **Psariai Athina**, Preschool Educator PE60 Seconded to the Directorate of Primary Education of Pieria.

## **Collaborating Entities**

Regional Directorate of Education of Central Macedonia

Secondary Education Directorate of Pieria

KEDASY Pieria-Interdisciplinary Assessment, Counseling, and Support Center

Department of Primary Education of the Aristotle University of Thessaloniki

Department of Supply Chain Management, Katerini - DIPAE

## **Participation/Attendance**

The conference is addressed to:

- Researchers and educators in education.
- Members of the academic staff of Greek universities.
- Educators of all specializations and levels of education.
- Personnel of primary and secondary education.
- Students (undergraduate, graduate, doctoral candidates, doctoral, and post-doctoral).
- Representatives of government and non-governmental organizations.
- Representatives of local government.
- Anyone interested in contributing to a fruitful discussion on the topic of the Conference.

## **Procedures for submitting and reviewing papers**

### ***General***

To participate in the conference, a summary must be submitted for review (see below for specifications and important dates). Summaries that receive a positive evaluation from two (2) members of the review committee will be accepted.

The following is the procedure for submitting and reviewing papers:

1. Submission of summaries: Summaries must be submitted electronically by March 15<sup>th</sup> , 2024, at 24:00.
2. Review of summaries: Summaries will be reviewed anonymously by a system of two (2) reviewers (peer review system). To ensure anonymity, reliability, and validity of the review process, summaries will be submitted in two files: one file that will contain all the author's or authors' information and a second file that will contain only the body of the text without the names.
3. Notification of summary acceptance: Authors of summaries that receive a positive evaluation from two (2) members of the review committee will be notified by email on April 15<sup>th</sup> , 2024.
4. Submission of full papers: Full papers must be submitted electronically by May 20<sup>th</sup> , 2024, according to specifications that will be sent out. Full papers will be reviewed by a system of two (2) reviewers (peer review system) for inclusion in the Conference Proceedings. The responsibility for editing and publishing the Proceedings lies with the Organizing Committee of the Conference.

### **Types of papers**

- Keynote presentations by invited speakers.
- Presentations by speakers in person (info).
- Presentations by speakers remotely (via a web-based video conferencing application).
- Roundtable discussion session.
- Parallel educational activities.

### **Formats of papers:**

- Presentations of original research studies and papers.
- Presentations of educational interventions/applications.
- Posters.

## **Summaries**

### ***Criteria for evaluating summaries***

- Relevance to the conference theme.
- Theoretical documentation, i.e., the adequate development and support of the topic.
- Structural integrity, accuracy in the use of terms and concepts, linguistic and typographical editing of the text.
- Specifically:
  - In the case of a research paper, the methodology, documentation, argumentation, and conclusions are evaluated.
  - In the case of educational interventions/applications, the implementation elements, goals-objectives, teaching methodology, teaching material, presentation of activities/teaching steps, and assessment-evaluation are evaluated.

Authors whose presentations are accepted by the scientific committee will be informed by email about the program and other issues related to the conduct of the conference.

## **Submission of summaries**

Those who wish to participate in the Conference as presenters will submit the summary of their presentation electronically, up to 300 words, through the conference website or at the following link: [conference-pieria.mysch.gr/aitisi](https://conference-pieria.mysch.gr/aitisi)

## **Important dates:**

- New Deadline for submission of summaries: March 31<sup>st</sup> , 2024, at 24:00

- Notification of summary acceptance: April 15<sup>th</sup> , 2024
- Submission of full paper for inclusion in the Conference Proceedings according to specifications that will be sent out: May 20<sup>th</sup> , 2024

The Organizing Committee of the **1st International Pedagogical Conference** of the Directorate of Primary Education of Pieria, announces a brief extension of the abstract submission deadline, which was originally set for March 15th, 2024.

### **Participation in the conference**

To register for the Conference as:

- In-person attendee
- Presenter live or remotely
- Judge



you can enter link:

[conference-pieria.mysch.gr/en/application](https://conference-pieria.mysch.gr/en/application)

Conference e-mail: [conference-pieria@sch.gr](mailto:conference-pieria@sch.gr)

Conference website: [conference-pieria.mysch.gr/en/application](https://conference-pieria.mysch.gr/en/application)

**The Director of DI.P.E. Pierias**

**Triantafillidou Parthena**