



Curriculum Analysis – Greece

Pre-primary curriculum	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>Currently, there are two curricula which are in use by the Greek Nursery Schools. The so-called DEPPS was published in 2003 and is officially used by most Nurseries. There is also a newer curriculum which the government introduced at a non-statutory status (thus they have called it “complementary”). It is left to the teachers’ discretion whether they want to merge the two curricula or not.</p> <p>Both, share common values and methodological approaches which can be summarized as follows:</p> <p>They promote the concept-based and integrated (interdisciplinary, cross-thematic) approach to knowledge, learning by experience and the development of learning that is meaningful to the children.</p> <p>Teaching and learning is to occur in the context of themes and project work.</p> <p>Collaborative learning is highly promoted.</p> <p>The use of ICT is recommended in all subject areas.</p> <p>They highlight formative assessment as a means for the evolution of teaching and learning.</p> <p>They promote the development of “basic skills” as they emerge from the contemporary social, technological and economic developments.</p> <p>They support a differentiated approach to teaching and learning. However, in more specific details the two curricula present many differences, with the complementary curriculum to excel in detail, clarity, and organization.</p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/)</p> <p>Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT:</p> <p>In DEPPS self-management includes two goals one of which appears in the area called “The child and the human cultural environment” and the other appears in the subject area of Music. The first goals are “children to develop self-esteem” and the second “children to express their own opinion and their own emotions about different kinds of music.”</p> <p>The complementary curriculum is more detailed and sets goals such as:</p> <ul style="list-style-type: none"> Children to recognize and be able to express and deal with their emotions. To become able to set limits in their behavior. To develop ethical values such as respect for the other, responsibility, solidarity, belief in freedom and peace. There is also a separate unit referring to resilience and includes goals such as: Children to be resilient to deprivations or failures. To learn how to deal with family relationships. To get familiar with life events such as losses, births, divorces, illnesses. To receive sex education. <p>SELF-AWARENESS:</p> <p>Self-awareness also appears twice in DEPPS. In in the area called “The child and the human cultural environment” the</p>



	<p>attainment goal then is “to help children realise that they are unique but they are also similar and different to each other”. Self-awareness appears again in drama, where the intention is children to express themselves (thoughts, feelings, wishes etc.) through drama improvisation.</p> <p>The complementary curriculum retains the above goal and suggests a variety of activities which enable children to explore other’s feelings, ideas, relationships and behaviours through drama.</p> <p>However in the subject area of “Personal and Social Development” there are a few more goals set, such as:</p> <p>Children to recognise their personal characteristics, own ideas and preferences.</p> <p>To develop a sense of belonging.</p> <p>To develop positive self-esteem.</p> <p>In Physical Education a goal is focusing on helping the children to realise that physical activity offers opportunities for self-expression. A second goal is focusing on helping children to recognise body reactions and feelings generated by physical activities in self and in the others. Children are also to learn how to positively interact with other children in games, display responsible behavior and show respect to the individual differences.</p>
	<p>SOCIAL AWARENESS:</p> <p>There are two goals targeting social awareness in DEPPS, one in the area “The child and the human cultural environment” and one in the area of drama.</p> <p>Children are set to approach and learn about their religious tradition and to develop love and acceptance feelings for all peoples of the world.</p> <p>Drama improvisation is also an attainment goal which leads to social-awareness as long as it enables children to understand themselves and the world. Hence, improvisation is encouraged since it is considered to be a process of approaching the other. As mentioned above the complementary also includes goals which encourage children to understand the others through role play and improvisation.</p> <p>Plus, in the area “Personal and Social Development” the following goals are included:</p> <p>Children to learn to accept differences.</p> <p>To develop empathy.</p> <p>To learn to participate in group activities.</p> <p>To develop personal relationships.</p>
	<p>RELATIONSHIP SKILLS:</p> <p>Goals aiming at the development of relationship skills are greater in number and appear in several subject areas both in DEPPS and the complementary curriculum. In the area “The child and the human cultural environment” there are two goals which are:</p> <p>Children to develop team-work skills, and,</p> <p>Children to understand the importance of team-work and the joy of a common discovery.</p> <p>Conflict resolution does not appear as a goal but it is mentioned</p>



	<p>in the context of activities that evolve around group discussion about behaviours, limits.</p> <p>Goals regarding the development of collaboration skills are also set in Drama in Physical Education and in ICT where children are encouraged to work as a team either to win a game or to create something together on the computer. In all cases, the goal is to respect and value each person’s contribution to the team.</p> <p>The complementary curriculum sets goals regarding the development of collaboration skills in Physical Education and in the area of “Personal and Social Development” it includes the following targets:</p> <p>Children to become independent. To learn how to resolve conflicts. To follow rules which have been collaborately set in the class.</p> <p>RESPONSIBLE DECISION-MAKING:</p> <p>In DEPPS this type of goals appears just once. In the “human environment and interaction” section children are encouraged to develop positive and protective behaviour towards the environment.</p> <p>Complementary curriculum becomes more analytical, in the area called “Education for Sustainability”. In this we can find the following goals:</p> <p>To realise that certain types of behaviour put plants and trees in danger. To learn how they can contribute to the protection of the environment. To learn about endemic and local animals and how to protect them. To realize the importance of water for humans, learn how to sensible use water and benefit the family budget. To learn about sun protection. To become aware of daily energy consumption (e.g. electricity, garbage, etc.) and think about recycling and wise use that benefits the family budget and the planet.</p>
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p>The two curricula present similarities and differences regarding the domains – subject areas included:</p> <p>Both curricula include the following areas:</p> <ol style="list-style-type: none"> 1. Language (with separate learning goals for oral skills, reading, and writing) 1. Maths (numbers, counting, shapes, classifications, relationships, comparisons, problem-solving, calculating and measuring) 2. Drama (in which children are encouraged to <u>express</u> themselves through open improvisation, use props, puppets and prepare settings and costumes) 3. Physical Education (in which learning goals have to do with children motor development, the development of healthy habits, playing games and use apparatus with safety. It also targets the development of the Olympic spirit and team-playing skills and healthy competition) 4. Music (goals include the development of signing skills, playing small percussion instruments, responding to



	<p>signs and instructions, improvising and composing own music, developing an own system to notate music, <u>promoting</u> and talking about own musical preferences).</p> <p>5. ICT (developing a good understanding of what a PC is, recognising the main parts of a computer, learn to use the keyboard and mouse, use the computers to play games, draw, and write, use CD-ROMs in order to find information or play games, learn to adopt the write posture when using a computer).</p> <p>The curricula use different names for the area of social and emotional development and social studies: DEPPS names it “The child and the human cultural environment (which includes the social-emotional development and approaching issues of culture, history, geography). The complementary sets two different areas which are: Personal and Social Development and Social Studies (History, Geography, Education for Sustainability and Economy). Different names are also chosen for Science: DEPPS brings the title “The child and the natural environment” (which includes mainly science topics such as the human body, living organisms, plants, materials, simple engineering, sources of energy and energy matters, movement, magnets, weather as well as learning to experiment, observe, record and use of simple scientific tools). The complementary uses the title Science, and the context is largely the same as in DEPPS. Finally Arts in the complementary curriculum is an all inclusive subject area including fine arts, theater, music, installations, dance-movement and for the first time installations appear as a separate category. This is an important change because installations represent modern art and encompass contemporary technological elements. There are no levels of attainment, just a set of goals for each subject.</p>
<p>Recommendations</p>	<p>There is clearly a necessity for a unified curriculum so that teachers do not get confused and waste time in searching between curricula. It is also imperative for each subject to have a set of clear methodological guidelines as different subject areas sometimes demand a different focus and particular methods. There is also need to focus on issues of personal and social development to a greater extent, and include clearer and more accurate goals and guidelines concerning the cultivation of values such as acceptance, inclusion, equality, freedom of speech and free thinking, democracy, solidarity, etc.</p>



Curriculum Analysis – Greece

Primary School curriculum	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>The primary sector faces a similar to the pre-primary curriculum dilemma: There are two curricula, one of which is well established and officially in use (called DEPPS) and a second which is non-statutory and recommended as complementary to DEPPS. Both share a set of values and principles which can be summarized as follows:</p> <ul style="list-style-type: none"> • An interdisciplinary approach to knowledge. • Emphasis on the development of critical thinking and imagination, collaborative work and creativity. • Inquiry-based and holistic learning is adopted as the primary teaching approaches. • Differentiated learning.
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/) Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT: Most of the following goals can be found in the subject area of social education and citizenship, and they are common to both curricula: To cultivate pupils' skills and the emergence of their interests. To propote physical, mental and social development. To cultivate critical thinking so that students make informed choices according to personal values and needs. Accordingly to make rational choices for the benefit of the society. To be able to critically process information and values and challenge assumptions. However, in the complementary curriculum, a new area was introduced (which is called School and Social Life) to set the goals for social and emotional learning. In this, the self-management skills are being addressed by goals such as: To develop healthy relationships. To get to know ourselves. To recognize our emotions. To communicate effectively with the others. To successfully deal with stress. To develop resilience. Moreover, in the complementary curriculum we can find the following goals: In Art: To learn different techniques to use them to communicate their messages, ideas, feelings, and experiences. To learn to accept the critical review of their work and to become able to defend their work in a context of constructive dialogue. In Physical Education we have a direct reference to resilience as children are taught to display courage, positive mood and self-confidence whenever they experiment with something, or they are challenged by high expectations. In Religious Education: To develop awareness of the local and global issues and problems of the contemporary world, and strive for the improvement of life.</p> <p>SELF-AWARENESS: In the complementary curriculum, the new area School and</p>



	<p>Social Life establishes the development of acceptance and celebration of differences as the focus of self-awareness. Moreover in the complementary curriculum:</p> <p>In the subject area of language, students are encouraged to explore and use genres that help people present and discuss their identity e.g. self-descriptions, interviews, CVs, autobiographies, as well as narratives and reference letters.</p> <p>In music: To be able to show a preference for certain pieces of music and certain kinds of music and be able to explain what they like about them.</p> <p>In Religious Education: To cultivate values and attitudes to build their own identity and interest for the common good.</p> <p>In Science, the goal is to engage students into problem-solving and thinking that is personally meaningful and children are encouraged to “think globally and act locally.”</p>
	<p>SOCIAL AWARENESS:</p> <p>Most of the following goals can be found in the subject area of social education and citizenship, and they are common in both curricula:</p> <p>To cultivate the conscience of the European citizen while maintaining our national identity and our cultural self-awareness.</p> <p>To strengthen cultural and linguistic identity within a multicultural society.</p> <p>To develop awareness of human rights, global peace and ensuring human dignity.</p> <p>To be able to work with others to achieve common goals and act responsibly.</p> <p>However, in the complementary curriculum, the area School and Social Life establishes the development of empathy as the focus of social-awareness.</p> <p>Moreover, in the complementary curriculum we find the following goals:</p> <p>In music: To learn to respect the cultural music heredity of our country and be aware that this is part of their cultural identity. There are also goals referring to getting to know and show respect and appreciation for the music of other cultures. However, the rest of the curriculum is focusing most on western classical music and ignores other types of music that thrive in the western world. This creates bias and works contrary to the goal that suggests respect and appreciation towards other music cultures.</p> <p>In art: To realize that art is a tool that can be used to cultivate acceptance of the other.</p> <p>In Religious Education: To develop an awareness that they live in a consciously multicultural society which needs to evolve by dialogue and collaboration.</p> <p>In geography, general goals refer to helping students to realize that people and communities are interdependent and interconnected. Students need to become capable of communicating with the others and become aware of the global</p>



	<p>need for solidarity and collaboration. Democracy is also one of the issues discussed in the context of Geography and the need for a global collaboration for tackling contemporary problems.</p> <p>RELATIONSHIP SKILLS: Common goals can be found on the subject are of social education and citizenship, and they are common in both curricula: To promote equal opportunities and adopt common attitudes and values for the benefit of social cohesion. To develop a spirit of cooperation and collectivity. To cultivate the capacity to express thoughts and opinions, by developing intellectual, social and communicative skills (speaking, listening, reading, writing, reasoning, dialogue, etc.). To develop collaborative skills. Moreover, in the complementary curriculum, in the New Area of School and Social Life relationship skills are to be cultivated through a learning methodology which is holistic, encourages critical thinking, inquiry, students' active engagement, and students' self-regulation and self-directed learning. In the complementary curriculum we can find the following goals: In Physical Education children are taught to work as part of a group, respect the rules and display responsible behavior. In Religious Education: To develop skills such as learning skills, critical thinking, literacy, creativity, self-improvement skills and collaborative skills.</p> <p>RESPONSIBLE DECISION-MAKING: Common goals can be found on the subject are of ICT, and they are common in both curricula: To cultivate the capacity to critically approach new information and communication technologies. Students need to develop a digital culture that takes into account data protection, issues of cyber security, ethical issues and moral codes, rules regarding the protection of copyrights, 'information pollution' etc. In the area of social development, we also find goals such as: To develop problem-solving skills and strategies of planning, control, feedback and corrective intervention, To develop the ability to manage resources (physical, economic, social, etc.). Moreover, the new area School and Social life sets the development of empathy as the focus of social-awareness. With regards to responsible decision-making, this corpus includes targets that aim at the development of healthy life habits in students, the care of self both in respect of body, mind, and soul. Moreover, in the complementary curriculum we find the following goals: In Art: To understand how art can become a vehicle that delivers strong messages about the protection of the environment, and it can also communicate ideas, values, and perspectives between cultures.</p>
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	<p>In Physical Education the general goal is to help children make informed decisions as consumers that benefit themselves, the others and the environment. They are also encouraged to adopt healthy habits.</p>
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p>Both curricula have the following common subject areas:</p> <ul style="list-style-type: none"> • Language: To cultivate writing, speaking and reading skills. • Mathematics: (numbers, counting, shapes, classifications, relationships, comparisons, problem-solving, calculating and measuring, analysis, abstraction, generalization, application, criticism, and logical processes). • Environmental Studies: To develop knowledge, skills, values, and attitudes that enable the students to observe, describe, interpret the natural and human-made environment in a way that leads to the realization of the advantages and the need for sustainable development of the planet. • History: For the development of historical thought and historical consciousness. • Religious Education: To analyze Christianity as a tradition, cultural expression, as history, a quest for truth and a way of being in the world. • Social Education and Citizenship: To acquire the knowledge, understanding, and skills necessary for a free, responsible and active participation in social, economic, political, and cultural life. To develop a national, European and cultural identity and the acceptance of diversity and pluralism. • Geography: To study the geographical distribution of people. • Music: To develop the capacity in listening, performing and creating music. • Physical Education: For the development of motor skills, physical abilities, health and team spirit. • Drama: To develop acting, expression and collaboration skills. • Arts: To learn techniques and create and communicate in Visual Arts, to deepen their understanding of the world. • Foreign Languages: To develop pupils' language skills so that they can communicate in different languages. • ICT: To become functional users of technology and develop digital literacy. <p>The complementary curriculum also introduced the area of School and Social Life which focuses on the development of resilience, empathy, self-awareness and informed choices for a healthy life style.</p> <p>There are no levels of attainment, just a set of goals for each subject.</p>
<p>Recommendations</p>	<p>There is again an urgent need to unify curricula in order to come up with a more robust corpus of learning goals.</p> <p>With regards to values, principles and goals for emotional and social development there is a need to a) have a set of more detailed learning goals and methodological guidelines and b) detailed suggestions about how to achieve these goals through interdisciplinary teaching and in the context of every subject.</p>