



HELLENIC REPUBLIC

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Title of dissertation: Skills workshops in preschool education: views and experiences of preschool educators regarding their inclusive orientation

Abstract

The purpose of this thesis is to examine the outcome of the implementation of skills workshops in kindergarten and their relationship to the principles of inclusive education. With theoretical sources and primary qualitative data from interviews with a sample of 12 educational kindergartens, an attempt is made to examine the views of the kindergarten teachers on the implementation of skills workshops, the way of their planning and implementation of actions, their integrative character, and the scope for differentiation.

The timing of the implementation of the Skills Workshops was inappropriate with the restrictive measures of the pandemic and after a year of distance learning especially for teachers. The standardization of children's education for the acquisition of soft skills suggested by the skills workshops is in the right direction, but a gap in educational life is not filled as the kindergarten curriculum already covered most of the topics of the skills workshops. Although most teachers accept the use of the concept of skill at the kindergarten level, there is a semantic gap and a lack of understanding of how to highlight the skills with the material proposed by the Institute of Educational Policy.

A positive consequence is the increase in cooperation between different teacher specialties. However, overall, no particular contribution of skills workshops to the kindergarten program is recognized, as the implementation of uniform educational practices nationwide, leading to similar learning outcomes, contradicts the principles of inclusive education and differentiated pedagogy.

In addition, the Ministry and the IEP do not propose an integration framework for children with disabilities and special needs or for more advanced children and the different needs

are not recognized as a matter to be managed by the responsible authorities but by the teachers.

Keywords: skills workshops, inclusive education, differentiation, skill