**Academic guidance**

Teachers undertake the **academic guidance** of students. Their work also includes teaching, educating and schooling their students.

The Coordinators of School Work are in charge of the scientific and educational guidance of teachers per region. They co-operate with school heads and school teachers’ boards.

At all levels of school education, the main issues of concern for the teachers’ board is among other things:

- the Academic progress of students
- the Guidance of students
- Learning difficulties.

**Guidance in pre-primary school**

In Pre-primary School (Nipiagogeio [1]), the teacher’s role is decisive. The teacher intervenes and facilitates the learning procedure. At this level, there is no standard pathway toward learning. Emphasis is given on:

  a. Processes of acquiring knowledge within creative learning conditions  
  b. Development of communication skills  
  c. Promotion of individual accountability through group work, research and critical thinking.

The teaching environment fosters reflection, experimentation, concept-building approaches and attractive activities. Pre-primary School gives the possibility to identify and tackle potential special educational needs. Meanwhile, it also considers:

- The characteristics of each pupil  
- Differences in the way and progress of learning  
- Personal skills  
- Learning opportunities within the social and family environment.

**Guidance in primary school**

In Primary School (Dimotiko [2]), the teacher contributes towards:

- The building of key concepts and principles  
- Development of positive attitudes toward lifelong learning  
- Co-operation
Evaluation offers valuable feedback in the whole education process. It helps to identify learning deficiencies and assists pupils' progress.

**Guidance in secondary education**

In Lower Secondary School (Gymnasio [3]) and Upper Secondary School (Lykeio [4]), education is based on the studying of autonomous subject modules through a cross-thematic approach. In this way, pupils follow the holistic approach to knowledge. They learn things through suitable interconnections.

Teachers apply modern and apt teaching methods based on:

- Students’ needs
- The specificities of each subject.

**Guidance in special education**

The aim of the reforms in education seen in the last few years is to improve the quality of education provided to all pupils, including the pupils with disabilities and special, educational needs by giving priority to inclusive policies and practices. Inclusive education (Law 4547/2018) is the educational approach which takes into account the needs of heterogeneity in the pupil population and intends to lift learning obstacles and assure equal access to educational goods for all, including disabled pupils.

Recommendations for the enrollment, classification and attendance of pupils in the appropriate school framework are performed by the Centers of Educational and Counselling Support (KESYs). Pursuant to article 7 of Law 4547/2018 (102/A/12.06.2018), the objective of KESYs is to support school units and Special Workshop Centers of the area of their competency so as to assure equal access to education of all pupils and to endorse their harmonious psychosocial development and progress. KESYs active domain is to look into educational and psychosocial needs, to perform evaluations, to plan and implement educational and psychosocial interventions, as well as actions of vocational guidance, to support the entire work of school units or Workshop Centers, to conduct continuous information towards professional development and to raise social awareness.

**Psychological counselling**

Within the school, the psychological counselling of pupils depends on the teachers themselves. They must support the progress of all students by offering a comprehensive education:

- Intellectual
- Moral
- Social education.

**Health education advisors**

They offer their services in Primary and Secondary Education Directorates. They co-operate with the teaching community to implement health education programmes.

The programmes cultivate the development of healthy interpersonal relations. Hence, students build a healthy psychological profile.

According to the curricula, various subject modules incorporate health education issues. The ability to use knowledge and skills in health protection at individual and social level is put forward.
The network of individuals in charge of health education:

- Co-ordinate health education programmes
- Organise educational seminars and events where the student's work is displayed.

**Action: “A New Start for EPAL”**

School years 2017-2018 saw the progression of the Action: “A New Start for Epal” which aims to improve the quality of the education provided in Upper Secondary Vocational Schools. It is put into effect primarily for pupils of Grade A’ of Upper Secondary Vocational Education with the purpose to facilitate their smooth transition from Secondary to Vocational Education. Basic actions of the programme are:

a) The implementation of alternative remedial teaching for the subjects of Modern Greek Language and Mathematics, with two teachers at the same time in class, in order to strengthen language and numeric literacy

b) The Staffing of EPALs with psychologists, with the purpose to support socially and psychologically pupils and the building of networks of schools with supporting structures for social and psychological health

c) The implementation of “Action Plans”, funded action plans based on specific thematic lines such as culture, science, technology and entrepreneurship by promoting innovation and creativity

d) To equip EPALs with teleconference facilities, so as to make networking, better communication and exchanging of good practices possible

e) To reactivate and promote the institution of the teacher as Advisor and the Pupils’ Council so as to bridge communication between pupils and the teacher’s association, to tackle conflicts and improve the climate of the school community and to detect problems which inhibit learning progress.

**Diagnostic, evaluative and supportive bodies**

Pursuant to Law 3699/2008 as amended by article 51 of Law 4547/2018 [5], the special educational needs of disabled pupils are examined and noted by the Centers of Educational and Counselling Support (KESYs), Interdisciplinary, Educational, Evaluation and Support Committees (EDEAYs) and the Community Centers for the Mental Health of Children and Adolescents of other Ministries which are certified by the Ministry of Education, Research and Religious Affairs.

KESYs as competent bodies of educational direction, act on the level of:

a) Exploring and evaluating educational and psychosocial needs

b) Focused educational and psychosocial interventions and actions of vocational guidance

c) Supporting school work in total

d) Informing and developing

e) Raising social awareness.

EDEAYs have the following competencies:

a) To evaluate the difficulties and possible educational or psychological and/or social obstacles in
learning faced by pupils and refer them to KESYs, when after the application of a short support programme inside school, it is judged that an evaluation-diagnosis is still necessary

b) To support teachers of school units in issues like pedagogical response to the heterogeneity of the pupil population

c) To form programmes of early intervention in cooperation with KESYs or the competent municipal bodies and organize informative/educational seminars for parents

d) To specify the basic lines of the Personalised Educational Programmes into short-term and long-term targets, as determined by KESY and monitor its implementation together with class teachers

e) To support the educational community in issues of equal access to education and the confrontation of early school leaving and school violence

f) To work together with KESYs for issues of mutual competencies

g) To co-ordinate and follow up actions of social support of pupils, in co-operation with social services in municipalities and other public services of the area in which they offer medical or psychological support, and in co-operation with the competent judicial authorities when there is clear evidence of issues of mental health, child abuse or parental neglect.

**Career guidance**

The implementation of programmes of career guidance is the competence of the Educational and Counselling Centres (KESYs).

KESYs provide services related to vocational guidance to:

a) pupils, as well as to their parents or guardians. This is carried out on a team level with planning and implementation of career guidance programmes inside school units and workshops the provision of information on issues related to the labor market the study-programmes of Upper -Secondary and Tertiary Education and the paths leading to HE. Information also includes actions for awareness-raising and the smooth transition to adulthood and the labor market. ii) on an individual level, counselling relates to career guidance and forming and developing, in the best possible way, of a personal and professional identity for pupils of Grades B’ and C’ of Upper-Secondary Education. Counselling also helps pupils in finding ways to relate decision making with elements of their personality.

b) teachers, by providing services related to awareness-raising and support on issues of career guidance.

In **Vocational Education**, the curriculum of A’ Grade of Day Vocational Upper Secondary School includes the subject “School Career Guidance – Security & Health in the workplace”. The subject aims to supply students with the necessary information, knowledge and skills that will allow their gradual integration in:

- A dynamically changing labour market
- An active social life.

In **Special Education**, the subject of School Career Guidance is taught in:

1. All grades of the Special Vocational Lower Secondary School
2. Grade A’ of the Special Vocational Upper Secondary School

**Internet portals**

1. Through the **Internet Interactive Port** of EOPPEP Teens Gate [6], Lower and Upper Secondary students are able to:
   - Choose careers that match their interests
   - Watch videos on the world job market
   - Take career guidance tests
   - Prepare a file with their individual skills (e-portfolio).

1. Teachers may also use the material in the internet portal of the Ministry of Education e-yliko.gr [7]. It offers information on:
   - Activities
   - New projects
   - Educational material on School Career Guidance.

**DID YOU FIND WHAT YOU WERE LOOKING FOR?**

**YES**

**NO**

**Contact * **

**Message * **

Leave this field blank

**Source URL:**

**Links**
[1] https://eacea.ec.europa.eu/national-policies/eurydice/content/glossary-26_en#PRE\_PRIM
[5] http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=SC7QrtC22wG3UHk-ZeQumndtvSoCrl8sN_CI5tj5zV5MXD0LzOLTWPJyLzB8V68kznBzLCmTXaO6fpVZ6Lx3UnK73nP8Nxndnj5r9cmWijWelDvWS_18kAEhATUkJb0x1LidQ163nV9K--td6SlufwusuG5x2FZp4dRmpsuHroxzyOwkWo8OopyrDmjZYcMW