

If you want to follow a carreer in ECEC in Greece you are offered the following options:

You can get a VTI diploma as nursery assistant in Day-care Nurseries

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You can pursue a University Degree equivalent to Bachelor's Degree in order to become a Pedagogue in Early Childhood.

Or

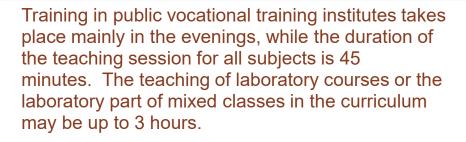
You can pursue a University Degree equivalent to Bachelor's Degree in order to become a Kindergarten (preschool) teacher.

Some graduates might go further and pursue postgraduate studies equivalent to Master's Degree.

A limited number of graduates might pursue a Doctorate in Early Childhood Education.







As regards the apprenticeship programme, the time distribution between the training structure and the workplace is one day at VTIs and 4 days in the workplace per week.



VTIs are housed on the premises of secondary education institutions, although other buildings may as well be used, provided they fulfil the relevant requirements.



Teaching in IEK takes place 5 days a week, Monday through Friday. The weekly training timetable is set at 20 hours. However, it may fluctuate during the semester by 30%, thus can range from 14 to 26 hours per week.



The teaching is organised according to specialisations. Each specialisation has its own, unique and comprehensive set of courses, organised in specific teaching hours per week. The maximum number of teaching hours is 8 hours per teaching day (ministerial decision 5954/23-6-2014).

The profession of "nursery assistant" is regulated by the :.
Office of Health and Providence.

Holders of the Vocational Training Institute (VTI) diploma of "nursery assistant" displays the competence (knowledge and skills) which is needed for work in day care centers and nurseries, or centers for special education.

All these institutes offer care to children aged 0-6 either in the public or in the private sector.



Employment

The holders of the VTI diploma can work in:

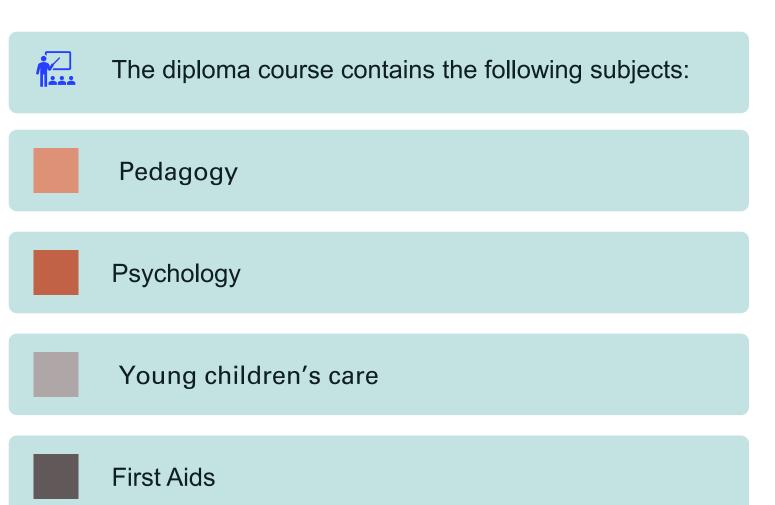
- Public and private nurseries and day care centers
- Kindergartens
- Institutes related to the care and education of children up to 6
- Children's orphanages
- Day care centers and nurseries belonging to Boroughs, prefectures, city councils, private or public organisms, companies etc.
- Afterschool centers of children's creative activities
- Playcenters
- Summer camps
- Centers of family planning



Duties

The main duties of the VTI dimploma holder are:

- 1. Parents' and children's reception and welcoming
- 2. Children's hygiene
- 3. Children's diet
- 4. Support of daily learning activities
- 5. Children's support and supervision of resting
- 6. Children's departure



The VTI diploma course aims at the development of the following skills:
Responsibility
Good orderliness
Communication
Human relations management
Time management
Togetherness
Collaboration
Critical thinking
Problem solving

The VTI diploma course aims at the development of the following capacities:
Good perception
Good memory
Fantasy
Creativity
Patience
Empathy
Flexibility

- An overview of the modules taught in VTI diploma courses General psychology Early Childhood Education and Care Developmental psychology Technology Music Education Hygiene **Pediatrics** Baby care First Aid Children's literature
- Work practice (practicum)
 Day-care and nursery management
- DietPuppet theater shadow theater
 - Theater games
 - Art and crafts
 - Special Educational

 Psychopathology
 - Psychopathology
 Children with disabilities and transition difficulties

Children with learning and speech difficulties

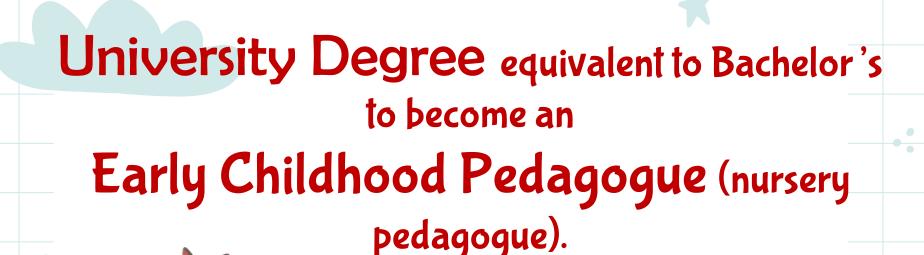
Children with Special Educational Needs



The diploma course includes 6 months of teaching practice in placements, for a total of 960 hours and is compulsory for all students.

Students develop their skills and knowledge further and accumulate professional experience through placements in public and private organizations, institutions, and bodies.

Work practice placements in public or private organisations, institutions, and bodies could be funded by National or European funds.



A coherent and complete body of scientific knowledge about care and education in early years.

A good understanding of concepts, methods and practices of care in early years and the capacity to develop this understanding further.

A good perception and understanding of the dynamic role of training for babies and young children.

The holders of the Degree of the Early Of theories, basic principles, basic concepts and methodologies of learning.

the following The capacity to apply their theoretical knowledge in practice.

capacities

Pedagogue display

The capacity to apply theory in a methodical and scientific way.

Childhood
Pedagogue display
the following
capacities

The holders of the

Degree of the Early

To use scientific resources in order to analyze ideas and information about early childhood education in a critical way.

To design, manage and implement research work on babies, and young children either as individuals, or as members of larger research teams.

To use their knowledge and skills in early childhood settings in a confident, competitive, and professional way.

To make responsible decisions and assessments in early childhood care.

To carry our action research and reflection practices in order to evaluate their professional practice and develop further based on the results of their evaluation.

Employment opportunities for University degree holders (Early Years Pedagogue)

Degree holders can:

- Work in the development, setting up and manage Day Care
 Centers and Nurseries.
- Work in ECEC settings for children up to 6 years (although day care and nursery classroom include children up to 4 years).
 - Any other placement that includes ECEC.
 - Become managers in Day Care Centers and Nurseries.
 - Teach in VTI diploma courses.

Employment opportunities for University degree holders (Early Years Pedagogue)

Degree holders can:

- Work as members of teams developing research in ECEC.
- Pursue postgraduate studies in Universities in Greece and abroad.
- Work in any member-state of the European Union.

Special entry requirements

- There is a unified process for University entry which is implemented at a National level (this includes a variety of special entry regulations covering different population groups, e.g. Students with special needs, disabilities, athlets etc).
- Other graduates might wish to pursue undergraduate studies in a University ECEC Department, as a career shift, and in this case they have to sit for special entry exams. Each University ECEC Department offers graduates a certain number of places which varies according to the discipline these graduates come from.



Other graduates can enroll for a second career as Early Childhood Pedagogues through placement exams organized locally by each University Department



University Degree equivalent to Bachelor's to become an

Early Childhood Teacher (kindergarten teacher).

Employment opportunities for University degree holders

- This degree gives its holder the opportunity to work as a preschool teacher (up to the age of 6).
- Holders can work in public or private kindergartens.
- The University Degree is a prerequisite for someone to get employed in a public kindergarten

Employment opportunities for University degree holders

The graduates are also qualified to professionally engage in various social institutions such as: State and private kindergartens, schools and Institutions for people with special needs, Nurseries, Day-Care Centres and Crèches, Children's hospitals, Hotels (babysitting and children's entertainment), Children's Museums and Museums with educational activities for children, publishing companies, as contributors to the writing/editing of educational texts and children's books, radio and T.V. productions for children, orphanages (e.g. "Children's Villages S.O.S."), music and art workshops, services, organisations and other kinds of educational institutions, Institutes of Professional Training (IEK), centres of educational management and consultancy, Research centres of **Education Sciences.**

Postgraduate opportunities

Moreover, the Degree enables graduates to carry on pursuing postgraduate studies in different subject areas.





Other graduates can enroll for a second career as Early Childhood Educators through placement exams organized locally by each University Department



Compulsory conditions regulating the completion of studies

- Students have to accumulate a total of two hundred and forty (240) credits (called European Credit Transfer System (ECTS)) from a variety of courses in order to be awarded a degree.
- The number of courses and ECTSs that each student need to get from each course category is analytically described in the Handbook of Undergrafuate Studies Regulations of each Department. Students need to register for a minimum of eight (8) semesters in order to qualify for the degree.

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Description/Characteristics of the Syllabus for a University Degree (either for Early Childhood Pedagogues, or Early Childhood **Teachers**

Each ECEC syllabus usually contain courses that can be classified in three categories and four types.

The three categories are as follows:

- i) Compulsory Core Courses (CCC)
- ii) Compulsory Elective Courses (CEC)
 - iii) Free Choice Courses (FCC)

Description/Characteristics of the Syllabus

The Compulsory Core Courses are courses that the students ought to take and complete successfully, without which they cannot complete their studies.

Description/Characteristics of the Syllabus

The **Compulsory Elective** are courses that

belong to certain categories. Students

must choose a certain number from each
subject area.

Description/Characteristics of the Syllabus

The **Free Choice Courses** are courses which students can freely select from up to a certain number. In some departments students can choose a couple of courses from other departments of the University in order to complete this particular number, e.g. an ECEC student might select a course on History from the Department of History of the same University. This enables students to pursue further their interests on special issues or particular subjects of the Education Sciences.



Types of courses

The courses can also be of four (4) types of courses:

- a) Lectures,
- b) Seminars,
- c) Work or Teaching Practice and
 - d) Dissertation.



Types of courses

Lectures are courses in which a subject is analyzed theoretically and/or practically and then presented to a large group of students. Foreign Languages belongs to the category of lectures.



Types of courses

Seminars are very important courses in which students learn how to write an academic essay (study/paper/report). In this context students follow tutors' instructions to a) study (through reading and/or empirical research) a specified science topic, b) present their individual work in front of peers (following the standards of scientific report/presentation), c) write and submit an essay (following the rules of academic writing) and, d) stand for a viva voce (an oral defense) after submission, in which they have to respond to the tutors' questions in reference to the given study.



Types of courses

Work or teaching practice involves observation of care and teaching practices in preschool (day care, nursery and kindergarten) classes. This is compulsory for all students. It takes place in local (urban or rural) preschool classes and is spread over one-three levels. They are supervised by tutors which belong to the teaching staff of the University Departments.

Work or teaching practices are very demanding because students have to compile portfolios which include planning, assessments and evaluation of the work they do during their practice.

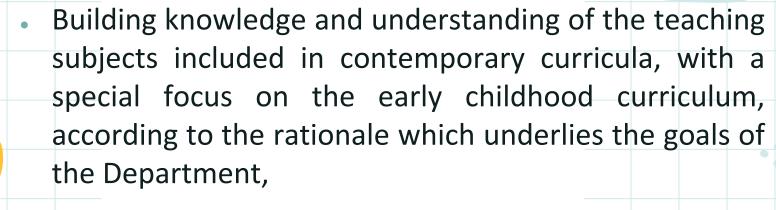


The Dissertation (PTE) belongs to the group of Compulsory Selective Courses. Each student prepares a disser-tation that corresponds to one of the six main subject areas of the program, within a maximum of one (1) to two (2) academic years. For this reason, each turor has to undertake the supervision of a small number of students starting at the final semesters of the University Course and guides them through the process of dissertation writing. The subject area of dissertation depends on students' interests, the Departments' capacity and the tutor who undertakes the supervision of the dissertation.

Learning areas of the courses cover Pedagogy **Psychology** Social sciences ICT in education Philosophy Philology Sociology **Psychomotor Education** Art education **Music Education** Research methodology Linguistics

Foreign Languages

Basic learning outcomes of the University courses



 Building knowledge and understanding of the child and the social-ecological context in which the child develops and learns,



Basic learning outcomes of the University courses

- Cultivating skills and abilities through active and experiential learning, so that students learn through practice in the field and studying the larger field of educational research,
 - Encouraging the development of a teacher-researcher identity in students, so that they become competent in keeping up with the developments in Educational Studies and reflecting critically on their teaching practice, pursuing a continuous professional development.



• The ECEC Department graduates can, if they wish, continue their studies at a postgraduate level either in the same discipline (Early Childhood Education), or in any other related discipline at home or abroad. The experience of writing a dissertation students have, prepares them for postgraduate or doctoral studies.

The recruitment and assessment of teaching staff in Greek HEIs Recruitment

There are three main categories of teaching staff in Greek Universities

- Staff on the permanent academic rank
- Adjunct professors
- Special Educational Teaching Staff

Staff on the permanent academic rank

- It is imperative to have a Doctorate in a relevant cognitive field.
- They have to be assessed by an assessment body in order to move from one level of the rank to the other.
- The ranks are (lecturer), non-permanent Assistant Professor, Permanent Assistant Professor, Associate Professor, Professor.
- They are assessed in: publications at an international level, conference papers, participation in research programs and teaching experience.

Adjunct professors

- They have to hold a Doctorate in a relevant cognitive field.
- They are recruited once a year.
- It's a non-permanent position.
- Their application is assessed internally, by each University Department.
- To qualify for the position, they need to have: publications at an international level, conference papers, participation in research programs and teaching experience.

Special Educational Staff

- They have to hold a Doctorate in a relevant cognitive field.
- They are permanent but do not have a rank.
- They provide teaching and learning support in secondary subjects.
- To qualify for the position, they need to have: publications at an international level, conference papers, participation in research programs and teaching experience.



- All teaching staff submit progress reports to the Internal Evaluation Committees of the University and their Department, once a year, every year.
- Once in four years Department have to undergo assessment by international external bodies.
 - Accreditation which certifies that they comply and implement the European Higher Education Quality Standards.



Each University has an ICT centre and technitians who support staff and students via the following provisions

01

Providing email accounts and profiles for all members of the University

02

Maintaining websites and organising telecomunications

03

Buying and maintaining technical equipment in the lecture rooms

Moreover, teaching and learning is supported by Learning Management Systems (LMS) (such as Moodle or eClass) which enable teaching staff build educational resources and interact with their students over the internet. The submission of students' work and some of the exams are organised electronically through the use of LMSs.



The Greek team







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