

Arts@Matter. Expanding the Perspective on Disadvantage Guidance in Preschool Education

Keywords

Children at risk, Performing Arts in Higher Education, Fostering Arts Edges, Inclusive Arts societal engagement, Social Justice, Social perceptions, Academic political & social discourse, Freedom of Arts expression and sustainability, Interactive/arts based, reflective methods of teaching and learning.

Main Research Objective

The cluster will preliminarily consider available data on sustained disadvantage in preschool education and kindergarten training, analyzing various contributing factors through the Arts by reviewing evidence from case studies and other research that explores the evolution of preschool educational systems. It will also examine the degree to which reforms could be feasible and the causes underlying them. Cluster researchers will concentrate on three principal questions: i) Correlations between toddlers and preschoolers' disadvantaged socio-economic status and difficulties within schooling. How are the arts integrated with this? ii) The role of Arts Education in the welfare state. Elitism versus social cohesion? iii) Dynamics of transformation within preschool educational systems, based on Specific areas of cluster researchers' competences which are: a) Inclusion/Exclusion Axis, b) The nature of preschool education, c) Teachers' Education Axis. Researchers will exchange their experience and knowledge about the national policies and good practices of (social) working in kindergartens with the vulnerable children with different challenges and with their families. Research data, methodologies and instruments of assessment will be shared too. The dissemination of the cluster pertains to the process of communicating research findings to academic stakeholders and broader audiences. The directed content analysis revealed themes or patterns pertaining to three distinct facets of information dissemination: Confirmation of Existing Knowledge, Generation of New Knowledge, and Dissemination of New Knowledge.

Main Research Outcome

Examining the effects of gender, socio-economic status, and origins, with case studies of EU welfare systems, and the difficulties posed by poverty, inequality, and social justice.

Observational techniques employed in student practices at their various universities. The subsequent phase will entail a group discussion and recommendations for enhancement, irrespective of technology utilization. The "observe-record-discuss-redesign" paradigm can serve as a sustainable cycle for ongoing process enhancement.

Development of a continuous improvement framework.

Building a "Common Assessment Framework (C.A.F.)" to bring researchers, professionals and stakeholders together at an early stage to offer support to any children with additional needs.

Building an “Every Child Matters (E.C.M.) Programme” as a response to research reports and findings, for preschool education. Recommend methods for instructors to deliver the type and level of assistance that youngsters desire. We can contribute to the objective through:

Enhancement of preschool educators' capabilities and observational abilities

Developing work groups (pre-graduated students) focused on kindergarten and in-kindergarten responses.

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