

Background

Curriculums in early childhood education has traditionally taken a holistic approach of children's development, with social and emotional development be settled at the center of pedagogy.

However, in practice schools are still focusing on academic performance, whereas student's wellbeing, character traits and mental health have drawn little attention (Shoshani & Slone, 2017).

By fostering resilience, children will would more efficiently adapt to the fast pacing world with constant changes and challenges (Baker et al., 2017).

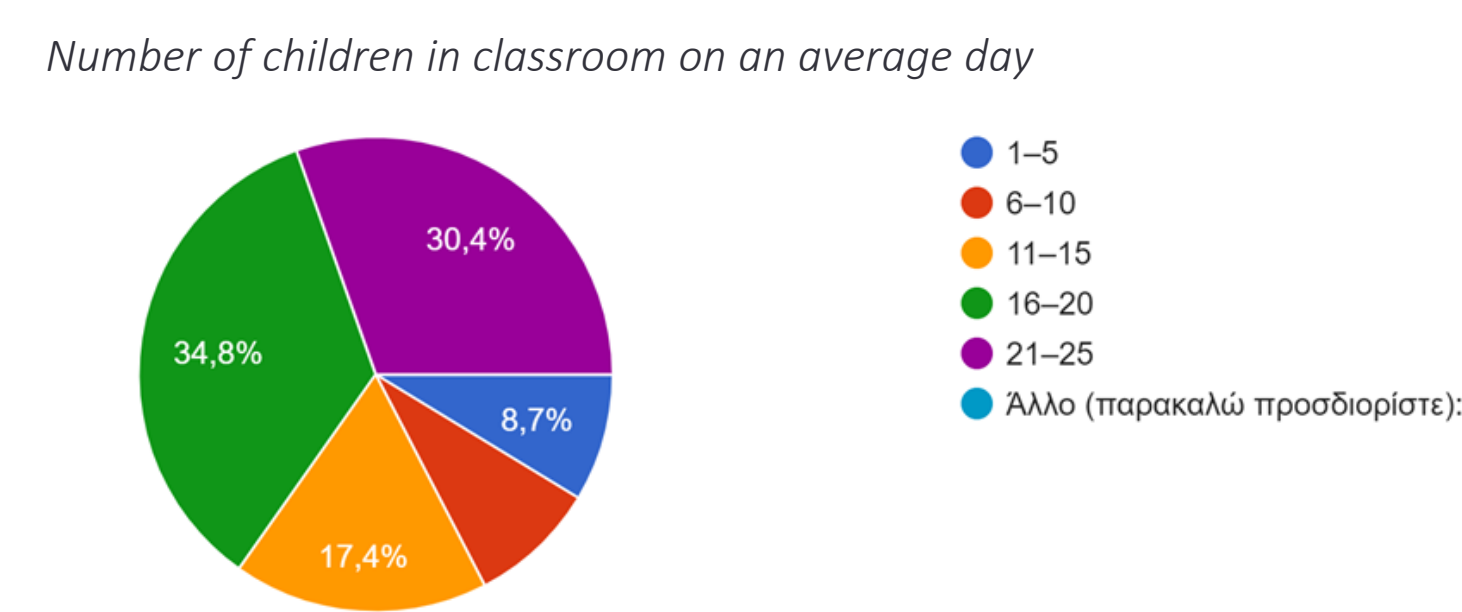
Objectives

The main purpose of this study is to examine the views and needs of early childhood teachers in Greece, with regards to foster children's psychological resilience and support a positive teaching environment that promotes the notion of overall wellbeing and social emotional learning.

Method

Participants

23 Early childhood educators (96% females, 4% males) from Greece completed a questionnaire. The majority of the participants were between the ages 25-35 (39%). The majority (35%) had 16 and above years of professional experience in Preschool Education and were currently working in Public Schools (96%).



Instrument

A questionnaire measuring teacher's needs regarding promoting well-being and resilience in preschool education. The questionnaire consisted of the following sections:

- Consent
- Preschool Education General Settings
- Preschool Children Assessment
- Wellbeing and Psychological Resilience in Preschool Education
- Preschool Teaching, Students Wellbeing and Psychological Resilience Related Topic
- Suggestions and Remarks
- Demographics

Ethics

The project has the ethical approval from the European Commission [Project Number: 2020-CY01-KA201-066080].

The survey followed all the GDPR (General Data Protection Regulation) Guidelines.

All participants have been informed about the study's purpose and signed consent forms.

Results

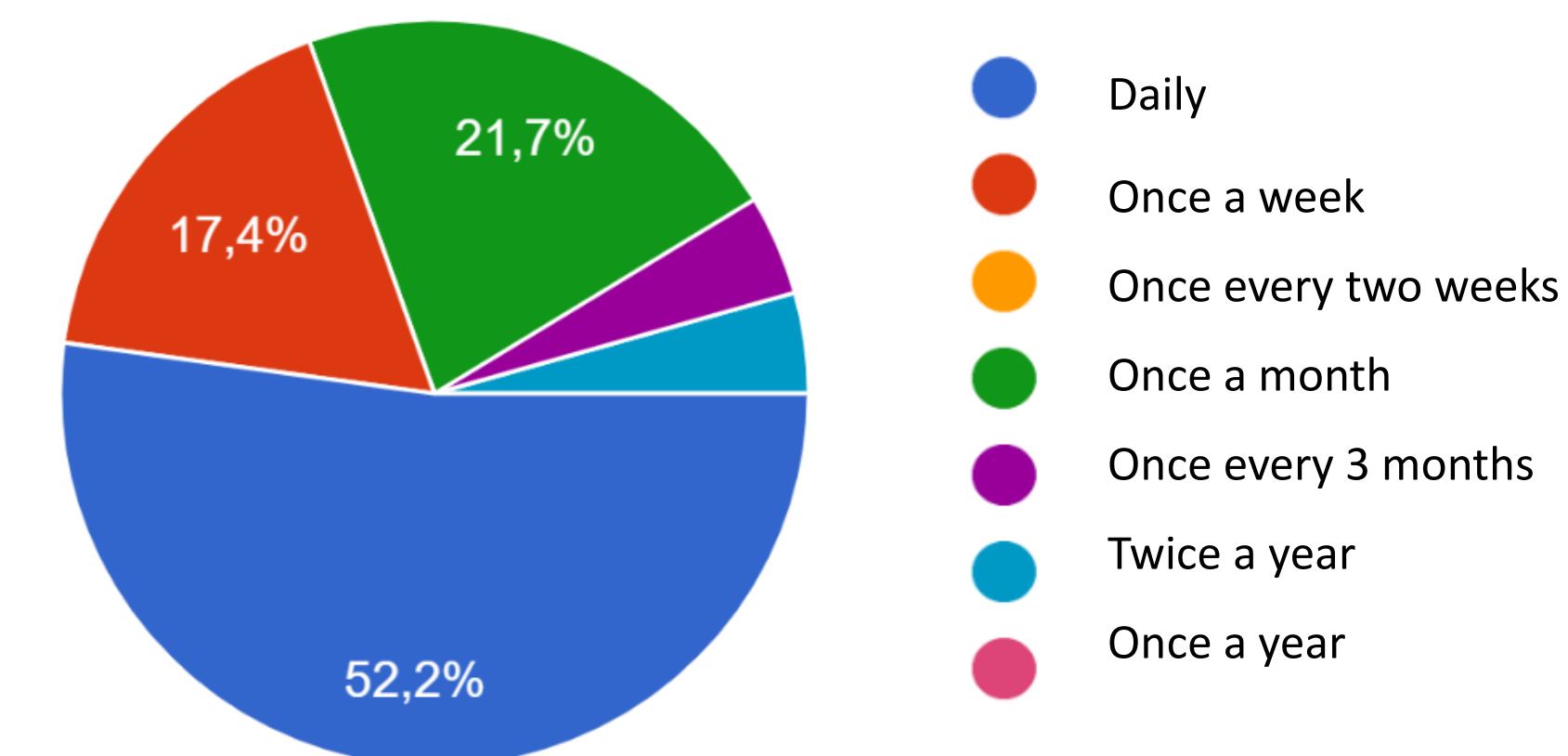
Wellbeing and Psychological Resilience in Preschool Education

The majority of the participants mainly seek learning opportunities for their professional development **in the public sector (87%) and in free resources online (82,6%)**.

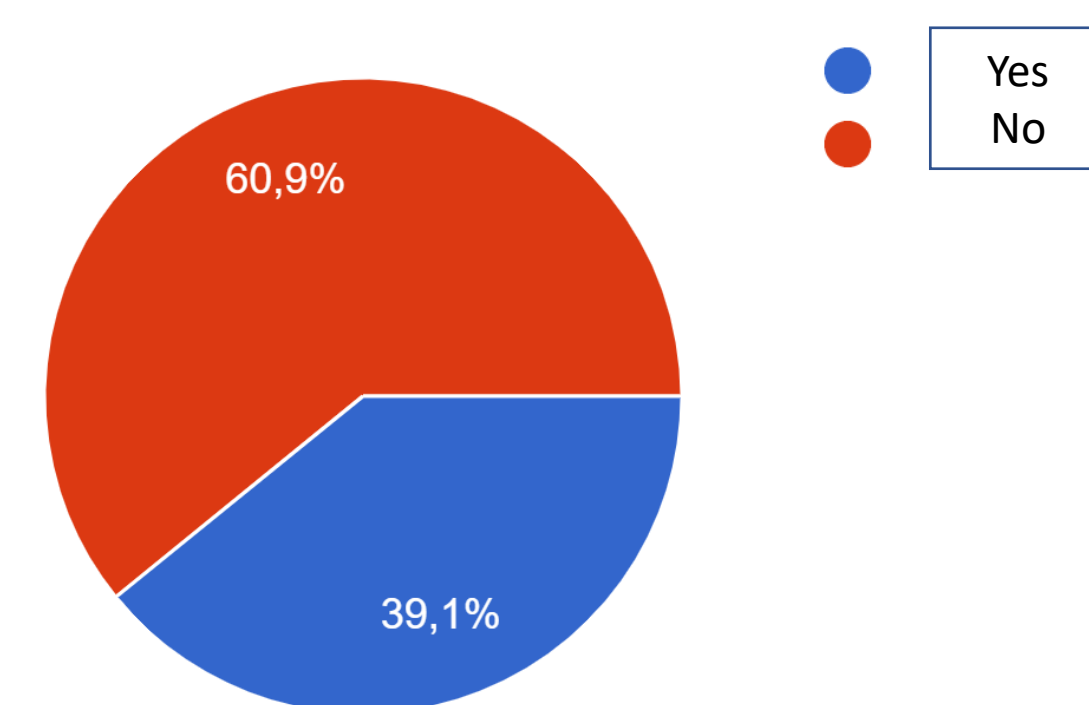
Observation (87%), using games (60,9%) and discussing with parents, other caregivers and colleagues (52,2%) were the most common methods they use to obtain information about child well-being, performance and overall progress.

Almost half of the participants review student's overall performance and assessment data **daily (52,2%)**. They focus on measuring **the social and emotional development (95,7%), the emotional and psychological wellbeing (69,6%)** and **the language and literacy (65,2%)**. These assessment data they mainly share with parents / families / other caregivers (56,5%) and other teachers or specialists (43,5%).

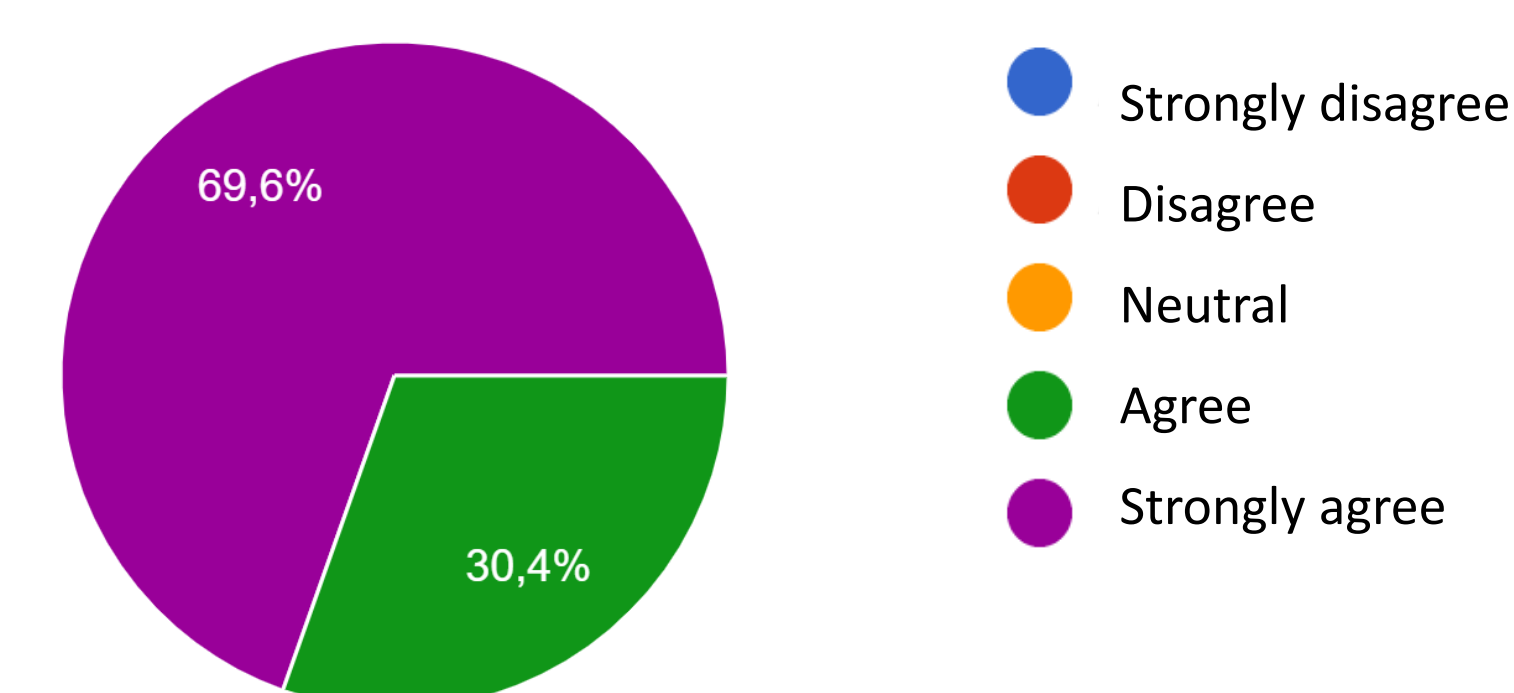
Frequency of reviewing student's overall performance and assessment



Participation in a training / seminar aiming to support efforts to assess children's emotional and/or psychological wellbeing

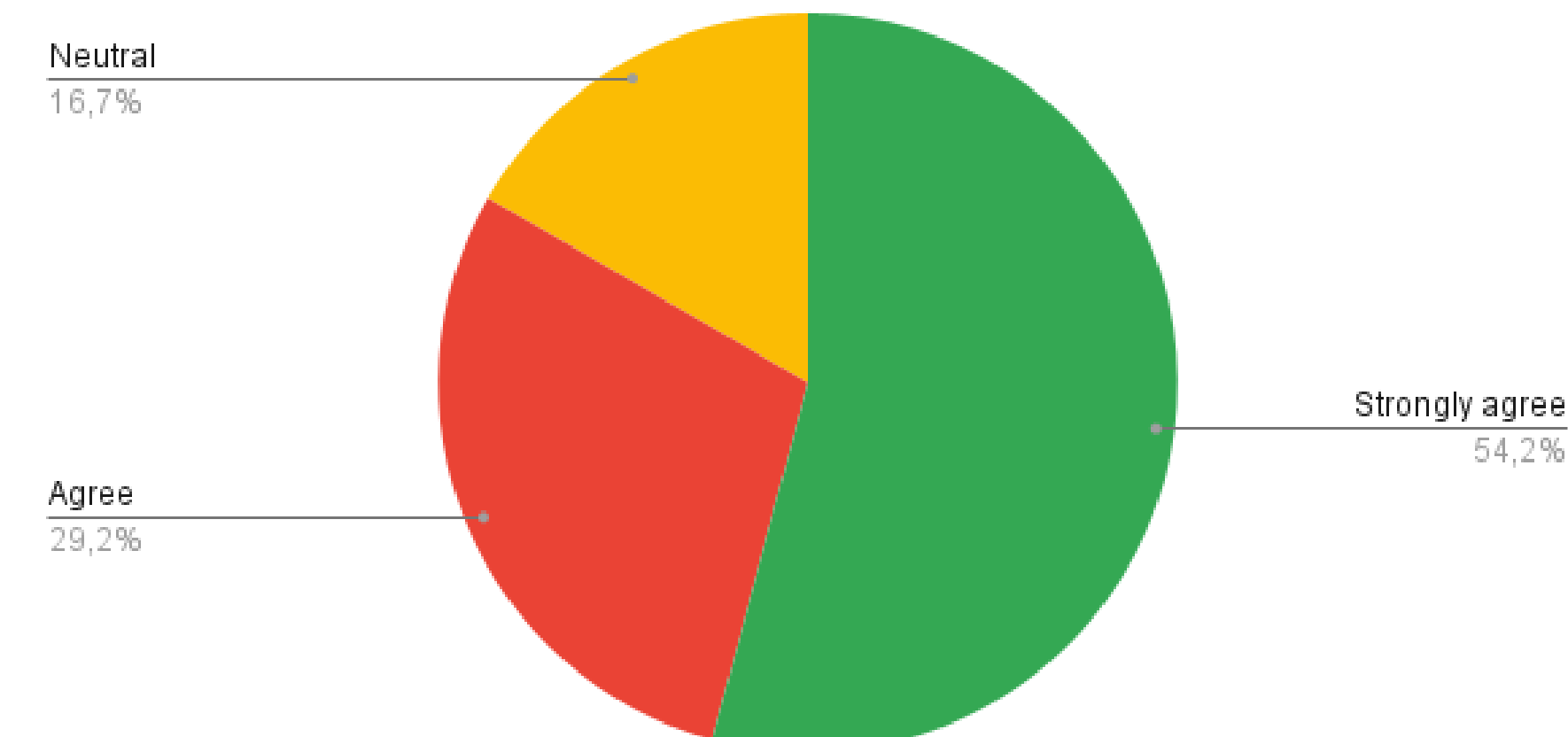


Psychological wellbeing should be an important aspect of Preschool Education:

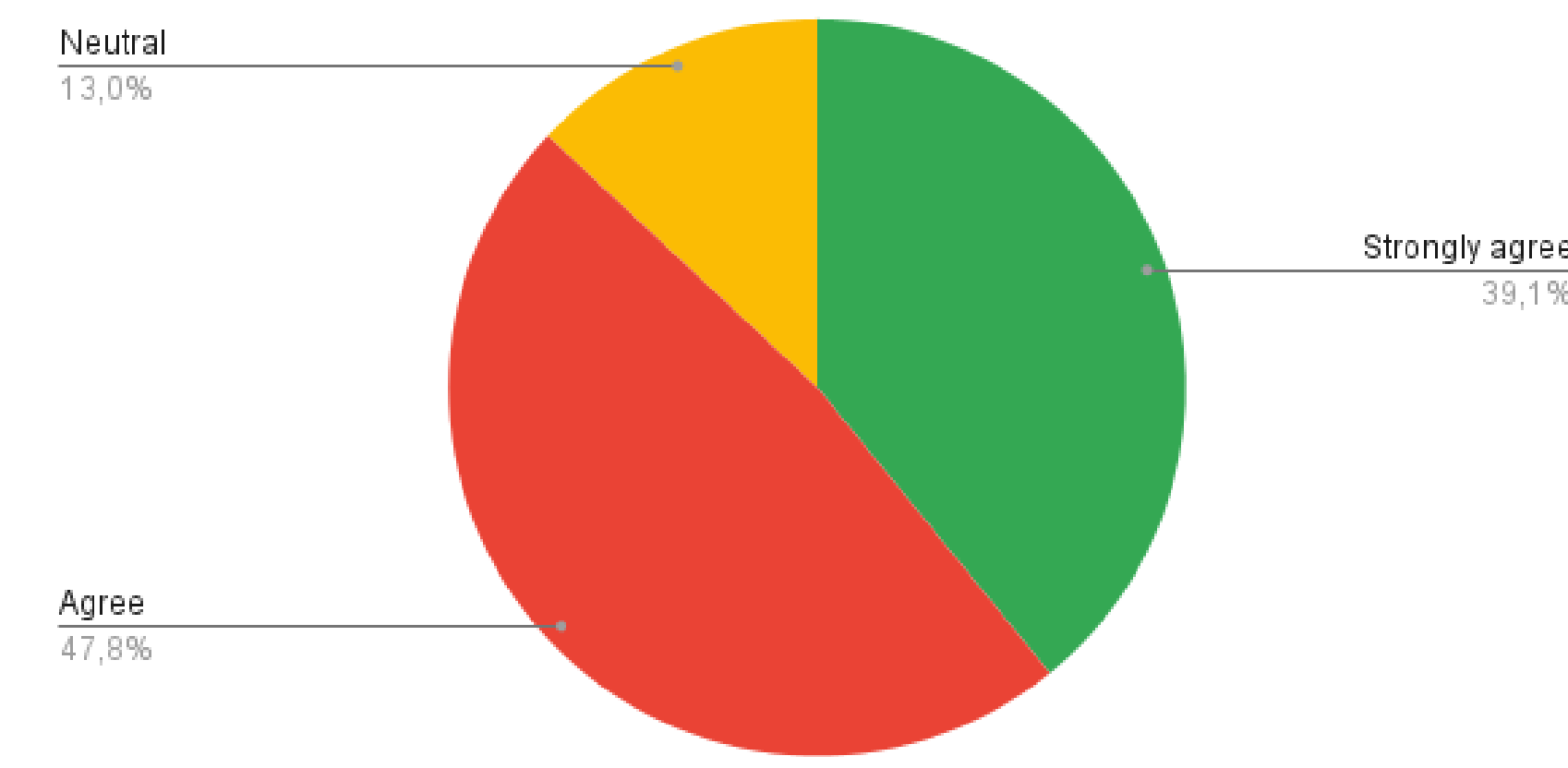


The impact the COVID-19 pandemic and the relevant safety measures in schools

COVID-19 pandemic and relevant safety measures in School affected negatively preschooler's psychological wellbeing.



COVID-19 pandemic and relevant safety measures in School affected negatively preschooler's academic development



Conclusions

- Although in-service preschool educators in Greece were familiar with the notions of Positive Education and Positive Psychology practices and they promote them in the class, they are not officially trained regarding fostering Psychological Resilience in Preschool.
- Participants were extremely interested to learn more about preschool teaching, students' wellbeing and psychological resilience related topics.
- Participants mentioned a limited support by the national authorities in matters concerning Preschooler's Wellbeing.

Implications

There is a need for further support of the Greek Preschool Teachers towards finding additional sources with evidence – based materials that will help them amplify their skills and/or enable them to adopt a more purposeful approach to fortify children's ability and capacity for psychological wellbeing.

The RESILIENT PRESCHOOLS project focuses on building the capacity of preschool teachers in order to foster to pre-school children psychological resilience and safe proof their overall wellbeing.

The main objectives of the RESILIENT PRESCHOOLS project are:

- Provide material and support so teachers will amplify their skills in nurturing children's wellbeing, character traits and resilience.
- Develop quality resources for positive culture in preschools, based on Positive Psychology practices and scientific findings.
- Improve the overall quality of early educational system in the participating countries
- Increasing awareness on the role of various actors on the importance of wellbeing and resilience in young children.

References

- Shoshani, A., & Slone, M. (2017). Positive education for young children: effects of a positive psychology intervention for preschool children on subjective well being and learning behaviors. *Frontiers in psychology*, 8, 1866.
- Baker, L., Green, S., & Falecki, D. (2017). Positive early childhood education: Expanding the reach of positive psychology into early childhood. *European Journal of Applied Positive Psychology*, 1(8), 1-12.



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project Number: 2020-CY01-KA201-066080]



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