**ΠΛΑΙΣΙΟ ΕΠΙΓΡΑΜΜΑΤΙΚΗΣ ΠΕΡΙΓΡΑΦΗΣ ΔΡΑΣΗΣ**

**ΓΙΑ ΕΥΡΥΤΕΡΗ ΕΦΑΡΜΟΓΗ**

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| ΣΧΟΛΕΙΟ: | | 2o Πειραματικό Νηπιαγωγείο ΑΠΘ | | | | | | | | | | | | | | | | |
| ΚΑΤΗΓΟΡΙΑ ΔΡΑΣΗΣ: | | | | | Έρευνα Δράση | | | | | | | | | | | | | |
| ΤΙΤΛΟΣ ΔΡΑΣΗΣ: | | | “Daddies in action” a syneducation action in Greek preschool center. (Μπαμπάδες εν δράσει) | | | | | | | | | | ΔΙΑΡΚΕΙΑ ΔΡΑΣΗΣ: | | | | 5 μήνες | |
| ΥΠΕΥΘΥΝΟΣ ΕΚΠΑΙΔΕΥΤΙΚΟΣ: | | | | | | | | Σοφία Χατζηγεωργιάδου | | | | | ΕΙΔΙΚΟΤΗΤΑ: | | ΠΕ60 | | | |
| ΣΥΝΕΡΓΑΖΟΜΕΝΟΙ ΕΚΠΑΙΔΕΥΤΙΚΟΙ (ΑΡΙΘΜΟΣ ΚΑΙ ΕΙΔΙΚΟΤΗΤΑ) | | | | | | | | | | | | | | | | | | |
| 1. |  | | | | | | | | | | | | ΕΙΔΙΚΟΤΗΤΑ: | |  | | | |
| 2. |  | | | | | | | | | | | | ΕΙΔΙΚΟΤΗΤΑ: | |  | | | |
| ΣΧΟΛΙΚΟΣΧΡΟΝΟΣ ΥΛΟΠΟΙΗΣΗΣ ΔΡΑΣΗΣ: | | | | | | | | | 6 ώρες/ μήνα | ΣΥΜΜΕΤΕΧΟΝΤΑ ΤΜΗΜΑΤΑ ΣΧΟΛΕΙΟΥ: | | | | | | 2 | | |
| ΠΛΗΘΟΣ ΣΥΜΜΕΤΕΧΟΝΤΩΝ | | | | | | | ΕΚΠΑΙΔΕΥΤΙΚΩΝ: | | | 1 | | ΜΑΘΗΤΩΝ: | | 20 | | ΤΡΙΤΩΝ: | | 10 |
| ΣΤΟΧΟΣ ΔΡΑΣΗΣ: | | | | Συνεργασία σχολείου και οικογένειας | | | | | | | | | | | | | | |
| ΣΥΝΤΟΜΗ ΠΕΡΙΓΡΑΦΗ ΥΛΟΠΟΙΗΣΗΣ (200-300 λέξεις) | | | | | | | | | | | | | | | | | | |
| Η συγκεκριμένη δράση πήρε βραβείο «Practioner research” στ ο 29o Παγκόσμιο Συνέδριο Προσχολικής Αγωγής EECERA που θα πραγματοποιήθηκε στις 21-23 Αυγούστου στη Θεσσαλονίκη. Επισυνάπτουμε τα στοιχεία στην αγγλική. | | | | | | | | | | | | | | | | | | |
| **Research aims**  To investigate the acquisition of common educational experiences of fathers and children in a preschool center.  **Relationship to previous works**  The use of the syneducation model as a collaborative action research (Kekes, 2000).  **Theoretical and conceptual framework**  The model of syneducation (synergy + education) that aims at the acquisition of a common educational experience of persons differing in age and cognitive infrastructure and often in social and cultural level (Mylonakou- Kekes, 2017. Mylonakou & Kekes, 2005).  **Paradigm, methodology and methods**  A total of 10 sessions of fathers’ visits in the preschool center (4-5 years old children) during a four months period were implemented and evaluated. These syneducational actions were created, constructed and supported by new technology (email communication between the teacher and the parents and the use of Padlet as a diary and a communication platform during the visits).  **Ethical considerations**  Teachers informed the parents about the aim, rationale and content of the project and all relevant consent forms were completed.  **Reference**  Kekes, I. (2000) Educational Research and the School System: Necessities and Challenges in our Cybernetic Era, *Educational Review 3*, 16 – 44, Hellenic Pedagogical Institute.  Mylonakou, I., & Kekes, I. (2005). Syneducation (synekpaidefsis): Reinforcing communication and strengthening cooperation among students, parents and schools. *Harvard Family Research Project*, 1-9.  Μylonakou–Keke, I. (2017). Relationships between School, Family and Community with a social pedagogical focus: Commencing the research with teachers. *Education Sciences*, (2), 84-113. | | | | | | | | | | | | | | | | | | |
| ΑΠΟΤΕΛΕΣΜΑΤΑ- ΠΡΟΤΑΣΕΙΣ (200-300 λέξεις) | | | | | | | | | | | | | | | | | | |
| **Main finding and discussion**  All the parents participated and contributed in the development of various syneducational actions that could range from the simple syneducation of parents and children to the systematic participation of children and adults in research and the development of interdisciplinary projects. The creative exploitation of technology led to the development of new ideas in an interactive learning environment for children and parents. The vivid interaction of fathers and children was pointed out during the evaluation of the programme. All the participants expressed their anticipation to participate in the daily morning routine of the preschool centre due to the limited experience. They also expressed their contempt and enthusiasm after their participation along with their very positive impressions. The children experienced a unique learning process together with their parents and the parents of their schoolmates, as well as the advantages of common “productive” activities. They were filled with enthusiasm by the change of the traditional roles teacher- parent –children.  **Implications, practice or policy**  The study contributes to the field of school and family cooperation as interdependent systems. The necessity of shifting towards a more cooperative action between them is discussed. These findings are useful to teachers, school communities and in educational policy planning, that aims to support the social pedagogical role of the school. | | | | | | | | | | | | | | | | | | |
| ΤΕΚΜΗΡΙΩΣΗ / ΕΡΕΥΝΑ | | | ΑΡΧΙΚΗ | | | | | | | | ΔΙΑΜΟΡΦΩΤΙΚΗ (ΝΑΙ) | | | | | ΤΕΛΙΚΗ (Ναι) | | |
| ΜΕΘΟΔΟΙ ΤΕΚΜΗΡΙΩΣΗΣ / ΕΡΕΥΝΑΣ  (π.χ. παρατήρηση, ετεροπαρατήρηση, συνεντεύξεις, ερωτηματολόγια, έρευνα αρχείων, ημερολόγια κ.α.). | | | | | | Ερωτηματολόγιο | | | | | | | | | | | | |
| ΣΥΝΔΕΣΜΟΣ ΑΝΑΡΤΗΣΗΣ ΔΡΑΣΗΣ: | | | | | | | | |  | | | | | | | | | |

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| **ΕΝΔΕΙΚΤΙΚΕΣ ΚΑΤΗΓΟΡΙΕΣ ΔΡΑΣΕΩΝ** |
| 1. Καινοτόμος Διδακτική Πρακτική 2. Ενδοσχολική έρευνα 3. Καινοτόμος Διοικητική Δραστηριότητα 4. Πειραματική Εφαρμογή Νέων ή Τροποποιημένων Προγραμμάτων Σπουδών 5. Επαγγελματική Ανάπτυξη Εκπαιδευτικών 6. Ανάπτυξη και τεκμηρίωση νέου Εκπαιδευτικού Υλικού 7. Διάχυση πρακτικών στην εκπαιδευτική και επιστημονική κοινότητα 8. Όμιλοι 9. Έρευνα-δράση 10. Κοινωνική-εκπαιδευτική δράση 11. Ενδοσχολική δραση/ πρακτική σε ζήτημα που αφοράτην σχολική κοινότητα 12. Άλλο (περιγράψτε) |