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Adolescence may be defined as the period within the life span when most of a person's biological characteristics (primary and secondary sexual characteristics), psychological processes (thoughts, emotions, and personality) and social relationships (with parents, peers and at school) change to resemble adulthood.

Adolescence needs to be handled from an interdisciplinary perspective, combining biology with social and behavioral sciences.

Adolescence has been described as a phase of life beginning in biology and ending in society, with the latest being critical for becoming active and happy citizens [1].



Students with Special Educational Needs (at our School)

- Non-native greek speaking students.
- Students with mental and developmental disorders.
- Epilepsy, asthma, diabetes mellitus, cancer, congenital heart diseases and Human Immunodeficiency Virus infection affect student achievement and some specific areas of cognitive ability [2].
- Students with increased level of stress due to social distancing and home-schooling [3].



An inclusive school affects school functioning as it has a direct impact on the school climate [4].

More specifically, there are seven aspects regarding a school's level of inclusivity [5]: Teachers and students learn at school through building a society of knowledge and skills, teachers believe that all students in school can be successful, teachers regularly reflect on ways of improving students' learning, strategies set for students are consistently upheld across the entire school, extra-curricular activities provide valuable opportunities for tailor-made learning opportunities, teachers share similar beliefs and attitudes about effective teaching and learning and the staff has a commitment to the whole school and not just their class.



The Council of the European Union adopted the term “Key Competences for lifelong learning” to refer to skills, such as critical thinking, problem solving, teamwork, communication and negotiation skills, analytical skills, creativity and intercultural skills (2006) [6].

In May 2018, the Council of the European Union adopted the revised Recommendation on Key Competences for Lifelong Learning. The aim is that everybody should have the essential set of competences needed for personal development, social inclusion, active citizenship and employment [7].

These competences include Literacy, Multilingualism, Mathematical competence and competence in Science, Technology and Engineering as well as Digital-Personal-Social Lifelong Learning, Democratic Citizenship Entrepreneurship as well as Cultural awareness and expression [7].



21st Century Skills focus on higher-order thinking, problem solving, effective communication, self-directed and collaborative learning, required by a global and digital society [7].

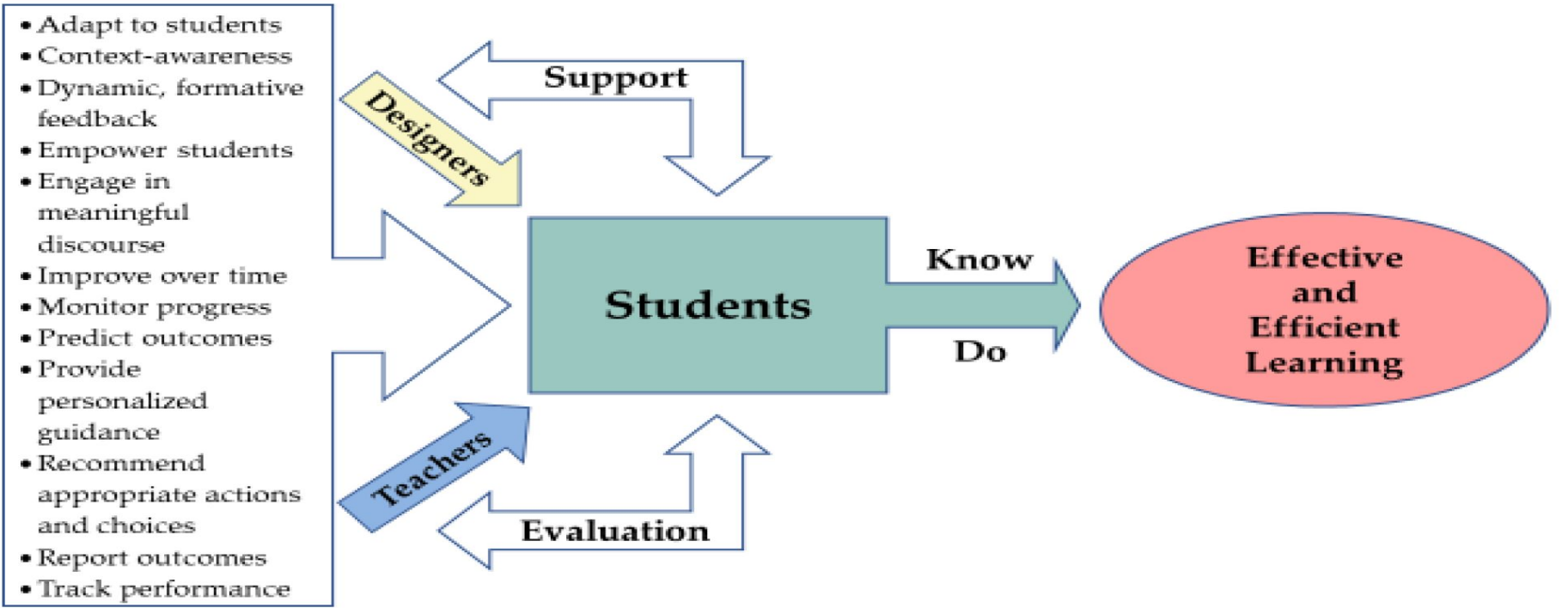
It is suggested that schools should respond to the 21st Century Skills that are needed for students to participate in society and in future employment [8].

This points to students being empowered to actively make choices and to take responsibility for their own learning [8].



The shift from the traditional instruction, which reproduces the knowledge, to the interaction that encourages learners to discover, experiment and construct their own learning experience is considered the cornerstone of 21st-century skills [9]





Smart technologies for learning and teaching [9]



Smart Learning Environments:

They are characterized by flexibility, effectiveness, efficiency, engagement, adaptivity and reflectiveness [9].

They facilitate: personalised learning, adaptive learning, intelligent tutoring, open online learning, blended learning and collaborative learning opportunities, such as digital storytelling, serious games, virtual reality [10].

Peer interaction and learning motivation has a direct impact on higher-order thinking skills [11].

They use digital and mobile devices and sensors, alongside cloud computing, learning analytics, artificial intelligence and augmented and virtual realities [12].



Young Person

Literacy and Numeracy
Mental Health Concerns
Behaviour
Social and Emotional Needs
Communication and Social Skills
Organisation
Physical/Motor Skills
Attention and Concentration

Inclusive Classroom

Structures and routines
Adult led strategies
The physical and social environment

Inclusive School

Embedding literacy and numeracy
Collaboration
Keeping the learner at the centre
Transitions
Disseminating information
Policy and legislation

Smart technologies for
Inclusive Education [13]



Implications for Inclusive Education [13]:

- Transitions (from year to year or into and out of school) were identified as particularly problematic.
- Working collaboratively by sharing information among the school, the learner, the parent/carer and other specialists during the transition process, is identified as important.
- Reflection, particularly by collaborating individuals and teams on how well the transition process was working, as well as active monitoring of learners was seen as a key method for supporting learners.



Inclusive Education and its relation to Positive Psychology [14]:

Wisdom and Knowledge

1. Creativity [originality, ingenuity].
2. Curiosity [novelty-seeking, interest, openness to experience].
3. Judgment [critical thinking, open-mindedness].
4. Perspective [wisdom].
5. Love of learning.

Courage

6. Bravery [valor].
7. Persistence: [industriousness, perseverance].
8. Integrity: [honesty, authenticity].
9. Zest: [enthusiasm, vitality, vigor, energy].

Humanity

10. Loves.
11. Kindness: [nurturance, generosity, care, altruistic love, compassion, “niceness”].
12. Social intelligence: [personal intelligence, emotional intelligence]



Inclusive Education and its relation to Positive Psychology [14]:

Justice

13. Citizenship: [loyalty, social responsibility, teamwork].
14. Fairness.
15. Leadership.

Temperance

16. Forgiveness and mercy.
17. Modesty and humility.
18. Prudence.
19. Self-regulation: [self-control].

Transcendence

20. Appreciation of beauty and excellence: [wonder, awe, elevation].
21. Gratitude.
22. Hope: [optimism, future orientation, future-mindedness].
23. Humor: [playfulness].
24. Spirituality: [religiousness, purpose, faith].



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Suggested Websites

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