

DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR NURSERY SCHOOL

Nursery school, as an agent of children's socialization (alongside the family) should ensure all necessary conditions for ordinary and diversified development and socialization. Within this context a policy aiming at an equal integration of the preschool Education into the unified design of the education is necessary, since in every developed society Pre-school education is considered to be a basic principle as well as an indispensable part of the educational system as a whole.

The Cross-thematic Curriculum Framework for nursery school sets directions for programs regarding planning and development of activities in the context of the following subjects: Language, Mathematics, Studies of the Environment, Creation and Expression (through Fine Arts, Drama, Music, Physical Education) and Computer Science. We do not conceive these programs as independent subjects for independent teaching. Instead we suggest that they should be taken into consideration during planning and implementing of meaningful and purposeful activities to the children.

Indicative Fundamental Cross-thematic Concepts, underling curriculum's philosophy as per for the planning and development of activities for nursery schools, promote children's essential skills , attitudes and values such as:

- respect and tolerate the other;
- integrate immigrant children into the society;
- develop children's sense of independence and self-perception;
- acknowledge diversity in children's different abilities , interests and experiences;
- develop interaction, cooperation and communication among children;
- enhance children's ability to research, observe, experiment, discover, solve problems;
- promote children's learning through play;
- help children to master and make better use of several sources of information;
- encourage children's ability to express themselves in many different ways.

The cross-thematic approach together with the projects are both methodological approaches which are proposed to emphasize the cross-thematic perception, the holistic perception of knowledge and the development of the interests and the ideas expressed by children while learning.

The teacher's task is neither to pre-plan the educational procedure nor to direct children in the classroom environment. His/her main purpose is to support their efforts by becoming an assistant, a colleague or a mediator.

Traditional assessment of children's performance is no longer the case. Instead alternative ways of assessment are recommended. Emphasis is put on procedures aiming at acquiring knowledge through creative work, communicative skills and responsibility through collaborative work, research and critical thinking. Such alternative methods are focusing on:

- the development of projects and their final outcome;
- group assessment, done collectively by the children themselves;
- evaluation of the children's work based on their files/portfolios.