

2o Geniko Likio Karditsas

School Profile and Statements

The 2nd General Lyceum (Senior High school) of Karditsa has been operating in the north part of Karditsa, a town, which is located in the west side of the Department and Region of Thessaly. According to the European statistics of economics, Thessaly is reckoned among the poorest regions to be found in all the countries that comprise the European Union. The economy of Karditsa is basically agrarian, but it also relies on small enterprises and services.

The students who are attending the 2nd General Lyceum of Karditsa during the current school year (2015-2016) number 194, including 102 girls and 92 boys, aged 15-18 years of age. The student body consists of culturally diverse students, as some of them are of Albanian descent. The body of teachers at this school is made up of 25 educators of all specialties and of a full time employment status for 17 of them. The school can boast laboratories of Science, Computer Science and New Technologies that it sees to upgrade by means of regular revenue management techniques, notwithstanding the sharp decline in revenue, as well as by means of applications for new equipment that pertinent programs hold promise of. Although the school has no experience from participating in multi-lateral school partnerships of Erasmus+ or Comenius, it can be given credit for the implementation of e-twinning programs and its participation in various competitions, such as that of Pisa 2015, as well as in international competitions for students, such as that of Odysseus II. The students have also been involved in educational courses that focused on various thematic fields, with Physics of fundamental particles being one of them. It is also worth mentioning that the students implement a variety of programs on an annual basis with culture, the environment and civil protection as the main focal points. Their projects are uploaded on the school website.

The educators take part in interschool, personnel training seminars and workshops that are conducted either by the school or by other bodies that is by the unions of teachers of the same specialty, the school advisors and the administrative body. Finally, the incorporation of new technologies into the teaching sessions, and their use as an integral part of teaching methods during the last few years has become a reality for the students. The teachers resort to electronic sources of information and learning, a variety of simulations, WEB2 tools for communication, learning and practice with a view to achieving their objectives as far as learning is concerned.

It is common knowledge and obvious that the socio-economic milieu has been undergoing continuous changes both on a European and an international scale, as a result of the scientific and technological advances as well as multiculturalism, which is concomitant with the recent increase in population mobility that the hope for better living conditions and educational prospects necessitates. Naturally, the mission and the vision of our school fall within the context of the afore-mentioned developments but are also highly determined by the general principles governing the Greek educational policy that has always put a premium on the classical studies. We have envisioned a type of school that will be orientated towards the students' acquisition of general knowledge both in the Greek and the English language, the exact sciences, the humanities and the cultivation of students' critical thinking skills within a democratic school environment. We aspire to solidify the students' European identity by undertaking pertinent courses of actions and by applying differentiated teaching methods. In parallel with this, our school sees to enrich and/or improve students' skills as far as the use and the application of the new technologies is concerned. It is our intention to be supportive in our students' endeavor to let their talents unfold, as well as to encourage them to take heed of their special interests with a view to developing their personalities. Last but not least, we need to underscore the crucial role that the school plays in preparing students for the University entrance exams and in securing their transition to tertiary education.

Undoubtedly, it is expected that the participation of our school in European school partnerships, in combination with the continuing vocational training of the school staff by means of European plans of action, will be highly beneficial in terms of upgrading our school through the exchange of experiences and effective techniques. In this way, both teachers and students will be given the opportunity not only to disseminate but also to enrich their cognitive knowledge, improve their linguistic competence in English and allow themselves to have an insight into the profile of the future European citizen. To this effect, our students and teachers alike are motivated to take initiative, so as to establish communication and find common ground with their counterparts in other European schools by means of their participation in e-twinning programs. The awareness and

the thorough study of the educational methods and techniques that are put into practice in schools of other European countries is one of our objectives. This can be achieved through our collaboration with other partners on innovative programs, such as the development of science in the course of history or well-known scientific experiments that have been carried out in the lapse of years etc.

The following educators, members of our school staff, are regarded as key coordinators concerning the European course of action that hopefully we will embark upon:

1. The School Principal, a teacher of Physics, being in full charge. He can be given credit for having both the will and the ability to make his own contribution so that the goals that the school has set can be achieved. He has previous experience from taking part in Comenius programs, in training programs on administration, as well as in conferences of scientific interest making his own propositions.
2. The Deputy Head, Mr.Thomas Siafakas, a teacher of Maths.
3. The teacher of English, Mrs.Sophia Makri, who has been assigned responsibility for the facilitation of communication and for any other tasks that may be necessary in the English language.
4. The teacher of Computer Science /Information Technology, Mr. John Gatzis.

The School Principal

Mr. Georgios Litsios.