

CURRICULUM VITAE

Efthymia Penderi

Associate Professor

Department of Education Sciences in Early Childhood

Democritus University of Thrace

epenteri@psed.duth.gr

STUDIES

1990	High school diploma 1st General High School of Kavala Grade: Excellent (19 .2)
Οκτ. 1991 - Ιούν. 1995	Degree from the Pedagogical Department of Kindergarten Teachers, Pedagogical School, AUTh Grade: Excellent (8 .77)
Σεπτ. 2004-Ιουν. 2006	Postgraduate Teachers' Training (Didaskalio) AUTh, General Education. Grade: Excellent (9 .4)
Σεπτ. 2006 – Ιουν. 2008	Postgraduate Diploma , Interdisciplinary Postgraduate Program "Socio-cultural education and training of animators", Grade: Excellent (9 .4)
Νοέμβ. 2008 - Ιούν. 2012	PhD , Department of Education Sciences in Early Childhood, DUTH Grade: Excellent (10)

LANGUAGES

1993	English, C2
2002	French, C2

TEACHING EXPERIENCE IN HIGHER EDUCATION

P.D. 407/80 Democritus University of Thrace, Department of Education Sciences in in Early Childhood

Postgraduate Program «Innovative Pedagogical Approaches to Multicultural Environments», K2 «Theoretical and practical aspects / approaches of socio-cultural animation», Department of Education Sciences in in Early Childhood, Democritus University of Thrace

Postgraduate Program “Psychopedagogy of inclusion: A school for all”, School of Early Childhood Education – AUTh, « Models of Intervention in Multicultural Classes»

Postgraduate Program “Education Sciences”, School of Early Childhood Education – AUTh, “Issues of Organization of the Teaching Practice”

Postgraduate Program “Psychopedagogy of inclusion: A school for all”, School of Early Childhood Education – AUTh, “Assessment issues for students of linguistic-cultural minorities”

Adjunct Academic Staff at Hellenic Open University [EKP50: Child Development in Families, Schools and Society and EKP60: Education-Cultural differences and social inequalities, full tutorial groups and supervision of Dissertations]

Interdepartmental Postgraduate Programme (IPP) "Social Neuroscience, Social Pedagogy and Education" from the National and Kapodistrian University of Athens (NKUA)

RESEARCH ACTIVITY-RESEARCH PROGRAMS

Collaborative Research Project (CRP), "Establishment a knowledge-base for quality in education: Testing a dynamic theory of educational effectiveness" Researcher

Adjustment of the Strategy Inventory for Language Learning (S.I.L.L.) scale and determination of the profile of foreign language learning strategies of primary and secondary education students, Muslim students learning Greek as a second language and exploring the strategies used by teachers in the classroom.

Researcher

Curriculum Quality Analysis and Impact Review of European ECEC [CARE]

Researcher

Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS)

Researcher

«Professional development tools supporting participation rights in early childhood education (PARTICIPA)»

Researcher

Scientific Supervisor for the Development of the Curriculum for Preschool Education and Creation of Educational Materials with MIS: 5035542, Institute of Educational Policy

Scientific Supervisor for the Training of Teachers in the Curriculum and Educational Materials of the Kindergarten (supervision, development of educational materials and trainer A) with MIS: 5035543, Institute of Educational Policy

Member of the IEP Project Team of the Pilot Program for the Introduction of the English Language in Kindergarten, pursuant to article 2 of Law 4692/12-06-2020 (Government Gazette 111, A') "Upgrading of the School and other provisions" and the Ministerial Decision No. Φ.7/76108/ΓΔ4 (Government Gazette 2418/18-06-2020) on the topic "Activities in English in Kindergarten": External Expert-Development of Educational Materials, Training of Teachers and SEE PE06 & PE60, Monitoring and Evaluation of Pilot Implementation

Member of the Scientific Team and key collaborator in the EAN Project for the Introduction of the English Language in Kindergarten: "Design - Supervision of the implementation of the program & creation of training and educational material" and code 72774 funded by the European Social Fund ESF and co-financed by national resources through the Operational Program "Human Resources Development, Education and Lifelong Learning" of the Partnership Agreement for the Development Framework 2014-2020

Supervisor of the Transformation of the Training Material of the new Curricula into a Massive Open Online Course (MOOC), specifically in the development as a MOOC of a 28-hour training program in the subject "Preschool (Kindergarten Curriculum)", within the framework of the Action "Training of Teachers in the Programs Studies and the educational material of Primary and Secondary Education" with code MIS 5035543, which is co-financed by Greece and the European Union (European Social Fund) through the OP "Human Resources Development, Education and Lifelong Learning 2014-2020".

Supervisor of the pilot implementation of the new Curriculum for Preschool Education in Experimental Kindergartens, within the framework of the IEP Act: PE1.9: Pilot

Implementation of the CP in Primary and Secondary Education in Pilot Schools in the school years 2021-22 and 2022-23 / MIS: 5035542

Scientific associate in the framework of the program entitled: “SUBPROJECT 1: TEACHING AND LEARNING SUPPORT OFFICE AT THE REPUBLIC UNIVERSITY OF THRACIE (MIS 5164470)” and project code: 82894.

Scientific associate in the “SUBPROJECT 1: HORIZONTAL ACTION OF TEACHING AND LEARNING SUPPORT OFFICES TEACHING AND LEARNING IN HIGHER EDUCATION (MIS 5164469)” and project code: 82896.

83388 - EMPOWERING THE MARGINS OF EUROPE THROUGH REGIONAL AND GLOBAL ENGAGEMENT – EMERGE: Local/DUTH Coordinator of Work Package 2: Community Engagement and Services in Higher Education

INDICATIVE SCIENTIFIC PUBLICATIONS

Πεντέρη, Ε. (2025). Το νέο πρόγραμμα σπουδών για την προσχολική εκπαίδευση και η κοινωνικοπαιδαγωγική αποστολή του νηπιαγωγείου: Βασικές αρχές, περιεχόμενο μάθησης και διδακτικός σχεδιασμός. Στο Α. Μιχαλοπούλου & Α. Σιάτρας (Επιμ.), *Αναλυτικό πρόγραμμα σπουδών προσχολικής εκπαίδευσης και εφαρμοσμένες παιδαγωγικές πρακτικές: Προκλήσεις και προοπτικές* (σς. 25-44). Πανεπιστημιακές Εκδόσεις Θεσσαλίας. ISBN 978-618-5960-02-5

Αλεξίου, Θ. & **Πεντέρη, Ε.** (2025) (Επιμ.). *Συνεργασία εκπαιδευτικών στην πράξη. Παραδείγματα δημιουργικής ενσωμάτωσης της αγγλικής γλώσσας στο νηπιαγωγείο*. Δίσιγμα.

Slot, P., **Penderi, E.**, Norheim, H., Pagani, V., Wyslowska, O., & Bulkowski, K. (2025). Teacher-parent relationships: What contextual and teacher characteristics contribute to relationships with parents of diverse backgrounds? *European Early Childhood Education Research Journal*, 1-20. <https://doi.org/10.1080/1350293X.2025.2543918>

Penderi, E. (2025). Minority and majority parents’ perspectives on challenges and benefits regarding early EFL and experiences of collaboration with teachers. *Research Papers in Language Teaching and Learning*, 15(1), 106-117.

Πεντέρη, Ε., & Πετρογιάννης, Κ. (2024). Η σχέση σχολείου οικογένειας και κοινότητας. Κοινωνικοπαιδαγωγικές και αναπτυξιακές διαστάσεις για την γονική εμπλοκή στην προσχολική και πρωτοσχολική ηλικία. Gutenberg.

Penderi, E., Karoussou, A., & Papanastasatou, E. (2023). A multidimensional-multilevel approach to literacy-related parental involvement and its effects on preschool children's literacy competences: a sociopedagogical perspective. *Education Sciences- Special Issue: Emergent Literacy in the Early Years*, 13(12), 1192. <https://doi.org/10.3390/educsci13121192>

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022α). Πρόγραμμα Σπουδών Για την Προσχολική Εκπαίδευση – Διευρυμένη Έκδοση (2η Έκδοση, 2022 ΙΕΠ). Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542.

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022β). Οδηγός νηπιαγωγού -Υποστηρικτικό υλικό. Πυξίδα: Θεωρητικό και Μεθοδολογικό Πλαίσιο- Πρακτικές Εφαρμογές και Διδακτικοί Σχεδιασμοί. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542.

Παπαναστασάτου, Ε. & **Πεντέρη, Ε.** (2020). Ο ρόλος της συνεργασίας οικογένειας και σχολείου για την κατάκτηση του γραμματισμού: Προτάσεις για το σχεδιασμό σχετικών παρεμβάσεων στο νηπιαγωγείο. *Θεωρία και Έρευνα στις Επιστήμες της Αγωγής*, 53, 31-51.

Penderi, E. & Petrogiannis, K. (2018). Assessing young children's social competence: The Greek version of the Social Competence Scale for Preschoolers-Parent version. *European Journal of Educational and Development Psychology*, 6(4), 16-28.

Παπαναστασάτου, Ε. & **Πεντέρη, Ε.** (2018). Αναφερόμενες πρακτικές των νηπιαγωγών για το γραμματισμό: Αξιοποιώντας ένα ολοκληρωμένο μοντέλο για την κατανόηση και ερμηνεία του αναδυόμενου γραμματισμού στο νηπιαγωγείο. *Βήμα των Κοινωνικών Επιστημών*, 68, 59-89.

Penderi, E. Emin Memet, Z., Hatzibei, Ch., & Tsesmeli, S. (2017). Teaching young children concepts involving the seven days of the week: Integrating poetry and music in digital stories. In D. Prentzas (Ed.), *Digital Stories and Their Integration in Early Childhood and Primary Education: Teaching Scenarios and Practical Ideas* (pp. 43-66). Nova Publishing.

Resa, E., Ereky-Stivens, K., Wieduwilt, N., **Penderi, E.**, Anders, Y., Petrogiannis, K., & Melhuish, T. (2016). *Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care (ECEC): Overview of quality monitoring systems and results of moderator analysis*. CARE project report (FP7-SSH-2013-2). http://ecec-care.org/fileadmin/careproject/Publications/reports/D4_3_Overview_of_quality_monitoring_systems_and_results_of_moderator_analysis.pdf

Penderi, E., Petrogiannis, K. & Gavriilidou, Z. (2016). Parental involvement and foreign language learning: Parents and students' views. Proceedings of the International conference and workshops on Language Learning Strategies: theoretical issues and applied perspectives, Komotini, 27-28 June.

Penderi, E. & Rekalidou, G. (2016). Young children's views concerning distribution of cleanup duties in the classroom: Responsibility and self-interest. *European Early Childhood Education Research Journal*, 24(5), 734-747.

Melhuish, E., Ereky-Stevens, K., Petrogiannis, K., Ariescu, A., **Penderi, E.**, Rentzou, K., Tawell, A., Slot, P., Broekhuizen, M., & Leseman, P. (2015). *Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care (ECEC): A review of research on the effects of Early Childhood Education and Care (ECEC) upon child development*. CARE project report (FP7-SSH-2013-2). http://ecec-care.org/fileadmin/careproject/Publications/reports/new_version_CARE_WP4_D4_1_Review_on_the_effects_of_ECEC.pdf

Creemers, B., Kyriakides, L., Panayotou, A., Bos, W., Holtappels, H., Pfeifer, M., Vennemann, M., Wendt, H., Scharenberg, K., Smyth, E., McMahan, L., McCoy, S., Damme, J., Vanlaar, G.,

Antoniou, P., Charalambous, Ch., Charalambous, E., Maltezou, E., Zupanc, D., Bren, M., Cankar, G., Hauptman, A., Rekalidou, G., **Penderi, E.**, Karadimitriou, K., Dimitriou, A., Desli, D., & Tempridou, A. (2013). *Establishing a knowledge base for quality in education: Testing a dynamic theory for education*. Germany: Waxman.