

PERSONAL INFORMATION

Name	Athanasios Gregoriadis
Prof. Identity	Professor, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki, Greece
Address	Panepistimioupoli, Department of Early Childhood Education, Pyrgos Paidagogikou, Aristotle University of Thessaloniki, 541 24, Greece.
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EDUCATION

- 2000-2005 :** **Ph.D.** in the Department of Early Childhood Education, Aristotle University of Thessaloniki.
Thesis: Interpersonal relationships in kindergarten: Teachers' and Children's perceptions about their relationships.
Date of award: 26/04/2005 Cum Laude
- 1996-1999 :** **M.Sc.** in Primary Education & Teacher Training, Aristotle University of Thessaloniki.
Date of award: 22/09/1999 Cum Laude
- 1992-1996 :** **B.Sc** in Primary Education & Teacher Training, Aristotle University of Thessaloniki.
Date of award: 3/07/1996 Cum Laude

WORK HISTORY - ACADEMIC EMPLOYMENT

- 04/2023-today** Professor in Early Childhood Education, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki
- 03/2019-03/2023** Associate professor in Early Childhood Education, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki
- 04/2014-2019** Assistant professor in Early Childhood Education, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki
- 01/2013-06/2013** Visiting professor in University of Bielefeld, Germany.
- 2009-04/2014 :** Lecturer in Early Childhood Education, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki
- 2005-2009 :** Adjunct Lecturer (annual contract under the presidential law 407/1980) in Early Childhood Education, Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki

ACADEMIC TEACHING RESPONSIBILITIES

I have been teaching a variety of modules at an undergraduate and postgraduate level since 2005. Also, I have taught at five different universities in Greece, Cyprus and Germany.

- Teaching Modules :** Teacher's training - Practicum program **(BSc)**
Learning in early years: theory and context **(BSc)**

Teacher-Child Interactions and Classroom Management (**BSc**)
Early Childhood and primary education (**BSc**)
Contemporary issues in early childhood (**MSc**)
School Improvement, School Effectiveness and Social interactions in School (**Msc**)
Intervention, organization and practice (**MSc**)

Students' Practicum: Teaching in the Department's Students' Practicum and placement from 2009 till today.

AWARDS

2006 : Honorable Mention for Article "Prospective early childhood educator's attitudes toward teaching multicultural classes: A planned behavior theory perspective", In Most Distinguished Article Award of "Taylor and Francis" for *Journal of Early Childhood Teacher Education-2006*.

ADMINISTRATIVE WORK

I served and still serve in various administrative tasks and positions in the Department of Early Childhood Education of Aristotle University of Thessaloniki.

2009-today :

- (a) Head of the committee in charge for the Department's Program Study
- (b) Director of the Master Course Program "Lifelong Learning and Leadership in Education".
- (c) Director of the Pedagogic/Education Sector of the Department
- (d) Member of the University's Childhood Centers Scientific Committee
- (e) Member of the Scientific Committee of Post Graduate Course (MSc) "Intervention and

Psychology of Inclusion"

(f) Member of the Pre-service students' Practicum Committee

(g) Member of various committees in the Department (e.g. Students Consulting, Introductory Exams Committee)

RESEARCH PROJECTS

Source – Dates	Title	Duties – Principal investigator - Amount
European Union, Erasmus+ KA3 Support for Policy Reform. (code: 606687-EPP-1-2018-2-CY-EPPKA3-PI-POLICY) Duration: 2019-2022	Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach (SWPBS)»,	Scientific supervisor of Aristotle University partnership, Member of the main research team. Coordinator: CARDET-Centre for the Advancement of Research & Development in Educational Technology Limited” Cyprus - 2.265.9160,00 €
European Union, Erasmus+ KA2 Strategic Partnership Project (code: 2016-1-EL-KA201-023420) Duration: 2016-2019	SIA-ProD: An innovative self-improvement approach for the professional development of early educators	Scientific supervisor of Aristotle University partnership, Member of the main research team, - 284.050,00 €
Thalis project, Ministry of Education, Life Long Learning and Religious Affairs Duration: 2012-2016	ECEQ: Evaluation of early childhood education quality: Adaptation of ECERS-R and ECERS-E scales in the Greek educational settings	Head of the research team for the training procedures – Prof. E. Zachopoulou – 480.000,00 €
European Union, Comenius Multilateral projects (code: 517999-LLP-2011-GR-COMENIUS-CMP) Duration: 2011-2014	“Early Change: Promoting the professional development of early childhood educators”	Key staff member & Head of training procedures – Prof. E. Zachopoulou – 300.000,00 €

Aristotle University of Thessaloniki, Research Committee, Duration: 2012-2013	"Investigating kindergarten teacher-child relationship through children's perspectives. A typology of relationship patterns".	Principal investigator-Ass. Prof. A. Gregoriadis - 4.000€
Ministry of Education, Project code 85705 R.C Auth. Duration 2010-2013	Training immigrant students	Key Staff member - Prof. Anastasiadi-Symeonidi - 1.000.000 €

PUBLICATIONS

Overall, my published work includes 83 scientific publications (2 books, 17 book chapters in edited books, 48 peer-reviewed scientific articles, 16 articles in conference proceedings).

BOOKS

Gregoriadis, A., Evangelou-Tsitiridou, M., Krousorati, A. (2023). *Home Learning Environment. Theoretical approaches, quality measurement and good practices.* Sofia. ISBN: 978-960-633-071-1 [in Greek].

Gregoriadis, A., Grammatikopoulos, V., Zachopoulou, E. (Eds.) (2018). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives.* Palgrave Macmillan, ISBN: 978-3-319-64211-6

Gregoriadis, A., Zachopoulou, E., Grammatikopoulos, V., Liukkonen, J., Leal, T., Gamelas A. M., et al. (2014). *Good practices in early childhood education: Looking at early educators' perspectives in six European countries* (222 pages). Thessaloniki: Christodoulidi Publishers. ISBN 978-960-8183-88-9

CHAPTERS IN INTERNATIONAL EDITED BOOKS

Krousorati, K., Vatou, A., **Gregoriadis, A.,** & Grammatikopoulos, V. (2022). Supporting teachers to promote psychological resilience and well-being in the Greek early childhood education. In B. Silva, C. Craveiro, A. Pinheiro, & P. Medeiros (Eds.). *Training perspectives and experiences in early childhood education.* (pp. 9-21). Paula Frassinetti Escola Superior de Educacao.

- Hatzigianni, M., **Gregoriadis, A.**, Moumoutzis, N., Christoulakis, M., & Alexiou, V. (2021). Integrate design thinking, digital technologies, and the art to explore peace, war and social justice concepts with young children. In C. Cohrsen, & S. Gavris (Eds.). *Embedding STEAM in Early Childhood Education and Care*. (pp. 21-40). Switzerland: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-65624-9_2
- Gregoriadis, A.**, Grammatikopoulos, V., Tsigilis, N., & Zachopoulou, E. (2020). Assessing Teacher-Child Relationships: A cultural context perspective. In O. Saracho (Ed.). *Handbook of Research on the Education of Young Children*. 4th edition, pp. 322-332. New York, NY: Routledge. DOI: 10.4324/9780429442827
- Gregoriadis, A.**, Grammatikopoulos, V., Zachopoulou, E. (2018). Introduction to the volume. In A. Gregoriadis, V. Grammatikopoulos, E. Zachopoulou (Eds.). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*, Chapter 1, (pp. 1-6). Palgrave Macmillan, ISBN: 978-3-319-64211-6
- Gregoriadis, A.**, Grammatikopoulos, V., Zachopoulou, E. (2018). Early Childhood Education and Care Today: Impact, Policies, Quality. In A. Gregoriadis, V. Grammatikopoulos, E. Zachopoulou (Eds.). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*, Chapter 2, (pp. 7-28). Palgrave Macmillan, ISBN: 978-3-319-64211-6
- Gregoriadis, A.**, Grammatikopoulos, V., Zachopoulou, E. (2018). Professional development and impact of the Early Change Project: Reflections from the Greek Example. In A. Gregoriadis, V. Grammatikopoulos, E. Zachopoulou (Eds.). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*, Chapter 8, (pp. 105-114). Palgrave Macmillan, ISBN: 978-3-319-64211-6
- Grammatikopoulos, V., **Gregoriadis, A.**, Zachopoulou, E. (2018). Self-evaluation as a means to improve practice: An alternative approach for the professional development of early childhood educators. In A. Gregoriadis, V. Grammatikopoulos, E. Zachopoulou (Eds.). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*, Chapter 10, (pp. 116-125) Palgrave Macmillan, ISBN: 978-3-319-64211-6
- Zachopoulou, E., Grammatikopoulos, V., **Gregoriadis, A.** (2018). Early Change: Description of a Project for Continuing Professional Development. In A.

Gregoriadis, V., Grammatikopoulos, E., Zachopoulou, E. (Eds.). *Professional Development and Quality in Early Childhood Education: Comparative European Perspectives*, Chapter 4, (pp. 59-82). Palgrave Macmillan, ISBN: 978-3-319-64211-6

Gregoriadis, A., Birbili, M., Papandreou, M. (2016a). Interview as a mean for acquaintance with children. In S. Avgitidou, M. Tzekaki, V. Tsafos (eds.). *Pre-service teachers observe, intervene and reflect*, (pp. 176-205). Athens: Gutenberg: ISBN: 978-960-01-1796-7 (alphabetical order) [in Greek]

Gregoriadis, A., Birbili, M., Papandreou, M. (2016b). Teacher-parents interviews. In S. Avgitidou, M. Tzekaki, V. Tsafos (eds.). *Pre-service teachers observe, intervene and reflect*, (pp. 207-222). Athens: Gutenberg: ISBN: 978-960-01-1796-7 (alphabetical order) [in Greek]

Grammatikopoulos, V., **Gregoriadis, A.**, Zachopoulou, E. (2015). Evaluation of early childhood education environments and professional development: Current practices and implications. In: O. N. Saracho (Ed.). *Contemporary perspectives on research in testing and evaluation in early childhood education*. (Part III, pp. 153-172). Information Age Publishing.

Gregoriadis, A. (2014). Adolescent's digital practices and problems in parents-adolescents communication. In: A. Kyridis (ed.). *Vulnerable social groups and life-long learning*, pp. 356-373. Athens: Gutenberg. ISBN 978-960-01-1652-6 [in Greek].

Papandreou, M., **Gregoriadis, A.**, Birbili, M. (2013). Pre service teachers evaluate a model for exploring children's initial ideas during their practicum. In (S. Avgitidou, & A. Androusou (Eds.). *The practicum in the teachers' initial training: research approaches* (pp. 39-68). Athens: National Kapodistrian University and National Practicum Network. ISBN: 978-618-80640-1-0 [in Greek]

Grammatikopoulos, V., **Gregoriadis, A.**, Zachopoulou, E. (2012). Chapter 5-Improving Children's Attitudes and Awareness Toward a Healthy Lifestyle in Early Childhood: A Five-European Country Intervention Program", In: John, A. Sutterby (ed.). *Early Education in a Global Context (Advances in Early Education and Day Care, vol. 16, pp. 109-126)*. Emerald Group Publishing Limited.

Grammatikopoulos, V., **Gregoriadis, A.**, Zachopoulou, E. (2012). Acknowledging the role of motor domain in creativity in early childhood education. In: O. N.

Saracho (ed.). *Contemporary Perspectives on Research in Creativity in Early Childhood Education*, (pp. 159-176). Information Age Publishing.

Gregoriadis, A. (2011). From social constructivism to interactive learning. In N. Papadakis, & N. Chaniotakis (eds.). Honorary volume for I. Pyrgiotakis "Education, Society and Politics", (pp. 345-359). Athens: Pedio. [in Greek]

Gregoriadis, A. (2011). Recording and analyzing novice early educators' experiences. In B.D. Oikonomidis (Ed.). *Educating and Training Teachers: Theoretical and Empirical Approaches*, (pp.255-266). Athens: Pedio. [in Greek]

PUBLICATIONS IN PEER-REVIEWED JOURNALS

Michael, D., Tsigilis, N., Michaelidou, V., **Gregoriadis, A.**, Charalambous, V., & Vrasidas, P. (2024). Evaluating the Classroom Environment: Multilevel validation and measurement invariance of Classroom Behavioral Climate. *Journal of Psychoeducational Assessment*, 0, 1-15. DOI: 10.1177/07342829241241250

Sumatic, M., Malmberg, L-E., **Gregoriadis, A.**, Grammatikopoulos, V., & Zachopoulou, E. (2023). Child, teacher and preschool characteristics and child-teacher relationships in Greek preschools. *Early Childhood Research Quarterly*, 64, 355-367. <https://doi.org/10.1016/j.ecresq.2023.04.008>

Michael, D., Goutas, T., Tsigilis, N., Michaelidou, V., **Gregoriadis, A.**, Charalambous, V., & Vrasidas, C. (2023). Effects of the universal positive behavioral interventions and supports on collective teacher efficacy. *Psychology in the Schools*, 60(9), 3188-3205. <https://doi.org/10.1002/pits.22919>

Tsigilis, N., Karamane, E., & **Gregoriadis, A.** (2023). Examination of student-teacher interpersonal relationships Circumplex model in the Greek educational context. *Psychological Reports*, 126(2), 984-1002. DOI: 10.1177/003329412111061078

Karamane, E., Vatou, A., Tsigilis, N., & **Gregoriadis, A.** (2023). Comparing students' and teachers' perceptions about teachers' interpersonal behaviour in Greek Secondary education. *Learning Environments Research*, <https://doi.org/10.1007/s10984-023-09459-9>

- Tsigilis, N., Krousorati, K., **Gregoriadis, A.**, & Grammatikopoulos, V. (2023). Psychometric evaluation of the Preschool Early Numeracy Skills Test-Brief Version within the Item Response Theory framework. *Educational Measurement: Issues and Practice*, 42(2), 32-41. <https://doi.org/10.1111/emip.12536>
- Gregoriadis, A.**, & Evangelou, M. (2022). Revisiting the Home Learning Environment: Introducing the Home Learning Ecosystem. *Australasian Journal of Early Childhood*, 47(3), 206-218. <https://doi.org/10.1177/18369391221099370>
- Krousorati, K., **Gregoriadis, A.**, Tsigilis, N., Grammatikopoulos, V., & Evangelou, M. (2022). Introducing the Home Learning Environment Questionnaire and examining the profiles of home learning environments in Greece. *Frontiers in Education*, 7, 987131. <https://doi.org/10.3389/educ.2022.987131>
- Vatou, A., **Gregoriadis, A.**, Tsigilis, N., & Grammatikopoulos, V. (2022). Teachers' social self-efficacy: development and validation of a new scale. *Cogent Education*, 9(1), <https://doi.org/10.1080/2331186X.2022.2093492>
- Gregoriadis, A.**, Vatou, A., Tsigilis, N., & Grammatikopoulos, V. (2022). Examining the reciprocity in dyadic teacher-child relationships: One-with-many multilevel design. *Frontiers in Education*, 6, 811934, DOI: 10.3389/educ.2021.811934
- Vatou, A., **Gregoriadis, A.**, Tsigilis, N., & Grammatikopoulos, V. (2022). Quality of teacher-child relationships: An exploration of its effect on children's emergent literacy skills. *International Journal of Early Childhood*, <https://doi.org/10.1007/s13158-022-00325-y>
- Tsigilis, N., Karamane, E., & **Gregoriadis, A.** (2021). Examination of student-teacher interpersonal relationships Circumplex model in the Greek educational context. *Psychological Reports*, 0(0), 1-19. DOI: 10.1177/00332941211061078
- Gregoriadis, A.**, Grammatkopoulos, V., Tsigilis, N., & Verschueren, K. (2021). Teachers' and children's perceptions about their relationships: examining the construct of dependency in the Greek sociocultural context. *Attachment & Human Development*, 23(5), 556-571. DOI: <https://doi.org/10.1080/14616734.2020.1751990>
- Vatou, A., **Gregoriadis, A.**, Tsigilis, N., & Grammatikopoulos, V. (2020). Patterns of teacher-child relationships quality: Young children's perspectives. *Journal of*

Early Childhood Education Research, 9(2), 498-521, <https://jecer.org/patterns-of-teacher-child-relationships-quality-young-childrens-perspectives/>

Tsigilis, N., **Gregoriadis, A.**, Theodorakis, N., & Evaggelinou, Ch. (2019). Teachers' self-efficacy and its association with their quality of relationships with pre and early adolescents: A hierarchical linear modelling approach. *Education 3-13*. 47(1), 64-73 DOI: 10.1080/03004279.2017.1399153

Grammatikopoulos, V., Tsigilis, N., & **Gregoriadis, A.** (2019). Assessing the Science Learning Assessment (SLA) Instrument in Greek Early Childhood Education Using the Item Response Theory Framework. *Frontiers in Education, Published on 25 October 2019*, doi: 10.3389/feduc.2019.00123

Grammatikopoulos, V., **Gregoriadis, A.**, Linardakis, M. (2019). Discrete choice modeling in Education: An innovative method to assess teaching practices. *Educational Measurement*, 38(3), 46-54. <https://doi.org/10.1111/emip.12255>

Geka, M., & **Gregoriadis, A.** (2018). Kindergarten teachers' and student-teachers' social representations of their professional identity. *Hellenic Journal of Psychology*, 15, 151-167.

Tsigilis, N., **Gregoriadis, A.**, Grammatikopoulos, V., & Zachopoulou, E. (2018). Applying exploratory structural equation modeling to examine the Student-Teacher Relationship Scale in a representative Greek sample. *Frontiers in Psychology*, 9, article 733. doi: 10.3389/fpsyg.2018.00733

Gregoriadis, A., Papandreou, M., & Birbili, M. (2018). Continuing professional development in the Greek early childhood education system. *Early Years*, 38(3), 271-285, DOI: 10.1080/09575146.2016.1265486

Hatzigianni, M., **Gregoriadis, A.**, Karagiorgou, I., & Chatzigeorgiadou, S. (2018). Using tablets in free play. The implementation of the Digital Play Framework in Greece. *British Journal of Educational Psychology*, 49(5), 928-942. Doi: 10.1111/bjet.12660

Tsigilis, N., **Gregoriadis, A.**, Grammatikopoulos, V. (2018). Evaluating the Student-Teacher Relationship Scale in the Greek educational setting: An item-parceling perspective. *Research Papers in Education*, 33(4), 414-426. DOI: 10.1080/02671522.2017.1353675

Thoidis, I., **Gregoriadis, A.**, Krousorati K. (2018). The contribution of all-day schools to the development of social skills of pupils: the case of transition from

- preschool to primary school. *European Journal of Education Studies*, 4(5), 11-25, DOI: 10.5281/zenodo.1220484
- Stavrou, K., Tsimaras, V., Alevriadou, A., & **Gregoriadis, A.** (2018). The effect of an exercise program on communication and behavior of a child with Autism Spectrum Disorder. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports*, 22(2), 99-106.
- Koivula, M., **Gregoriadis, A.**, Rautamies, E., & Grammatikopoulos, V. (2017). Finnish and Greek early childhood teachers' perspectives and practices in supporting children's autonomy. *Early Child Development and Care*, DOI: 10.1080/03004430.2017.1359583
- Ourda, D., **Gregoriadis, A.**, Mouratidou, K., Grouios, G., & Tsorbatzoudis, H. (2017). A motor creativity intervention in the Greek early childhood education settings: Effects on beliefs about health. *Journal of Early Childhood Education Research*, 6(1), 22-42.
- Papadopoulou, E., & **Gregoriadis, A.** (2017). Young children's perceptions of the quality of teacher-child interactions and school engagement in Greek kindergartens. *Journal of Early Childhood Research*, 15(3), 323-335. DOI: 10.1177/1476718X16656212
- Glueer, M., & **Gregoriadis, A.** (2017). Quality of teacher-child relationship and preschoolers' prosocial behavior in German kindergartens. *Education 3-13*, 45(5), 558-571, DOI: 10.1080/03004279.2016.1140802
- Hatzigianni, M., **Gregoriadis, A.**, Fler, M. (2016). Computer use at schools and associations with social-emotional outcomes - a holistic approach. Findings from the Longitudinal Study of Australian Children. *Computers & Education*, 95, 134-150. (Impact factor 3.22).
- Gregoriadis, A.**, Tsigilis, N., Grammatikopoulos, V., & Kouli, O. (2015): Comparing quality of childcare and kindergarten centres: the need for a strong and equal partnership in the Greek early childhood education system, *Early Child Development and Care*, DOI: 10.1080/03004430.2015.1077820
- Kouli, O., Grammatikopoulos, V., **Gregoriadis, A.**, & Zachopoulou, E. (2015). Measuring the quality of Movement-Play Scale in Greek early childhood education settings. *Journal of Physical Activity, Nutrition and Rehabilitation*, PANR e-ISSN: 2421-78243

- Gregoriadis, A.,** Grammatikopoulos, V. (2014). Teacher-child relationship quality in early childhood education: The importance of relationship patterns. *Early Child Development and Care, 184* (3), 386-402.
- Grammatikopoulos, V., **Gregoriadis, A.,** Tsigilis, N., Zachopoulou, E. (2014). Parental conceptions of quality in Greek early childhood education. *European Early Childhood Education Research Journal, 22* (1), 134-148.
- Grammatikopoulos, V., Linardakis, M., **Gregoriadis, A.,** & Oikonomidis, V. (2014). Assessing the Students' Evaluations of Educational Quality (SEEQ) questionnaire in Greek higher education. *Higher Education*. DOI: 10.1007/s10734-014-9837-7
- Konstantinidou, E., **Gregoriadis, A.,** Grammatikopoulos, V., & Michalopoulou, M. (2014). Primary physical education perspective on creativity: the nature of creativity and creativity fostering classroom environment. *Early Child Development and Care, 184* (5), 766-782.
- Chatzipanteli, A., Grammatikopoulos, V., **Gregoriadis, A.** (2014). Development and evaluation of metacognition in early childhood education. *Early Child Development and Care, 184* (8), 1223–1232.
- Gregoriadis, A.,** Grammatikopoulos, V., Zachopoulou, E. (2013). Evaluating preschoolers' social skills: The impact of a physical education program from the parents' perspectives. *International Journal of Humanities and Social Science, 3* (10), 40-51.
- Grammatikopoulos, V., **Gregoriadis, A.,** & Zachopoulou, E. (2013). Evaluating an early childhood educators' training in six European countries. *International Journal for Innovation and Quality in Learning, 1* (2), 15-21.
- Grammatikopoulos, V., Tsigilis, N., **Gregoriadis, A.,** Bikos, K. (2013). Evaluating an induction training program for Greek teachers using an adjusted level model approach. *Studies in Educational Evaluation, 39,* 225-231.
- Bikos, K., & **Gregoriadis, A.** (2012). Moral judgments of sociometrically neglected children concerning their bullying experiences in the first grade. *International Journal of Humanities and Social Science, 2* (9), 23-33.
- Gregoriadis, A.,** & Grammatikopoulos, V. (2011). Evaluation of cooperative teaching in early childhood. *Pedagogical Review, 51,* 25-41. [in Greek]

Tsigilis, N., & **Gregoriadis, A.** (2008). «Measuring teacher-child relationships in Greek kindergarten settings: A validity study of the short form of the Student-Teacher Relationship Scale. *Early Education and Development*, 19 (5), 816-835.

Gregoriadis, A. (2008). Children's criteria for evaluating their teacher's behavior and their interactions. *Pedagogical Review*, 46, 109-127. [in Greek]

Gregoriadis, A., & Tsigilis, N. (2008). «Applicability of the Student-Teacher Relationship Scale (STRS) in the Greek educational setting». *Journal of Psychoeducational Assessment*, 26 (2), σσ. 108-120, 2008. Impact factor (0,525).

Tsigilis, N., Tsioumis, K., & **Gregoriadis, A.** (2007). «Applicability of the planned behavior theory to early childhood teachers' attitudes toward teaching culturally diverse classes. The role of self-identity». *Psychological Reports*, 100, 1123-1128.

Gregoriadis, A. (2007). Sociometry. In P. Xochelis (Ed.): *Pedagogical Dictionary*, pp. 387-389. Thessaloniki: Kyriakidis.

Tsigilis, N., Tsioumis, K., & **Gregoriadis, A.** (2006). «Prospective Early Childhood Educators' Attitudes Toward Teaching Multicultural Classes: A Planned Behavior Theory Perspective». *Journal of Early Childhood Teacher Education*, 27, 1-9.

CONFERENCE PROCEEDINGS

Rothou, K., Padeliadu, S., & **Gregoriadis, A.** (2024). What do Greek early childhood teachers know about dyslexia? A preliminary exploratory study. In 6th EDA European Dyslexia Conference "Dyslexia and Discalculia across the lifespan", 18-20 October, 2024. Athens, Greece.

Xie, W., **Gregoriadis, A.**, Zhang, X., Vatou, A., & Krousorati, K. (2024). Young Chinese and Greece Children's Emotional Dependency on Teachers and Psychosocial Adjustment: A Cross-cultural Study. In the 27th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD). June 16-20. Lisbon, Portugal.

Nefeloudi, E., Tympa, E., Tsitiridou-Evangelou, M., & **Gregoriadis, A.** (2024). "Parenting pathways"-Supporting parenting in early childhood. 1st International

Pedagogical Conference by Directory of Primary Education (DI.P.E) of Pieria “School Climate: contemporary challenges and prospects”. 25th-26th of May, Katerini. [in Greek]

Margaritopoulou, T., Tsitiridou-Evangelou, M., **Gregoriadis, A.**, & Grammatikopoulos, V. (2024). Exploring parents’ and teachers’ perceptions of digital communication in preschool settings. 1st International Pedagogical Conference by Directory of Primary Education (DI.P.E) of Pieria “School Climate: contemporary challenges and prospects”. 25-26 May, 2024, Katerini. Greece. [in Greek]

Margaritopoulou, T., Tsitiridou-Evangelou, M., **Gregoriadis, A.**, & Grammatikopoulos, V. (2024). Assessing family-educators cooperation in early childhood education. 2nd Educational Conference by Directory of Primary Education (DI.P.E) of Kilkis “Creativity and Fantasy in the school classroom”. 18-19 May, Kilkis. Greece. [in Greek]

Vatou, A., Tsitiridou-Evangelou, M., Tympa, E., & **Gregoriadis, A.** (2024). Supporting parents for empowering the socio-emotional development of preschool children through intervention programmes. *In the National Conference “Pedagogy and Education in times of crisis and transition into the 21st century. School of Human and Social Studies”*. University of Western Macedonia, April 12-13, 2024, Florina, Greece. [in Greek]

Margaritopoulou, T., Tsitiridou-Evangelou, M., **Gregoriadis, A.**, & Grammatikopoulos, V. (2024). Examining the family-school cooperation: A literature review of the existing measures. *In the National Conference “Pedagogy and Education in times of crisis and transition into the 21st century. School of Human and Social Studies”*. University of Western Macedonia, April 12-13, 2024, Florina, Greece. [in Greek]

Vatou, A., **Gregoriadis, A.**, Tsigilis, N., & Grammatikopoulos, V. (2023). Teachers’ social self-efficacy as a predictor of teacher-child relationships quality in Greek ECE. Oral presentation in the 20th EARLI CONFERENCE (EARLI 2023) “Education as a Hope in Uncertain Times”. 22th-26th August, Thessaloniki, Greece.

Hendrix, S., Spilt, J., Cadima, J., Camacho, A., Ferreira, T., **Gregoriadis, A.**, et al., (2023). Cross-cultural differences in preschool teachers’ perceptions of teacher-child emotional dependency. Poster presentation in the 20th EARLI CONFERENCE (EARLI 2023) “Education as a Hope in Uncertain Times”. 22th-26th August, Thessaloniki, Greece.

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- Michael, D., Goutas, T., Tsigilis, N., Michaelidou, V., **Gregoriadis, A.**, Charalambous, V., & Vrasidas, C. (2022). Collective Teacher Efficacy and School-Wide Positive Behavior Support: An Experimental Study in Cypriot & Greek Primary Schools. In *4th Research Symposium of the PBS-Europe Network*, 3rd November 2022, University of Jyväskylä, Finland.
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- **Gregoriadis, A.**, & Birbili, M. (2009). Exploring the role of student-teacher supervisors in Greek higher education: learning from the insiders. *OMEP European Regional Conference "Current Issues in Preschool Education in Europe"*, 28th-29th April, Syros.
- Bikos, K., & **Gregoriadis, A.** (2008). Moral judgements of sociometrically neglected children concerning their bullying experiences in the first grade. *EARLI SIG 13 Moral and Democratic Education, 1st International Symposium "Moral and Democratic Education"*, 24th-27th August, Florina.
- **Gregoriadis, A.** (2005). Kindergartners' perceptions about their teachers' behavior and the quality of the relationship with the kindergarten teacher. Factors contributing to children's well being and adjustment to kindergarten. *ISPA, International School Psychology Association, 27th International Conference "Colloquium 2005. Promoting the well-being and youth: A challenge for the school, the family and the school psychologist"*. 13th-17th July, Athens.

TEACHING IN TRAINING SEMINARS FOR EDUCATORS

2020-2022	Implementation of 240 live/distant training seminars in 30 public primary schools during the lifetime of the Erasmus+ KA3 project «Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach (SWPBS)».
2021	Invited speech to the one day conference of the Educational District of Central Macedonia, Greece about he implementation of the School Wide Positive Behavior Support Intervention.
2021	On line distant training on teachers from the 3 rd Mikra High School, after the invitation of the 1 st PEKES School Counselor, about the “Organization and effective classroom management”.
2019	Invited seminar to students of the International Hellenic University about “Practices of Personal and Work Improvement”.
2018	Invited seminar to approximately 240 kindergarten teachers of the Prefecture of Imathia about the “Improvement of teaching practices and professional development”.

2013	<p>Early Childhood Education Quality (ECEQ): Evaluation of early childhood education quality: Adaptation of ECERS-R and ECERS-E scales in the Greek educational settings (EU & Greek Ministry of Education funded project, code: MIS 379429)</p> <p>Training seminar for ‘school counsellors’ and ‘municipal executives’ in evaluation of early childhood education environment, Team of ‘Evaluation and Training’ of the project EarlyQ & Alexander Technological Educational Institute of Thessaloniki, 22-24 February 2013, Thessaloniki, Greece.</p>
2012-2013	<p>‘Early Change’ project. Developing the professional development of early childhood educators (EU funded project, code: 517999-LLP-2011-GR-COMENIUS-CMP).</p> <p>1st International training seminar for preschool educators, University College Sealand, 8-9 October 2012, Nykobing, Denmark.</p> <p>2nd International training seminar for preschool educators, University of Jyvaskyla, 29-30 October 2012, Jyvaskyla, Finland.</p> <p>3rd International training seminar for preschool educators, University of Porto, 10-12 November 2012, Porto, Portugal</p> <p>4th International training seminar for preschool educators, Alexandrio Technological Educational Institute of Thessaloniki, 2-4 December 2013, Thessaloniki, Greece</p> <p>5th International training seminar for preschool educators, University of Bucharest, 6-7 December 2012, Bucharest, Romania.</p> <p>6th International training seminar for preschool educators, University of Cyprus, 27-29 January 2013, Nicosia, Cyprus</p>

INVITED LECTURES

2023 :

Invited Host-Coordinator of the Round Table “School-Wide Positive Behavior Support Approach: What is the role of the Family?”. In the 1st National Educational Conference “School-Family Relationships in the modern era”. Organized by the Central Educational District of Central Macedonia. Thessaloniki, 18-19 March, 2023.

- 2021 :** **Invited lecture** in the Aristotle University Parallel Events of 85th International Fair Expo with the title “SWPBS: School-Wide Positive Behavior Support”. 12th September, Thessaloniki.
- 2019 :** **Chair in the EECERA 29th, International Conference “Early Years: Making it Count”**. Aristotle University of Thessaloniki, Thessaloniki, Greece. 20th-23rd August 2019.
- 2019 :** Invited Keynote Speaker at Keynote Discussion Pannel- **Societal changes across Europe: challenges for research. At EARLI-SIG 5 Learning and Development in Early Childhood**. University of Porto: Porto. Portugal, 29th June-1st July, 2016.
- 2015 :** Elementary and Secondary Educational District, of Western Thessaloniki, **"Challenges in early childhood education in the 21st century"**. January 2015.
- 2012 :** Center of Social Well-fare, Municipality of Naousa, **"Coping with behavior problems of preschoolers"**. June 2012.
- 2011 :** Elementary and Secondary Educational District, Thessaloniki **"Teacher-child interactions and the relational quality in the epicenter of educational procedures"**. February 2011.
- 2009 :** Elementary and Secondary Educational District, Thessaloniki **"Children's criteria for the quality of their relationship with kindergarten teachers"**. April 2009.
- 2008 :** Private Educational Organization Mantoulidis, Thessaloniki. **"Seminar & Workshop in Cooperative learning"**. May, 2008.
- 2005 :** Elementary and Secondary Educational District, Thessaloniki **"Implementing Cooperative teaching in Early Childhood Education"**. September 2005.

THESIS SUPERVISION

PhD Dissertations

- I have supervised 3 doctoral dissertations (completed)

Msc Dissertations

- I have supervised 18 master thesis.

Bachelor Dissertations

- I have supervised around 53 bachelor thesis.

PROFESSIONAL AFFILIATION

- EARLI (*European Association for Research on Learning and Instruction.*)
- Organisation Mondiale pour L'Éducation Préscolaire - OMEP [Subscription]
- Hellenic Pedagogic Society [Subscription]

PEER REVIEWED JOURNAL REFEREE

- Early Childhood Research Quarterly - ECRQ
- Educational Research and Reviews -ERR
- Social Development
- Frontiers in Education
- Early Child Development and Care
- Studies in Educational Evaluation
- Research Papers in Education

Languages

- Greek: Native speaker
- English: Certificate of Proficiency in English, University of Michigan
- German: Basic knowledge

IT Skills

- Excellent use of both windows 8 and OSX Yosemite
- Productivity applications (Microsoft Word, PPT, Keynote, EndNote, etc.)
- Research packages (SPSS, Amos, Nvivo)
- Spreadsheets (Excel)
- Internet applications (on-line search, databases, e-mail)