



## METADATA

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### Abstract

The present book focuses on current psycho-pedagogical issues concerning the student population. At the same time, it highlights the multidimensional role of today's teachers, who are called upon more than ever to ensure the socio-emotional support of the student population, facilitating in this way students' school adjustment and therefore their learning process. Particularly, the first part of the book describes the school reality, as it has been formed to date by a series of events that have affected our country (chapter 1). Subsequently, the resulting necessity of students' psycho-pedagogical support, through the counseling role of teachers, emerges (chapter 2). In the second part of the book, current fields of the psycho-pedagogical dimension of the teaching profession are analyzed, which are often met in the school context. These fields include school crises (chapter 3), incidents of violence and bullying (chapter 4), experiences of

loss, such as divorce and bereavement (chapter 5), and incidents of domestic violence and child abuse (chapter 6). In the third part of the book, the importance of students' psychosocial and learning enhancement is highlighted, through strengthening their psychological resilience (chapter 7), their professional guidance and development (chapter 8), as well as the cooperation between school and family (chapter 9). The fourth and final part of the book attempts a brief critical discussion of some key concluding findings, limitations and proposals to further support teachers' role in enhancing students' psychosocial and learning adaptation in the school context. The book is considered a modern material for training and self-reflection on key psycho-pedagogical topics, both for student and working teachers of primary and secondary education, as well as for any other professional specialty that (co)works with members of the school community.

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