

Transcript of Teacher Interview English Version

Transcript of Teacher Interview – Meeting with Orestis Bollano – 30 October 2025, 16:04 – Duration 35:45.

0:03 – ORESTIS BOLLANO: So, Marianna, welcome; let me tell you a few things about us. We are a team of students taking a course on Artificial Intelligence and generally trying to see how it can help across different domains. Specifically, we chose to explore how it can help teachers in the classroom, either for their personal use or to support students.

0:05 – MARIANNA MOSCHIDOU: Great.

0:33 – ORESTIS BOLLANO: So, to start, tell me a bit about yourself: how long you've been teaching, in which grades, and anything else you consider relevant.

0:56 – MARIANNA MOSCHIDOU: I'm a kindergarten teacher; I graduated in 2017, and I've been teaching since then. I started with private tutoring in primary school, did almost all grades, and in the last five years, I've mainly worked in kindergarten and in parallel support, while I've also helped first graders with study skills.

1:26 – ORESTIS BOLLANO: Are you currently in a public or private school?

1:30 – MARIANNA MOSCHIDOU: In recent years, I've been in public schools; earlier, I also worked in a private school for two years.

1:32 – ORESTIS BOLLANO: Do you also do private lessons after the morning schedule?

1:44 – MARIANNA MOSCHIDOU: Not anymore; since the year before last, I also work in a dental clinic as a second job, unrelated to education, but it's fine.

1:53 – ORESTIS BOLLANO: I imagine there are children as patients there, too, though not only children.

1:57 – MARIANNA MOSCHIDOU: Yes, there are children, but not only.

2:01 – ORESTIS BOLLANO: So right now you're waiting for placement in a school this period?

2:09 – MARIANNA MOSCHIDOU: Yes, we're waiting for the November hires.

2:12 – ORESTIS BOLLANO: Great, could you describe a typical week at school, either in kindergarten or with first graders, so we can also see differences?

2:35 – MARIANNA MOSCHIDOU: I'll speak first about parallel support, because for the last four years, that's mainly what I've been doing, and it's individualized instruction. I go in step with the school's themes in coordination with the class teacher; for example, if next week's theme is "autumn fruits," I prepare materials based on the needs of the children I support. If, for instance, a child has difficulty concentrating, we do the same activity at a slower pace and closer to their interests; if another child has difficulty understanding, I use simpler words and steps.

3:50 – ORESTIS BOLLANO: I'm not very familiar with parallel support; would you explain how it works?

4:10 – MARIANNA MOSCHIDOU: Of course. Children, depending on their difficulty, have a diagnosis from a public body/special center and a document granting the right to parallel support, meaning they have a teacher with them for the entire year. In practice, due to

shortages, the teacher is often shared across more children; for example, last year I had four children, fortunately in the same class, though there are cases in different classes where you "run" from room to room. Typical diagnoses are ADHD, autism, etc., and the role is to support the child within the classroom.

5:30 – ORESTIS BOLLANO: So you're inside the classroom during the lesson together with the child and the class teacher?

5:47 – MARIANNA MOSCHIDOU: Yes, that's right. In primary school, I usually sit nearby, not right next to them, so the child isn't stigmatized; in kindergarten, because there aren't desks but centers/tables and lots of movement, I observe and step in as needed, without a permanent "co-dependence".

6:28 – ORESTIS BOLLANO: Would you describe some indicative cases of difficulties, such as hyperactivity or autism, and how you handled them?

6:54 – MARIANNA MOSCHIDOU: Two years ago, I had a child with autism, hyperactivity, and epilepsy, a quite demanding combination. He couldn't keep up in whole-group time: he would stand up, look outside, want to move, so I would discreetly set him aside for a few minutes on the same theme to release energy and regain focus, without it being linked to "I play whenever I want".

8:02 – MARIANNA MOSCHIDOU: Sometimes we would step just outside the class and work one-on-one on the same topic to reduce stimuli; that often helped over the year, though not always. If he sat with friends at a table, he got distracted by pencil cases and chatting and didn't do the activity.

8:40 – ORESTIS BOLLANO: With such cases, can you also interact with the rest of the class to support the classroom teacher?

9:01 – MARIANNA MOSCHIDOU: Yes, in recent years, the regulation speaks of "co-teaching", parallel support is considered the class's second teacher, not only for children with diagnoses. That is, we support all children, while for the diagnosed children, there is also a written individualized plan with goals and progress evaluation.

10:03 – MARIANNA MOSCHIDOU: In daily practice, that means helping everyone, with emphasis on where there are special needs, and also participating in parent briefings.

10:24 – ORESTIS BOLLANO: What kind of help do children usually need in class, and what can parents do at home to complement it?

10:58 – ORESTIS BOLLANO: Does it happen only at school, or is coordination with the home necessary?

11:08 – MARIANNA MOSCHIDOU: Ideally, there's steady communication with parents, even weekly. I kept a "communication notebook" where I wrote short messages before leaving, and parents replied; care is needed because writing can be misinterpreted, but with a good relationship, it helps much more than five-minute chats at the door.

12:10 – MARIANNA MOSCHIDOU: For example, a child with fine-motor difficulty (cutting, writing), I suggested to the mother simple shapes to cut at home and a gradual increase in difficulty. These small targeted exercises help.

12:48 – ORESTIS BOLLANO: Each child needs a different approach; give examples of how they respond best to feedback.

13:32 – MARIANNA MOSCHIDOU: Entirely individualized. For example, a girl with autism without cognitive difficulties but with emotion regulation challenges: “sitting right next to you” didn’t work because she got angry; a calmer, friendlier approach with breathing/counting techniques when anxious helped more.

15:36 – MARIANNA MOSCHIDOU: Another child with insecurity kept calling me constantly without needing to; there, “try on your own and I’ll come if you struggle” worked to build confidence, but with other children that stance would scare them, so adapt case by case.

16:26 – ORESTIS BOLLANO: If you had a “magic wand,” what would you change in teaching so all children feel at home in the classroom?

16:42 – MARIANNA MOSCHIDOU: More teachers in the classroom with some specialization (music, movement, etc.) and more parallel-support positions for personalization. In Athens, there are often 24 children (kindergarteners and pre-K together) with one teacher, which makes individualization very difficult; I’d like smaller groups or separation.

18:04 – ORESTIS BOLLANO: With 24 children, there’s a lot of energy/hyperactivity and that disrupts the flow.

18:14 – ORESTIS BOLLANO: In recent years, many solve hyperactivity by giving a tablet/phone; how do you view that approach from parents, and how do you manage technology in class?

18:54 – MARIANNA MOSCHIDOU: Children are fully familiar with it. In kindergarten, during free play, they often play imitatively “I have a tablet/phone,” “I scroll”, technology is very much in their lives, and it shows in behaviors.

20:07 – MARIANNA MOSCHIDOU: I’m not a parent and understand they need time, but I notice a lot of boredom in children compared to the past. After videos with rapid cuts and intense stimuli, whatever we do in class seems less impressive, and they lose interest easily.

21:03 – MARIANNA MOSCHIDOU: That’s why I believe technology should also be introduced at school, with moderation and boundaries, though setting “boundaries” is hard.

21:06 – ORESTIS BOLLANO: Especially in Greece, often there are neither projectors nor screens, which makes it harder to spark interest.

21:41 – MARIANNA MOSCHIDOU: It’s indeed very difficult.

21:46 – ORESTIS BOLLANO: What would you change technologically in the classroom if you had the freedom?

22:01 – MARIANNA MOSCHIDOU: I’d install a projector and interactive whiteboard—an excellent tool, though I haven’t happened to work in a class that had one. Ideally, also screens/devices at the tables, but used only within a specific frame of activities, not during free play.

23:23 – ORESTIS BOLLANO: If there were tablets and an AI assistant that “locks” them into activities, what would you assign it to do in class, and what for lesson organization?

24:06 – MARIANNA MOSCHIDOU: I’d like “tracks”/levels that follow the lesson, with guidance so they don’t find ready-made solutions but solve small “games” aligned with the theme.

24:54 – MARIANNA MOSCHIDOU: For example, in the theme “autumn fruits,” to do matching and progress through levels; each small win keeps interest, especially if they work in groups.

25:14 – ORESTIS BOLLANO: And for you, in preparation?

25:28 – MARIANNA MOSCHIDOU: Absolutely; it saves a lot of time in finding/producing

images, flashcards, class calendars, etc. Instead of building from scratch in Word, I ask, for example, “months of autumn on tree leaves,” and I save half an hour to invest elsewhere, the same for celebrations.

26:50 — MARIANNA MOSCHIDOU: For poems/short texts, I prefer collaborative creation with the children and assistance from the tool, not ready-made pieces; beautiful results come out, and the children see that technology helps us, it doesn't “replace” us.

27:32 — ORESTIS BOLLANO: The risk is overreliance when it “gives you the answers”; do you see other risks, and what would you limit?

28:23 — MARIANNA MOSCHIDOU: Dependence exists at all ages, and you can't simply “ban” it. It's better to teach children to try on their own first and then to use the tool as help up to a point, not as a substitute for thinking.

29:31 — ORESTIS BOLLANO: In class it's controlled, but at home there isn't always supervision; parents work or can't help, would you recommend it for home, and what would worry you?

30:34 — MARIANNA MOSCHIDOU: I prefer learning to take place mainly at school, and at home, if needed, to give a research “prompt” with AI, for example, to look something up and present it the next day. Not a flow of “worksheets” and endless repetition at home.

31:31 — MARIANNA MOSCHIDOU: It's validating for children to solve things in class and learn there, within the group.

31:43 — ORESTIS BOLLANO: I kept you longer because it was very interesting. If there's anything final about AI we didn't cover, please share it.

32:39 — MARIANNA MOSCHIDOU: The questions were very apt; I'm mostly waiting to see your proposal. We use technology gladly; if I think of anything additional, I'll come back.

33:12 — MARIANNA MOSCHIDOU: So you're working on how Artificial Intelligence will be introduced into education, right?

33:23 — ORESTIS BOLLANO: Yes, our project concerns creating an AI assistant as the teacher's “right hand” for interaction with students, as well as for organizing around the lesson. We also want to look at interaction with students who grew up with AI present everywhere.

34:42 — ORESTIS BOLLANO: We're especially interested in what that interaction looks like in the new generation. Your answers were amazing.

34:56 — ORESTIS BOLLANO: Thank you very much; it was exactly what we needed to understand your interaction both with the children you supported and with the rest of the 24-child class.

35:29 — MARIANNA MOSCHIDOU: Absolutely yes; wishing you the best of luck.