

Introduction

The category of “space” often occurs in the contemporary Polish characteristics of education. It usually performs the function of a metaphor which is understood in different ways as for its scope. Sometimes space is treated as a physical and psychosocial original notion that is indefinable in its nature, and sometimes – according to the well-known suggestion of George Lakoff and Mark Johnson – it is specified as a “container” which contains dimensions and components of education that are freely (and often without any criteria) distinguished.

In this regard, perhaps it would be good to consider the adaptation of a consistent terminological convention derived from ecology which, with reference to educational sciences, could be used in the proper, hierarchical sequence in the following manner: *edusphere* common to all mankind (as the counterpart of the universal, global “biosphere”), *edusystem* as a relatively open, given, domestic “ecosystem” of education, which, in turn, consists of *educenosis* (i.e., a “biocenosis” – a community of people who cooperate in educational activity) and *edutope* (parallel to “biotope”) as a physical, material environment of education.

However, irrespective of possible solutions related to the above suggestion, what is important at the moment are actual, already described, pedagogical applications of the metaphor of space. Such collection of descriptions shall also include this year’s set of interesting articles of the newest volume of *Studia Paedagogica Ignatiana*.

In the first two parts of that issue one may find the articles being the output of the scientific conference entitled “Various Pedagogical Spaces and Their Influence on Educational Processes in the Contemporary Social Reality”, organised by the Institute of Educational Sciences of the Faculty of Education at Jesuit University Ignatianum in Krakow, which took place on 17–18 October 2016.



A specific pedagogical “space” to which separate attention was paid at the above mentioned conference is “homeschooling” – an alternative form of organising education, as well as upbringing children and youth, which causes strong reactions among pedagogues – both theoreticians and practitioners – and gradually moves from the margins of education to more exposed positions. One has to note that in the Polish journals dealing with educational sciences homeschooling has not been given a broader editorial “space” until now. Thus, the journal issue which is being presented here, containing four articles and two reports from the research in homeschooling, is of a truly historical value.

The first article dedicated to homeschooling is the work of Krzysztof Jakubiak entitled “The Polish Traditions of Homeschooling”. It presents the synthesis of the history of homeschooling in Poland and accompanying theoretical descriptions up to the beginning of the 20th century. The article written by Urszula Bartnikowska and Joanna Maria Garbula entitled “E-support for Parents in Children’s Home Education” discusses Polish Internet enterprises – here in the form of several Facebook groups – which constitute a proactive and retroactive offer for parents interested in various forms of online support. Another text dedicated to the contemporary reality in which homeschooling is carried out, with special emphasis on legal conditions for this form of education, is the article “The Polish Home Education as a «Mise en Abyme» Between the Human Condition and Social Constructs of Education” written by the author of this introduction. What complements those three texts is the study of Anna Włoch entitled “The Education of Gifted Children in European Educational Systems: The Phenomenon of Tutored Home Schooling in England” which discusses the British phenomenon of employing home tutors by parents. Such solution is hardly ever implemented in Poland and British parents find it useful in teaching children who are particularly clever.

Although the second set of articles included in the first part of the issue does not refer to homeschooling directly, the reflections they contain are, on one hand, oriented at factors that have to be taken into account by home educators and, on the other hand, show the compliance between the pedagogical discourse and the intuition of parents who support their children’s homeschooling. Those articles

include: the text by Irena Pulak and Katarzyna Szewczuk entitled “The Possibility of Building a Personalised Learning Space to Support the Development of Children at Early School Age”, in which individualisation/personalisation is indicated as a *sine qua non* condition for any effective education; the text by Aneta Kamińska entitled “The Psychological and Social Determinants of the Achievements of Talented People: An Analysis and Indications for Teachers and Parents Who Work with Talented Persons”, in which the author describes a set of intra-personal and interactional conditions that make it possible for talented children to develop, and offers useful suggestions in this regard; and, finally, the work of Małgorzata A. Samujło and Teresa Sokołowska-Dziuba entitled “The Teacher in Regard to the Openness of the Students in the Educational Space”, which postulates mutual openness in the teacher-student communication and asserts difficulties in the practical implementation of such openness by students of teaching specialisations.

Although research aspects are only mentioned in the above listed texts, they are clearly presented in research reports included in the second part of the discussed issue of *Studia Paedagogica Ignatiana* where the question of homeschooling returns. Again, starting from history, in the paper by Monika Hajkowska entitled: “Home Teachers in the Lublin Province from 1832 to 1864: An Attempt to Describe Their Characteristics” we become familiar with the lives of home teachers working in a region that was a part of the territory annexed by Russia. Then, we get to know the inner world of people schooled at home, which gives us the opportunity to compare homeschooling with education at school. It is possible due to the report “The Experience of Homeschooling and Traditional Education: A High School Graduate Narrative” which was analysed and reviewed by Renata Królikiewicz.

The third part of the issue *Studia Paedagogica Ignatiana* includes five reviews of new publications. First, texts discussing detailed problems are presented, and then more general publications are mentioned. Thus, Witold Chmielewski (in the review entitled “Teachers of Galicia Schools in Ego-documents”) presents the book of Dorota Grabowska-Pieńkosz entitled *Written in Memory: Teachers of Galicia in Memoirs*. Then, Anna K. Duda (“Challenges of Educational Reality and Creating the Meaning of Life of Old People in Poland



and Canada”) describes the comparative work of Norbert G. Piłkuła entitled *The Sense of the Meaning of Life of Elder People: Inspirations for Education at an Old Age*. The educational advantages of the “transaction analysis”, presented in the book by Jarosław Jagieła and Adrianna Sarnat-Ciastko entitled *Why Transaction Analysis? Talking on the Application of Transactional Analysis in the Work of a Teacher and Educator*, are discussed by Aleksandra Gbyl in the review “Master and Student: Talking About Transactional Analysis”. Then, the text by Paulina Koperna entitled “Teacher «Trapped» in the System” presents the work edited by Joanna M. Łukasik and Bogdan Stańkowski (*Challenges of the School Reality*). In the last review entitled “Therapy, Dialogue, Interventions” Edyta Laurman-Jarząbek discusses the book written by several authors: *How to Change the Behaviour of Children and Youth* (it includes the articles of Artur Kołakowski, Małgorzata Dąbrowska-Kaczorek, Jessica Minahan, Nancy Rappaport, Jerome Schultz, Eliza Wasilewska and Bogdan Guziński).

The last, fourth part, includes the reports from four scientific conferences. Andrzej Grudziński reports the events of the International Scientific Conference “Educating Professionals for the Integral Gerontology of the 21st Century” (18–19 October 2016); Jolanta Staniek – the 1st International Conference entitled “The Child’s Early Education – Trivialisation or Modernisation?” (21–22 November 2016), and Estera Twardowska-Staszek, Magdalena Ciechowska and Marian Olejnik report the International Scientific Conference “The Synergy of Educational Environments. The Main Challenges in the Central and Eastern Europe after 1989” (24–25 November 2016). All those conferences were organised by the Jesuit University Ignatianum in Krakow. The last of the conferences presented here is the conference “Problems of the Contemporary Prophylaxis” in its eighth edition. It was organised by the University of Economy and Innovations in Lublin and reported by Karolina Kmieciak-Jusięga.

This is how the pedagogical “spaces” look like in the scientific considerations of the authors of texts included in this issue of the *Studia Paedagogica Ignatiana* journal.

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