

Marzena Chrost

ORCID: 0000-0003-3309-6574

Jesuit University Ignatianum in Krakow

Janusz Mólka SJ

ORCID: 0000-0002-1488-6100

Jesuit University Ignatianum in Krakow

Introduction

Considerations concerning school education are familiar to all of us. School is an educational space. Not only does it provide care to the children, but it also teaches and prepares them for adult life in the society. Also, it is the place which supports the process of shaping the young generation. School has to face the dynamically changing reality and various threats, but also the hopes of the challenges of modern times. The values and patterns of life that have been promoted for decades are becoming outdated. Structures and hierarchies are changing. That is why, in its activity, as well as in the very educational, didactic and socialisation processes, school is constantly looking for the solutions that can match the challenges of the present and the future. Therefore, please be invited to read the articles concerning *School in the Context of Social Changes: Selected Issues*.

The main part of this issue of our journal includes *Articles and Dissertations*. It consists of five articles. This part begins with the article by Krystyna Chałas entitled: *Integration of Education Entities in the Axiological Perspective as a Priority Task of the School*. The objective of the article is to show the essence of the integration of education subjects focused on the values. The article presents a theoretical outline of social integration and its kinds, and its describes the most important tasks related to the integration of education subjects.

In her article: *The Unique Nature of School Cooperation with Parents of Children at the First Stage of Education: Opportunities – Difficulties – Needs*, Marta Buk-Cegiełka, based on theoretical works on, e.g., the theory of social integration, the strategy of subject education, or the pedagogy of accompanying, discusses the cooperation of a primary teacher with parents, and indicates some difficulties that may occur during such cooperation.

The next article invites us to a special form of a dialogue in the contemporary Polish school. The text is entitled: *A School for the Other: Philosophy of Dialogic and Dialogic Pedagogy in Intercultural Education*. In the article, Jadwiga Serkowska-Mąka suggests that a dialogue should be the basic principle of teaching that supports intercultural education. She pays attention to the key role of a teacher who is responsible for proper and effective shaping of the attitudes of openness and tolerance for the Other.

The following article by Ewa Miśkowiec: *The School as a Student Implementation Space for Self-Upbringing* makes us focused on self-educational and self-forming processes. The author pays special attention to the place and role of teachers and educators who inspire and organise self-educational activities of students. Moreover, she discusses the organisational tasks of the school, focusing on the importance of a lesson with the class teacher and teamwork, and emphasizing the significance of the students' own activities and initiatives taken up at school.

This part of the journal ends with the article by Anna Malisz entitled: *The Teacher and Contemporary Stressful Phenomena in the Workplace – the Multidimensionality of Consequences and Causes*. The author discusses the teacher's occupational stress and its consequences. We shall learn that such stress does not only refer to the teacher, but it may also affect his or her family and friends, as well as the students and the organisation of work in a given educational institution.

In the part: *Research Reports*, three articles are included. An interesting text entitled: *Bureaucratization and Ideologization in Polish Schools – the Results of Author's Own Research* was written by Bogdan Stańkowski. His considerations are focused on the reality of the Polish school and current educational trends and problems. The author presents his thoughts and interpretations within the following two theses: (1) education in Polish primary schools is subject to

ideologization; (2) excessive formalisation and bureaucratisation of school paralyse the healthy dynamics of education, which is inseparably connected with the school community of students and teachers.

In her text: *Dialogue in Polish Schools: An Important Problem of Education and Pedagogy (Based on the Author's Own Research)*, Aneta Kamińska presents some suggestions concerning improving the quality and meaning of the dialogue that is carried out at schools. Her specific suggestions include, inter alia: the need for constant improvement of communicative competences of teachers and other subjects of the school environment; the knowledge of one's own emotions and attitudes; the preparation of proper strategies of carrying out the dialogue; and organising workshops increasing the culture of a dialogue.

The next article by Małgorzata Dubis: *Collaboration: Teacher – Student – Parent. Dimensions of Educational and Upbringing Relationships*, focuses on learning the opinion of parents, teachers and students on their mutual contacts, as well as on various forms of cooperation between the parents and the school, and the evaluation of such contacts. The author emphasizes that the three-subject cooperation at school largely depends on the quality of true partner relations and interactions creating a synergist system of mutual connections.

Please be invited to your personal references and reflections concerning the above mentioned analyses and research conclusions.

The next two texts in the part: *Miscellanea* stray from the main topics of this issue of *Studia Paedagogica Ignatiana*. In the first article by Wiktor Sawczuk entitled: *Activation of the Local Environment: from Theory to Practice – the History of an Educational Project*, we may read about the meaning of the activity of particular people and social groups. On the basis of the presented research projects, its successes and failures, the author appreciated the role of education through which local communities may be activated and enriched. The article by Tomasz Dariusz Mames: *The Model of Religious Education in the French Province of the Old Catholic Church of the Mariavites and in the Community of the Church of Sainte-Marie in Mont-Saint-Aignan* presents the area of religious education. On the basis of the suggested model of education, which is fulfilled in pastoral counselling, liturgy and catechesis, the author is searching for the answers to the questions resulting from the contemporary man's religious need.

Two book reviews are a valuable supplementation of this issue of our scientific journal. The first review was written by Izabela Przybylska who described the book of Ludwika Konieczna-Nowak: *Muzykoterapia. Sztuka – nauka – człowiek* [Music Therapy: Art – Science – Man], Akademia Muzyczna im. Karola Szymanowskiego w Katowicach, Katowice 2018. The author of the other review is Kamil Brahma: Magdalena Urlińska and Maria Marta Urlińska, *Pejzaże (nie)codziennosci. Mikro-historie i mikro-światy więźniaków* [Landscapes of (Un)commonness. Micro-stories and Micro-worlds of Prison Guards], Wydawnictwo Edukacyjne „Akapit”, Toruń 2018.

This issue of *Studia Paedagogica Ignatiana* ends with the reports from scientific conferences held in 2018. The first one was organised in Ukraine: “Ukrainian and Polish Pedagogical Research”; the other one took place in Limanowa: “Values in Public Life”.

On behalf of the whole Editorial Board and Thematic Editors of this issue, we encourage you to read and reflect on the issues included in this journal. We believe that they shall inspire you to personal considerations and taking up such educational actions that would facilitate the proper and integral development of the young generation.