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## Introduction

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The 20th century was called the child-centered century, because it became an object of interest not only for researchers who recognized the specificity and unique development of this period of life, but also by philosophers and anthropologists who grant the child inalienable rights as a human being (Kryńska i in., 2021). They are understood as a set of rights and freedoms that are available to all children, regardless of their origin, gender, race, religion or social status. The goal of these rules is to protect and help children to develop, to provide them decent living conditions and enable full participation in society. The Convention on the Rights of the Child, adopted by the UN General Assembly on 20 November 1989, is an international document which guarantees all children the chance to live a happy life (ONZ, 1989). Another crucial step towards creating optimal conditions for the development of the young generation is the Jacques Delors Report of 1991 setting tasks for education in the 21st century, necessary for students in the meanders of the postmodern world. The four pillars of education are: learning to know; learning to do; learning to live together and learning to be (Rabczuk, 1997). Both of these global documents commit to taking systemic regulations for the good of the child, so that his or her life is good and happy.

In view of the growing social awareness of children's needs, the rights they have, and the many guarantees and systemic support, parents, teachers and researchers ask children of the 21st century how they feel, whether they like their own life. This is a question about subjective well-being, which is expressed by an individual opinion, a report about one's own feelings. It is considered an important indicator of development. A high level of well-being usually bodes well for development without difficulties and for educational success. On the other hand, a low level is often associated with

disruptions in development, a tendency to addictions, aggressive or anxious behaviors (Huebner i in., 2000). Reflection on the well-being of a child in an educational context is an important task for adults who accompany him in his development. The current issue of *Elementary Education in Theory and Practice* focuses on the well-being of a child, which is extremely relevant issue in view of the increasingly visible deficiencies of the child's well-being today.

The articles presented in the first part of the issue are of a review nature. Their leading theme is child well-being analyzed mainly in the school context.

In the first article of this part, the Reader will become familiar with the basic terminology, definitions and methods of measuring subjective well-being in previous national and international studies. Iwona Sikorska's article is a theoretical introduction to more detailed reflections of subsequent authors.

Magdalena Grochowalska highlights the importance of "listening to the voice of children" in identifying mental health risks and strengthening both personal resources and a supportive school culture. The article is an opportunity to learn about an interesting suggestion for a holistic approach to school organization that supports the well-being of elementary school students.

The willingness to make an effort and learn, the motivation to search for solutions is a thread taken up by Agnieszka Leszcz-Krysiak in her article about the focus on self-development in children of early school age. Presenting the theoretical proposals of Carol S. Dweck (growth mindset), the author cites the project *How to work with children on perseverance* along with an inspiring example of a lesson plan.

Joanna Antosik analyses Gestalt pedagogy as an educational concept that awakens self-awareness in students and teachers, which can be a good way to maintain the psychological well-being of the two main entities of the educational process. The author cites the famous theory of well-being by Carol Ryff and, based on it, presents the assumptions of Gestalt pedagogy in an interesting way.

In the second part of the volume *Varia* – the Reader will find texts touching on other important issues related to the theory and practice of children's education. This time, these will be articles on the development of preschoolers' speech, stimulating mathematical concepts and literary education in children. Moreover a suggestion for "education through service" in the academic education of the future teacher will be presented.

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