

Editorial

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Educational reality is constantly changing, with new challenges arising alongside fresh concerns. However, the key actors in the educational setting – students, teachers, and parents – remain unchanged, as does the fundamental goal of upbringing and education: to shape an independent, autonomous, and mature human being. In other words, education aims to form and guide human character rather than merely inform and impart specific skills. While the success of the educational process is largely dependent on the competence and engagement of teachers, a great deal of support is also needed to make the process efficient and effective. This support is required not only by teachers and students but also by students' families, as all parties involved in education need assistance.

The main topic of this issue of the *Multidisciplinary Journal of School Education* is support in educational settings, including spiritual support. The articles presented here take a broad view of education, inviting us to ponder the spiritual, religious, and axiological aspects of educational reality. By bringing together educational theory, philosophy, and practice, they offer diverse perspectives on the issue of support as well as multiple methodological approaches. Consequently, the image of the individual – whether student, teacher, or parent – that emerges from these studies results from complex interaction processes, which involve individuals' relationships with others and the outside world, as well as their inner selves. Viewed from various anthropological angles, individuals are seen in the context of everyday situations and social connections. Above all, they are recognized as spiritual beings in search of transcendent values, meaning, and moral focus, particularly in the educational context. The articles in this issue encourage consideration of various theoretical approaches to teaching and invite critical reflection on concepts such as support, spirituality, and meaningful engagement in education.

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