



Editorial

We are pleased to present the latest issue of our journal, *Family and School: Educational Partnership*. As the authors in this volume demonstrate, the themes addressed here are as timely as they are important. Collaboration between parents and schools is closely linked to children's educational outcomes. Furthermore, in today's rapidly changing world means that schools and families can fully achieve its aims without structured collaboration and partnership.

As the articles in this issue make clear, it is necessary to integrate educational activities that support the child's development so that young people can find their place in a transforming social reality, as well as achieve both academic success and success in life more generally. The authors emphasize that human potential does not unfold automatically, but in interaction with environmental factors that may direct, limit, or enrich it. Supporting development at different stages of life therefore requires enhancing or, in some cases, mitigating the influence of the environment and the relationships within it. Educational partnerships between schools and families make this possible.

This issue presents educational partnership as a relationship based on equality of rights and responsibilities for all participants. It also emphasizes mutual respect for competences, equal treatment, shared goals, collective responsibility, dialogue, trust, and openness. As Joyce Epstein noted, an educational partnership is an alliance among the family, the school, and the wider community, working to help the child realize their full potential while recognizing that such cooperation contributes to social progress.

We hope that the articles in this issue will encourage further research and inspire practitioners to introduce innovative educational practices. We also invite you to read the contributions included in our *Miscellaneous Articles* section.

We hope that you will find this issue stimulating and lead you to interesting explorations.

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