



## Helen Beckmann-Hamzei

<https://orcid.org/0000-0003-2082-726X>  
 Uniwersytet w Leiden, Holandia  
 Leiden University, The Netherlands  
 Centrum Nauki Strategicznej, Niemcy  
 Strategisches Lernzentrum, Germany  
[mail@strategisches-lernzentrum.eu](mailto:mail@strategisches-lernzentrum.eu)

## Marta Prucnal-Wójcik

<https://orcid.org/0000-0002-2584-3165>  
 Akademia Ignatianum w Krakowie  
 Jesuit University Ignatianum in Krakow  
[marta.prucnal@ignatianum.edu.pl](mailto:marta.prucnal@ignatianum.edu.pl)  
<https://doi.org/10.35765/hw.2022.2160.01>

Data zgłoszenia: 27.10.2022  
 Data akceptacji: 28.10.2022

### **Editorial:**

## **Dimensions and Faces of Dialogue**

Ladies and Gentlemen,

The current issue of our journal is devoted to the widely recognized issue of dialogue.

According to Professor Marian Śnieżyński, “The sense of dialogue means discovering the truth. What is most valuable in dialogue, is what is most subjective. Its essence is free participation and tolerance of the other, stranger, and the need for attentive listening both to the words and their meaning, as well.”<sup>1</sup> The first and best school for dialogue should be the family. As Professor Stanisław Leszek Stadniczeńko emphasizes, “just in the family there are direct face-to-face relationships, filled with feelings and emotions, and the relations between the members are close, creating a specific laboratory of the educational situation,” which emerges as a result of the relationships of the people participating in it. “The family is the bridge between the individual person and society.”<sup>2</sup> In childhood our personality, our sensitivity, our perception of reality and other people are shaped most. Dialogue in the family transfers onto dialogue in a wider social context, defining its dimensions, its faces. Dialogue, defined, according to Martin Buber, as “essential relationship,” is the basis of humanity, it shapes a man.

In today’s world, in which many people tend to find themselves more and more difficult, an authentic dialogue, leading to understanding, reflection on the meaning of life and the essence of humanity, is needed.

---

<sup>1</sup> Śnieżyński, M. (2001). *Od monologu do dialogu edukacyjnego*. In F. Adamski (Ed.), *Wychowanie na rozdrożu. Personalistyczna filozofia wychowania*. Wydawnictwo Uniwersytetu Jagiellońskiego, p. 125.

<sup>2</sup> Stadniczeńko, S.L. (2020). Wspólnotowa rzeczywistość rodziny w służbie dziecku. In A. Pawlak, B. Skwarek & J. Stadniczeńko (Eds.), *W trosce o rozwój i bezpieczeństwo dziecka. Aspekty społeczno-prawne*. Wydawnictwo AEH, p. 13.

*Horizons of Education*

---

In the current issue of *Horizons of Education* you will find articles on the following issues: legal – comparative analysis of the scope of child's right to co-deciding and self-determination; family spaces of socializing dialogue in the times of digital revolution; images of the educational dialogue of meanings occurring in the portfolio of early education students; ideological determinants of the dialogical relationship between teacher and student in the Polish school of Stalinist period (1948-1956); implementation of autonomy in non-public schools after 1989 seen from the perspective of founders and principals; the role of academic online teacher as designer, creator, coach and mentor; dialogue in academic tutoring; positive discipline in the school classroom and the role of law in the development of parental culture (with particular emphasis on the director as an educational leader).

On behalf of the entire Editorial Board we wish you an enjoyable and beneficial read.

Helen Beckmann-Hamzei  
Marta Prucnal-Wójcik  
Theme issue editors