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### ***Editorial: School and Family – Collaboration, Partnership, Engagement***

School and family cooperation is not a new topic, it is constantly present in the discourse on education, which in the 21<sup>st</sup> century is seen as one of the conditions for the success of societies. It is observed and experienced that there is a large gap between theory and practice in the field of cooperation, so there is a need for these issues to be constantly addressed by theoreticians and practitioners, in order to develop new solutions adequate to the specifics of the times in which we have come to function. Family and school are two important environments for development and upbringing. The educational success of children and young people largely depends on them. The school, in order to fulfill its tasks, must co-create with parents a school climate that will foster the integral development of students, but also enable the development of adults. Cooperation is a process that relies on human potential, and its quality and results will depend on these people. The authors of the various articles published in issue 66 of *Horizons of Education* convince us that cooperation should be always oriented towards the good of the student, be based on partnership, trust, dialogue, mutual concern, commitment that increases the sense of responsibility, the pursuit of the same goals and values. The basis of the created culture of cooperation is the mutual relationship between the interacting entities and the type of educational leadership prevailing in the school. Active involvement of parents in cooperation with the school has a positive impact on the involvement of students in the learning process. We hand over the texts referring to the various spaces of cooperation between school and family to the Readers. We hope that they not only can

*Horyzonty Dydaktyki*

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inspire, lead to reflection, further questions, and undertaking analysis, but also indicate the way of action, as well, so that the expected change can take place

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