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## **Editorial:**

### ***Educational Accompaniment in Theory and Practice***

Contemporary pedagogy increasingly emphasizes that upbringing and reflection on this process are not limited merely to the transmission of knowledge, the development of skills, and preparation for functioning in society. It highlights that an essential element of the educational process is the quality of relationships between the educator, teacher, and student, or more broadly the learner, in formal, non-formal, and informal education.

An approach based on accompaniment, understood as attentive presence through dialogue, respect, and supporting the development of another person while preserving their autonomy and subjectivity, does not consist in doing things for them, but in creating a space in which a person can independently discover their abilities, make decisions, and develop their own path. It is a form of support based on trust, empathy, and recognizing the individual potential of every person.

Scientific reflection on educational accompaniment indicates that this strategy may be understood and practiced in different ways, but what connects these approaches is the conviction about the necessity of a subject-oriented approach to education. Accompaniment neither denies nor replaces the actions of specialists, but gives them a more personal and relational dimension. In situations when a person experiences difficulties, seeks support, or needs conditions conducive to their own development, it gains particular importance.

Contemporary education and psychopedagogical assistance increasingly focus on building relationships based on respect, responsibility, and mutual support in achieving maturity. In this context, the most important question remains not only how to help, but above all how to be present.

One form of accompaniment which, despite its centuries-old tradition, remains highly relevant today is educational accompaniment derived from the *Spiritual Exercises* of Saint Ignatius. Its principles are described by the pedagogy of accompaniment in the Ignatian tradition, developed by Fr. Professor Dr. Zbigniew Marek SJ. *Horyzonty Wychowania* begins a section entitled "Gallery of Masters" with a presentation of the Professor's person and his educational ideas. Remembering that "words teach, but examples inspire," we will present the figure of another Master.



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The content presented in the issue 75 indicates show that accompaniment can be applied in many areas of educational, therapeutic, and pedagogical work. It may concern work with children, young people, adults, or people requiring particular support. They demonstrate that the master–student relationship, built on presence, attentiveness, and authentic interest in another person, represents an expected, and perhaps even necessary, direction for shaping pedagogical thinking and action.

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