

The Literature on Children up to Three Years of Age in the 20th Century and Now: a Child in the Context of Nursery Schools, and a Nursery School in the context of Children (Introduction Study)

Abstract

This paper is a review of the Polish academic studies into the topic of early child education and care (up to three years of age), published over the course of 20th Century and nowadays, with the main focus on institutional daycare. The majority of academic papers on the subject of early childhood in the context of public institutional daycare were focused on nursing and development, while a nursery school as such was most frequently regarded as an alternative to family upbringing only.

The dominant notions in the relevant literature are those of care (including mainly nursing, nutrition and prophylaxis), development and upbringing. Among the works published after 1945 the majority were nursing handbooks or elaborations on psychology. Certain components of basic early childhood 'didactics' can be identified in the papers by Halina Spionek and Hanna Trawińska, as well as the journals of the 1960s through 1980s. The 1970s have also seen a number of papers dedicated to the implementation of proper everyday practice into the nursery schools and improving the quality of their services.

Research on the social space of the nursery schools has also been undertaken in the late 1990s by a team of pedagogues in Łódź, while the economic and social conditions of nursery schools' operation has been under the scrutiny of a group of scholars from the Białystok School of Economics.

Contemporaneously the topic of early education in the context of institutional daycare is being undertaken with growing interest, however it still remains under-researched in the field of pedagogics.

Keywords: Child, Early Child Care, Nursery School, Studies into Children Development from 0 to 3 Years.

The scientific interest in children up to three years, mother and child care, children's adaptation to nursery schools, and the operation of nursery schools in Poland were, according to Alicja Kurcz, closely linked to the 'particular development stages'¹ of the said establishments. The majority of academic papers on the subject of early childhood in the

¹ KURCZ, A., *Żłobek [in:] Encyklopedia pedagogiczna XXI wieku*, Vol. VII, Warsaw 2008, p. 998.

context of public institutional daycare were focused on nursing and development, while a nursery school as such was most frequently regarded as an alternative to family upbringing only.

Published works with regards to early childhood development and the ways of working with young children hardly used the notions of education, tutelage or teaching - such terms only surfaced around 2011, along with the so-called Nursery School Act ('ustawa żłobkowa')². The dominant notions in the relevant literature were those of care (including mainly nursing, nutrition and prophylaxis), development and upbringing. The main provider of literature on the subject of child care for parents (or other professional caregivers) (since 1945) was the National Institute for Medical Publishing (Państwowy Zakład Wydawnictw Lekarskich or PZWL), which does indicate that childcare up to the age of three in the post-World War II Poland was associated with medicine, rather than pedagogics. Among the works published after 1945 the majority were nursing handbooks or elaborations on psychology. Certain components of basic early childhood 'didactics' can be identified in the papers by Halina Spionek and Hanna Trawińska, as well as the journals of the 1960s through 1980s, with the lead role of *Upbringing in Kindergarten (Wychowanie w Przedszkolu)*.

A thorough review of the Polish literature from the 1918-1939 period, on the subject of children, has been compiled by Jan Wnęk in a paper published by the Institute for the History of Science within the Polish Academy of Sciences in Warsaw in 2012.³ The author's focus was on the perception of notions such as upbringing, development, nursing, health and care in the broad society of the interwar period. Nursery schools were mentioned therein a number of times, understood as childcare facilities, tasked with, according to J. Wnęk, - 'providing children with proper nursing and social care'⁴. He also refers to publications by various scholars (physicians, pedagogues, psychologists) and social activists, who had been engaged in the 1920s and 30s into the promotion of mother and child care, spreading the awareness of the importance of hygiene, nutrition and upbringing, and had undertaken other activities of medical nature to ensure the optimal development conditions for children in danger of deprivation of basic needs. The authors cited by Wnęk (predominantly physicians, but also pedagogues, midwives and social activists) include W. Szenajch, A. Ostrowski, J. Bogdanowicz, S. Moszczeńska, M. Gromski, A. Ambrizewicz, S. Kramsztyk, M. Michałowicz, S. Wilczyński, F. K. Cieszyński, A. Markowa, Z. Garlicka, E. Grzegorzewski, K. Rydel, M. Dobrowolska, J. Świtalska, W. Mikułowski, Z. Miechejdzina, B. Korzeniowska, M. Stopnicka, M. Biehler and many others. Their writings have been published in a number of journals, *i.a.* *Med News (Nowiny Lekarskie)*, *Childcare (Opieka nad Dzieckiem -* vastly popular in its time), *Life of a Child (Życie Dziecka)*, *Polish Paediatrics (Pediatria Polska)*, *Polish Physician (Lekarz Polski)*,

² Ustawa z dnia 4 lutego 2011 o opiece nad dziećmi w wieku do lat 3, (Act from 4 February 2011 on Childcare up to Three Years), Dz.U. 2011, No 45, Pos. 235.

³ Cf. WNEK, J., *Dziecko w polskiej literaturze naukowej 1918 – 1939*, Warsaw 2012.

⁴ *Ibidem*, p. 251.

The Warsaw Medical Journal (Warszawskie Czasopismo Lekarskie) or the mothering-focused *Young Mother (Młoda Matka)*. Some of the above authors, however, opted to spread their knowledge and experience, as well as their demands regarding infant health care and development patterns in the form of handbooks or monographs. 'In 1927 a monograph devoted to newborns was published by Franciszek Ksawery Cieszyński. Therein he addressed such issues as infant hygiene (including skin care, proper clothing, nutrition, accommodation, the role of fresh air, etc.), pathological conditions (birth defects, diseases sorted by the affected organ, common diseases, congenital disorders, etc.), prevention against infectious diseases and social welfare for mothers and children⁵.

In the period after 1945 a child 'in the context of nursery schools' has been a topic mentioned in a number of papers and professional journals such as *Upbringing in Kindergarten (Wychowanie w Przedszkolu)*, *Psychological Review (Przegląd Psychologiczny)*, *Education and Tutelage (Oświata i Wychowanie)*, *Polish Paediatrics (Pediatria Polska)*, *Psychology in Upbringing (Psychologia Wychowawcza)*, or *The Issues of Care and Upbringing (Problemy Opiekuńczo – Wychowawcze)*.

What should not be omitted in this review, is the fact that since 1958 the questions of care and tutelage in nursery schools have been one of the research subjects at The Institute of Mother and Child in Warsaw, and in the scope of Halina Olechnowicz's work⁶. Over the course of the 1960s on the other hand, Maria Przetacznikowa, Danuta Chrzanowska⁷ and Halina Spionek pursued their exceptional interest in the development of an infant in a nursery school environment. Among other works by H. Spionek we can find: *Child Development and Upbringing during the First Year after Birth (Rozwój i wychowanie dziecka w pierwszym roku życia, Warszawa 1956)*, *Child Development and Upbringing during the Second and Third Year after Birth (Rozwój i wychowanie dziecka w drugim i trzecim roku życia, Warszawa 1956)*, *The Psychology in Upbringing for Parents (Psychologia wychowawcza dla rodziców, Warszawa 1960)*, or the '*Horaire general de la creche: repas, sommeil, jeux*' printed in Paris within the '*Seminaire sur les creches*'. The said publications, as it would seem, were intended for a broadly-understood child caregiver, and designed as handbooks in order to further the knowledge of the child's needs and development capabilities. Their other focus were the issues of development stimulation (including a choice of worthwhile observations and background theoretical basics, as well as their practical implications).

⁵ A monograph titled *Opieka położnej nad noworodkiem i niemowlęciem, (Midwife's Care over Newborns and Infants)* published in Warsaw and reviewed in "Pediatria Polska", Vol. VII, 1927, pp. 152-153, Cf. WNEK, J., op. cit., p. 253.

⁶ Cf. OLECHNOWICZ, H., *Stan psychiczny dzieci w wieku poniemowlęcym wychowywanych w żłobku, (The Psychic Condition of Infants Brought Up in Nursery Schools)*, "Pediatria Polska" 1957, Issue 7.

⁷ Cf. PRZETACZNIKOWA, M., BUTERLEWICZ, H., CHRZANOWSKA, D., *Rozwój psychologiczny dzieci od dziesięciu miesięcy do lat trzech wychowywanych w żłobku i środowisku domowym, (Psychological Development of Children between 10 Months and 3 Years of Age Brought Up in Nursery Schools and Family Environments)*, "Psychologia wychowawcza" 1963, Issue 1.

Under closer scrutiny the works titled *Child Development and Upbringing etc (Rozwój i wychowanie małego dziecka)*, published in 1967 by the Nasza Księgarnia, reveal a comprehensive analysis of the developmental contexts of a child up to three years of age. To quote the Introduction, the book is ‘on the one hand a summary of the author’s own experience, acquired over several years of research and pedagogical activity among young children, and on the other, a compilation of various facts, ideas and assumptions found in the relevant literature’⁸. It is significant that H. Spionek does not mention nursing or psychological care, focusing on pedagogical input. Such an approach can well be regarded as quite innovative, given the fact that at that time the nursery schools were predominantly staffed by caregivers with medical background, rather than specialised pedagogues, and the establishments as such were associated foremost with nursing and daycare (subjected as they were to Health Care Centres), rather than with early education.

The third part of the series at hand is a discussion on the issues of child upbringing in the context of daycare facilities, concentrated on giving a broad characteristic of such establishments, complete with notes on proper organisation of the children’s time in nursery schools or public orphanages, which had been identified as the crucial determinant of later harmonious development and upbringing of children, and with special attention devoted to the methodology of working with infants. The author did not hesitate to mention the potential developmental hazards to children in daycare facilities. Halina Spionek then follows, in the light of the said hazards to children in institutional daycare establishments, to convey ways to ‘overcome the negative impact of group tutelage’⁹, as well as to compare the upbringing conditions in the family context with their counterparts in public daycare establishments.

In 1975 Nasza Księgarnia also published *The Examination of Child Development (Sprawdziany rozwoju dziecka)* by Edward Franus¹⁰, aimed at parents and caregivers. According to the author’s preface, he had consulted *i.a.* with M. Przetacznikowa during the course of his work. The same author devoted much attention to young children in his later publications, titled *Infant Development (Rozwój niemowlęcia)*, 1963 and 1968) as well as *Young Child Development (Rozwój małego dziecka)*, 1972¹¹.

The 1970s have also seen a number of papers dedicated to the implementation of proper everyday practice into the nursery schools and improving the quality of their services. Among the articles in the journal *Upbringing in Kindergarten (Wychowanie w Przedszkolu)* from year 1974 we can find *i.a.* *On the Cooperation with a Nursery School (O współpracy ze żłobkiem)*, Issue 4,¹², as well as elaborations on the pre-service educa-

⁸ SPIONEK, H., *Rozwój i wychowanie małego dziecka*, (*Young Child Development and Upbringing*), Warsaw 1967, p. 5.

⁹ Ibidem, p. 313.

¹⁰ Cf. FRANUS, E., *Sprawdziany rozwoju dziecka*, (*Examination of Child Development*), Warsaw 1975.

¹¹ Ibidem, p. 5.

¹² Cf. MIŁOCKA, J., *O współpracy ze żłobkiem*, (*On the Cooperation with a Nursery School*), „Wychowanie w Przedszkolu” 1974, Issue 4, pp. 215-216.

tion of the nursery school personnel in Issue 12)¹³. The question of training professional staff to work with infants, providing both care and education, was also raised in 1976 in the *Education and Tutelage (Oświata i Wychowanie)* journal¹⁴.

Research on the psycho-motor development of infants in the context of institutional daycare has been pursued *i.a.* by Maria Bolechowska (*i.a.* on the subject of the adaptation of a three-year child to kindergarten environment¹⁵), and by Maria Jakowicka (in 1980)¹⁶, as well as others (*i.a.* Jadwiga Kopczyńska-Sikorska with Maria Zdańska-Brincen and Romana Kurniewicz-Witczakowska)¹⁷.

The issues of infant development, care, nursing, education and nutrition were also addressed during the course of 1970s and 1980s by Lidia Dzieniszewska-Klepcka, Zofia Kowalczyk, Sabina Witkowska and the aforementioned Danuta Chrzanowska and Czesława Roszkowska – the co-authors of the parenting handbook *Young Child. Development, Nursing, Education and Nutrition (Małe dziecko. Rozwój, pielęgnacja, wychowanie, żywienie)*, published by the PZWL¹⁸. The handbook discussed the issues related to care and education in a broad context, also mentioning the legal aspects of family protection. It is worth a note, however, that the above publications, including the *Young Child* handbook, have regarded care (with nursing and nutrition) as the cardinal aspect of working with children under three years. Education followed as a secondary aspect, although with no mention whatsoever as to child development stimulation.

What should not be overlooked though, is the research by Janusz Kostrzewski, who had pursued ‘the statistical co-relations between the levels of intellectual, social and motor skills development of children between 4 and 18 months of age raised in family environments with the same characteristics among children in institutional daycare where the

¹³ Cf. J. KRZYSZTOFOWICZ, J., WÓJCIK, B., *Przygotowanie personelu do pełnienia funkcji wychowawców w żłobkach, (Pre-service Education of Nursery School Tutelage Personnel)*, „Wychowanie w Przedszkolu” 1974, Issue 12, pp. 636-640.

¹⁴ KOWALSKI, T., *Pomyślmy o kształceniu specjalistów do wychowani a w żłobkach, (Let Us Consider the Pre-service Education of Tutelage Specialists for Nursery Schools)*, „Oświata i Wychowanie” 1976, Issue 12.

¹⁵ Cf. BOLECHOWSKA, M., *Dojrzałość przedszkolna dzieci trzyletnich, (Pre-school Maturity among Three-Year Old Children)*, Katowice 1978.

¹⁶ *Żłobek jako instytucja opiekuńczo-wychowawcza: wyniki badań obozu naukowego zorganizowanego w ramach praktyk pedagogicznych studentów wychowania przedszkolnego w czerwcu 1979 roku w Zielonej Górze*, ed. M. JAKOWICKA, J. KUCHARSKA, Zielona Góra 1980.

¹⁷ Cf. KOPCZYŃSKA-SIKORSKA, J., ZDAŃSKA-BRINCEN, M., KURNIEWICZ-WITCZAKOWSKA, R., *Wpływ środowiska żłobka na rozwój psychosomatyczny małego dziecka, (The Influence of Nursery School Environment on The Psychosomatic Development of Young Children)*, „Wychowanie w Przedszkolu” 1984, Issue 3; KOPCZYŃSKA-SIKORSKA, J., ZDAŃSKA-BRINCEN M., *Adaptacja dziecka do środowiska żłobkowego, (Adaptation to the Nursery School Environment in Children)*, „Wychowanie w Przedszkolu” 1985, Issue 7-8.

¹⁸ Cf. DZIENISZEWSKA-KLEPACKA, L., KOWALCZYK, Z., WITKOWSKA, S., CHRZANOWSKA, D., ROSZKOWSKA, Cz., *Małe dziecko. Rozwój, pielęgnacja, wychowanie, żywienie, (Young Child. Development, Nursing, Education and Nutrition)*, Warsaw 1980.

everyday practice had been improved by the employment of professional caregivers and providing sets of stimulating toys.¹⁹

A more practical (and methodical) approach to childcare was represented by Hanna Trawińska's work on development stimulation through play, also published by PZWL²⁰. Writing in the early 1980s, this author chose to concentrate on the nursery schools as care-centred establishments to ensure the child's well-being and safety. Furthermore, in her opinion the nursery schools were responsible for providing the children with proper development conditions, serving as a 'benefit' to the parents who could not resign from work during their child's infancy²¹. H. Trawińska, highly experienced as she was in working in a number of nursery schools in Warsaw, also underlined the fact that 'a nursery school... must however, given the increasing pace of life, function... in the role of an upbringing facility'²², and thus furthered the notion of including tutelage and development stimulation through play into the scope of institutional daycare. The author follows to present a typology of the ways children up to three years play, and to describe the play goals and realisations. This is accompanied by suggestions regarding practical solutions, even though these had been mostly conceived with children older than one year of age in mind. What is worth special notice, is the author's remark that 'the child's upbringing, to teach the infant with how to interact with their environment and familiarise them with basic everyday activities, should be the cardinal goal of any professional caregiver, to whom a young child's well-being had been entrusted'²³. The pedagogical background is thus an obvious component of the author's perspective.

H. Trawińska addressed the topic of development-stimulating child play again in 1988, complementing the previous material and providing a typology of play based on the seasons of the year. She has also shared her considerable experience (of over 30 years at the time of publication in 2006) in a booklet titled *My Child in a Nursery School. A Chance or a Necessity?* (*Moje dziecko w żłobku. Szansa czy konieczność?*)²⁴. Written as a parent companion from the standpoint of a dedicated and knowledgeable daycare specialist, it was intended to equip a potential parent of a child frequenting a nursery school with the ability to assess the characteristics of such a facility. Under closer scrutiny it becomes apparent though, that the author's intention also included 'settling the nerves' of the parents who laboured over the disconnection from their child, as well as suggesting ways to co-operate with the daycare facility to better stimulate their child's development and reinforcing the

¹⁹ KURCZ, A., Op. cit., p. 998; Cf. KOSTRZEWSKI, J., *Rozwój umysłowy, społeczny i motoryczny dzieci ze żłobków dziennych i domów rodzinnych*, (*Mental, Social and Motor Skills Development in Children in Institutional Daycare and Family Upbringing*), "Przegląd psychologiczny" 1973, Vol. XVI Issue 1.

²⁰ Cf. TRAWIŃSKA, H., *Zabawy rozwijające dla małych dzieci*, (*Development Stimulation through Play for Infants*), Warsaw 1981.

²¹ Ibidem, p. 5.

²² Ibidem.

²³ Ibidem, p. 7.

²⁴ Cf. TRAWIŃSKA, H., *Moje dziecko w żłobku. Szansa czy konieczność?*, (*My Child in a Nursery School. A Chance or a Necessity?*), Warsaw 2006.

trust towards institutional daycare personnel, as competent caregivers to provide for every child's needs of physical and emotional safety.

Another PZWL publication, edited by Jadwiga Kopczyńska-Sikorska and aimed at the parents of very young children, appeared in Warsaw in 1984 under the title *Our Child. in the First Three Years of Life (Nasze dziecko. Pierwsze trzy lata życia)*. It consisted mainly of parental advice and was the result of joined efforts of Maria Zdańska-Brincken, Anna Krukowa and Romana Kurniewicz-Witzakowa²⁵. The co-authors discuss a series of issues, such as developmental influences (from foetal stage to infancy), low birth weight issues, basic nursing, most common parenting mistakes, psycho-motor and early-childhood development, nutrition, vaccinations, common diseases and home remedies as well as family upbringing of a child in institutional daycare²⁶. They also quote a psychologist, T. Gałkowski²⁷, to underline the importance of a family as the optimal environment to provide for a child's physical and emotional needs, and the role of the relationship with the mother, which was deemed crucial to the development of the child's personality²⁸. What follows is a synthetic description of the nursery school work organisation, accentuating the devotion and professionalism of the institutional caregivers, in spite of the difficulties with regards to working with large groups of children. However, the co-authors also admonish the parents, that sending a child to a nursery school does not equal 'being free from any responsibility'²⁹, nor does such a decision diminish their role in 'caring for a child's proper development and joyful childhood'³⁰. At this point the nursery school does not seem to be regarded as the optimal environment for a harmonious development of children, since 'even the highest quality of institutional daycare shall not suffice to ensure a child's proper development, if not paired with parental efforts to offset the drawbacks of upbringing very young children in groups'³¹. The co-authors indicate certain elements of the nursery school environment which could invoke fear in children (with nursing caps as an example) and focus on remedies for the associated stress as well as home upbringing methods aimed at compensating for the potential deficiencies of institutional daycare facilities.

As was noted by Alicja Kurcz, 'among the research projects pursued in Poland it is especially worth to mention the set of analyses initiated in 1988 by a team lead by I. Lepalczyk and E. Marynowicz-Hetka, concentrated on the diagnosis of daycare establishments and the conditions for their reorganisation'³².

²⁵ Cf. *Nasze Dziecko*, ed. J. KOPCZYŃSKA-SIKORSKA, Warsaw 1984, p. 1.

²⁶ Ibidem.

²⁷ Cf. GAŁKOWSKI, T., *Pierwsze sześć lat życia*, Warsaw 1981.

²⁸ Ibidem, pp. 330-331.

²⁹ Ibidem, p. 332.

³⁰ Ibidem.

³¹ *Nasze Dziecko*..., p. 332.

³² KURCZ, A., Op. cit., pp. 998-990.

Research on the social space of the nursery schools has also been undertaken in the late 1990s by a team of pedagogues in Łódź and influenced the facilities' modification process to further adjust them to the capabilities and development needs of children. The results were published by a joint effort of the research team and a group of daycare professionals. The facilities in Łódź began to implement innovative education and didactic programmes with the main intention of improving the quality of services. The evidence of this process can be found *i.a.* in the publications by Lucyna Telka, including her 2007 monograph *Transforming the Social Space: A Social-pedagogical Study on Nursery Schools (Przekształcanie przestrzeni społecznej placówki: studium społeczno-pedagogiczne na przykładzie żłobków)*. Other³³ researchers from the Łódź team have also published on these issues over the course of year 2005.

A special note is required for the contribution to the developmental psychology by Maria Tyszkowa with her unflinching devotion to the fulfilment of children's development needs, complete with *i.a.* research into the development conditions in institutional daycare facilities³⁴. Equally important were the analytical works into the development process of a young child and the proper conditions required, published by Barbara Harwas-Napierała and Anna Brzezińska.

Contemporaneously the topic was addressed by *i.a.* Alicja Kurcz, Anna Mikler-Chwastek, Grażyna Rura, Małgorzata Żytko, Krystyna Żuchelkowska, Ilona Laskowska with Małgorzata Wójtowicz-Dacka³⁵ and Kinga Kuszak. The issues of infant education are also in the field of research of Hanna Krauze-Sikorska and Beata Krajewska, a couple of psychologists under the content-supervision of Anna Brzezińska.

Another very important publication on the foundations of institutional daycare appeared in 2014, written by Aleksandra Kram and Monika Mielcarek and titled *Early Childhood Education. Ages 0-2/3 (Wczesna edukacja dziecka. Wiek 0 – 2/3)*³⁶. The handbook was printed as part of the series under the name *A Good Teacher's Essentials. The Education in Childhood in Adolescence (Niezbędnik dobrego nauczyciela, Edukacja w okresie dzieciństwa i dorastania)*, also supervised by Anna Brzezińska, and was a result of the systemic project by the Educational Research Institute (IBE), *Assessment of the Quality and Efficiency of Education and the Institutionalisation of the Research Base (Badanie jakości i efektywności edukacji oraz instytucjonalizacja zaplecza badawczego)*, co-financed by the EU as part of the European Social Fund. The content had also been

³³ Cf. TELKA, L. *Przekształcanie przestrzeni społecznej placówki: studium społeczno-pedagogiczne na przykładzie żłobków*, Łódź 2007.

³⁴ Cf. TYSZKOWA, M., *Potrzeby rozwojowe dzieciństwa a warunki wychowania w środowisku zakładowym, (Childhood Developmental Needs and the Upbringing Conditions in Institutional Daycare)*, „Problemy Opiekuńczo-Wychowawcze”, 1992, Issue 5/6.

³⁵ The co-editors of *Co oferuje współczesny żłobek, Medyczne, psychologiczne i pedagogiczne aspekty rozwoju dzieci do lat trzech, (What Can the Nursery Schools Provide? Psychological and Pedagogical Aspects of Development in the First Three Years of Life)*, ed. I. LASKOWSKA, M. WÓJTOWICZ-DACKA, Bydgoszcz 2010.

³⁶ KRAM, A., MIELCAREK, M., *Wczesna edukacja dziecka. Wiek 0 – 2/3 [in:] Niezbędnik dobrego nauczyciela, Edukacja w okresie dzieciństwa i dorastania)*, ed. A. I. BRZEZIŃSKA, Vol. I, Warsaw 2014.

consulted with the Early Education Team of the IBE in Warsaw, and reviewed by a specialist in pedagogy, Prof. Zbigniew Kwiecieński. It is a very valuable publication, *i.a.* it defined certain basic psycho-pedagogical aspects of early education, which had previously been quite vague, mainly due to the fact that early education remains a relatively new concept in Polish pedagogics. The authors outlined the education goals for the first three years of a child's life (locomotion, manipulation, communication skills) and presented a typology of the various education methods (casual play, exploration, incidental teaching and imitation of adults). The most important aspects and goals of development up to and past the first year of life have also been discussed, as have been the common loopholes in the processes of instrumentalisation and infantilisation of both play and education of young children as a whole. *Early Childhood Education. Ages 0-2/3 (Wczesna edukacja dziecka. Wiek 0 – 2/3)* is a synthetic manual with comprehensive guidelines on both the inspiration and application of incidental teaching components within the process of stimulating and supporting the child's development, valuable to institutional daycare professionals as well as to parents upbringing their children in family environments.

On the other hand, the issues of potential stress invoked in children in nursery schools have been addressed by Irena Koźmińska and Danuta Łosiewicz. It has to be said however, that their main point of reference is their previous interpretation of John Bowlby's theories. The authors are highly critical towards daycare facilities, where the children can potentially suffer from deprivation of needs, most importantly the safety needs, however, the academic value of their contributions remains questionable³⁷.

The results of research into nursery schools in the contexts of social and economic standing of an average Polish family, of the parents' return to the labour market, and of the availability and quality of services in nurseries, has also been published by a study team based in Białystok under the supervision of Cecylia Sadowska-Snarska. The authors to address the nursery schools in the aspect of facilitating the parents' return to the labour market were *i.a.* Danuta Graniewska, M. Lange, B. Balcerzak-Paradowska.

An attempt at structuring the certain assumptions present in the Polish early education system has been made in a publication by Hanna Krauze-Sikorska, Kinga Kuszak, Grażyna Rura and Katarzyna Sadowska, titled *Children up to Three Years of Age within the Daycare and Education System. Support and Risks (Dziecko do lat trzech w systemie opieki i edukacji. Źródła wsparcia i zagrożeń)*, and printed by the Academic Publishing of the Adam Mickiewicz University in Poznań (Wydawnictwo Naukowe UAM) in 2016³⁸.

Contemporaneously (since 2011 until now) a number of NGO teams have been working on advancing the discourse on early education, *i.a.* Astrid Lindgren Institute for Young Children (Instytut im. Astrid Lindgren w Poznaniu), or the J. A. Komeński Child Development Foundation in Warsaw. However, the issues of development stimulation for young children in nursery school environments as well as the effectiveness and sustaina-

³⁷ KOŹMIŃSKA, I., *Wież kontra żłobki*, <http://www.iuw.pl/wiez-kontra-zlobki.html> [Accessed on 2 January 2017]; ŁOSIEWICZ, D., *Stres żłobkowy*, „*wSieci*” 2013, Issues 3-9, p. 32.

³⁸ H. KRAUZE-SIKORSKA, H., KUSZAK, K., RURA, G., SADOWSKA, K., *Dziecko do lat trzech w systemie opieki i edukacji. Źródła wsparcia i zagrożeń*, Poznań 2016.

bility of early education in the infancy and early childhood periods still remain under-researched in the field of pedagogics.

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