



Introduction

Understanding the contemporary world and the relations within it even in the context of one scientific discipline, e. g. pedagogy, or its sub-discipline of special pedagogy (special education), requires their recognition from different perspectives. Nowadays, more and more often considerations concerning pedagogy focus on the issue of inclusion, both in the educational dimension as well as in the wider social one. With a great deal of simplification, it may be considered that the perspective of inclusion is translated into the social dimension of the functioning of every person (not only with the experience of disability), at every stage of his or her development.

It can be considered that – *the perspective of contemporary trends – inclusion – and “past” educational solutions* – is one of the dimensions of the deliberations conducted in this publication. It includes all the texts that refer to inclusive education (e. g.: Beata Jachimczak, Sebastian Mrózek), but also those that focus on solutions, by some perceived as past (hence the earlier quotation marks) concerning contemporary education, that is – the existence and functioning of special education (e. g.: Iwona Wedreńska). The past of separative education is still an important area of reflection and dispute among researchers and practitioners. It appears as an important subject of discussion in the context of seeking not so much the best solutions related to the organization of education, or its “easier” financing, but the search for the best educational solutions for each participant in the educational process. Solutions which should be based on the

recognition of increasingly diverse needs not only related to the implementation of educational and school tasks, but also to broadly understood development, use of potentials and opportunities, which can only be ensured by the existence of a range of solutions, including organizational solutions concerning education. It is also worth stressing that the authors, whose texts are included in this volume, point to the important role of special educational institutions, emphasizing, among other things, their importance for the sustainable development of the pupils.

The second view, the second perspective refers to the *search for foundations for contemporary recognition of educational issues, in the historical conditions* of the development of special education (Jacek Kulbaka), but also the reflective pedagogy of Suchomliński or Korczak (Bogusław Śliwerski), whose experiences may and should serve as a base for the contemporary perspective of upbringing.

A third view is the perspective of the *specificity of the functioning of people* whose one of the characteristics is, for example, intellectual disability, Down's syndrome, autism spectrum disorders, but also speech disorders concerning both children and young people and adults (e. g.: Katarzyna Parys, Sławomir Olszewski, Agnieszka Jędrzejowska, Irena Ramik-Marzewska) and *teachers, specialists working with them* (e. g.: Anna Borzęcka, Agata Trębacz, Joanna Buława-Halasz). Educational, but also more broadly social functioning is still an interesting area of research, the results of which provide knowledge necessary for proper planning of all interactions, designing didactic-educational and therapeutic work, supporting human development at every stage. This area is invariably connected with logical considerations concerning the competence of teachers and specialists. The demands posed by changing social and educational realities. Sometimes it is a need to make people aware of the existence of certain professions, sometimes a greater specialization within them. All of this is to allow for effective, comprehensive, fully professional support of a person in their development, overcoming difficulties, dealing with educational, professional and social situations in the best possible way.

While encouraging you to read this publication, I hope that it will inspire you to do your own research and share the results with us.

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Volume Editor