

Introduction

The latest, tenth issue of the *Labor et Educatio* journal addresses in the presented articles matters related to current research categories in the field of pedagogics as well as thematic areas resulting from the dynamics of social change and emerging new challenges in education (e.g. teaching of child war refugees). The content of the presented articles leads to the conclusion that the fact of living in a world characterised by change, and the processes accompanying it, impose an increasingly multicontextual way of perceiving human beings in their continuous development in relation to education, support, assistance, as well as dynamics and the specificity of the current diagnosis, the updating of the most pressing tasks of pedagogics as a scientific and practical discipline. It's worth paying attention to the most up-to-date research issues related to support and assistance provided to human beings (at every stage of development) in the face of experienced crises, traumas and difficult situations resulting from the pandemic, as well as the ongoing war in Ukraine. Therefore, the research topics in this issue of the journal are focused on subjects of different ages, their current experiences and educational solutions aimed at meeting the diagnosed needs, as well as areas of support, assistance or development.

In this issue of “Labor et Educatio”, we have preserved the classic structure of the journal, i.e. *Studies, Research, Innovations, Reviews*.

In the first part dedicated to literature studies the authors focused on three main thematic areas. The first one concerns the culture of the school and the management staff, which is responsible for creating the quality and space of this culture (articles: Lucia Pîrău, Sergiu Baciu, Innovative Culture

of Teachers – Part of Organizational Culture; Victoria Stratan, Assessment Competence of Teaching Staff – Factor in The Implementation of National Policy in The Field of School Competence Assessment). Another area focuses on popular culture (article: Aurica Buzenco, Contemporary Significance of Popular Pedagogy) as a category important from the perspective of research on contemporary culture of functioning of children and youth. The theme of culture derived from media culture is further expanded upon through an exploration of the issue of media culture and media education of the elderly (article: Katarzyna Białożył-Wielonek, Media Education of The Elderly in Poland: Selected Aspects)

The research part presents the results of empirical research projects in relation to educational subjects at different stages of life in the context of different pedagogical categories. This part of the journal opens with an article on the professional success of older people (Norbert G. Pikuła, Sense of Career Success in Experiences of Seniors). The perspective of the presented results – assignment of value to the work performed during one's professional activity as a condition of fulfillment, life and professional success – corresponds to the issue of the value of work in relation to people preparing for work in the teaching profession (Joanna M. Łukasik, Value of Work in The Perspective of Prospective and Active Teachers). Persons preparing to enter the labor market, choosing a specific educational and professional path, designing a specific career, formulating specific life and professional plans are the subjects of research in subsequent articles concerning the issues of labour pedagogy and the labour market (articles: Katarzyna Jagielska, Motivation as a Factor in Educational and Professional Career Planning of Generation Z, Katarzyna Nowosad, Life and Professional Plans of Academic Youth Graduating in a Pandemic and Rohitha Abeysinghe; Anuradha Iddagoda; Hiranya Dissanayake; W. P. Richard Wickramaratne, Employee Job Performance Studies in the Military Context: A Bibliometric Analysis). The issues addressed in this part of the journal are concluded with studies showing the realities of the school's functioning (including from the perspective of the educational and professional plans of subjects) during the pandemic as well as the socio-educational consequences in the event of failure to take professional action in crises and traumatic situations (Doinița Obada, School During the Pandemic Time. Challenges and Uncertainties).

The third part of the journal, Innovations, includes two articles containing proposals for solutions (support, assistance, education) to be applied in work with children subjected to special circumstances: war refugees (Monika Wojtkowiak, General Outline of the Issue of Aid Granted to Small Ukrainian Refugees in The Field of Post-Traumatic Support) and economic migrants (Tomasz Drożyński, “The Emi & Gracja’s Backyard” – An Innovative Educational Project for Polish Children). The interesting solutions presented in the articles, along with the conclusions on the effectiveness and efficiency of the activities undertaken, may become a valuable source of inspiration that can be transferred to new areas of educational work schools, educational institutions and establishments, etc. The journal concludes with a report from a conference devoted to issues addressed in the individual articles presented in the 10th issue of *Labor et Educatio*.

I hope that the articles will provide the reader with both knowledge and intellectual stimuli serving as an incentive for further exploration of the presented scientific and research categories, as well as scientific discussions and activities aimed at the development of the field of pedagogics.

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editor-in-chief