

Summary

The social and educational potential of the school. Colours (not only) of virtual everyday life, edited by Monika Christoph and Sonia Wawrzyniak, is a significant and necessary continuation of the topics addressed in *Socio-educational potential of school and the labour market* (*Spoleczno-edukacyjny potencjał szkoły a rynek pracy*). The layout and structure of this monograph result from the titular relationship between the socio-educational potential of school and its dynamically changing (both virtual and real) daily life. The authors distinguish two main parts: the first, consisting of four chapters, deals with the socio-educational potential of school in terms of the challenges of this environment; the second includes six texts on the multifaceted nature of school daily life with the reflections and experiences from the time when education was conducted remotely. When taken together, the separate chapters present a comprehensive account of the issues with each author's individual approach, in the theoretical, practical and research dimensions.

The first part opens with a text by Agnieszka Cybal-Michalska, in which she focuses attention on such aspects as the multiplicity of co-occurring theoretical assumptions about careers and on the neoliberal discourse of economics, which has had a significant impact on the quality of the debate in this area. Subsequent texts deal with various issues including: the characteristics of school as a contemporary organisation and the principles according to which it functions in relation to socio-economic changes and the professional development of employees (Monika Christoph and Sonia Wawrzyniak); the role of the school principal as the main designer of effective learning environments and in imbuing the school with the attributes of a learning organisation (Joanna Szłapińska); reflections on the topics of contemporary youth and working with books, the significant potential of literature, with an emphasis on the importance of new technologies for developing the necessary future competences and enriching the reading experience (Kamila Słupska).

Part Two deals with the many dimensions of school everyday life and is introduced by a chapter by Zdzisław Wołek, who writes about implementing the basic functions of a family experiencing distance learning and remote work. Presenting reflections and experiences in remote education, the authors of these studies focus on: the search for a new approach to learning in the context of the growing importance of using the Internet in education (Marta Dobrzyniak); the impact of the COVID-19 pandemic on the youngest generation (Alpha), based on a review and critical analysis of the Polish-English literature on the subject (Agnieszka Barczykowska, Katarzyna Pawełek); the constructive context of using social networks, including Facebook, for promoting various educational activities and materials, as well as for exchanging thoughts and experiences of different age, social and professional groups in virtual space (Sylvia Polcyn). Joanna Jarmużek refers to the topic of the family and how it functioned during the pandemic, along with the role of psychological well-being,

the coping mechanisms triggered in families with a chronically ill child, and a preliminary research report. Part Two closes with Katarzyna Sadowska and Marta Kędzia's reflections on Christian pedagogy and its relevance in the era of the pandemic.

By combining diverse topics covered and indicating their relationship to the issue of schools' social and educational potential, this monograph demonstrates the authors' readiness to conduct further research, and also inspires personal reflections on the challenges to be faced in the future.

Translated by Rob Pagett