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## Review of the publication: Dorota Klus-Stańska "(Anti)early education"

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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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(Anti)early education is written by D. Klus-Stańska (editing), and includes some chapters by other authors: B. Śliwerski, M. Szczepska-Pustkowska, M. Cackowska, M. Żytko, all well-known pedagogists interested in early education who have written many books and articles on the subject. This work is part of a trend describing some urgent pedagogical problems at the elementary educational level. The writers claim that it is an introduction to the series of *Imperative Problems of Education and Pedagogy* that will be published in the future.

The book contains sixteen chapters, the first of which is written by D. Klus-Stańska and called: *The disintegration of identity and knowledge as a process and the effect of early childhood education*. The author demonstrates some forms of integration: integration as a consolidation, integration as an inclusion and integration as a network. These explanations are interesting, coherent and very useful for early education teachers and students. It helps the reader to fully understand integration and to compare the kind of integration that exists in Polish early education to the integration that exists in other European countries. Moreover, it helps teachers to put the idea of integration into practice. The author expresses a critical opinion of the condition of the Polish form of integration, and she proposes some new solutions to educational problems at that level of education.

The second chapter is written by B. Śliwerski, the author of the composition titled *The dysfunction of educational management. The disintegrated aspects of educational policy to early education*. It depicts the early

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years of Polish elementary education levels during political educational changes. In his piece, B. Śliwerski describes: the stage of radical openness towards some pedagogical innovations in the area of elementary education, the legal support of teaching autonomy, the innovative education in public and private schools, the educational reforms of a centralized educational system to name a few. The chapter is strictly about political matters, and the language used is quite difficult for the average reader. However, it is interesting from a comparative educational point of view.

Chapter number three is written by M. Greonwald and it is enigmatically called: *the childhood as a sacrifice to show it might have lasted*. However, after insightful reading, one can understand the meaning fully. It discusses the matter of lowering the obligatory educational threshold and the duty of sending six-year-old children to school from 2014. The author objects to the point of view held by some politicians that claim that there are not any problems connected to that matter and it is suitable for all young learners. They cite some thriving educational systems in western and well-developed countries that introduced compulsory schooling, even for five-year-olds, a long time ago. The author criticizes the readiness of schools to take such young learners, mentioning inadequate facilities and the teachers' pedagogical approach that is suitable for older pupils (they do not understand the needs of 5 and 6-year-old learners, which is why they cannot fulfill them properly).

Other chapters are devoted to the economic situation of private kindergartens, the readiness of schools, the process of the socialization of preschoolers, the superstitions of gender in early education and the integration of such educational areas as mathematics and languages.

One of the most interesting chapters is *Language Education*, written by Małgorzata Żytko. The author proposes some solutions on how to integrate Polish language in integrated elementary education. Her ideas seem to be simple but very useful. Some teachers of early education might find inspiration in this chapter.

That book is a compendium of elementary education in Polish schools. It has both a theoretical and practical dimension. The knowledge

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that is represented in that publication is detailed, profound and comprehensive. The book is thoughtful and consistent.

The language used in the book is different in each chapter. Some are written in easy to understand language, while others include technical terms normally found in comparative educational studies, psychology and sociology. However, it can be understood by the average reader.

In the opinion of the reviewer, the book is intended primarily for teachers of early education and for trainers of teachers at that level. It can be useful for studying the pedagogy of the Polish educational system and for reflective thinking about its condition, especially at the elementary level.

The reviewer recommends this book strongly not only for pedagogists, but also for psychologists and sociologists that are interested in education. It helps the reader to think critically and reflectively about elementary education and to possibly draw some conclusions and ideas for his or her own practice.

**Reviewed publication:**

Dorota Klus-Stańska

„(Anty)edukacja wczesnoszkolna”

[(Anti)early education]

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