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Children's Agency and Subjectivity in the Perspective of Contemporary Educational Changes

*Dziecięca sprawczość w perspektywie współczesnych
zmian edukacyjnych oraz w dialogu edukacyjnym
pomiędzy przedszkolem a rodziną*

Abstract: The aim of this article is to explore the concept of children's agency in the context of contemporary educational change and to analyze how cooperation between preschool teachers and parents supports its development. The article presents the results of a qualitative content analysis of selected normative and pedagogical documents, including the current Core Curriculum for Preschool Education and the Preschool Graduate Profile. The purpose of this analysis was to identify the educational assumptions and practices that foster children's independence, self-efficacy, and agency in preschool education. The study procedure included systematic coding and interpretation of key categories related to agency (autonomy, responsibility, cooperation, and self-reflection). The findings indicate that agency is treated as an evolving competence requiring coordinated support from teachers and parents, dialogic relationships, and an educational environment based on trust and participation. Recommendations include introducing reflective practices, co-creation of learning goals with children, and expanding teacher-parent partnerships to strengthen educational dialogue. The article contributes to pedagogical discourse by integrating national and international perspectives on agency and by highlighting the importance of educational innovation aimed at developing active, responsible, and resilient young learners.

Keywords: child agency; qualitative analysis; preschool education; teacher-parent cooperation; educational innovation

Abstrakt: Celem artykułu jest zbadanie koncepcji podmiotowości dziecka w kontekście współczesnych zmian edukacyjnych oraz analiza, w jaki sposób współpraca między nauczycielami przedszkolnymi a rodzicami wspiera jej rozwój. Przedstawiono w nim wyniki jakościowej analizy treści wybranych dokumentów normatywnych i pedagogicznych, w tym obowiązującej Podstawy programowej edukacji przedszkolnej oraz Profilu Absolwenta Przedszkola.

Celem analizy była identyfikacja założeń i praktyk edukacyjnych, które sprzyjają niezależności, samoskuteczności i podmiotowości dzieci w edukacji przedszkolnej. Procedura badawcza obejmowała systematyczne kodowanie i interpretację kluczowych kategorii związanych z podmiotowością (autonomia, odpowiedzialność, współpraca i autorefleksja). Wyniki wskazują, że podmiotowość jest traktowana jako rozwijająca się kompetencja, wymagająca skoordynowanego wsparcia ze strony nauczycieli i rodziców, relacji dialogicznych oraz środowiska edukacyjnego opartego na zaufaniu i uczestnictwie. Rekomendacje obejmują wprowadzenie praktyk refleksyjnych, współtworzenie celów edukacyjnych z dziećmi oraz rozwijanie partnerstwa nauczyciel-rodzic w celu wzmocnienia dialogu edukacyjnego. Artykuł przyczynia się do dyskursu pedagogicznego poprzez integrację krajowych i międzynarodowych perspektyw na temat sprawczości oraz poprzez podkreślenie znaczenia innowacji edukacyjnych mających na celu rozwój aktywnych, odpowiedzialnych i odpornych młodych uczniów.

Słowa kluczowe: sprawczość; samodzielność; dziecko w wieku przedszkolnym; zmiany w edukacji

INTRODUCTION

Preschool-aged children experience an undoubtedly important stage in a child's social development. Early social experiences children encounter in their family and their close environment. With the beginning of their preschool education, their social circle becomes larger, although their parents still remain important. They continue being the source of love, safety, and support for the child. However during this period, in the child's life appear other people significant to the child, both adults and peers.

Every child coming through a preschool's door arrives with some knowledge and skills, in varying degrees of development. Each develops individually at their own pace, differing from their peers in physical and psychological areas. Though changes to a child's psyche and physicality usual and specific to preschool age appear in all children (Cudak, 1999, p. 189). Thus, preschool age is a groundbreaking time for the child because their development is remarkably dynamic, their psyche malleable, mind open for new experiences and messages. At this age, the child's needs for being around peers become stronger, and so, many parents at this stage decide to sign up their child to a preschool, where they can strengthen social abilities, along with other different skills and gain various experiences. From this moment on, not only the family decides about the child's development, but the influence expands to other people, namely teachers and peers. In the group during doing teamwork tasks, the child acquires a certain set of priorities and improves their teamwork skills, acquiring the ability to influence others which results in a real-time influence on the reality. They learn how to regulate their own actions to suit teamworking, manage egoism and egocentrism. On the other hand, they develop courage, self-control, diligence and patience. The preschool community impacts the establishing bonds between the children, causes the appearance of solidarity, friendliness and being helpful in children. In a peer group one expresses the willingness to act, independence, and agency.

METHODOLOGY – QUALITATIVE CONTENT ANALYSIS

The applied research method was qualitative content analysis, conducted within the interpretive paradigm. The analysis covered selected normative and programmatic documents (Core Curriculum for Preschool Education, Preschool Graduate Profile), as well as academic literature in the fields of pedagogy and developmental psychology.

The research procedure consisted of three stages:

1. Material selection – identifying texts that define the concept of agency and describe educational practices supporting the child's subjectivity.
2. Coding – extracting key analytical categories: autonomy, cooperation, responsibility, self-reflection, and dialogue.
3. Interpretation – relating the identified categories to contemporary assumptions of early childhood education and to the practice of teacher–parent cooperation.

The purpose of the analysis was not only to identify the content but also to understand how the language of educational documents and practices constructs the image of the child as a subject capable of conscious action and of influencing reality.

FROM INDEPENDENCE TO AGENCY

An independent person is a free, self-reliant, autonomous, resourceful, and active individual (Latusek, 2004, p. 216). A child's independence stems from the intrinsic need to acquire and accumulate experiences independently, to overcome obstacles, and to verify their own abilities in various life situations (Kuszak, 2006, p. 7). Children's accomplishments in the area of independence at the stage of preschool education and the motivation around it, accompanying emotions, feelings of self-worth or interpersonal relationships define their ability to function in the subsequent educational stages and adult life. An independent child, in the future, equals an independent adult, who conquers daily challenges, utilizing their developmental potential. Therefore adults play a key role for the child: teachers in a preschool or a school and parents at home, upon whom lays the responsibility to teach independence, to raise to accomplish agency (Sosnowska, 2011, p. 228).

The modern world poses new, complex challenges for the children and their parents, but similarly for teachers and specialists working at preschools. This is why a communicational and educative dialogue between the child's parents, and teachers and specialists working in preschools, is necessary. It is an incredibly important need in the perspective of e. g. educational changes.

In the currently used preschool curriculum, a child, in the perspective of independence, should acquire an ability to: voice their physiological needs, independently manage basic hygiene and self-management tasks such as putting on clothes and taking them off, fastening buttons and tying laces in their shoes, eating using cutlery, preparing the table

and cleaning after a meal (Core Curriculum for Preschool Education for Kindergartens (...) Annex to the Regulation of the Ministry of National Education of 14 February 2017, item 356). Taking into account things aforementioned and the child's age it should be noted that it is crucial to independently manage in life situations and foresee the results of their actions. Achieving success in independence at preschool stage is crucial because the way of acquiring this ability can be decisive on success in life (or lack thereof) in the upcoming stages of development and adult life. So, encouraging independence in acquiring psychological immunity, conquering challenges and agency lead to being independent and having good problem-solving skills in adult life.

AGENCY – A DISCUSSION IN THE LIGHT OF CHANGES IN EDUCATION

While a child's independence concerns mainly their ability to do tasks without the help of adults, it is also a foundation of developing agency, that is a deeper and more complex activity of the child. Agency is not limited only to acting individually, but also covers knowing how one influences their environment, the ability to make decisions and initiate actions in accordance with their intentions and needs. In this context supporting independence becomes the first step to building agency, which is vital to the child's overall development, their self-esteem and taking part in social relationships.

Taking into consideration upcoming changes to curricula, and in specific preschool curriculum and the constructed graduate profile of a preschool, it should be noted that the context of agency was specifically crafted.

Citation of a graduate profile:

Agency is the pursuit, undertaken with a sense of responsibility, of exerting a positive influence on people, events, and circumstances. It includes autonomously formulating goals and undertaking the actions necessary to achieve them. The concept of agency is based on the assumption that students have the ability and the will to positively influence their own lives and the world around them. It is about taking initiative and acting independently, rather than simply submitting to the actions of others; shaping rather than merely being shaped; making responsible decisions and choices, not just accepting those made by others. Agency can be expressed in nearly any context: educational, social, creative, moral, and digital. While a well-developed sense of agency can help in achieving long-term goals and overcoming adversity, students need basic cognitive, social, and emotional competencies in order to manifest agency for their own benefit – and for the good of society. Perceiving students as individuals who are conscious agents of their actions and who play an active role in their education is emphasized in many strategic documents and across numerous countries. (Szymczak & Strzemieczna, 2024, p. 28)

Agency in this model therefore means taking action. The individual does not only passively participate in the reality, but intentionally and responsibly tries to impact the

environment, that is other people, various situations, and the environment. Though responsibility is a key ingredient, meaning that it does not mean any activity, but one that considers consequence and caring for others.

The proposed autonomic formulating of goals means that the individual decides for themselves what they want to achieve, thus, they don't only take into account the expectations of others, but they take their own capabilities and age under consideration. It is worth mentioning that only having a goal is not sufficient, for the reason that agency also considers an active journey to its achievement, that is planning, doing, and overcoming challenges.

The definition of agency highlights the subjectivity of the child/student/pupil, because the idea of agency is based on the assumption that children have the ability and will to positively impact their life and surrounding world indicates that every child/student/pupil is a subject, not just a passive receiver of education. Then, as already mentioned, the ability and will not only assumes the potential to change, but also the will to work in favor of their development and environment. Creating the reality, not only submitting. Their own decisions and choices, not just passively agreeing to the decisions of others.

Taking into consideration the areas of agency realization, it should be mentioned that it is not limited in a specific way. At preschool, agency of children in educational context can be developed through certain organizational strategies, didactic and social. Specific actions of children should convey their participation in the planning of a given activity. Preschoolers can, for example, co-create weekly or daily schedules, choose project subjects or the form of an activity. The inclusion of the element of "election" of the activities helps children learn decision-making and respecting the choices of other peers. Independence also plays a key role in taking up educational activities, that is organizing the education environment in a way accessible to children, e.g. shelves with teaching materials within their reach, which allow them to choose independently materials to play with and work. This is why it is great to create "themed spaces", e.g. a science space, a literary space, where children can independently initiate science or literary play.

It is also essential to implement teaching methods encouraging children to be active, that is, to apply pedagogical approaches such as educational projects, experiments, educational drama, and problem-based learning. These methods should enable children to explore topics, formulate their own questions, and seek answers with the guidance of the teacher, rather than following a predetermined outline.

Fostering responsibility for one's own learning in the preschool setting also involves the introduction of individual or group "weekly goals", which are collaboratively established by the children with the support of the teacher. In addition, it is important to organize weekly summaries during which children reflect on what they have achieved and share their future ideas.

Particularly significant, especially considering the developmental stage of preschool-aged children, is the reinforcement of a sense of agency through everyday

situations. This includes allowing children to participate in decision-making processes related to the organization of their environment, such as the arrangement of toys or modifications to the classroom décor. It also involves encouraging children to propose and collaboratively establish group norms for coexistence. Equally important is the promotion of self-reflection through regular circle-time discussions, during which children describe their activities, discuss encountered difficulties, and share their successes. Incorporating elements of self-assessment – such as drawing “faces” to represent emotions associated with completed tasks – also plays a crucial role in this process.

The implementation of the aforementioned practices in early childhood education undoubtedly supports the development of autonomy, responsibility, as well as social and cognitive competencies in children. At the same time, it aligns with current educational standards that promote the child's agency, in accordance with the guidelines set forth in documents such as the Convention on the Rights of the Child and the OECD recommendations on early childhood education.

Moreover, agency in preschool-aged children can be manifested within the community through engagement in local initiatives. This may include creative expression through self-initiated artistic activities, such as organizing performances for family members or the preschool community, moral development through standing up for personal values (obviously appropriate to the child's capabilities and age), or even acting with awareness in the digital realm by consciously engaging with information and communication technologies.

It must be clearly emphasized that agency does not emerge automatically. It requires the development of:

1. Cognitive competencies, i.e. knowledge as well as the ability to understand and analyze.
2. Social competencies, such as cooperation and communication.
3. Emotional competencies, including emotional regulation and empathy.

The ultimate objective though is both personal development and a positive contribution to the community. Contemporary education – as promoted by organizations such as UNESCO and the OECD – advocates for a model in which the child or student is an active creator of their own educational journey, a consciously engaged individual shaping their own path, and a partner in the learning process, rather than merely a passive recipient of knowledge.

In conclusion, reflecting on the definitional perspective of agency as presented in the profile of a preschool graduate, it should be noted that agency involves conscious, responsible, and independent action aimed at influencing both the external world and oneself. In order for children to become truly agentic, they must be supported in the development of essential competencies. Education, including the preschool one, should recognize children as active creators of their own lives, not passive recipients of pre-established frameworks.

THE CREATION OF CHILDREN'S AGENCY – CONCLUSION

The authors of the graduate profile (Szymczak & Strzemieczna, 2024, p. 29) identified four key areas of agency:

1. Identity and sense of belonging
2. Self-efficacy
3. Aspirations
4. Psychological resilience

In terms of building identity and a sense of belonging, it is important for the child to feel like a part of the preschool group, but also of the family or a social group. The idea is for the child to feel that they belong to these communities and to feel that they are accepted, important, and needed within them. The child understands that, for example, by helping a peer, suggesting a game, or creating something together – they are changing the group's reality. From the child's perspective, it is essential to understand that their actions matter to the community, meaning that what they do has a real impact on others and strengthens the group. This includes helping, sharing, creating, and cooperating. The child should feel like a co-creator of the atmosphere, rules, and everyday life within the group.

Agency supports the development of identity because it allows the child to experience themselves as a person who has influence over their actions and decisions. The child can experiment with different roles, such as a leader, a caregiver, or a creator, discovering their own interests and talents. In this way, they develop a sense of competence – knowing that they can do something, that they can come up with ideas – and on this foundation of competence, they build self-worth through real achievements and independently overcoming challenges. When a preschooler can independently choose a task, suggest a solution to a problem, or organize a game, they experience themselves as an agentic individual, which is key to building a positive and strong identity. Agency within the preschool group also builds their sense of belonging. This happens when the child has real influence on the life of the group through co-creating rules, suggesting activities, and when they are being heard by peers and teachers. They participate in collective activities that require cooperation and mutual support, seeing that their actions matter to others – for example, when their idea is implemented and their work is acknowledged. This is precisely how children develop a sense of belonging: when they feel their voice matters and their efforts contribute to the community – such as the preschool group – they know they are not just “next to others” but are co-creating the group.

Thus, agency gives the child experience that builds their identity (“I can influence the world”) and, through cooperation with others, strengthens their sense of belonging (“I am an important part of the community”). These two processes are closely interconnected, and thanks to opportunities for action, the child not only gets to know themselves but also finds their place among others.

Developing children's agency in terms of self-efficacy is about the child's belief that they can cope with tasks and challenges, even if they are difficult. It is the belief that "I can do it" or "I can manage, even if I encounter difficulties". The child is not afraid to try to overcome everyday challenges independently – for example, putting on or taking off shoes, buttoning up a shirt, or performing hygiene tasks on their own – even if they make mistakes, because they know it is just another stage of learning on the way to mastering a skill. Therefore, after a failure, they do not give up entirely but try again. They act despite difficulties, not fearing mistakes. They treat them as a natural part of the learning process.

The belief in one's own effectiveness within the context of child agency means believing in achieving intended goals through one's own actions. The child therefore attempts to act independently – for instance, they try to build a tower out of blocks instead of immediately asking for help. They trust their skills and take on challenges instead of being afraid of them, seeing themselves as someone who can influence situations and solve problems. After experiencing failure, they express positive thoughts such as: "I can try again" instead of: "I'm too weak to do this". They show perseverance and do not give up after the first setback because they believe their effort is meaningful.

Agency is expressed here through the child's belief that they are effective, that is by their own actions they can influence reality and achieve their goals. A child, who has a developed sense of self-efficacy takes up initiatives, carries through tasks despite drawbacks, and with trust approaches new challenges. Strengthening the sense of self-efficacy from an early age supports the development of intrinsic motivation, independence, and the readiness to take on increasingly complex tasks in the future.

Therefore, a preschool graduate should be active in learning, meaning they initiate tasks on their own, try new things, and experiment. Supporting a growth mindset is crucial for building a sense of self-efficacy and intrinsic motivation already at the preschool education stage.

In preschool, agency supported by a sense of self-efficacy is built through actions such as: giving children real opportunities to make decisions – for example, choosing materials for art projects, deciding how to solve a task, or determining the order in which to complete activities. When a child makes their own choices and then sees the result of their actions, their sense of self-worth increases as they realize they had an influence and were capable of achieving it. It is also important to gradually entrust children with responsible tasks, such as being the "helper of the day", taking care of plants, or organizing part of the playtime. These personal – yet very meaningful – tasks show the child that we trust them, thus, shaping the belief that they can handle carrying out that task.

Appreciating effort – not just the final result – by the teacher, who praises even the smallest attempt, engagement, or perseverance (not only success), strengthens the child's belief that their effort matters, even if everything does not turn out perfectly. Helping children recognize their own progress teaches them that development is the result of their own actions. That is why it is important to give children the chance to

experience even the smallest successes by selecting tasks that are appropriately challenging (not too easy, not too difficult), thus allowing them to succeed. Each success – even the smallest – builds the child's belief: "I can do it!"

Learning to cope with failure is important – for example, by showing that mistakes are natural and that one can make many attempts to complete a task ("It didn't work the first time? Let's try a different way!"). Thanks to this, the child is not afraid to try and does not lose confidence in their own strength and abilities after experiencing failure.

Aspirations are the child's dreams, goals, and ambitions regarding who they would like to become and what they would like to achieve in the future. Agency in this area means that the child feels they can pursue their goals and that they have a real impact on making them happen.

In preschool one can support the development of child's aspirations via encouraging them to dream and plan, which creates a space for the children to speak of their dreams, that is who they want to be when they grow up, what they want to do. This way children know that their dreams are valid and attainable. Reinforcing a child's interests and talents on the basis of observing them, what child likes to do (painting, constructing, storytelling) gives them the chance to develop those passions. Thus, creating situations in which they succeed reinforces their belief that they can achieve goals and inspires them to subsequent challenges. However, organizing inspiring meetings and other events in preschools, meetings with interesting individuals, e.g. firefighters, doctors, artists show children the diversity of lives they can lead and advance their imagination and expand their aspirations.

The last area of agency, that is mental resilience in a child, should be understood here as the ability to cope with obstacles, failures, and changes without losing faith in oneself and one's abilities. Agency builds resilience because the child learns that they have influence over situations, can try different solutions, and that even after failure, they are able to act again. In today's world, this mental resilience is of key importance starting from the preschool education stage. That is why it should be developed through several main aspects.

1. Allowing the child to experience difficulty, i.e. the child should not be immediately over-assisted when they encounter a problem, such as difficult puzzles, a conflict with a peer, etc. The teacher should first encourage action through verbal motivation: "Try again", "Think about what else you can do". In this way, the child learns that difficulty is not a reason to give up.
2. Strengthening the child's ability to solve problems independently. The teacher may ask: "What would you like to do?" "How can you help yourself?" instead of immediately providing ready-made solutions. This way, the child develops a sense of effectiveness in their actions and solutions, gaining confidence that they were able to find the right way themselves.
3. Treating mistakes as a natural part of learning. Statements like: "A mistake is a chance to learn" help the child not fear making more attempts at a task. They

do not get discouraged because they know that failure does not mean the end. In contrast, statements like “You did it wrong” generate fear and anxiety in the child, making them reluctant to try again.

4. Teaching perseverance in pursuing goals. Perseverance is the ability to not give up, even if something is difficult or takes time. Goal pursuit means consistently taking action until the task or activity is completed. In preschool, teaching perseverance includes helping children not give up at the first difficulty and helping them understand that success takes time and effort, and sometimes even several attempts. It is important that children can plan small steps and take joy in each bit of progress.
5. Building a positive internal dialogue. A positive internal dialogue is how the child thinks and speaks to themselves in difficult or demanding situations. These are their thoughts, which can either support or discourage them. A positive dialogue includes thoughts like: “This is hard, but I will try”; “I’m learning, so I don’t need to get everything right the first time”; “I made a mistake, but I can try again”; “I can ask for help”. Negative dialogue includes thoughts like: “I can’t do this”; “I’m stupid”; “This is pointless, why even try”. Building a positive internal dialogue means teaching children how to speak to themselves in a supportive way, helping them maintain motivation, perseverance, and self-worth. This way, the child learns to support themselves, which is crucial in building their mental resilience.
6. Strengthening the sense of influence even in difficult situations. Even if the child cannot change everything – for example, losing a game – the teacher helps them focus on what they can influence, such as what they can do next time, rather than focusing on the lost result.

Numerous conversations conducted with preschool teachers, students, parents, but above all many years of pedagogical observation indicate that both teachers and specialists cannot be left alone in carrying out tasks related to child agency. In many cases, there is an urgent need for dialogue and effective cooperation with parents. The authors, in the proposed profile of the preschool graduate, included suggestions for specific, measurable goals – also in this area. In addition to the seven proposed goals: effective functioning in various social roles; identity and values; development of aspirations; knowledge; competences; agency; and leveling the playing field – there is also an eighth goal: support for families in upbringing and caregiving functions (Szymczak & Strzemieczna, 2024, p. 33). The above suggestions may open a topic encouraging the search for effective forms of help and support that respond to the diverse needs of children as well as their psychophysical capabilities and predispositions.

There is no doubt that parents play a fundamental role in shaping a child’s personality. However, in the conditions of contemporary everyday life, they often experience significant difficulties. Literature emphasizes factors such as chronic lack of time, information overload, high social expectations, and pressure to succeed (Liberska

& Suwalska-Barancewicz, 2020). As a result, many parents struggle with feelings of educational uncertainty, which may lead to overprotective or overly controlling behavior, therefore limiting the child's agency (Gurycka, 2008).

The preschool teacher, alongside the parents, is one of the most important adults in a child's life. Their role is not limited to implementing the curriculum but also includes supporting the emotional, social, physical, and cognitive development of the child (Brzezińska, 2004). A relationship based on trust and cooperation with the family is crucial, enabling a better understanding of the child's needs and integrated educational actions. Research indicates that children whose parents actively cooperate with teachers achieve better educational outcomes and show higher levels of agency and engagement (Epstein, 2001).

Cooperation between the teacher and the parents can take various forms – from traditional informational meetings to individual consultations and active parental involvement in the institution's life through joint projects, workshops, or open classes (Komorowska, 2015). Particularly important are conversations in which the parent and teacher treat each other as equal partners, jointly responsible for the child's development. One modern approach to cooperation is the so-called partnership pedagogy, which assumes openness to the needs and values of both sides and joint decision-making in educational matters.

Therefore, cooperation between parents and preschool teachers is of fundamental importance for supporting the development of child agency. The consideration of the perspective of parental challenges and current potential educational paths allows for the creation of a partnership model that meets the needs of the child, supports their development, and lays the foundations for further stages of education and social life. Only through an integrated, open, and dialogue-oriented approach is it possible to effectively support the child in their development toward independence and responsibility.

RESULTS AND INTERPRETATION

The qualitative analysis revealed several key areas of meaning:

- Agency as co-creation – the development of a child's agency occurs within partnership-based relationships between the teacher, the parent, and the child; joint goal-setting and shared decision-making strengthen the sense of influence and responsibility.
- Dialogic environment – a preschool setting that allows the child's voice to be heard enhances engagement, a sense of competence, and co-responsibility for actions and outcomes.
- Triad of competencies – cognitive, social, and emotional skills constitute inter-related conditions necessary for agentic action.

- Challenge for practice – although curricular documents emphasize the development of independence and agency, their effective implementation depends on teachers' readiness to adopt a partnership-oriented attitude toward both children and parents.

The findings confirm that the key condition for effectively supporting a child's agency is coherent cooperation between teachers and parents, grounded in trust, openness, and shared responsibility for the child's development.

PRACTICAL AND INNOVATIVE RECOMMENDATIONS

1. Introducing reflective teaching practices – analyzing interactions with children to identify whether teachers enable independent decision-making and initiative.
2. Creating participatory environments – organizing space and activities in such a way that children can co-decide on their course and form.
3. Strengthening teacher–parent partnerships – implementing joint projects, workshops, and reflective meetings focused on the child's development.
4. Teacher professional development – incorporating issues related to agency and dialogic education into teacher training and professional development programs.
5. Local innovations – establishing experimental spaces in preschools ("agency laboratories") where children, teachers, and parents co-create projects based on initiative and collaboration.

EVALUATION OF THE AIM AND CONTRIBUTION OF THE ARTICLE

The aim of the article – to demonstrate the significance of teacher–parent collaboration in fostering children's agency in preschool education – has been achieved. The conducted analysis deepened the understanding of the concept of agency in the context of early childhood education and identified the practical conditions necessary for its development.

The article's contribution lies in integrating three perspectives:

- theoretical – definitions and conceptualizations of agency;
- analytical – results of the qualitative content analysis of key educational documents;
- applicative – practical recommendations for educational practice.

The article brings new value to the pedagogical discourse by proposing a model for supporting children's agency based on cooperation and reflection, grounded in the spirit of partnership between parents and teachers.

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