TABLE OF CONTENTS

IN	TRODUCTION
	HAPTER I. A PERSON AS THE AUTHOR OF THEIR OWN
1.	Towards self-authorship: From listening to external opinions to developing one's internal voice
2.	Kazimierz Obuchowski's theory of the self-authoring personality: From performing roles to self-determination
	2.1. Characteristics of the self-authoring personality: Being a subject, being a person and subjective standards of evaluation
	2.2. Setting future-orientated tasks as a condition of one's self-authoring development
	2.3. Creative adaptation: Developmental mechanism
3.	The self-authoring person's ability to reflect
	HAPTER II. CONDITIONS OF THE DEVELOPMENT AND EDUCATION A SELF-AUTHORING PERSON
1.	Affirmation of the person as an autonomous individual: Personalism and its pedagogical references
2.	The role of the autonomous development factor
3.	Education and self-education: Support for the development of a self-authoring person
4.	The main assumptions of the model of education for the self-authoring person
	HAPTER III. MARIA MONTESSORI'S PEDAGOGY AND THE MODEL
	EDUCATION OF THE SELF-AUTHORING PERSON
1.	Love for the child as a source of Montessori's pedagogy
2.	Child development
3.	The idea of EDUCATION FOR LIFE as a message of Montessori's pedagogy
4.	The model of EDUCATION FOR LIFE

6 > Table of Contents

CF	HAPTER IV. METHODOLOGICAL BASIS OF THE RESEARCH
1.	Research on Montessori education in Poland
2.	Research assumptions
3.	Research subject and aims
4.	Variables and indicators
5.	Research method, technique and tools
	5.1. Self-Authoring Personality Questionnaire
	5.2. Self-Reflection on Education in the Montessori System Questionnaire
	5.3. My Experiences Questionnaire
6.	Organisation of the research and the characteristics of the study group
7.	The analysis of the sociodemographic variables of the study group
CL	HAPTER V. THE SELF-AUTHORING PERSONALITY OF MONTESSORI
	HOOL GRADUATES BASED ON THE RESEARCH
1.	The concept of a heterostatic standard for the self-authoring person
2.	The general level of self-authoring personality among Montessori school
	graduates
3.	Subjective meanings of the self-authoring characteristics of Montessori
	school graduates
4.	The arrangement of the three basic dimensions of the self-authoring
	personality
5.	The arrangement of the characteristics of the self-authoring personality
	with regard to the detailed criteria
	HAPTER VI. AFFECTIVE MEANINGS OF THE PERSONAL
	PERIENCES OF MONTESSORI PRIMARY SCHOOL GRADUATES
	SED ON THE RESEARCH
1.	Personal experiences of Montessori graduates captured in a pattern
	of feelings
	1.1 The profile of affective meanings of school experiences
_	1.2 The profile of affective meanings of general and ideal experiences
2	The arrangement of affective indicators of school and life experiences
3.	Variability of feelings in connection with the change of spatio/temporal
	perspectives
	HAPTER VII. THE CONTENT AND AFFECTIVE PATTERN
	TTHE PERSONAL SUPERIOR TASKS OF MONTESSORI SCHOOL
	RADUATES BASED ON THE RESEARCH
1.	Personal superior tasks of the Montessori school graduates

Table of Contents 〈 7

2.	The personal life task as a prospect for development	215
3.	Development potential in operational tasks	224
4.	The affective pattern of superior tasks of Montessori school graduates	229
SU	MMARY AND FINDINGS	233
CC	DNCLUSIONS	245
RE	FERENCES	253
ΑN	NEX	273
LIS	ST OF TABLES AND FIGURES	282