

## Editorial

It is with great pleasure that we present to our Readers the fifteenth volume of *Educational Transactional Analysis*. This is a special issue, as it inaugurates significant changes in the way our journal is published. Readers will already find the first articles in this volume; however, it will be progressively expanded with additional papers published throughout the year.

Beginning with Volume 15, we are adopting a *continuous publication* model. This means that we no longer wait until a complete set of articles has been collected or until the end of the calendar year to publish an entire issue at once. Submitted manuscripts are processed on an ongoing basis, peer-reviewed, prepared for publication by the Publisher, and then made available to Readers without unnecessary delay.

For Authors, this change means a significantly shorter waiting period between submission and publication of their research findings. For Readers, it provides faster access to new scholarly content without the need to wait for the completion of an entire issue. For the journal itself, this model creates opportunities to increase the pace of publication, enhance visibility, and broaden the reach and impact of the published work. It is worth noting that continuous publication is increasingly becoming the standard model adopted by scholarly journals worldwide.

The new publication model also involves one important technical change. We are discontinuing the traditional page numbering system. Instead, each article will be assigned a unique publication identifier (eLocator, Article ID), enabling precise identification and citation of individual papers.

At the same time, we are maintaining the journal's established thematic structure. Readers will continue to find sections devoted directly to Educational Transactional Analysis, reports of research conducted within the field of Transactional Analysis, and papers exploring other applications of this theoretical framework. We also continue to provide space for contributions situated at the intersection of different academic disciplines. Although such papers may not focus directly on Transactional Analysis, they can offer inspiration for its further development and for exploring new areas of application, including educational practice, human development, upbringing, and emerging technologies.

With Volume 15, we are also introducing another important innovation. From now on, all articles will be published in two language versions: English, which serves as the primary version of publication, and Polish, provided as a translation. We hope that this approach will simultaneously strengthen the journal's international visibility while preserving its accessibility for Polish readers, researchers, and practitioners interested in Transactional Analysis.

We wish you an inspiring reading experience and invite you to visit the journal's website regularly, where new articles will continue to be published throughout the year.

**Editorial Board of "Educational Transactional Analysis"**