

Chapter 6. EDUCATIONAL LEADERSHIP OF PRIMARY SCHOOL TEACHERS IN BUILDING PARTNERSHIP WITH PARENTS UNDER SOCIAL CHALLENGES

| Viktoriia Balakirieva

Abstract. *The chapter examines the transformation of the primary school teacher's role in the system of interaction with the parent community under conditions of social turbulence. The author substantiates the need to move from the traditional one-way communication model to strategies of active participation and coaching. The essence of the teacher's leadership potential lies in shaping a safe and resilient educational environment. Particular attention is given to the concept of a "community of resilience," understood as a dynamic socio-pedagogical environment of horizontal support and collective self-reliance. The study details practical tools for implementing leadership influence, including the architecture of the digital space and the ethics of remote communication. It also describes innovative forms of parental engagement, such as facilitative strategic sessions, resource meetings, and project-based participation. The theoretical rationale and synthesis of practical experience support the argument that the use of coaching technologies enables the teacher to shift the focus from conflict resolution to unlocking the community's internal resources. The role of the leader's emotional intelligence in stabilizing the classroom community under crisis conditions is identified. The paper offers a systemic perspective on building the class's social capital through digital hygiene and the co-construction of educational meanings. The proposed conceptual approach enables viewing the formation of a community of resilience as a promising indicator of the effectiveness of the contemporary teacher-leader.*

Keywords: *teacher leadership; pedagogy of partnership; primary school; participation; coaching in education; facilitation; emotional intelligence; resilience; parent community.*

Introduction

The contemporary sociocultural situation in Ukraine and worldwide is marked by high levels of uncertainty, unpredictable dynamics of change, and crisis phenomena that require adaptive behavioral strategies from all participants in education. In the educational sphere, particularly in primary school, these challenges create a need to seek new paradigms of interaction among all participants in the educational process. The New Ukrainian School reform laid the foundation for a pedagogy of partnership. At the same time, martial law, forced migration, and the digitalization of education require the teacher not merely to perform functional duties but to demonstrate pronounced leadership potential.

The leadership of the primary school teacher in working with parents is no longer a supplementary tool. It is becoming a strategic resource. In times of crisis, the parent community often experiences emotional disorientation, which directly affects the child's psychological well-being and learning effectiveness. Accordingly, the teacher's ability to move beyond traditional one-way informing and adopt strategies of participation and coaching becomes critically important for preserving the integrity of the educational ecosystem.

Issues of teacher leadership and family partnership have attracted the attention of many Ukrainian and international scholars. The conceptual foundations of the pedagogy of partnership have been developed by S. Badennikova, N. Mukanova, and O. Piekhota. F. Walsh, E. Masten, A. Nesukh, V. Oleksiuk, and H. Radchuk have examined questions of resilience and community sustainability. The role of coaching in education has been substantiated in the works of K. Newverberg and J. Whitmore.

At the same time, despite the substantial body of theoretical work, the mechanisms by which a teacher's leadership potential is transformed into specific strategies for building "communities of resilience" around the classroom under conditions of prolonged social turbulence remain insufficiently explored. The issue of digital ethics and the moderation of virtual space as a new

dimension of leadership responsibility also requires further clarification.

At present, there remains a certain gap between the theoretical recognition of the importance of partnership and the practical toolkit available to the teacher-leader. Interaction with parents is often reduced to formal reporting, which, under stress, leads to conflict and burnout on both sides. The processes by which communication can move from the transmission of information to the facilitation of active parental participation, as well as the role of digital boundaries in preserving the teacher's professional position, have not been sufficiently studied.

Contemporary scholarly discourse (Antony-Newman, 2025; Jones, 2025) convincingly demonstrates that the ability to interact with parents is an autonomous professional competence that requires specific preparation rather than relying only on the teacher's intuition.

The aim of this research is to provide a theoretical rationale and practical elaboration of strategies for realizing the leadership potential of primary school teachers through a transition to models of participation and coaching, and to identify tools for building a "community of resilience" around the classroom under conditions of social turbulence.

The research employed a set of scientific methods, including the theoretical analysis of psychological and pedagogical literature to clarify the current state of the problem, a systems approach to describe the classroom as an ecosystem of resilience, and the synthesis and generalization of practical experience to develop an applied toolkit for the teacher-leader.

The scientific novelty of the findings lies in the expansion of the understanding of primary school teacher leadership as an activity aimed at managing the social capital of the classroom; in the first formulation of the principles of building the classroom's "digital architecture" as a preventive measure against emotional burnout in the community; and in the further development of the model of a "community of resilience" through the integration of coaching and facilitative technologies into work with parents.

The proposed strategies and approaches, including resource meetings, strategic sessions, and digital manifestos, may be used by primary school teachers to improve communication with parents, reduce conflict among student groups, and foster a favorable psychological climate for learning under crisis conditions.

Research Findings

The traditional paradigm of the teacher as an implementer of the educational program has exhausted its potential in the era of social turbulence. Today, the primary school teacher is no longer merely a transmitter of knowledge, but a subject who designs and moderates the classroom's socio-pedagogical system, where partnership with parents becomes a strategic instrument for the survival and development of the educational system. The traditional model presupposes strict adherence to a plan. Under conditions of social uncertainty, such as crises, distance learning, and air raid alerts, plans often become irrelevant. In such a situation, the teacher as executor experiences helplessness, whereas the teacher as leader turns chaos into new opportunities for learning.

In the face of social challenges, a child cannot learn unless they feel safe. Leadership in primary school is, first of all, the ability to create psychological comfort, without which cognitive effort is ineffective. Contemporary society expects schools not only to provide knowledge but also to foster agency, that is, the ability to act independently and responsibly. The teacher as executor raises followers, while the teacher as leader nurtures citizens who are capable of making decisions under conditions of uncertainty.

Within the framework of the New Ukrainian School reform, "educational leadership" is no longer synonymous with an administrative position. It is a form of distributed leadership in which every teacher becomes an agent of change. In the New Ukrainian School, educational leadership means the teacher's ability to act autonomously and responsibly. The teacher does not wait for instructions; instead, they independently construct the educational environment based on the needs of particular children

and the expectations of parents. The educational leadership of a New Ukrainian School primary teacher is a proactive professional position grounded in the values of child-centeredness and directed toward facilitating the educational process, creating a safe psychological and pedagogical environment, and building partnership-based interaction with all stakeholders for the harmonious development of the learner's personality under conditions of social change.

Social challenges, including war, forced migration, economic instability, and digital divides, are not merely obstacles. They act as powerful catalysts that accelerate the shift from formal "informing" of parents to deep forms of "leadership-based partnership."

Thus, the critical contradiction between traditional reproductive approaches to interaction with families and the new social demand for safety, support, and adaptability requires a rethinking of the teacher's professional role. In this context, the educational leadership of the primary school teacher appears not simply as an additional competence, but as a strategic instrument for stabilizing the educational process and as the foundation for building effective partnerships under conditions of social uncertainty.

An analysis of scholarship on the essence of the pedagogy of partnership reveals that this concept is the result of the evolution of humanistic ideas in education. It is viewed not merely as a method, but as a socio-pedagogical environment with a high level of networked interaction.

Ukrainian scholars regard partnership as a foundation for reforming primary education, with particular emphasis on its ethical and value-based dimensions. In their works, N. Bibik and O. Savchenko substantiate partnership through the lens of child-centeredness. They stress that the primary school teacher should become a facilitator who unites the efforts of the school and the family around the child's individuality (Bibik, 2017). I. Bekh interprets partnership as a spiritual and value-based form of interaction. His research emphasizes that the essence of partnership lies in the "coexistence" and "co-creation" of adults for the upbringing of the individual, where respect for the dignity of

the child prevails (Bekh, 2020). S. Vitvytska examines leadership aspects of teacher preparation and interprets partnership as the management of interaction, in which the teacher acts as the leader-organizer of a shared educational space (Vitvytska, 2006). O. Lokshyna analyzes European experience and adapts it to Ukrainian realities, viewing partnership as a tool for ensuring educational quality and the social adaptation of learners (Lokshyna, 2024).

Western scholarship focuses on functional models of interaction and sociocultural ties. J. Epstein developed the foundational theory of “overlapping spheres of influence,” arguing that school, family, and community share common goals, and that partnership includes six types of involvement, from parenting to shared decision-making (Epstein, 2018). K. Mapp emphasizes the development of shared capacity; in her view, the essence of partnership lies in building the skills of both teachers and parents to support the child’s learning effectively, especially under crisis conditions (Mapp, 2013). N. Noddings, as a representative of the ethics of care, justifies partnership as the moral obligation of adults to create an environment in which the child feels protected, which is especially relevant under conditions of social uncertainty (Noddings, 2013). M. Fullan considers partnership to be part of educational change; in his interpretation, teacher leadership lies in the ability to build the classroom’s social capital through deep cooperation with parents (Fullan, 2016).

An analysis of Ukrainian and international sources shows that Ukrainian scholarship is dominated by an axiological, that is, value-based, approach to partnership, whereas Western scholarship tends to emphasize a pragmatic, functional approach. The synthesis of these approaches under conditions of social challenges enables the definition of the pedagogy of partnership as a strategy of collective resilience in which the primary school teacher assumes the role of a leader who harmonizes the efforts of the school and the family.

The essence of the pedagogy of partnership in today’s primary school can be defined as an integrative psychological and pedagogical construct grounded in the principles of democracy, voluntariness, and shared responsibility. It is realized through subject-subject interaction among the teacher, learners, and

parents, aimed at consolidating efforts to create optimal conditions for the child's self-actualization. In the context of social uncertainty, partnership becomes a mechanism of social resilience, in which the teacher-leader serves as a facilitator of partnership-based dialogue.

A theoretical analysis of Ukrainian and international concepts confirms that, under contemporary conditions, the "pedagogy of partnership" paradigm cannot be implemented solely through administrative measures or formal mechanisms. It requires from the educator a special professional quality, namely educational leadership, which in situations of social turbulence becomes a form of soft power that brings together all stakeholders around the child.

However, the leadership of the primary school teacher in work with families is not an innate gift. It is grounded in a clearly defined structure of professional capacity. In particular, the ability to transform the parent community from passive observers into active partners depends on the teacher's mastery of three fundamental components: emotional intelligence, as a means of overcoming anxiety; facilitation, as a tool for shaping dialogue; and conflict management, as a way of preserving the integrity of the educational environment.

We will now examine each of these components more closely in relation to the development of partnership-based interaction.

Emotional intelligence in the structure of primary school teacher leadership serves as a basic "filter" through which all communication with parents passes. Under conditions of social uncertainty, when societal stress is high, it is precisely a high level of emotional intelligence that allows the teacher to remain a leader rather than become part of the conflict.

An analysis of scholarly sources shows that emotional intelligence has developed from an auxiliary psychological characteristic into a central metacompetence of the contemporary teacher-leader. In both Ukrainian and international scholarship, this phenomenon is regarded as a foundation of professional resilience and effective communication.

Ukrainian scholars adapt the concept of emotional intelligence to the challenges of the New Ukrainian School and the conditions of martial law, where emotional literacy becomes a tool of survival. O. Konovalenko examines the development of emotional intelligence specifically in future primary school teachers and emphasizes that emotional intelligence forms the basis for pedagogical tact and empathy in interaction with parents of first-grade children. T. Nosenko analyzes emotional intelligence as a resource for psychological health and the prevention of professional burnout; in the context of social turbulence, she explains how the teacher-leader preserves the inner resources needed to support others. A. Nesukh, V. Oleksiuk, and H. Radchuk emphasize the connection between emotional intelligence and social resilience. Their research highlights that a teacher with a high level of emotional intelligence can help contain the community's anxiety, especially parents', and serve as a point of stability (Radchuk, 2025). M. Orap considers emotional intelligence as a component of communicative competence and demonstrates that the ability to verbalize emotions helps the teacher resolve conflicts with parents at the stage of their emergence.

Western scholars laid the foundation for understanding emotional intelligence as a developable capacity that is central to leadership. J. Mayer and P. Salovey conceptualize emotional intelligence as a cognitive ability to process emotional information. Their four-branch model, which includes perceiving, using, understanding, and managing emotions, remains a classic framework for analyzing how teachers read tension in a group or during communication with parents. D. Goleman directly linked emotional intelligence to leadership, and his work substantiates the role of teacher self-regulation in creating a safe school climate (Goleman, 2005). M. Brackett developed the RULER approach at the Yale Center for Emotional Intelligence, and his research focuses on how teachers' emotions affect the quality of instruction and relationships with families, especially under stressful conditions. R. Bar-On considers emotional intelligence through the lens of adaptability and argues that it helps individuals survive and succeed under conditions of social uncertainty.

The generalization of findings from the analysis of international and Ukrainian scholarship allows us to argue that, whereas international researchers tend to view emotional intelligence primarily as a tool for effective management, the Ukrainian scholarly tradition emphasizes its humanistic mission. Under conditions of social uncertainty, the emotional intelligence of the primary school teacher becomes a soft skill that transforms parental anxiety into the constructive energy of partnership. A high level of teacher emotional intelligence helps minimize the destructive impact of social uncertainty on the educational process. Empathic interaction with parents turns shared stress into shared action, which forms the foundation of a genuine pedagogy of partnership.

Mastery of emotional intelligence creates the necessary psychological foundation for stabilizing relationships. At the same time, in order to move from mutual understanding to concrete joint action, the teacher also needs effective technologies for managing group dynamics. Under conditions of social uncertainty, when the parent community is often disoriented, the teacher's leadership position is manifested in the ability not simply to communicate decisions, but to organize the process of their joint exploration. This shifts the focus from the teacher's personality to the constructive interaction among all participants and brings into view the next component of leadership potential: facilitation. If emotional intelligence helps the teacher contain parents' emotions, facilitative skills enable the teacher to structure those emotions and transform them into rational decisions and partnership-based projects.

In traditional schools, the teacher often acted as a "monologist," dictating the rules. Under conditions of social uncertainty, however, leadership requires a shift toward facilitation, the art of managing the process of group communication, in which the teacher helps parents find a shared solution without imposing a personal one.

Facilitation is a professional activity aimed at organizing successful group communication. For the primary school teacher, this means a change of role: from "the one who instructs parents" to "the one who creates a space for their cooperation." The teacher-leader shows parents that their concerns have been

heard. The use of “I-messages” helps reduce tension when discussing difficult issues, such as safety in shelters. Instead of asking, “Do you agree with this plan?” the teacher-leader asks, “What advantages and risks do you see in this decision for your children?” This encourages parents to take responsibility. A facilitator does not side with one group of parents against another. Rather, the facilitator keeps the focus on the central value, the child’s best interests. The teacher helps parents see the bigger picture through shared Padlet boards, mind maps, or flipcharts, which gives structure to the chaos of uncertainty.

A scholarly analysis of facilitation as a component of educational leadership demonstrates its evolution from a psychotherapeutic method into a major technology for managing the contemporary educational environment. Facilitation is now one of the most in-demand competencies in modern pedagogy.

Ukrainian scholars adapt the ideas of facilitation to the realities of reforming the national school system, emphasizing its instrumental role. O. Piekhota substantiates facilitation as a component of the individualization and humanization of education. In her works, the facilitative approach is viewed as a condition for preparing a new type of teacher, capable of working within a subject-subject model of interaction (Piekhota, 2000). R. Hurevych studies facilitation within the framework of the digital transformation of education, which is important because the contemporary leadership of the primary school teacher is often realized through remote facilitation, including the management of parent chats and online sessions. O. Pometun considers facilitation as a method for developing critical thinking. In the context of partnership with parents, this is expressed in the teacher’s ability to facilitate the joint resolution of problematic situations, for example, how to organize learning during blackouts. V. Luniov examines the psychological aspects of facilitation in crisis situations, and his works help explain how the teacher’s facilitative position reduces the level of social tension within the school community.

The Western tradition of studying facilitation is grounded in the ideas of democratizing education and developing personal autonomy. C. Rogers is the founder of the concept of facilitative learning, and his work is central to understanding that the

teacher-leader should not be a “source of knowledge,” but a “facilitator of resources.” He substantiated three essential conditions of the leadership position: congruence, acceptance, and empathic understanding (Rogers, 1994). J. Heron developed a classic model of facilitation by distinguishing hierarchical, collaborative, and autonomous styles. In the hierarchical style, the leader directs; in the collaborative style, the leader shares power; in the autonomous style, the leader gives the group full freedom. In work with parents, the collaborative model is the most relevant for the primary school teacher. T. Gordon developed the concept of “teacher effectiveness training,” and his research focuses on facilitative methods of active listening and conflict resolution within the “teacher-learner-parent” triangle. I. Bens is one of the leading contemporary experts on facilitation and considers it a critical leadership skill for managing group dynamics and making shared decisions in complex organizational structures.

The synthesis of international experience, with its emphasis on the technological dimension and facilitation styles, and Ukrainian scholarship, with its emphasis on a humanistic orientation, enables the definition of facilitation as the operating system of educational leadership. Under conditions of social uncertainty, the facilitative competence of the primary school teacher transforms parent meetings into a space for the collective design of the child’s future. The teacher-leader's facilitative approach restores to parents a sense of control and subjectivity. When the teacher facilitates decision-making about the format of learning, volunteer initiatives, or extracurricular life, parents are transformed from “clients” into “co-owners” of the educational process, which embodies the essence of partnership.

The final, yet critically important, component of the teacher’s leadership potential is conflict management. If emotional intelligence helps the teacher sense tension, and facilitation helps guide dialogue, then conflict management becomes the strategic instrument for preserving the integrity of the partnership when differences become explicit. Effective facilitation significantly reduces the risk of misunderstanding. However, under conditions of high social tension and uncertainty, conflict is an inevitable consequence of the clash between the adaptation strategies adopted by parents and the school. In this context, the educational

leadership of the primary school teacher is transformed into the capacity for conflict management. The leadership position here lies in rejecting the view of conflict as a destructive phenomenon and instead understanding it as a signal of the need for change and as a point of growth for the entire school community.

The scholarly foundation of conflict management in education is based on theories of constructive conflict and mediation practices.

In recent years, Ukrainian scholarship has actively integrated mediation practices into the educational space, a development that has become especially relevant in the context of the New Ukrainian School. O. Vashchenko considers conflict competence to be a complex structure that includes cognitive, emotional, and regulatory components. She emphasizes that teacher leadership begins with self-management in conflict, that is, the ability to resist “emotional contagion” from agitated parents (Vashchenko, 2017). L. Herasymenko specializes in conflicts within the “teacher-parent” system. Her research shows that most disagreements in primary school are informational in nature, and her leadership-oriented approach involves fostering an excess of informational openness to preventively remove tension. L. Durniak studies mediation technologies in educational institutions and substantiates the role of the teacher as an “internal mediator” who does not issue a verdict but helps the parties, in this case parents, reach mutual understanding through dialogic practices (Durniak, 2013). H. Bevz analyzes the socio-psychological factors of conflict under crisis conditions. Her work emphasizes that during wartime, teacher conflict management must include elements of psychological facilitation, since behind each conflict there is often unexpressed fear or trauma. A. Horova examines the implementation of restorative practices and mediation in the educational space of Ukraine within the framework of New Ukrainian School initiatives.

The Western school of conflict studies views conflict not as a breakdown of the system, but as a natural stage in the development of any group, including the parent community. M. Deutsch introduced the fundamental distinction between constructive and destructive processes of conflict resolution. For the teacher-leader, Deutsch’s theory provides an understanding

that when parents and teachers share a cooperative goal, namely the success of the child, conflict may actually strengthen their relationship (Deutsch, 1973). R. Kilmann and K. Thomas developed the two-dimensional model of assertiveness versus cooperation, which serves as an instrumental foundation. Their research indicates that the teacher-leader in work with parents should strive for a collaborative strategy, which requires a high level of both dimensions, unlike compromise, where both parties lose something. R. Fisher and W. Ury, representatives of the Harvard Negotiation Project, substantiated the idea of principled negotiation, in which the central task is the ability to separate the person from the problem. Under conditions of social uncertainty, this is especially important because the teacher-leader teaches parents not to attack one another but to address the problem together, for example, technical difficulties in online learning (Fisher, 2011). D. Shapiro examines the role of emotions in conflict. His work shows that conflicts with parents often arise from wounded feelings of identity or status. From Shapiro's perspective, leadership-based conflict management involves meeting the emotional needs of the other party to move toward rational dialogue.

An analysis of scholarly studies suggests that conflict management in the work of the primary school teacher has evolved from administrative suppression of disputes to leadership-based mediation. Under conditions of social uncertainty, both international scholars, such as D. Shapiro and W. Ury, and Ukrainian scholars, such as O. Vashchenko and L. Durniak, emphasize that the teacher's ability to manage conflict professionally becomes a safeguard for preserving the partnership ecosystem of "school-family."

Thus, conflict management within the teacher's educational leadership structure emerges as a mechanism of self-regulation within the educational system. Under conditions of social turbulence, the teacher's ability to transform the potentially destructive force of conflict into the energy of partnership-based interaction becomes the highest expression of professional maturity and leadership capacity.

The outlined components of leadership potential, emotional intelligence, facilitative skills, and mastery of conflict management

form the internal resource base of the contemporary educator. Yet under conditions of social turbulence, the presence of these competencies is only a prerequisite. They require systematic realization through specific action algorithms. The transition from possessing skills to bringing about real change in the educational environment occurs through the implementation of a leadership-based interaction strategy. This is an integral program of action in which the primary school teacher ceases to be merely an intermediary in the transmission of information and becomes a subject who designs and moderates the classroom's socio-pedagogical system, capable of preserving its resilience and effectiveness under conditions of uncertainty. Let us consider the key directions of such a strategy that enable transforming the potential of partnership into a stable educational ecosystem.

One strategy for leadership-based interaction with parents is shifting from informing to participation and coaching. This strategy is central to transforming the teacher from an "administrator" into a moderator of the educational ecosystem. In conditions of social turbulence, parents need not only facts but also a sense of control over the situation and an understanding of their own role in it.

An analysis of scholarly sources shows that the transition from passive informing to active participation and coaching reflects a broader global trend toward horizontal leadership. In contemporary pedagogy, these approaches are viewed as mechanisms for delegating responsibility and expanding the capacities of all participants in education.

Ukrainian scholars view participation through the lens of educational democratization, while coaching is seen as an innovative support technology. O. Piekhota considers participation to be the foundation of subject-subject interaction and stresses that partnership is possible only when parents become co-participants in designing the educational environment rather than merely consumers of services. I. Krupnyk studies coaching as a means of teachers' professional development and adapts coaching technologies for teacher-parent interaction, emphasizing that the teacher-leader should be able to ask "powerful questions" that encourage parents to reflect on their own educational positions (Krupnyk, 2024). T. Sharova analyzes coaching as a tool of soft

management in education and emphasizes that under conditions of uncertainty, the teacher's coaching approach helps parents find internal points of support and reduce their level of stress.

In the Western tradition, coaching and participation are viewed as tools for building "learning communities." J. Whitmore is considered a founding figure in coaching in management and education. His GROW model, Goal, Reality, Options, Will, has become a basic framework for teacher-leaders. Whitmore argued that coaching is not about teaching someone, but about helping a person learn independently. For the primary school teacher, this means a shift from instructing parents to facilitating their autonomy (Whitmore, 2024). S. Campbell studies strategies of parental engagement and demonstrates that simple informing has no effect on learning achievement, whereas a participatory model, in which parents are involved in educational design, significantly increases children's resilience. C. van Nieuwerburgh is a leading expert in coaching in education. He introduced the concept of a "school coaching culture." In his framework, the teacher-leader uses coaching conversations with parents to reduce their reliance on administrative instructions and to activate their own resources to support the child (Nieuwerburgh, 2012). J. Knight, the developer of the concept of "instructional coaching," emphasizes the principles of partnership that underpin a participation-based strategy between the teacher and the family: equality, choice, voice, dialogue, and reflection.

Thus, an analysis of the work of international scholars, such as C. van Nieuwerburgh and J. Whitmore, and Ukrainian scholars, such as I. Krupnyk and O. Piekhota, indicates that participation and coaching are the highest forms of implementing the pedagogy of partnership. Under conditions of social uncertainty, these strategies enable the primary school teacher to transform the potential of the parent community into an effective support resource, where the teacher acts not as a directive manager, but as a coaching partner who stimulates the family's self-development.

The shift from informing to participation and coaching implies a change in the very structure of communication, from linear, that is, monologic, to networked, that is, dialogic. At the level of informing, the teacher merely states facts, such as the

schedule, grades, and events. Under crisis conditions, this level is basic but insufficient, because it leaves parents in the position of passive observers, which only intensifies their anxiety. At the level of participation, the teacher-leader creates conditions for joint action. Parents are involved in decision-making regarding the organization of safe spaces, the choice of extracurricular activities, or the development of internal communication rules. The tools here may include collaborative projects, volunteer initiatives, and discussion panels. As a result, a “we-position” is formed, in which responsibility for the child’s success is shared by all participants. The level of coaching is the highest manifestation of leadership. The teacher uses coaching technologies, including the GROW model and powerful questions, to help parents independently identify resources to support their child. The teacher does not give ready-made advice, but rather guides parents toward discussing problematic issues and making sound decisions.

The shift from informing to participation and coaching changes the teacher's ontological status, marked by the gradual predominance of the teacher’s facilitative and consultative functions over directive and administrative management methods. Under conditions of social uncertainty, such an approach is critically important because it strengthens parents’ self-reliance, transforming their confusion into a conscious partnership position.

Thus, the transition from informing to participation and coaching enables the primary school teacher to move beyond the limits of formal duties and realize leadership potential. It transforms the parent community from “clients of educational services” into active partners, which is critically important for preserving the stability of the educational process amid social turbulence.

The use of coaching technologies and the transition to an active-participation model fundamentally change the architecture of relationships within the “teacher-learners-parents” triangle. At the same time, these tools are only a means to an end, namely the creation of an integrated community of resilience around the classroom. Under conditions of social uncertainty, when external challenges, including security-related, economic, and psychological ones, become a constant factor of pressure, the classroom community must be transformed into a self-regulating

ecosystem. In such a community, the leadership of the primary school teacher is expressed in the ability to unite parents around the idea of collective resilience, where each participant is not only a recipient of support but also a source of it. This makes it possible to transform social turbulence from a threat into a factor that strengthens the community and creates the safest possible environment for the child's development.

An analysis of scholarly discourse on the creation of a "community of resilience" indicates a shift in priorities from the individual psychological endurance of the teacher to the construction of collective resilience across the entire school community. In conditions of social turbulence, this concept is seen as a strategic safeguard against disruptions to the educational process.

Ukrainian scholars focus on practical aspects of resilience and on the role of the teacher as a moderator of a safe space. A. Nesukh, V. Oleksiuk, and H. Radchuk examine social resilience in the context of mental health and stress the importance of "support communities" as a tool for overcoming social anomie. In their works, the community formed around the classroom is viewed as a micro-model of society in which the skills of mutual support and empathy are developed (Radchuk, 2025). A. Bohush and T. Sharova, within the framework of the New Ukrainian School concept, view partnership as a space for joint action. They emphasize that the classroom community's resilience is grounded in shared values and a democratic style of management, in which the teacher delegates some leadership functions to parents. V. Luniov analyzes the psychology of safety and personal resilience under crisis conditions. His work indicates that collective resilience arises when the group, that is, parents and the teacher, has a clear algorithm of action and a shared vision of the future, which reduces the level of cognitive uncertainty. O. Voznesenska studies the role of art therapy and mediation in building community resilience and emphasizes that a community of resilience is created through the "shared living through experience," with the teacher-leader acting as the moderator of that process.

Western scholars view a community of resilience as a networked structure in which resources are distributed among all participants. E. Masten is one of the leading international experts

who introduced the term “ordinary magic” to describe resilience. Her research demonstrates that a child’s resilience depends directly on the “cascade effects” in the surrounding environment. She regards the community of resilience around the classroom as a protective system that supports the child’s adaptive processes through stable relationships with adults, namely the teacher and parents. F. Walsh developed a model of family and group resilience and identifies three key processes: a shared belief system, that is, making meaning of crisis; organizational patterns, that is, the flexibility of the community’s structure; and communication processes, including clarity and the open expression of emotions. For the teacher-leader, this model serves as a roadmap for building a community around the classroom. D. Aldrich studies the role of social capital in community recovery after disasters. His work shows that “bonding” social capital, that is, strong ties within the parent group, is decisive for the survival of a community under prolonged stress. N. Adger analyzes social resilience as the capacity of communities to withstand external shocks and emphasizes the importance of institutional memory and collective action. In the classroom context, this means jointly developing interaction protocols for crisis situations. J. Everly developed a model of community resilience through “psychological first aid.” For the teacher-leader, this means the ability to stabilize the parent group’s emotional state during the acute phase of the crisis.

The synthesis of international scholarship, particularly the work of F. Walsh and E. Masten, together with Ukrainian studies by A. Nesukh, V. Oleksiuk, and H. Radchuk, enables the definition of the community of resilience as the highest form of the classroom’s social organization. It is a socio-pedagogical environment in which the leadership of the primary school teacher is transformed into the ability to build horizontal ties that ensure collective resilience. Under conditions of social turbulence, such a community becomes not merely a form of cooperation but a mechanism for preserving mental health and educational effectiveness for all participants in the educational process.

In scholarly and practical discourse, a community of resilience around the school classroom is not simply a group of people united by their children’s shared learning. It is a socio-

pedagogical environment with a high level of networked interaction, capable of absorbing stress, adapting to crises, and recovering after disruptions without losing functionality. If the pedagogy of partnership is a form of interaction, then the community of resilience is its highest qualitative result.

A community of resilience rests on three components that the teacher-leader develops through tools of emotional intelligence, facilitation, and coaching. The first component is social connectedness, that is, the density of horizontal ties. In such a community, parents know not only the teacher's name, but also one another's resources. In a crisis situation, for example, a sudden power outage or an air raid alert, the community automatically activates: parents cooperate to pick up children, share information, and support those under stress. The teacher fosters not only the "teacher-parents" connection, but also the "parents-parents" connection.

Thus, a community of resilience is a model for organizing "teacher-parents" interactions, grounded in shared values and in the ability to collectively overcome stressors through mechanisms of mutual support, resource exchange, and horizontal communication.

The second component is collective self-efficacy, defined as the community's shared belief in its capacity to cope with a challenge. Instead of panicked questions such as "What should we do?", the community begins to ask constructive ones: "How will we organize ourselves this time?" This marks a shift from the position of a victim of circumstances to that of an agent of change. The teacher's role is to use coaching techniques to highlight past successes, for example: "We have already gone through this in October, and our plan worked."

The third component is a system of distributed leadership. In a resilient community, the teacher is not the only leader responsible for all tasks. Parents assume responsibility for certain areas, such as information support, volunteering, and children's emotional well-being. Leadership becomes a function rather than a position. The role of the teacher is to delegate authority and facilitate initiatives.

A community of resilience emerges as an adaptive strategy of pedagogical partnership. In situations of social turbulence, the primary school teacher serves as a moderator of a safe educational environment who, through mechanisms of coaching and participation, transforms a fragmented group of parents into a resilient network. Such a community is characterized by a high level of trust, the capacity for rapid self-organization, and a shared vision of the child as the central value, which enables minimizing the traumatic impact of external factors on the educational process.

Thus, the formation of a community of resilience is the final stage in realizing the teacher's leadership potential. It enables moving beyond traditional partnerships and creating a socio-pedagogical community, understood as a resource-based combination of ties, levels of trust, and shared norms within the parent community, all of which are translated into joint action to support learners. Such a community can withstand the challenges of the contemporary world while providing a child with a stable point of support in an unstable environment.

The integrity of the author's model is grounded in the synergy of the teacher's internal dispositions, the teacher's belief in the effectiveness of partnership (Bachman, 2025), and the systematic development of instrumental skills: emotional stabilization through emotional intelligence, dialogue moderation through facilitation, and the development of parental agency through coaching (Hepburn, 2025).

Thus, a leadership-based interaction strategy is not a set of one-time activities but a dynamic process that adapts to external challenges. It transforms the pedagogy of partnership from a declarative slogan into a viable model in which the primary school teacher serves as a leader-facilitator, guiding the school community through crisis toward shared success.

The theoretical substantiation of the concept of a "community of resilience" and the analysis of leadership strategies confirm that the success of the pedagogy of partnership under conditions of social turbulence depends not on declarations, but on the systematic nature of the teacher's daily actions. The leadership of the primary school teacher requires translating

abstract categories such as empathy, facilitation, and resilience into concrete, reproducible methods.

The practical toolkit of the leader is a set of communication, digital, and facilitative techniques that make it possible to transform every contact with parents, from a brief message in a messenger app to a strategic session, into a step toward strengthening collective resilience. Let us consider in more detail an applied case of tools tested under the conditions of contemporary educational reform and demonstrate their effectiveness in crisis situations.

Mastery of facilitation and coaching techniques creates a solid framework for strategic meetings. At the same time, amid the digital transformation of education, the main field of interaction has shifted to messenger-based communication. It is precisely here that the leadership of the primary school teacher is put to a daily test of strength. Virtual communication, deprived of nonverbal cues, often leads to misunderstandings, emotional outbursts, and information overload, all of which directly threaten the community's resilience.

For this reason, digital ethics and a culture of communication in messengers are indispensable parts of the teacher-leader's practical toolkit. This is not merely a set of rules of conduct, but a strategic approach to managing the digital environment that allows the teacher to preserve professional boundaries, communicate calmly, and transform a chaotic chat into an orderly channel for partnership-based support.

Under conditions of social turbulence, chaos in messengers only intensifies stress. Therefore, the teacher-leader creates a clear, understandable, and logical structure that gives parents a sense of order. The architecture of digital interaction is a system of regulated digital communication channels and ethical norms that ensure transparency and safety of interaction (Lundtofte & Grønning, 2024). The teacher-leader builds this architecture according to the principle of minimal cognitive load.

The creation of the classroom's digital architecture is not merely a technical issue. As researchers note (Lundtofte & Grønning, 2024), digital communication requires all participants to engage in shared meaning-making. At the same time, the

teacher-leader must take into account the risks of a multi-level digital divide (A Systematic Review..., 2025), which may become a barrier to inclusive partnership.

The teacher-leader's strategy consists of rejecting the unstructured model of a "single chat." An effective architecture presupposes a clear segmentation of functions:

- *One-way information channel*: a messenger community in Viber or Telegram with restricted access rights for participants. This segment collects only critical information, including safety protocols, algorithms for action in emergency situations, and regulations governing the educational process. Such an approach minimizes the risks of growing informational entropy, or "flood."
- *Interactive discussion space*: a platform for polylogue, questions, and partnership-based facilitation. The functioning of this channel is regulated by strict moderation norms established by the leader.
- *Digital repository*: platforms such as Padlet, Google Site, or Notion that function as a systematic knowledge base. They provide long-term access to regulatory documents, educational resources, Zoom meeting IDs, and the class's visual archives.

The optimization of digital space aims to create an intuitive interface for interaction. The teacher-leader may use the following tools:

- *A system of hierarchical pinned messages*: this serves as a "navigation map" that can prevent up to 80% of repeated informational requests.
- *Hashtagging as a method of indexing*: the introduction of a system of tags, for example, #regulations, #meals, #safety, makes it possible to search instantly for the necessary data within the overall body of messages.
- *Content visualization*: replacing lengthy text messages with infographics and structured cards. Drawing on the psychology of perception, the teacher-leader recognizes

that visualized data are interpreted more quickly and involve less semantic distortion.

The stability of the architecture of digital interaction directly depends on its “operating regulations.” The teacher-leader initiates the creation of a “Class Digital Manifesto,” based on the following principles:

- *Quiet hours:* a normative restriction on sending messages outside working hours, including the use of delayed sending functions without sound notifications.
- *Prevention of destructive communication patterns:* a conventional agreement on the inadmissibility of public conflict escalation and the transfer of controversial issues to the sphere of personal interaction, that is, direct messages or face-to-face meetings.
- *A culture of nonverbal acknowledgment through reactions:* economizing text space by using emoji reactions to confirm that a message has been read, which helps avoid an excessive number of low-information messages such as “thank you” or “understood.”

A thoughtfully designed architecture of digital space is a manifestation of caring leadership. When the teacher structures information, time, and mental resources are saved for parents. Under conditions of social turbulence, such order becomes a digital analog of a “safe place,” where parents feel a sense of control over their child’s educational situation, thereby strengthening the community's overall resilience.

The teacher should emphasize that leadership does not mean being available around the clock. Rather, it means the ability to establish healthy, respectful, and productive boundaries. In conditions of social turbulence, when the line between work and personal time blurs, it is precisely the teacher-leader who must set the standard for digital hygiene.

Digital boundaries are a system of agreements about the timing, mode, and content of communication that protect the psychological space of both teachers and parents from overload. The teacher-leader introduces this ethic not through

“prohibitions,” but through the values of mutual respect and professional effectiveness.

Pedagogical leadership presupposes the clear articulation of a schedule of digital presence, which minimizes the risks of creating the “illusion of permanent availability,” a destructive psychological phenomenon that generates distress for all participants in the interaction:

- *Defining “communication windows”:* establishing fixed time intervals, for example, 8:30 a.m. to 5:30 p.m., for addressing current educational matters.
- *Using asynchronous tools:* relying on delayed-message functions to communicate information strictly within working hours. By personal example, the teacher-leader validates the principle of respecting colleagues' and the parent community's non-working time.
- *A temporal detox mode on weekends:* a conventional agreement on a moratorium on non-critical communication on Saturdays and Sundays, which supports the restoration of mental resources.

The establishment of digital boundaries also extends to the semantic level of messages. The leader prevents professional communication channels from turning into spaces for everyday disputes or the diffusion of irrelevant content:

- *The “single window” principle and the differentiation of requests:* a mandatory requirement that general educational questions be posted in group chats, in order to optimize time by avoiding repeated replies, while confidential information is discussed exclusively through private messages;
- *Content filtering:* a clear regulation prohibiting the dissemination of spam messages, religious material, political narratives, or information of questionable reliability, including fake news. The teacher plays the role of a facilitator-moderator, keeping the group within the boundaries of the educational agenda.

The digital ethics of the teacher-leader are also expressed through the introduction of principles of cognitive ergonomics, which demonstrate respect for the recipient's attention:

- *Minimizing multimodal noise, including limiting voice messages:* the leader avoids the use of voice messages in work-related groups, taking into account their low efficiency for rapid decoding and the impossibility of quick contextual search;
- *The principle of monothematic communication, or "one message, one point":* messages should be concise, structured through bullet points, and conclude with a clear operational call to action, which simplifies decision-making.

Establishing digital boundaries is not an act of distancing, but an act of professional care. When the teacher-leader legitimizes the right to rest for themselves, that right is automatically extended to parents as well. Under conditions of social uncertainty, such an ethic prevents the emotional exhaustion of the community, preserving the teacher's resources for high-quality education and the parents' resources for supporting their children.

Under conditions of social turbulence, parent chats often become spaces for releasing tension. For this reason, the teacher's ability to intervene in a timely manner determines the viability of the entire community.

In the virtual communication space, conflict scenarios tend to intensify due to the lack of nonverbal cues, especially the absence of eye contact, and the online disinhibition effect. The teacher-leader implements a preventive de-escalation strategy by applying a set of methodological tools.

In situations where a group discussion loses its constructive character and shifts into the realm of personal attacks, the leader assumes the role of moderator and regulator:

- *Intervention script:* "Dear parents, I can see that the discussion of this issue has reached a high level of emotional intensity. Since text-based communication often leads to semantic distortion and misinterpretation, I am calling for a pause in the discussion until [specific time]. I suggest that

we continue this conversation through private messages or address it in a short video meeting.”

- *Regulation mechanism:* technical restriction of chat activity, where administrative rights allow, or a firm directive to stop the exchange. This pause gives participants time for the activity of the limbic system to decrease and for rational cognitive processing to resume.

The leader maintains the position of a neutral mediator, distancing themselves from personal sympathies and directing the group’s attention to the substance of the problem by transforming complaints into constructive requests:

- *Reframing messages:* the teacher “translates” aggressive remarks into the language of the participant’s actual needs. For example, instead of reacting defensively to accusations about the volume of assignments, the leader applies active listening: “I understand your concern about your child’s academic progress. I suggest that we discuss how to create a balanced workload.”
- *Psychological validation:* verbalizing and legitimizing the group’s emotional state: “I understand the level of stress caused by external factors, and I see how this is affecting our current interaction...”

The teacher-leader’s activity is aimed at establishing a culture of constructive communication and maintaining the ethical ecosystem of the chat:

- *Eliminating toxic content:* the decisive removal of messages containing signs of mobbing, discrediting remarks, or false information, with a required private explanation to the author;
- *Normative reference:* referring to the previously agreed rules of online interaction among participants in education or to local communication guidelines. This reduces the subjectivity of moderation, as the teacher’s actions are perceived not as personal bias but as adherence to shared agreements.

Effective conflict management in a digital environment requires the teacher-leader to move from reactive to preventive strategies. The use of mediation and facilitation techniques enables the preservation of the integrity of the educational community and minimizes psychological-emotional losses under conditions of social instability.

Chat moderation in the hands of the teacher-leader is not censorship, but the mediation of meanings. Under conditions of social turbulence, the teacher's ability to stop conflict in a messenger space in a timely and ecologically responsible way prevents the fragmentation of the parent community. The leader serves as a guarantor that the classroom's digital space remains a space of support rather than an additional source of stress, which is critically important for maintaining a focus on the child's interests.

Digital ethics, in the hands of the teacher-leader, becomes a tool of sustainable management. Well-structured communication on messenger platforms not only saves cognitive resources for all participants but also lays a foundation of trust, enabling parents to be confident that order, respect, and safety prevail in the classroom's digital space.

Building the architecture of digital space and observing the ethics of boundaries creates the necessary framework of safety. At the same time, genuine community resilience emerges only when parents move from the role of disciplined readers to that of active participants in the educational process. During periods of social turbulence, the leadership of the primary school teacher is expressed in the ability to offer forms of engagement that do not burden parents with additional demands but instead provide them with meaning, support, and a sense of belonging.

The transition from formal parent meetings to interactive and coaching-based formats allows the teacher to shift the focus from the "child's problems" to the "community's potential." Let us consider a range of contemporary forms of interaction that enable the teacher-leader to effectively engage parental resources, transforming them into the foundation of collective resilience.

Strategic and facilitative sessions are a contemporary alternative to traditional parent meetings. Whereas meetings

usually focus on the past, that is, what has happened and what grades have been received, such sessions are oriented toward the future and the joint design of solutions.

Strategic and facilitative sessions are viewed as innovative formats of group interaction in which the teacher-leader shifts from a transmitter of directive instructions to a moderator of collective intelligence. The primary goal of such interactions is to build a shared vision, resolve complex problem situations, and plan the life of the classroom community under conditions of high uncertainty and social challenges.

The conceptual difference between a facilitative session and a traditional parent meeting lies in the change in the direction of communicative activity and the redistribution of participant roles:

- *Information-monologic model (traditional meetings):* characterized by the predominance of the teacher, who occupies about 80% of the available time. Communication is directed toward the retrospective analysis of current activity, reporting, and the identification of problem areas.
- *Participatory-dialogic model (facilitative session):* presupposes the active involvement of the parent community, which occupies 70–80% of the discussion time within structured small groups. The teacher-leader initiates questions, provides graphic facilitation by recording ideas, and manages group dynamics. The emphasis shifts to the search for forward-looking solutions, resources, and development opportunities.

To ensure a high level of effectiveness in group work, the teacher-leader implements tested moderation methods:

- *The "World Café" technique:* participants are divided into heterogeneous groups of four or five people at different locations, or "tables." Each group works on a specific aspect of a broader issue, for example, "optimizing the safety environment" or "psycho-emotional support for learners." At set intervals of 10 to 15 minutes, the composition of the groups changes according to the principle of cross-fertilization of ideas, while the "table host" ensures continuity of the ideas developed during previous rounds. As

a result, individual experiences are integrated into a coherent system of collective knowledge, and participants' loyalty to the adopted decisions increases.

- *The method of "SWOT analysis of the educational micro-community":* a collective diagnosis of the strengths, weaknesses, potential opportunities, and external threats facing the classroom community under conditions of systemic crisis. As a result, a realistic resilience strategy is built on an objective understanding of both risks and available resources.
- *The written idea-generation method "6-3-5":* an algorithmic process for generating ideas to address urgent problems quickly. This method reduces communication barriers and involves introverted participants in the process, ensuring a high density of proposals within a short period of time.

The effectiveness of strategic planning depends on following a clear sequence of actions:

1. *The stage of emotional attunement:* activating the participants' emotional intelligence in order to establish trust and psychological safety.
2. *The focusing phase:* the teacher articulates the key issue, defines the goals, and clarifies the expected outcomes of the meeting.
3. *Group design:* activating the group's creative potential through the use of the facilitation techniques described above.
4. *The prioritization stage:* verifying and selecting the most viable solutions through democratic decision-making tools, such as ranking or voting with stickers or digital platforms.
5. *Operational planning:* delegating responsibility, setting deadlines, and formalizing the implementation roadmap: who does what and by when.

The establishment of partnership-based interaction through facilitative formats is an act of professional trust and recognition of parents' agency. When the teacher-leader creates a space for constructive dialogue, passive observers become active agents of

change. When decisions, for example, regarding the format of distance learning or safety rules, are made jointly, resistance to change decreases and support for the teacher increases.

For the primary school teacher in times of social instability, such sessions serve as a tool for legitimizing leadership and building a genuine, rather than declarative, partnership community. This approach prevents apathy and strengthens the community's social capital, directing collective efforts toward supporting the child's educational trajectory.

Effective strategic planning and facilitative practices ensure the functional stability of the classroom community. At the same time, under conditions of prolonged social turbulence, a purely rational approach proves insufficient. High levels of distress and the psycho-emotional exhaustion of parents may become barriers even to the most carefully designed strategic plans. Recognizing this, the teacher-leader integrates into practice formats aimed at restoring the community's internal resources, namely "resource meetings" and "parent lounges." This marks a paradigmatic shift from operational interaction, that is, "what we are doing," to deeper affective reflection, that is, "how we are feeling." Such a shift makes it possible to transform the classroom community into a space of emotional safety, where support becomes not merely a function, but a value.

These formats are a practical manifestation of the leader's emotional intelligence. They help parents legitimize their feelings and find points of support.

A "parent lounge" is a space for informal communication, whether in face-to-face meetings or online sessions held in a coffee-break format, characterized by the absence of a rigid agenda and the predominance of empathetic interaction. The purpose of this format is to strengthen social cohesion, or the "social glue" of the community. Participants exchange not only pedagogical cases, but also personal narratives of coping with crisis situations. The teacher acts as a "moderator of the emotional field" and as the architect of a safe space, ensuring an atmosphere of authenticity and mutual respect that prevents discussion from turning into destructive complaint.

Resource meetings take the form of thematic workshops aimed at improving parents' psychological literacy, often through an interdisciplinary approach involving school psychologists and art therapists. These may include:

- *Co-regulation techniques*: the shared learning of somatic regulation practices, such as breathing exercises and grounding techniques, intended to stabilize the emotional state of both adults and children during external threats, for example, air raid alerts;
- *Cooperative learning based on the "peer-to-peer" principle*: the teacher-leader facilitates the exchange of practical "resilience life hacks" related to organizing everyday life and leisure under conditions of limited resources, such as energy shortages or loss of communication.

To implement a resource-based approach in practice, the teacher-leader may use the following modules:

- *A "gratitude session"*: a meeting focused on activating positive experience and recognizing micro-achievements, which is critically important for preserving cognitive flexibility under crisis conditions;
- *Art-therapeutic expression*: the collective creation of "resilience collages" or the use of visual art therapy techniques for verbalizing and releasing latent emotional tension;
- *A parent book club*: an analytical discussion of specialized literature on the psychology of parenting and the concept of resilience.

The implementation of emotional support formats is a practical expression of the teacher-leader's high level of emotional intelligence. The legitimization of feelings and the collective search for points of support allow the parent community to preserve its sense of agency. Resource meetings and "parent lounges" are powerful tools for preventing conflict and emotional burnout within the community. By introducing such formats, the primary school teacher demonstrates empathic leadership that recognizes vulnerability as part of human experience. This fosters deep loyalty among parents toward the school and the teacher,

transforming them from a formal group into a resilient ecosystem capable of supporting the educational process even in the most difficult times.

The restoration of emotional resources in “parent lounges” lays the psychological foundation for moving to the most effective level of partnership. When anxiety decreases and trust in the teacher and in one another increases, the parent community becomes ready for constructive activity. At this stage, the teacher-leader initiates project-based participation, a format in which the parent community is transformed from a passive “support group” into a full determinant of the educational environment. Project activity in this context is viewed as a mechanism for activating participants' individual potential, ensuring community cohesion, and giving its functioning pragmatic meaning by creating a space for shared achievement.

Project-based participation is grounded in a partnership paradigm in which parents are involved in producing educational value as carriers of unique professional and social expertise:

- *Grassroots micro-project initiatives:* a format in which ideas are generated directly by the parent community, while the teacher acts as a facilitator. Examples include the revitalization of classroom space through “green zones,” the creation of interactive mini-museums, or the ergonomic arrangement of safe locations such as shelters.
- *Socially oriented volunteer activity:* cooperative charitable initiatives aimed at supporting the Defense Forces or humanitarian causes. Such activity imbues the class's life with existential meaning and strengthens each participant's sense of subjective significance within the broader system of social relations.
- *The educational space “Parents as Experts”:* the involvement of parents in the direct transmission of knowledge through workshops or lecture sessions, for example, professional orientation, media literacy training, or first-aid instruction. This makes it possible to integrate real practical experience into the theoretical foundation of learning.

The effective launch of project-based activity requires the teacher-leader to shift to a strategy of distributed management:

1. *Dialogic initiation through a problem-centered prompt:* instead of directive planning, the teacher applies a coaching approach by appealing to the group's collective intelligence: "We have a particular task. What strategies and community resources will allow us to accomplish it as effectively as possible for the learners' development?"
2. *Delegation and distributed leadership:* appointing project moderators from among the parent community. The teacher's role shifts from administration to expert consultation and supervision.
3. *Verification and public recognition of results:* a required stage is documenting success and legitimizing the contribution of each participant. Public validation of achievements serves as a powerful incentive for further participation and for strengthening the classroom's social capital.

Project-based participation is the highest form of partnership in education. The transition from the model of "helping the institution" to "co-creating educational value" enables the teacher-leader to build a resilient community capable of self-organization. Under conditions of social turbulence, such a model serves as a foundation for fostering responsible citizenship and ensuring a high-quality educational process through the synergy of school and family efforts.

The diversity of engagement forms allows the teacher-leader to find an approach for each parent while accounting for their time and emotional resources. When parents see that their participation is meaningful and influences children's well-being, they become reliable pillars of a community of resilience capable of withstanding the challenges of turbulent times.

The proposed toolkit allows the primary school teacher to act proactively. Instead of reacting to conflicts, the leader uses these techniques to create a structure that minimizes conflicts and leverages the potential of each parent for the benefit of the child and the whole community.

Conclusions

The generalization of the findings on the leadership potential of the primary school teacher in the context of building partnerships with parents under conditions of social turbulence allows for the formulation of several conceptual conclusions. These conclusions are grounded in a systematic analysis of existing practices and serve as a theoretical basis for further empirical research on teacher leadership potential.

The theoretical analysis and synthesis of current studies (Zhang, 2025) suggest that the teacher's leadership activity in interaction with parents is directly correlated with parental engagement and learners' academic achievement. In the face of contemporary challenges, the traditional "teacher-parents" model of interaction, based on monologic informing, has exhausted its potential. Today, the teacher's leadership potential is expressed not in directive management, but in facilitation and coaching. The teacher appears as a moderator of a safe educational environment who does not merely transmit knowledge, but creates an emotionally stable environment in which parents are transformed from passive observers into active subjects of the educational process. This requires the educator to have a high level of emotional intelligence and the capacity for empathetic communication.

The analysis of theoretical foundations and practical experience confirmed the effectiveness of the shift from informing to participation and coaching. Participation ensures parents' involvement in decision-making, which reduces their anxiety and resistance to change. Coaching allows the teacher to unlock the family's internal resources by stimulating parents' self-reliance. The introduction of the GROW model and the technique of "powerful questions" into pedagogical practice contributes to the formation of subject-subject relationships in which responsibility for the child's development is shared on an equal basis.

It was established that the digital transformation of education requires the teacher-leader to master the skills of digital architecture and digital ethics. Structuring communication in messenger platforms, establishing clear digital boundaries, and moderating conflicts in virtual space are not merely technical

tasks, but forms of professional care. Sustainable digital interaction prevents emotional burnout among all participants in the educational process and preserves the community's cognitive resources for constructive activity.

The final vector of the teacher's leadership activity is the creation of a "community of resilience." This is a self-regulating socio-pedagogical environment characterized by high levels of social capital, trust, and rapid adaptation. The shared living through experience within "parent lounges," resource meetings, and project-based participation makes it possible to transform social turbulence from a destructive factor into a source of community strengthening.

Despite the comprehensive analysis of leadership-based interaction strategies, the dynamic nature of the contemporary sociocultural context opens new horizons for scholarly inquiry. There is a need to create comprehensive training programs for future teachers and practicing educators to develop specific leadership competencies, including mediation skills in digital environments, crisis facilitation, and pedagogical coaching. Research on the effectiveness of such programs would enable the implementation of the leadership paradigm in the educational process on a systematic basis.

The correlation between the level of resilience within the parent community and the academic outcomes of primary school learners also requires deeper study. Of particular scholarly interest is how the emotional state of the classroom community affects children's cognitive capacities under prolonged stress.

A separate line of inquiry should focus on strategies to involve the parents of children with special educational needs in the community of resilience, as well as the families of internally displaced persons. Teacher leadership in the context of social inclusion and integration is critically important for preserving the integrity of the educational space. It is also important to compare models of "communities of resilience" in Ukraine and abroad, particularly in countries that have experienced military conflicts or large-scale disasters, in order to identify both universal and specific factors of successful leadership under conditions of global turbulence.

Thus, the leadership of the primary school teacher in interaction with parents is a path from performing functional duties to creating a value-based partnership. The realization of this potential through participation, coaching, and digital ethics is a guarantee not only of educational stability but also of the nation's mental health, which begins with the small community of a single classroom.

References

- Antony-Newman, M. (2025). Preparing teachers for parent engagement: role of teacher educators in Canada. *Educational Review*, 77(5), 1422–1438. <https://doi.org/10.1080/00131911.2024.2324154>
- Bachman, H. F., & Beard, K. S. (2025). Family engagement efficacy beliefs of educators: confirming a new measure. *Teachers and Teaching*, 1–18. <https://doi.org/10.1080/13540602.2025.2497793>
- Badiuzzaman, M., Lee, J.-S., & Cumming, T. M. (2025). A Systematic Review of the Impact of the Multilevel Digital Divide in Technology-Integrated Family–School Partnerships. *Review of Educational Research*, 00346543251400771. <https://doi.org/10.3102/00346543251400771>
- Bamford, A., Mackew, N., Golawski, A., & van Nieuwerburgh, C. (2012). Coaching in Education: getting better results for students, educators and parents. <https://doi.org/10.4324/9780429473036-8>
- Bekh, I. D. (2020). Osobystist na vykhovnii shkali dukhovnosti. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi*, 1(24), 49-70. <https://doi.org/10.32405/2308-3778-2020-24-1-49-70>
- Bibik, N. M. (2017). *Nova ukrainska shkola: poradnyk dlia vchytelia/Pid zah. red. Bibik NMK: TOV «Vydavnychyi dim «Pleiady*.
- Deutsch, M. (1973). *The resolution of conflict: Constructive and destructive processes*. Yale University Press. <https://doi.org/10.12987/9780300159356>
- Durniak, L. (2013). Shkilna mediatsiia yak zasib vyrishennia konfliktiv sered pidlitkiv. *Pedahohika i psykholohiia profesiinoi osvity*, (5), 191-200.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin press.
- Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin.
- Fullan, M. (2016). *Indelible leadership: Always leave them learning*. Corwin Press. <https://doi.org/10.4135/9781506323602>

- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Hepburn, S. J. (2025). Creating a positive home-school partnership: a scoping review of teachers' skill development. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2025.105127>
- Jones, C., Sideropoulos, V., & Palikara, O. (2025). Do teachers have the knowledge and skills to facilitate effective parental engagement? Findings from a national survey in England. *Educational Review*, 1–24. <https://doi.org/10.1080/00131911.2025.2506802>
- Krupnyk, I. R. (2024). Kouchynh v osviti: teoriia i praktyka. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Seriya «Psykholohichni nauky»*, (2), 22–27. <https://doi.org/10.32999/ksu2312-3206/2024-2-3>
- Lokshyna, O. (2024). Polityka Yevropeiskoho Soiuzu u haluzi osvity i navchannia: tsili, priorityty, initsiatyvy. *Ukrainskyi pedahohichnyi zhurnal*, (4), 5–17. <https://doi.org/10.32405/2411-1317-2024-4-5-17>
- Lundtofte, T., & Grønning, A. (2024). Making sense of digital communication between students, parents, teachers, and school leaders in Danish state schools. *Global Studies of Childhood*. Volume 15, Issue 3. <https://doi.org/10.1177/20436106241255663>
- Mapp, K. L., & Kuttner, P. J. (2013). Dual capacity-building framework for family-school partnerships. Austin, TX: Southwest Educational Development Laboratory (SEDL) and the US Department of Education.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education*. Univ of California Press. <https://doi.org/10.1525/9780520957343>
- Piekhota, O. M. (2000). Osobystisno orientovana osvita i tekhnolohii. *Neperervna profesiina osvita: problemy, poshuky, perspektyvy*, 274–297.
- Radchuk, H., Oleksiuk, V., & Nesukh, A. (2025). Rozvytok rezylientnosti osobystosti. *Vcheni zapysky Universytetu «KROK»*, (2 (78)), 415–423. <https://doi.org/10.31732/2663-2209-2025-78-415-423>
- Rogers, C. R., & Freiberg, H. J. (1994). *Freedom to learn*. Merrill/Macmillan College Publishing Co.
- Ryan, S. (2025). Reimagining Teacher Education for Authentic Parent Partnership. *Education Sciences*, 15(9), 1228. <https://doi.org/10.3390/educsci15091228>
- Vashchenko, O. M. (2017). Metodolohichni zasady pidhotovky maibutnoho vchytelia do vykorystannia zdoroviazberezhuvalnykh osvitnikh tekhnolohii v navchalno-vykhovnomu protsesi pochatkovoï shkoly. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity*: zb. nauk. prats:[nauk. zapysky RDHU], 17, 240–244.

- Vitvytska, S. S. (2006). *Osnovy pedahohiky vyshchoi shkoly*: Pidruchnyk za modulno-reitynhovoiu systemoiu navchannia dlia studentiv mahistratury. Kyiv: Tsentr navchalnoi literatury, 384.
- Whitmore, J., & Gaskell, T. (2024). *Coaching for Performance: The Principles and Practice of Coaching and Leadership: Fully Revised Edition for 2024*. John Murray Business.
- Zhang, S., & Wu, H. (2025). School Leadership, Parental Involvement, and Student Achievement: A Comparative Analysis of Principal and Teacher Perspectives. *Education Sciences*, 15(6), 767. <https://doi.org/10.3390/educsci15060767>