

Chapter 2.

PARTNERSHIP INTERACTION IN A MODERN GYMNASIUM: ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS AND ADAPTIVE EDUCATIONAL PRACTICES

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Abstract. *The chapter examines the organizational and pedagogical foundations of partnership interaction in modern Ukrainian gymnasiums under conditions of educational transformation, digitalization, and contemporary social challenges. Particular attention is paid to the implementation of partnership pedagogy as a conceptual basis for building a safe, adaptive, and learner-centered educational environment.*

The purpose of the study is to substantiate the organizational and pedagogical conditions that ensure effective partnership interaction among participants in the educational process and to determine the role of adaptive educational practices in strengthening the resilience of educational institutions.

The methodological framework of the study is based on theoretical analysis, synthesis, and generalization of scholarly literature, a systems approach, pedagogical modeling, and the interpretation of contemporary concepts of educational management. The findings identify seven interrelated organizational and pedagogical conditions for the effective implementation of partnership pedagogy in gymnasiums: professional development of teachers, participatory governance, transition to a matrix management model, collaborative programming of educational activities, development of innovation-oriented practices, strengthening cooperation among internal and external stakeholders, and systematic monitoring of partnership effectiveness.

The study demonstrates that adaptive educational practices, including blended learning, personalized educational trajectories, digital interaction, psychological support mechanisms, and inclusive approaches, contribute to the flexibility and sustainability of educational environments. It is argued that integrating organizational and pedagogical conditions with adaptive practices promotes

educational resilience, strengthens participants' trust in the educational process, and supports the sustainable development of gymnasiums in times of uncertainty and social transformation.

Keywords: *partnership pedagogy; partnership interaction; gymnasium; organizational and pedagogical conditions; adaptive educational practices; participatory governance; educational environment; educational resilience; educational adaptability; quality of education.*

Introduction

The modern system of general secondary education in Ukraine functions under conditions of large-scale social transformations caused by digitalization, educational reform, martial law, social instability, and the need to ensure the continuity of the educational process. Under such conditions, partnership pedagogy becomes especially relevant as a basis for creating a safe, inclusive, and adaptive educational environment.

The Concept of the New Ukrainian School defines partnership pedagogy as one of the central principles of organizing the educational process. Its essence lies in building effective interaction among teachers, learners, parents, and social partners.

The issue of partnership interaction becomes particularly relevant under conditions of crisis instability. Educational losses, the psychological vulnerability of participants in the educational process, the forced displacement of children, unequal access to digital resources, and blended learning formats require new approaches to organizing the activities of a gymnasium. It has been substantiated that the combination of organizational and pedagogical conditions with adaptive educational practices contributes to the formation of educational resilience in an educational institution and ensures its capacity to function effectively under conditions of uncertainty and social change.

The purpose of the study is to provide scientific and methodological substantiation of the organizational and pedagogical conditions for learning in a gymnasium, based on the partnership among participants in the educational process.

The methodological basis of the study includes theoretical analysis, comparative analysis of scholarly sources, a systems

approach, the method of generalizing scientific provisions, and forecasting the development of the educational environment.

Educational transformations in the current realities have not merely expanded the functions of the school. They have also created a need for the qualitative organization of partnership interaction among participants in the educational process under wartime conditions. Contemporary leaders of educational institutions must lead a transformation of the gymnasium that ensures a safe, adaptable educational environment and creates a comfortable, trusting space.

A leading task today is the scientific and methodological substantiation and creation of organizational and pedagogical conditions that make partnership interaction the most effective and productive instrument of educational activity. The implementation of the principles of partnership pedagogy requires a transition from traditional methods to purposeful modeling that ensures the integrity and systematic character of the educational process in general secondary education institutions.

The analysis of managerial experience and mechanisms for determining organizational and pedagogical conditions for addressing contemporary tasks faced by general secondary education institutions leads us to conclude that administrators often make operational rather than planned decisions. They are determined by specific conditions or situations that are constantly changing. The analysis of contemporary scholarly approaches enables consideration of organizational and pedagogical conditions as a complex of interrelated managerial, methodological, psychological, and resource-based factors that ensure the effectiveness of the educational process and the achievement of a defined educational goal. In contemporary pedagogical discourse, such conditions are considered not merely as a set of external circumstances, but as an integrated system of organizing the educational environment that can influence the quality of interaction among participants in the educational process.

Within the framework of partnership pedagogy, organizational and pedagogical conditions should ensure openness of communication, coordination of interaction among the subjects

of the educational process, flexibility of managerial decisions, and adaptability of the educational environment to contemporary challenges.

The management system of an educational institution is implemented at three levels: institutional, managerial, and technical. The institutional level determines how the educational institution interacts with the external environment and social partners. The managerial level ensures coordination among the administration, teachers, learners, and parents. The technical level is aimed at implementing the defined organizational and pedagogical conditions and ensuring the functioning of the educational environment.

Under conditions of crisis instability, managerial decisions must ensure psychological safety, digital accessibility, and continuity of the educational process. The digitalization of the educational process has significantly transformed the forms of interaction among participants. The use of digital technologies enables the continuity of learning, maintains operational communication, and creates additional opportunities for partnership interaction.

In a modern gymnasium, digital communication performs not only an informational function, but also a coordinating one. Electronic platforms, distance learning systems, online consultations, and digital educational resources ensure continuous communication among the administration, teachers, learners, and parents.

Digital interaction becomes especially important in blended or distance learning. Digital tools enable rapid adaptation of the educational process to crisis conditions, support individual educational trajectories, and provide access to learning materials. At the same time, the digitalization of the educational environment brings the problem of digital inequality to the forefront. Some learners may have limited access to technical devices or an unstable Internet connection. Therefore, an important task for an educational institution is to ensure variability in digital interactions and support the accessibility of the educational process.

As a result of the study, the following organizational and pedagogical conditions for implementing partnership interaction in a modern gymnasium were identified:

1. formation and implementation of a system for the training and retraining of pedagogical staff;
2. introduction of participatory governance;
3. transition to a matrix management model;
4. collaborative programming of activities;
5. development of innovative activity;
6. development of interaction between internal and external partners;
7. monitoring and evaluation of the effectiveness of partnership interaction.

These conditions form a coherent system rather than a simple list of organizational measures. The professional development of teachers creates the human and competence-based foundation for partnership interaction. Participatory governance provides mechanisms for involving teachers, learners, parents, and other stakeholders in decision-making. The matrix management model ensures organizational flexibility and enables the rapid formation of interdisciplinary, project-based teams. Collaborative programming of activities creates a shared strategic vision and strengthens collective responsibility for the gymnasium's development. Innovation-oriented activities provide tools for renewing educational content, methods, digital interactions, and forms of cooperation. The development of interaction between internal and external partners expands the educational institution's resource base and connects the gymnasium with the wider social environment. Monitoring and evaluation, in turn, provide feedback, enable the identification of risks and deficits, and support the timely correction of managerial and pedagogical decisions. Thus, the effectiveness of partnership pedagogy depends not on the isolated implementation of individual conditions, but on their systemic interaction.

Each of these conditions will be considered in more detail below.

Partnership pedagogy in a modern gymnasium should be understood not only as a value-based orientation toward cooperation but also as an organizational mechanism that enables an educational institution to remain functional, flexible, and socially responsive amid instability. In this sense, partnership interaction connects three interrelated dimensions of institutional development. The first is the managerial dimension, which concerns participatory decision-making, distributed responsibility, transparency of communication, and the involvement of internal and external stakeholders in the development of the educational institution. The second is the pedagogical dimension, which concerns the personalization of learning, the use of adaptive educational practices, support for diverse educational trajectories, and the creation of conditions for the active participation of every learner. The third is the socio-psychological dimension, which concerns trust, psychological safety, emotional support, and the educational community's ability to maintain cohesion during crises. The interaction of these dimensions transforms partnership from a declarative principle into a practical condition for educational resilience. Therefore, the organizational and pedagogical conditions identified in this study should be considered not as separate measures, but as elements of an integrated system that supports the sustainable development of a modern gymnasium.

1. Professional Development of Teachers in the Context of Partnership Pedagogy

The first organizational and pedagogical condition is the establishment of a professional development system for pedagogical staff. The effective implementation of partnership pedagogy requires the development not only of teachers' subject-matter competence but also of communication, facilitation, digital interaction, and crisis-response skills.

In contemporary educational discourse, teachers' professional development is considered a continuous process of developing professional competencies throughout one's career. The concept of lifelong learning involves continuous knowledge updating, the development of new professional roles, and

readiness to work in conditions of rapid social change. Under such conditions, professional development ceases to be merely an instrument of advanced training and becomes a strategic resource for an educational institution's development.

The formation of competences necessary for implementing partnership pedagogy becomes especially important. A contemporary teacher increasingly acts not only as a source of knowledge but also as a facilitator of the educational process, a consultant, a mentor, and an organizer of interaction among all participants. This requires the development of effective communication skills, dialogue, conflict resolution, teamwork, and the ability to build trusting relationships with learners and their parents. An important component of professional development is the formation of teachers' digital competence. Contemporary educational practices increasingly integrate digital technologies into the educational process, requiring pedagogical staff to use electronic educational resources, digital platforms, distance learning services, and online communication tools. Digital competence becomes a necessary condition for supporting partnership interaction in blended or distance learning and for ensuring the continuity of the educational process.

Contemporary challenges also actualize the need to develop teachers' crisis competence. Martial law, forced displacement of the population, psychological traumatization of children, and educational losses require teachers to be able to work under conditions of uncertainty, support learners' psychological well-being, and create a safe educational environment. In this regard, important areas of professional development include mastering social and emotional learning technologies, the basics of psychological support, and crisis communication skills.

Professional Learning Communities have significant potential for teachers' development and are currently regarded as one of the most effective models of professional learning. Within such communities, teachers exchange experience, analyze their own practice, jointly develop educational solutions, and form a culture of collegial support. Such forms of interaction contribute to the development of a reflective culture within the teaching staff and strengthen partnership relations within the educational institution.

Teachers' professional development may be implemented through in-school training, training sessions, workshops, professional communities, internships, and the exchange of practical experience. The effectiveness of these forms is determined by their systematic character, practical orientation, and correspondence to the current needs of the teaching staff.

Thus, teachers' professional development serves as a basic organizational and pedagogical condition for the implementation of partnership pedagogy. The quality of partnership interaction and the effectiveness of a modern gymnasium largely depend on the level of development of professional, communicative, digital, and facilitation competences among pedagogical staff.

2. Participatory Governance as a Mechanism for Developing Partnership Interaction

The second organizational and pedagogical condition is the creation of organizational structures that function on the basis of participatory governance. This approach involves teachers in decision-making, strategic planning, and shaping the educational environment.

In contemporary educational management theory, participatory governance is considered one of the main mechanisms for democratizing the activity of an educational institution. Its essence lies in creating conditions for the active participation of all in the educational process in discussions and the adoption of managerial decisions. Unlike traditional administrative models based on a vertical distribution of authority, the participatory approach is oriented toward fostering participation, collegiality, and shared responsibility.

One of the main characteristics of contemporary partnership-based management is the concept of distributed leadership. This approach involves delegating part of managerial functions to pedagogical staff in accordance with their professional experience, competencies, and readiness to participate in the development of the educational institution. As a result, teachers act not only as implementers of managerial decisions but also as active participants in strategic planning and innovation processes.

An important element of participatory governance is the involvement of learners in management activities. Contemporary partnership pedagogy considers learners as full-fledged subjects of the educational process, capable of participating in decisions about the organization of school life. The activities of student self-government bodies, participation in civic initiatives, and involvement in educational projects contribute to the development of responsibility, civic engagement, and leadership qualities. The involvement of the parent community in the management processes of the educational institution is no less important. Within the partnership approach, parents are viewed not only as recipients of information about children's learning outcomes but also as active participants in shaping the institution's educational policy. Their participation in advisory bodies, strategic sessions, public discussions, and joint educational projects strengthens trust between school and family.

Participatory governance becomes especially important under conditions of crisis challenges. Martial law, changes in learning formats, and the need to respond rapidly to participants' new needs in the educational process require a high level of flexibility in the management system. Collegial decision-making enables consideration of diverse perspectives, mobilizes the resources of the educational community, and enhances the quality of managerial decisions.

At the same time, the effectiveness of participatory governance largely depends on the level of organizational culture in the educational institution. Open communication, mutual trust, readiness for cooperation, and respect for the diversity of opinions create the necessary prerequisites for the functioning of a partnership-based model of management.

Thus, participatory governance serves as an important mechanism for developing partnership interaction in a modern gymnasium. It ensures all participants' involvement in the educational process in decision-making, fosters responsibility and initiative, enhances the educational institution's adaptability, and creates conditions for the formation of a sustainable partnership culture.

3. Transition to a Matrix Management Model of the Gymnasium

The third organizational and pedagogical condition is the transition to a matrix management model of the gymnasium. The matrix model ensures the combination of vertical managerial links with horizontal interaction among the structural units of the educational institution.

This approach enables the implementation of several educational strategies simultaneously, the coordination of innovative activities, and flexibility in managerial decisions. Under conditions of crisis instability, the matrix model enhances the management system's adaptability and supports effective coordination of partnership interactions.

In the current context of general secondary education institutions, the matrix management model is viewed not only as an instrument of organizational modernization but also as a mechanism for ensuring flexibility, adaptability, and effective coordination among all participants in the educational process. The relevance of its implementation is determined by the high dynamics of change in education driven by digital transformation, educational reform, inclusive learning, strengthened institutional autonomy, and the need for rapid responses to wartime challenges.

Traditional hierarchical management models, based on vertical subordination, are not always able to ensure the required level of promptness in managerial decision-making. Under such conditions, there is a need for organizational structures that combine the clarity of the managerial vertical with the possibility of horizontal interaction among all subjects of educational activity. The matrix management model is precisely such a structure.

Matrix management involves the simultaneous functioning of several interconnected managerial dimensions, within which pedagogical staff may participate in both fulfilling their direct professional duties and the work of temporary or permanent project groups. This approach ensures a high level of mobility within the educational system, promotes teachers' professional initiative, and lays the groundwork for the effective implementation of the principles of partnership pedagogy.

A distinctive feature of the matrix model is the combination of functional and project-based management. Within the functional dimension, the stability of the educational process, the implementation of educational programs, compliance with regulatory requirements, and the organization of the institution's daily activities are ensured. At the same time, the project-based dimension enables the formation of temporary creative groups to implement specific educational tasks, innovation projects, development programs, or activities aimed at improving the quality of the educational environment.

Within the framework of partnership pedagogy, the matrix model is particularly important because it provides opportunities for a wide range of participants to engage in educational interactions in the decision-making process. Teachers can participate in the development of educational strategies, the planning of innovation activities, the creation of new educational products, and the formulation of managerial decisions. As a result, there is a gradual transition from a control-based management model to one based on trust, cooperation, and shared responsibility.

A significant advantage of the matrix structure is the ability to rapidly form interdisciplinary teams to solve urgent educational problems. For example, when organizing an inclusive educational environment, a working group may include the institution's administration, subject teachers, a practical psychologist, a social pedagogue, a teacher assistant, and representatives of the parent community. Such interaction ensures a comprehensive approach to solving the problem and allows for the needs of all participants in the educational process to be taken into account.

The role of the matrix model under conditions of crisis instability is no less important. Martial law, forced displacement of participants in the educational process, the need to switch rapidly between different learning formats, and the need for psychological support for children and teachers require a high level of adaptability of the management system. Matrix management enables the creation of crisis teams quickly, the identification of responsible persons for specific areas of work, coordination among structural units, and the maintenance of the continuity of the educational process even under difficult conditions.

In contemporary European educational practice, approaches based on the principles of distributed leadership are becoming increasingly widespread. This concept involves moving away from the exclusive concentration of managerial functions in the hands of the administration and gradually delegating them to pedagogical staff based on their competence, professional experience, and readiness to take responsibility for decision-making. It is the matrix model that creates the most favorable conditions for implementing the principles of distributed leadership and developing teachers' professional autonomy.

The effectiveness of the matrix structure largely depends on the educational institution's organizational culture. Partnership interaction is impossible under conditions of authoritarian approaches, restrictions on professional initiative, or the absence of open communication. Therefore, implementing the matrix model should be accompanied by an atmosphere of mutual trust, support, and constructive dialogue among all participants in the educational process. Digital management tools are an important element of the matrix model's functioning. The use of electronic platforms, shared information environments, digital calendars, planning systems, and monitoring systems enables effective coordination of project groups, rapid information exchange, and transparent management processes.

Digitalization significantly expands the possibilities of horizontal interaction and creates conditions for involving all educational partners in joint activity, regardless of their location.

Thus, the matrix management model serves not only as an organizational mechanism for implementing partnership pedagogy but also as an important instrument for developing a modern, adaptive gymnasium. Its implementation contributes to increasing the effectiveness of managerial activity, developing teachers' professional autonomy, strengthening partnership relations among participants in the educational process, and ensuring the resilience of the educational institution amid constant social change.

4. Collaborative Programming of Activities

The fourth condition is the collaborative programming of future activities in accordance with the newly selected strategy. This approach contributes to the formation of a shared vision for the educational institution's development, enhances professional responsibility, and supports a culture of partnership. In contemporary pedagogical science, collaborative programming of activities is regarded as one of the most effective mechanisms for implementing the principles of partnership interaction in the educational environment. Unlike the traditional approach, in which strategic decisions are mainly made by the educational institution's administration, collaborative programming involves all participants in the educational process in planning. They are given the opportunity to influence the identification of institutional development priorities, the content of educational activities, and the ways of achieving jointly defined goals. The need to move toward collaborative programming of activities is primarily determined by a change in the philosophy of modern education. The educational environment is no longer viewed as a space of one-sided managerial influence. It is understood as an open socio-pedagogical system whose successful functioning depends on each participant's level of involvement and responsibility. For this reason, contemporary approaches to educational management are increasingly based on the principles of participation, democratic governance, and distributed leadership.

Collaborative programming of activities creates conditions for forming a shared vision of the future of the educational institution. Practice shows that the most successful educational institutions are those in which the teaching staff, learners, parents, and community representatives are not only informed about strategic development goals, but also directly participate in their definition. Under such conditions, the educational strategy ceases to be exclusively an administrative document and becomes the result of collective creative activity.

An important component of collaborative programming is strategic planning. In modern educational institutions, it may be implemented through strategic sessions, roundtables, new-type pedagogical councils, facilitation meetings, and working groups. Unlike traditional forms of discussion, such activities involve the

active participation of all stakeholders in developing joint decisions, analyzing problems, and identifying promising directions for development.

Collaborative programming becomes especially relevant under conditions of social instability. Martial law, demographic changes, the digitalization of education, and the emergence of new educational needs and challenges require a high level of flexibility and rapid adaptability. Under such conditions, effective planning is impossible without taking into account different perspectives, teachers' professional experience, learners' needs, and the expectations of the parent community.

One of the main outcomes of collaborative programming is the formation of shared responsibility for achieving the defined goals. When decisions are made collectively, participants' motivation to implement them increases, the sense of involvement in a common cause is strengthened, and trust within the collective grows. As a result, prerequisites are created for the formation of a sustainable partnership culture, which gradually becomes an important characteristic of the educational environment.

At the same time, collaborative programming does not mean abandoning the administration's managerial role. On the contrary, the head of the educational institution serves as the coordinator and facilitator of the joint activity. Their task is not only to organize the discussion process, but also to create conditions in which every participant in the educational process can express their own position, propose ideas, and take part in developing joint decisions.

Digital technologies serve as an important instrument for implementing collaborative programming. The use of electronic platforms for joint planning, online surveys, digital boards, cloud services, and project management systems enables significantly greater participation by participants in the educational process in managerial activities. Such tools become especially important during periods of distance or blended learning, when traditional forms of interaction may be limited.

Another important component of collaborative programming is orientation toward forecasting future changes. In contemporary educational practice, foresight technologies are becoming

increasingly widespread. They enable modeling potential scenarios for the development of an educational institution, assessing potential risks, and identifying promising directions of activity. The use of foresight planning elements increases an educational institution's strategic readiness for future challenges and supports its long-term competitiveness.

Thus, collaborative programming of activities functions not only as an organizational and pedagogical condition for the implementation of partnership pedagogy, but also as an important instrument for forming a contemporary culture of educational management. It ensures the involvement of all participants in the educational process in the development of strategic decisions, promotes partnership relations, increases responsibility, and creates conditions for the sustainable development of a gymnasium amid constant social change. The analysis indicates that the formation of a partnership culture primarily occurs within the teaching staff, where mechanisms of cooperation, communication, and collegial decision-making are developed. The implementation of the principles of partnership pedagogy in interaction with learners is impossible without their prior establishment in the professional culture of the teaching staff. It is the internal cooperation of teachers, joint planning of activities, collegial discussion of managerial decisions, and mutual support that create the foundation for extending partnership practices to all levels of educational interaction.

5. Innovation-Oriented Activity as a Mechanism for Developing a Partnership Educational Environment

Innovation-oriented activity becomes particularly important under conditions of dynamic social change. A modern gymnasium operates in an environment characterized by rapid information renewal, the development of digital technologies, changes in learners' educational needs, and increasing demands for the quality of educational services. Under such conditions, the capacity for innovation becomes an important prerequisite for an educational institution's competitiveness and successful adaptation to new challenges.

Innovation-oriented activity in a gymnasium is comprehensive and covers various areas of educational environment development. First of all, it involves implementing contemporary pedagogical technologies that foster learners' active participation in the educational process. Within the framework of partnership pedagogy, particular importance is attached to project-based learning, research activity, blended learning, collaborative learning, the case method, problem-based learning, and technologies for developing critical thinking. Their use enables active interaction between teachers and learners, develops learners' subject positions, and fosters teamwork skills.

At the same time, contemporary innovations are not limited exclusively to pedagogical technologies. Organizational innovations aimed at improving the management system of an educational institution have considerable potential to develop partnership interactions. Such innovations include the creation of professional learning communities, the development of internal centers for professional growth, the formation of interdisciplinary creative groups, the organization of pedagogical hubs, and the introduction of network-based forms of cooperation among educational institutions. These activities foster horizontal connections and contribute to the formation of a culture of professional partnership.

Digital transformation of the educational environment plays a separate role in the process of innovative development. In contemporary conditions, digital technologies are becoming not only a means of supporting the educational process but also an important factor in developing new models of interaction among all participants. The use of digital platforms, electronic journals, educational applications, interactive resources, and cloud services creates additional opportunities for cooperation, joint planning of activities, and rapid information exchange. Particular attention should be paid to developing the teaching staff's digital culture. Practice shows that the effectiveness of digitalization largely depends not on the technical equipment of the educational institution, but on teachers' readiness to use digital tools in their professional activity. Therefore, an important component of innovative development is the formation of pedagogical staff's digital competence, the development of skills in using modern

educational platforms, and the creation of conditions for continuous professional learning.

Innovation-oriented activity is also directly related to the development of an inclusive educational environment. A modern gymnasium must ensure equal access to quality education for all categories of learners, regardless of their individual characteristics, educational needs, or social status. In this regard, innovative practices enable the educational process to adapt to the needs of different groups of learners, ensure differentiated learning, and create conditions for the fullest possible realization of each child's potential.

The development of the project culture of an educational institution is another important direction of innovation-oriented activity. Contemporary educational projects increasingly go beyond the boundaries of a single educational institution and are implemented in cooperation with local self-government bodies, higher education institutions, public organizations, and international partners. Participation in such projects expands educational opportunities for learners and teachers, attracts additional resources, and contributes to the formation of an open educational environment.

It should be emphasized that innovation-oriented activity cannot be considered as a set of separate events or short-term initiatives. Its effectiveness is determined by its systematic character, consistency, and integration into the educational institution's overall development strategy. Only under such conditions do innovations become not temporary changes but a sustainable mechanism for developing the educational environment and improving its quality.

Thus, innovation-oriented activity serves as an important instrument for implementing partnership pedagogy and ensuring the sustainable development of a modern gymnasium. It contributes to the renewal of educational content, the development of teachers' professional culture, the improvement of managerial mechanisms, and the creation of conditions for effective interaction among all participants in the educational process. It is the innovative orientation of the educational institution's activity that creates the prerequisites for its successful

functioning under conditions of constant social change and for the formation of a competitive educational environment.

6. Development of Interaction between Internal and External Partners

Innovation-oriented activity in a modern gymnasium is impossible without expanding the range of actors involved in the educational process. Whereas the traditional school functioned for a long time mainly as a relatively closed system, within which the main interaction took place among the administration, teachers, and learners, the modern gymnasium is increasingly acquiring the features of an open socio-pedagogical system. Under such conditions, the development of interaction between the internal and external partners of the educational institution is an important organizational and pedagogical condition for implementing partnership pedagogy.

Contemporary scholarly approaches to educational management consider a general secondary education institution as a complex multilevel system of social relationships, the effectiveness of which largely depends on the quality of communication among all stakeholders. The educational process is no longer limited exclusively to the activities of teachers and learners. It involves the active engagement of the parent community, local self-government bodies, public organizations, higher education institutions, employers, international partners, and other actors in educational activity.

Within the framework of partnership pedagogy, the concept of educational partnership is particularly important as a form of voluntary, mutually beneficial cooperation aimed at achieving shared educational goals. Unlike traditional interaction, which was often limited to information exchange or episodic activities, partnership involves long-term cooperation, joint planning, distribution of responsibilities, and the collective achievement of results.

Pedagogical staff play a primary role among internal partners. The effectiveness of implementing the institution's educational policy largely depends on the level of its professional

interaction. In a modern gymnasium, professional cooperation increasingly goes beyond subject departments or methodological associations. Interdisciplinary teams, creative groups, and professional communities are forming to work on joint educational projects, develop curricula, implement innovative practices, and address current educational problems.

Learners are no less important participants in partnership interaction. Contemporary approaches to organizing the educational process entail a gradual transition from the object position to the learner's subject position. This means that learners not only participate in learning but also become active participants in decision-making related to the development of the educational environment. Involving learners in student self-government bodies, project teams, civic initiatives, and volunteer activities contributes to the development of responsibility, leadership qualities, and social interaction skills.

The role of the parent community also requires special reconsideration in contemporary conditions. The Concept of the New Ukrainian School defines parents not as external observers of the educational process, but as equal partners of the educational institution. At the same time, an effective partnership between school and family requires a transition from formal information to genuine dialogue, grounded in mutual trust, respect, and shared responsibility for the learning and upbringing of children.

In contemporary practice, various forms of parental cooperation are becoming increasingly widespread. These include advisory councils, joint educational projects, thematic forums, strategic sessions, public discussions, and digital platforms for continuous communication. Such forms of interaction make it possible not only to increase parents' level of awareness, but also to involve them in exerting real influence on the development of the educational environment.

External partnerships have significant potential for developing a gymnasium. One of the most promising areas is cooperation with higher education institutions. Such a partnership creates opportunities for teachers' professional development, learners' involvement in research activity, the implementation of joint educational programs, and participation in academic events.

At the same time, universities gain opportunities to test innovative pedagogical developments and expand the practical component of future teachers' training.

Interaction with territorial communities and local self-government bodies also occupies an important place. Under contemporary conditions, the community increasingly participates actively in the development of the educational institution. The joint implementation of educational, cultural, environmental, and social projects strengthens links between the school and the local community, increases the social significance of educational activity, and broadens opportunities to attract additional resources.

Cooperation with public organizations and international institutions deserves separate attention. Participation in international educational programs, grant projects, and professional networks allows the educational institution to integrate into the international educational space, gain access to contemporary educational practices, and expand opportunities for the professional development of teachers and learners. Such partnerships have become especially relevant under wartime conditions, when international support is crucial to ensuring the resilience of Ukrainian education.

The development of partnership interaction also involves establishing an effective communication system among all participants in the educational process. Openness of information, transparency of managerial decisions, regular feedback, and the possibility of participating in discussions of current issues create prerequisites for strengthening trust and fostering a positive socio-psychological climate in the educational environment.

Thus, the development of interaction between internal and external partners is an important organizational and pedagogical condition for implementing partnership pedagogy in a modern gymnasium. It is the expansion of partnership ties that enables ensuring the openness of the educational environment, mobilizing additional development resources, strengthening the social significance of education, and creating conditions for the sustainable development of the educational institution amid social transformation.

7. Monitoring and Evaluation of the Effectiveness of Partnership Interaction

The seventh organizational and pedagogical condition is monitoring and evaluation of the effectiveness of partnership interaction. In contemporary educational management theory, monitoring is a continuous process of collecting, analyzing, interpreting, and using information to make evidence-based managerial decisions. Unlike traditional control, which mainly records the final outcome of an activity, monitoring is oriented toward continuous process tracking and the identification of development trends. Therefore, it is an important instrument for ensuring the quality of educational activity and supporting the sustainable development of an educational institution.

An important indicator of the effectiveness of partnership interaction is the level of agency of participants in the educational process. The more actively learners, teachers, and parents participate in decision-making, the higher the level of development of partnership culture. For this reason, evaluating the degree of involvement in managerial and educational processes can be considered one of the main indicators of the effectiveness of implementing partnership pedagogy.

The evaluation of partnership interaction in a gymnasium should be based on a set of indicators that reflect not only formal participation, but also the real quality of cooperation among participants in the educational process. Such indicators may include the level of teachers' involvement in collegial decision-making; the frequency and effectiveness of joint projects involving teachers, learners, parents, and external partners; the degree of learners' participation in student self-government and project teams; the level of parental trust in the educational institution; the transparency of communication between the administration and the educational community; the accessibility of digital communication channels; the effectiveness of psychological support mechanisms; the stability of professional learning communities; and the extent to which monitoring results are used for further improvement of educational practice. These indicators enable assessing partnership interaction not only as a declared principle but also as an observable and manageable component of the educational environment.

Monitoring the educational environment becomes especially important under conditions of social instability and crisis challenges. Martial law, forced population migration, changes in learning formats, and increasing psychological pressure significantly affect the nature of interaction among participants in the educational process. Under such conditions, there is a need for regular assessment of the level of psychological safety in the educational environment, the emotional well-being of learners and teachers, and the effectiveness of the support mechanisms functioning within the educational institution.

A separate monitoring activity involves evaluating the professional development of pedagogical staff. The implementation of partnership pedagogy requires teachers to assume new professional roles, including those of facilitator, mentor, consultant, and coordinator of educational interaction. Therefore, it is important to track the dynamics of teachers' professional competence development, their readiness for teamwork, their use of innovative technologies, and their participation in professional communities.

The digitalization of education opens substantial opportunities to improve monitoring activities. Contemporary information and analytical systems enable automated data collection, rapid analysis, and visualization of evaluation results. The use of digital tools increases the objectivity of monitoring and creates conditions for more effectively using the results in managing the educational institution.

At the same time, the effectiveness of monitoring is determined not only by the quality of the collected information, but also by participants' readiness, during the educational process, to use evaluation results to improve their own activity. For this reason, contemporary approaches to evaluation increasingly emphasize the development of a culture of reflection and self-assessment. The ability of the teaching staff to critically analyze the results of their work and use the data obtained to plan future changes is an important feature of a mature organizational culture.

Thus, monitoring and evaluation of the effectiveness of partnership interaction is not the final stage in implementing

organizational and pedagogical conditions, but a continuous mechanism for supporting their effectiveness. It is through the systematic analysis of the results of educational activity that the timely identification of problems, the adjustment of development directions, and the sustainable functioning of a modern gymnasium under conditions of constant social change become possible. The implementation of the identified organizational and pedagogical conditions lays a foundation for an adaptive and resilient educational environment capable of ensuring quality education amid social transformation and crisis challenges.

8. Adaptive Educational Practices as a Mechanism for Ensuring the Effectiveness of Partnership Interaction in a Modern Gymnasium

In contemporary pedagogical science, adaptability is increasingly recognized as a fundamental characteristic of an effective educational system. Rapid social change, the digitalization of all spheres of life, the consequences of the COVID-19 pandemic, wartime challenges, and large-scale migration have significantly altered the conditions under which educational institutions operate. Under such circumstances, the ability of the educational environment to respond promptly to new challenges becomes not only an indicator of its effectiveness but also a necessary prerequisite for ensuring the continuity of the educational process. For this reason, adaptive educational practices are currently considered an important mechanism for implementing partnership pedagogy and supporting the sustainable development of a gymnasium.

The concept of adaptability in education goes far beyond the ability to rapidly change the forms of organizing learning. In its contemporary understanding, an adaptive gymnasium is an open educational system capable of changing its content, forms, methods, and organizational mechanisms in accordance with the needs of participants in the educational process and external conditions. This capacity ensures the resilience of the educational environment and enables it to maintain effective functioning even under high levels of uncertainty.

Adaptability becomes especially important within the framework of partnership pedagogy. Partnership interaction involves taking into account the individual needs, capacities, and educational requests of all participants in the educational process. Accordingly, the educational environment must be sufficiently flexible to ensure individualized learning, support diverse educational trajectories, and create conditions for the full participation of every participant in the educational activity.

One of the most widespread adaptive practices in a modern gymnasium is blended learning. The combination of face-to-face and distance forms of organizing the educational process enables the continuity of learning regardless of external circumstances. At the same time, blended learning expands opportunities to individualize the educational process, develop learners' independence, and foster self-organizational skills. Such practices became especially relevant during the pandemic and under martial law, when educational institutions were forced to switch rapidly between different learning formats.

Personalization of the educational process is another important adaptive practice. A modern gymnasium is increasingly oriented toward taking learners' individual characteristics, educational needs, interests, and levels of preparation into account. The use of individual educational trajectories, differentiated tasks, adaptive digital resources, and formative assessment tools creates conditions for the fullest possible realization of each learner's potential.

Psychological support practices for participants in the educational process are becoming increasingly important in contemporary conditions. Hostilities, forced displacement, prolonged stress, and uncertainty negatively affect the psychological state of children, teachers, and parents. In this regard, an adaptive educational environment should ensure not only quality learning but also psychological safety. Such practices include socio-emotional learning programs, psychological support groups, counseling assistance, the development of stress-resilience skills, and the formation of a culture of psychological well-being.

Ensuring inclusiveness is an important component of adaptive educational practices. A modern gymnasium must create conditions for the full participation of all categories of learners in the educational process, regardless of their individual characteristics or educational needs. Adaptive approaches enable flexible changes to teaching methods, educational materials, and forms of interaction in accordance with the needs of specific participants in the educational process. As a result, an educational environment grounded in equality, accessibility, and respect for diversity is created.

Contemporary adaptive practices also involve the active use of digital technologies. Educational platforms, electronic resources, interactive services, and tools for learning analytics enable more flexible management of the educational process and prompt responses to changes in learners' educational needs. At the same time, digital technologies are not an end in themselves, but a means of expanding opportunities for partnership interaction and the individualization of learning.

Thus, adaptive educational practices serve as an important mechanism for implementing partnership pedagogy in a modern gymnasium. They ensure the flexibility of the educational environment, support its resilience to external challenges, and create conditions for the full participation of all subjects of the educational process in joint activity. It is the combination of organizational and pedagogical conditions with adaptive practices that forms the basis for the sustainable development of a modern gymnasium and for improving the quality of education under conditions of social transformation.

9. Educational Resilience of the Gymnasium as a Result of Implementing Partnership Pedagogy

In recent years, the concept of educational resilience has acquired particular relevance in international educational discourse. Whereas researchers previously focused mainly on the quality of education and the effectiveness of educational institution management, contemporary social challenges have created the need to rethink the capacity of educational systems to function under conditions of instability, uncertainty, and crisis. For

this reason, alongside the concepts of effectiveness, innovation, and competitiveness, the category of educational resilience is increasingly used. It characterizes an educational system's capacity to maintain its functionality, adapt to change, and continue its development even under adverse conditions.

In the functioning of a modern gymnasium, educational resilience cannot be understood exclusively as the ability to maintain the educational process during crisis events. Its meaning is much broader and encompasses a set of organizational, pedagogical, socio-psychological, and managerial mechanisms that ensure the long-term stability of the institution's development. In this sense, resilience functions as an integral characteristic of the educational environment, reflecting its readiness for change, capacity for self-development, and effective use of internal and external resources.

The issue of educational resilience becomes especially important under wartime conditions. Large-scale social upheavals, security risks, displacement of participants in the educational process, changes in learning formats, and increased psychological pressure create additional challenges for the functioning of educational institutions.

Under such conditions, a gymnasium's ability to maintain the quality of education, ensure psychological safety, and preserve partnership relations among participants in the educational process becomes a key indicator of its resilience.

The development of educational resilience is directly connected to the formation of partnership pedagogy. Partnership relations create an additional support resource that enables the mobilization of the potential of the teaching staff, learners, the parent community, and external partners to overcome crisis situations. The experience of Ukrainian educational institutions functioning under wartime conditions shows that the highest level of resilience is demonstrated by those institutions where a high level of trust, open communication, and collective responsibility has been formed.

Institutional flexibility is an important component of educational resilience. A modern gymnasium must be able to rapidly change the forms of organizing the educational process,

adapt managerial mechanisms, and revise activity priorities in response to changes in external conditions. At the same time, such flexibility should not compromise strategic integrity. On the contrary, adaptability should be combined with a clear vision of the educational institution's long-term development goals.

The development of the social capital of the educational community is no less important for ensuring educational resilience. This refers to the set of trusting relationships, social ties, interaction norms, and shared values formed among all participants in the educational process. Social capital often serves as a resource that enables an educational institution to effectively overcome crisis situations and maintain a high level of collective cohesion.

Contemporary research also indicates the importance of participants' psychological resilience in the educational process. The psycho-emotional well-being of teachers and learners directly affects the quality of educational activity, motivation levels, and communication effectiveness. In this regard, practices of socio-emotional learning, psychological support, and the development of emotional self-regulation skills are becoming increasingly important.

At the same time, educational resilience is not a static state. It is constantly formed, supported, and developed through the interaction of all elements of the educational system. For this reason, the creation of mechanisms for continuous risk analysis, readiness assessment for change, and the improvement of organizational and pedagogical practices in response to new challenges becomes particularly important.

Thus, the educational resilience of a modern gymnasium results from the comprehensive implementation of organizational and pedagogical conditions, the development of partnership interactions, and the introduction of adaptive educational practices. It ensures the educational institution's capacity not only to preserve its functionality in crisis situations, but also to use these situations as a stimulus for further development and improvement of the educational environment.

Conclusions

The analysis of the theoretical foundations and practical mechanisms for organizing learning in a modern gymnasium has shown that partnership pedagogy today functions not only as one of the leading educational concepts but also as an important factor in ensuring the quality, adaptability, and resilience of the educational environment. The transformational processes taking place in the education system under the influence of globalization, digitalization, social change, and wartime challenges determine the need to move from traditional models of management and organization of the educational process to more flexible, open, and human-centered approaches based on mutual trust, cooperation, and shared responsibility.

The study established that the effective implementation of partnership pedagogy in a modern gymnasium requires the creation of an integrated system of organizational and pedagogical conditions, interconnected and forming a unified mechanism for developing the educational environment. A determining role in this process is played by the professional development of pedagogical staff, the introduction of participatory models of governance, the use of matrix organizational structures, collaborative programming of activities, the development of an innovative culture, the expansion of partnership ties, and the creation of a system for monitoring the effectiveness of educational activity. It is the interaction of these components that ensures the transition from the formal declaration of partnership relations to their real functioning in the everyday practice of the educational institution.

The findings support the argument that partnership pedagogy should be understood as a multidimensional mechanism that integrates managerial, pedagogical, and socio-psychological dimensions of institutional development. The managerial dimension is expressed through participatory decision-making, distributed responsibility, and transparent communication. The pedagogical dimension is reflected in personalization, adaptive educational practices, inclusive approaches, and support for different educational trajectories. The socio-psychological dimension concerns trust, psychological safety, emotional support, and the educational community's capacity to maintain cohesion under crisis conditions. The interaction of these

dimensions transforms partnership pedagogy from a value-based principle into a practical condition for educational resilience.

The study confirmed that the modern gymnasium is increasingly acquiring the features of an open socio-pedagogical system, the development of which largely depends on the quality of communication and cooperation among all subjects of the educational process. Under such conditions, participants in educational interactions cease to be merely performers of assigned functions and gradually become active partners capable of influencing decision-making, shaping the institution's educational policy, and implementing shared strategic goals. This contributes to agency development, increases responsibility, and fosters a culture of participation aligned with contemporary international approaches to democratic governance in education.

Particular attention in the study was paid to adaptive educational practices as a mechanism for ensuring the effectiveness of partnership interaction. It was established that the adaptability of a modern gymnasium is manifested in its ability to respond promptly to changes in the external environment, take into account the individual needs of participants in the educational process, and ensure the continuity of educational activity under conditions of uncertainty. The use of blended learning, personalized educational trajectories, digital technologies, inclusive approaches, and psychological support practices creates additional opportunities to implement the principles of partnership and improve the quality of the educational process.

The study also found that, amid contemporary social challenges, the development of educational resilience in a gymnasium is especially important. Educational resilience is considered an integral characteristic of an educational institution that reflects its capacity to maintain effective functioning, adapt to change, and ensure further development even under adverse circumstances. Important factors in its formation include trust among participants in the educational process, the development of the educational community's social capital, effective communication, institutional flexibility, and readiness for innovative change.

The monitoring and evaluation of partnership interaction should be regarded as a continuous mechanism for supporting the quality of educational management rather than as a final stage of organizational activity. The effectiveness of partnership pedagogy can be assessed through indicators such as the level of participation of teachers, learners, and parents in decision-making; the quality of joint projects; the accessibility of digital communication; the effectiveness of psychological support; the stability of professional learning communities; and the use of monitoring results for the further improvement of educational practice. This makes partnership interaction not only a declared principle, but also an observable and manageable component of the educational environment.

Thus, partnership interaction in a modern gymnasium should be considered a complex, multidimensional process encompassing the managerial, pedagogical, social, and communicative aspects of an educational institution's activity. Its effectiveness is determined not by individual activities or forms of work, but by the integrity of the educational system, its capacity to ensure interaction among all participants in the educational process, and its ability to create conditions for their joint development. It is the combination of organizational and pedagogical conditions with adaptive educational practices that forms the foundation for the sustainable development of a modern gymnasium, the improvement of educational quality, and the strengthening of its role as an important social institution amid dynamic social transformation.

The presented system of organizational and pedagogical conditions and adaptive educational practices forms an integrated mechanism for implementing partnership pedagogy in a modern gymnasium. Their interaction ensures not only the improvement of the quality of the educational process, but also the development of the institution's educational resilience under conditions of social transformation and crisis challenges. In this regard, the modern gymnasium can be understood as an adaptive partnership-based educational environment in which shared responsibility, institutional flexibility, inclusive participation, and continuous reflection become prerequisites for sustainable development.

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