Flourishing or floundering?

Exploring Ukrainian elementary schoolteacher understandings of their professional experience

Ulana Plawuszczak Pidzamecky

BA, MA, BEd/OCT, MA

Submitted in fulfilment of the requirements for the Degree of

Doctor of Education (EdD)

School of Education, College of Social Sciences

University of Glasgow

October 2024

ABSTRACT

This empirical study investigated Ukrainian elementary (in the UK, known as primary) schoolteacher perceptions of their professional flourishing within the current education environment in Ukraine. It involved 12 teachers from different parts of the country and explored the relationship between professional and personal flourishing. In addition, the research attended to the contexts of state and society within conditions of ongoing neoliberal education reform since Ukraine declared independence in 1991. Teacher opinions were also solicited about the relationship between professional flourishing and continuous professional development (CPD) in this dynamic climate. Their views were elicited as well about a preferred educational future for the evolving democracy of Ukraine under the impact of the worldwide coronavirus pandemic and the Russian invasion in 2022. The study took a qualitative approach and employed narrative inquiry using visually based data collection techniques ('river of experience' and autophotography/photo elicitation), along with semi-structured focused group discussions and individual interviews. It responds to a gap in the broader literature about drivers of work engagement (disengagement) and meaningfulness (Long, 2014). Additionally, the discourse remains scant in the studies of post-communist/post-totalitarian education systems and is underrepresented in the literature (Oleksiyenko, 2016). Findings revealed that three fundamental confluences contributed to the teacher-participants' journeys of professional flourishing, individually and collectively: perseverance: managing personal and practitioner difficulties, field challenges, and societal crises; innovation: embracing and creating new techniques and technologies; and identity: transitioning from a centralized to a capitalist economy and balancing the new forces of neoliberalism, Europeanism, and globalization while educating children for Ukraine. The implications of these findings are discussed, and topics for further research are proposed.

Table of Contents

List of Figures

ACKNOWLEDGEMENTS

During the EdD portion of my personal professional journey, I have had the immense good fortune to be sustained by a number of key individuals and groups, without whose encouragement, confidence in me, and positive outlook this culminating research study would not have been possible.

I am deeply thankful to the members of the Committee of Examiners for their time, expertise, and insightful questions, comments, and suggestions, and for their professional example. I am indebted to Prof. emerita and former EdD program director, Penny Enslin, with whom I found a supportive rapport and shared interests, and whose kind mentorship and friendship were invaluable for my research and writing process. I am likewise grateful to Prof. Nicki Hedge, the current EdD program director, for her compassionate and individualized attention to my work, her critical friendship, and her leadership of our doctoral learning community. It is with greatest appreciation that I also wish to thank Prof. Stephen McKinney, my supervisor, for his genuine interest in my research topic, steadying influence when I was faced with challenging situations and moments of uncertainty, insightful remarks throughout my exploration, and our valuable discussions concerning the broader context of my research. Deeply grateful to Prof. Alison Phipps and her MIDEQ team for their inspiring creative research methodology, and to Prof. emerita Pam Denicolo for her valuable thoughts on visual constructivist methods. And I would be remiss if I did not thank my fellow classmates for the new teaching and learning community we have built together, our cherished camaraderie, and our indelible shared experiences as professional learners.

I am especially grateful to the participants of my study, heroines and heroes of Ukraine's educational front who, despite the unprecedented upheaval wrought by the COVID-19 pandemic and, what's more, Russia's devastating war on Ukraine, exemplified personal commitment, professional dignity, resourcefulness, creativity, and, above all, courage. I will forever be inspired by their example, and I am humbled to have been able to share even a portion of their professional journeys with the broader world of education research. Deserving of special mention are my colleagues in the education NGO Osvitoria, along with Prof. Mykhaylo Zhuk, Associate Professor at the Bila Tserkva Institute of Continuing Professional Education, Ukraine,

for their expert assistance in my search for research participants, notwithstanding difficult, even dangerous, circumstances.

To fellow teachers in Canada and abroad - my heartfelt thanks for your supportive messages, optimism, and excitement at the prospect of this study coming to life.

To my family: my three children, William, Sophia, and Alexander, with whom we traversed the rugged academic terrain together simultaneously…I learned much from your experiences and relied on your belief in me as a 'mature student'; and my husband, Taras, for his unshakeable faith in me and my research goals, and for his unwavering, generous, and loving support, even when I was less than congenial.

To the unseen: my late parents, for whom education across the lifespan was fundamental and who cultivated this philosophy in me.

I regard you all with the greatest esteem. And affection.

And finally, to the force which motivated and nurtured me throughout this challenging endeavour: my Christian faith.

Per aspera ad astra.

AUTHOR'S DECLARATION

I declare that, except where explicit reference is made to the contribution of others, this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Printed name: _____Ulana Pidzamecky_____

Signature: _____

Chapter 1. Introduction: On the 'why' of this research

> *I am of the opinion that my life belongs to the community, and as long as I live, it is my privilege to do for it whatever I can* (George Bernard Shaw, *Man and Superman*, 1903).

As a first generation Ukrainian Canadian and child of post WWII (third wave) political immigrants to Canada, my life and activities have been steeped in political and cultural context. Generations, like mine, raised in liberation struggle environments, tend to ruminate on questions of identity and place, history and its continuum, and the relationship between individuals and the intersecting communities of which they are a part.

Appreciating the diverse needs of subsequent waves of Ukrainian immigration to Canada, which have demanded innovation in learning and teaching both in the public school system and the weekend language program, I completed my professional teaching degree followed by a Master's in Education and Technology. As I went on to produce multimedia and digital educational materials and platforms, and to train Ukrainian language teachers in their use, exploring the relationship between Ukrainian education in and beyond Ukraine became an area of increasing interest. In addition, during my Master's thesis research, it became apparent that Ukrainian teachers' backgrounds and perceptions range widely when it comes to the purpose, nature, and value of professional learning.

Subsequently, as a graduate researcher, I have conducted my investigations with two aims in mind: 1. to increase the body of knowledge related to 21st century Ukrainian language pedagogy and education policy, and 2. to encourage Ukrainian teachers to engage with research to sustain their professionalism over their careers. I believe that these aims contribute to the overarching goal of de-ghettoizing Ukrainian education. Why is this goal important? For raising the profile of Ukrainian language education in the international arena; contextualizing and critically comparing and contrasting it with other language settings; and for adding to a more robust global discourse about the broader implications of education reforms in Ukraine. Contemporary Ukrainian teachers need to engage with research to help them unpack the increasing demands they face. Moreover, I believe that by participating in research studies, Ukrainian teachers can build new professional networks and communities, mutually inform their practices, and increase agency and voice.

During the time that I have been engaged in these activities, Ukraine declared independence and has been struggling to emerge as a democracy. It has become a member of the European Higher Education Area, the Bologna process, finalized its association agreement with the European Union (and has subsequently been granted candidate status for accession to the EU—June, 2022), and enacted ground-breaking legislation: The New Law on Education (September, 2017)—with its New Ukrainian School (NUS) policy—along with the new Law On Complete General Secondary Education (March, 2020). Also, since Independence was declared in 1991, Ukraine has gone through six different governments, a series of Ministers of Education, the Maidan revolutions, the annexation of Crimea, the ongoing war in the eastern region, the COVID-19 pandemic, and, since February of 2022, Russia's devastating invasion and war on all of Ukraine. Two other considerations are of importance here: the dispersion and influence of the Ukrainian diaspora, along with the significant number of internal and external Ukrainian migrants. As a reflective practitioner, I have found myself wondering about the relationship between the future of Ukrainian education in Ukraine and abroad under such changed conditions, and what this might mean to Ukrainian life around the world.

Through the current dissertation I hope to build on my earlier Master's investigation into the role of informal online Communities of Practice (CoPs) in the professional learning, capacity-building, and sense of fulfilment of K-12 Ukrainian language teachers in Canada and Ukraine. My current exploration responds to a gap in the broader literature about drivers of work engagement (disengagement) and meaningfulness (Long, 2014). Also, the discourse remains scant in the studies of post-communist/post-totalitarian education systems and is underrepresented in the literature (Oleksiyenko, 2016). Finally, elements contributing to a sense of professional flourishing among teachers in Central and Eastern European (CEE) countries have received little scholarly attention (Gawlicz & Starnawski, 2018). Given the uncertain and changing circumstances in contemporary education in Ukraine, and the fact that elementary teachers represent 89% of all trained teachers in the country (UNESCO, 2020), an investigation which sheds light on how Ukrainian elementary schoolteachers understand professional flourishing, and what contributes to or detracts from it, may help to inform Ukraine’s policies related to teaching and learning, including programs of continuous professional learning, going forward.

In this empirical study I have explored Ukrainian elementary schoolteacher perceptions of professional flourishing within their current educational environment in Ukraine. In connection with this, I have sought insights into the relationship between professional and personal flourishing: what evidence, if any, is there of the merger or separation of these constituents of teacher experience? In addition to exploring teachers' perspectives, I have attended to the contexts of state and society within conditions of ongoing neoliberal education reform. Considering the ambitious education policy decisions (teacher training included) since the election of a new president of Ukraine in 2019, I also solicited teacher opinions about the relationship between professional flourishing and continuous professional development (CPD) in this dynamic climate. Integral to my investigation has been to elicit teachers' views about a preferred educational future for the evolving democracy of Ukraine.

The opportunity for the study participants to share experiences, responses, challenges, and successes may encourage other colleagues at their institutions (and elsewhere) to reflect and strategize through dialogue, thereby contributing to safe and dynamic local and regional educational communities of practice. It is also my hope that the experience of participating in research using visual methods may inspire the participants to translate this experience to their own contexts, be it to enhance professional development in their settings or in support of better student learning. Also, as a member and researcher of the dispersed Ukrainian teaching community, understandings I hope to gain from this study will assist me in conducting empirically informed teacher training with Ukrainian teachers who face the triple challenges and uncertainties of teaching and learning in the unstable conditions of accelerated education reform, an ongoing global pandemic, and a calamitous war.

In order to better understand contemporary Ukrainian elementary schoolteacher views on their flourishing as professionals, this dissertation begins with a review of the concept of flourishing and the related notion of capabilities; it then considers how neoliberal thinking and policy technologies have impacted education—and education in Ukraine, in particular—in the shift from the Soviet to Western political space; following which ensues a discussion of teacher professionalism and professionalization as brought about by neoliberalism; and finally, the contemporary education context of Ukraine is presented since independence was proclaimed. The methodology chapter outlines the technical structure of this empirical study (qualitative approach, interpretivist paradigm, subjectivist stance, narrative inquiry, template analysis) and

the conduct of data collection (choice of participants, semi-structured focused discussions, visual data instruments, semi-structured individual interviews); all of which is followed by analysis and discussion of the data findings, concluding with some thoughts about the implications of this investigation and possibilities for future research.

1.1 Main research question and sub-questions

1. What does it mean to flourish professionally for Ukrainian elementary schoolteachers?
    a. What do they feel might enable or impede their sense of professional flourishing?
    b. What are their views about continuous professional development (CPD) in relation to professional flourishing?
    c. How do they see their role evolving under democratic reforms in Ukraine and what is their ideal vision for the country's educational future?

Chapter 2. Theoretical considerations

This chapter considers the concepts of flourishing, neoliberalism, and teacher professionalization as foregrounding factors.

2.1 Flourishing

I think 2 things are true: Teachers are overwhelmed and tired and teachers still need and want to learn (Dean Shareski, *Twitter*, October 27, 2021).

The term 'flourishing' is steeped in associations, owing to its long philosophical history and rootedness in the ever-changing 'human condition'. Clearly defining flourishing is problematic, given the diversity of explanations and understandings present in the literature about happiness and wellbeing. Often, the term is not clarified in advance, but inferred from research findings. Data from the current study suggest that flourishing is a mélange of individual, relational, and contextual factors. It is not my purpose to summarize the full conceptual history of flourishing here, nor every debate related to it. However, key ideas and issues about flourishing that concern the 'teacher condition' will be discussed, which recognize the dual personal-professional nature of teacher identity.

Turban and Yan (2016) state that research on happiness and well-being in relation to flourishing has been categorized roughly into two perspectives: hedonistic and eudaimonic. The hedonistic perspective centres on personal happiness and personal growth, including the presence of positive affect, that is, a positive way of feeling about oneself and one's condition (Huta & Ryan, 2010). The eudaimonic perspective attends to conducting one's life in a way as to contribute to a greater good (Deci & Ryan, 2008). It is the concept of *eudaimonia*, a term comprised of two Greek words, *eu* ('good') and *daimon* ('soul' or 'self'), that has been most closely associated with the English term 'flourishing' (Kraut, 2001). *Eudaimonia* means actualizing the best possible conditions for a human being, which includes happiness, virtue, morality, and a meaningful or completely fulfilled life (Kraut, 2001). However, because of the complexity of this definition, flourishing remains a debated concept (Huta & Waterman, 2014).

Some researchers feel that the distinction between *hedonia* (relating to or characterized by personal pleasure) and *eudaimonia* is too strict and, therefore, unhelpful because full self-actualization requires a synergy of these components (Kashdan et al., 2008). Others feel that,

from a modern perspective, it is possible to argue that there is a discrete set of subjective experiences (and aspects of functioning) that accompany beneficial pursuits, and that they are distinguishable from hedonistic activities (Huta & Waterman, 2014). Such experiences, from a eudaimonic viewpoint, do not represent a goal but rather, an outcome of one's most earnest efforts (Huta & Waterman, 2014).

Eudaimonia was famously given expression by Aristotle in his *Nichomachean Ethics* (Huta & Waterman, 2014). Aristotle's view of the virtues of a good life represented a combination of elements, which included the objective of reaching *eudaimonia*. Integral to Aristotle's concept of *eudaimonia* was the idea of *telos*, that is, a final goal or fulfilment of potential (Hennig, 2016). In current times, eudaimonic concepts first emerged in global theories of personality in the 1950s; the earliest empirical research which contrasted *eudaimonia* and *hedonia* as two views of well-being surfacing in the 1990s (Huta & Waterman, 2014). Quality of life researchers tend to agree that the study of *eudaimonia* and *hedonia*, together, accounts for fundamental issues about what is a good life or a life well-lived and how it can be achieved (Huta & Waterman, 2014; Peterson et al., 2005). Interestingly, Reker (1997) has observed that, ultimately, *eudaimonia* is an expression of transcendence. This is an important observation when considering the notion of professional flourishing as transcendence in work environments, such as educational settings: 'what makes the experience of teaching or being a teacher educator life affirming and powerful is the experience of eudaimonia….' (Bullough & Pinnegar, 2009, p. 246).

2.1.1 Capabilities Approach

To better understand, define, and lend support to the notion of human flourishing, an important concept was developed, called The Capabilities Approach (CA). The origins of the Capabilities Approach are to be found in a series of foundational papers and monographs around welfare economics written during the 1980s (Schokkaert, 2008). But it is the economist-philosopher Amartya Sen who later pioneered the approach and philosopher Martha Nussbaum, and subsequent scholars, who have continued to enhance it (Robeyns & Byskov, 2020). The division of theoretical developments into two large areas of social and economic theory distanced these spheres from each other for a considerable time. Sen's major contribution was to overcome the desocialization of economics (Wells, 2013). Sen's Capability Approach (1979,

1985, 1989, 1993, 1999) shifted the focus in the field of economics from growth toward issues of personal well-being, agency, and freedom (Naz, 2020). Sen defined capabilities as opportunities that individuals need to achieve certain 'functionings'. In other words, capabilities are the individuals' *ability* to do something, while functionings represent the *actions* or 'doings' (Naz, 2020).

The mutual dependency between functionings and capabilities, such as the ability to choose a set of functionings, depends upon the functionings previously accomplished by the individual in his or her life (Naz, 2020). Sen's notion of capabilities and functionings offers a more complete understanding of the quality of life of people than previous postulations which defined quality of life in polar terms, that is, personal well-being *or* personal achievements. What's more, it was Sen's intention that his CA would promote human freedom, meaning the range of choices a person has in any given situation, required both for human development and social justice (Naz, 2020).

According to Sen, capabilities mean a positive freedom and/or negative freedom (Sen, 1993). Positive freedom refers to a state of being when a person can do what the person desires, whereas with negative freedom, a person may have diverse choices, but is not able to exercise them due to external limitations (Sen, 1993). In this case, no one prevents a person from achieving a particular functioning, but the person lacks the positive freedom to make the choice. They could be limited by any number of factors, such as discrimination, socio-economic conditions, or political restrictions. According to Sen, people's ability to do things matters more for their well-being than what people can, for instance, attain through their income (1993, 1999). This relates back to Aristotle's emphasis on *telos* for human flourishing. However, Sen did not provide a specific list of capabilities. These were defined by Sen's colleague, Marta Nussbaum, in her influential expansion upon his work.

Nussbaum (1988, 1997, 1999, 2000, 2006, 2011) considers the concept of flourishing to be a balance of capabilities and functionings, grounded in Sen's notion of 'the actual ability to achieve' (Sen, 2002, p. 83). She draws on Aristotle's stance that flourishing is not limited to those people who already possess a developed set of capabilities, but instead, is 'activated' by a person's personal and contextual opportunities for continued capability development (1997). A functioning is an active realization of one or more capabilities (Nussbaum, 2011). Nussbaum further notes that proper conditions are required to allow people to be ready for flourishing

(1988). Nussbaum contends that 'the concept of *eudaimonia* has been too narrowly interpreted' and points out that it really means 'a complete and flourishing life that lacks no activity that would make it better or more complete' (Nussbaum, 1997, p. 119). In addition, Nussbaum's (2011) affinity with the political nature of human capability is important when discussing the flourishing of members of a particular group, such as teachers, in a society, like Ukraine, struggling to define human as well as social capabilities in the conditions of a new democracy. (Nussbaum's list of ten fundamental capabilities and functionings can be found in Appendix 1).

Nussbaum contends that 'people adapt their preferences by learning to want only what is possible, rather than what is valued' (2000, p. 74). What must be considered, then, is if a person has real opportunities and the choice to identify with and act upon what they value (Nussbaum, 2000). Wilson-Strydom and Walker (2015) follow with the proposition that what is considered valuable must also be considered worthwhile. Gu and Day (2007) note that

> most teachers adapt, at least survive, and do not leave the profession. Whether their work is more closely prescribed as a result of reform or not, they continue to do the best they can for the students they teach under changed and challenging circumstances, usually with their beliefs about their core purposes and values intact (p. 1303).

While Nussbaum's list of capabilities and functionings constituting human flourishing come from an *a priori* position, the implementation of these abstract notions depends on the specific social, cultural, and economic context. The issue is: what room is there for individual ideas about what constitutes a good life, or in the case of this study, a good professional life? In response, Nussbaum and her advocates suggest a participatory process of determining the specific content of these abstract capabilities and functionings, that is, opportunities for managing social (group, communal) capabilities and functionings of which the individual is a part (Schokkaert, 2008) or dynamic context dependent social practices (Willis et al., 2013). Taylor (2011) refers to this as building an awareness of social power, meaning belief in the fulfilment of individual members, as well as the group as a whole. Nussbaum explicates that her capability-based theory

> refrains from offering a comprehensive assessment of the quality of life in a society, but allows for dynamic and multilayered internal (personal, individual both innate and acquired) and external (social) capabilities or the social conditions in which functioning can actually be chosen (2011, p. 21).

Nussbaum observes that, sometimes, social conditions make it seem impossible to balance all or some number of capabilities and, as a result, concessions are required (Nussbaum, 2011).

However, and of relevance to this study, it is precisely for this reason that she identifies the capability of 'affiliation' as key to flourishing, since through affiliation a person is respected as a social being and has access to supports (that is, a configuration of relations) which may mitigate any personal concessions (Nussbaum, 2011). All this grounds Nussbaum's commitment to the concept of human dignity as the guiding principle of CA, which she associates with an individual's opportunity for 'active striving' (Nussbaum, 2011, p. 36). Wolbert, de Ruyter, and Schinkel (2015) explain 'active striving' in greater detail, helping to build further understanding of the constant renegotiation of flourishing:

> Two formal criteria of 'human flourishing' have been proposed: First, flourishing should be perceived as intrinsically worthwhile (1). Second, human flourishing means 'the actualisation of human potential' (2), which entails that to be able to say that someone flourishes, we argue that one has to look at her life as a whole in a holistic sense (2a); that in order to actualise human potential a continuous developmental process is required, which shows that flourishing is perceived as a 'dynamic state' (2b); and that there is a necessary reference to objective goods, in the sense that there are human capacities that are objectively good for a person as well as certain external goods people need in order to live well (2c) (p. 126).

When it comes to the flourishing of professionals as workers, scholars have urged the examination of alternative conceptualizations of well-being at work (Warr, 2007; Wright & Huang, 2012). In their study from 2016, Turban and Yan incorporated both hedonic and eudaimonic perspectives of workplace well-being to investigate the interrelations of the two concepts. Their research showed that, while *hedonia* and *eudaimonia* are strongly related, they also have

> unique effects on job attitudes and extra-role behaviors. Further, there is a synergistic effect between eudaimonia and hedonia such that experienced eudaimonia [actualization of one's potential while pursuing one's purpose in life] has a stronger effect on employee outcomes when hedonia [personal pleasure, satisfaction] is higher (Turban & Yan, 2016, p. 1006).

McMullin (2019) goes further and formulates a tripartite view of flourishing that captures its nature in practice:

> The first-person normative domain refers to imperatives governing the possibility of being one's best self – both in terms of the formal constraints intrinsic to agency as such and in terms of the substantive and idiosyncratic ways that each individual understands herself to fit with the world: her unique style of being. The second-person normative domain refers to the way in which individual others make claims that call into question one's tendency to view the world strictly through the lens of

> one's own projects and preferences. On this second-person stance the agent recognizes the claims arising from the other person's projects and preferences as reasons. Finally, the third-person normative domain refers to the capacity to experience self and others as partners in a community of equals. It is the stance through which we each experience ourselves as claimed by the project of shared world-building (p. 223).

An important implication of this scholarship for the current research is that workplaces should focus on creating an environment that fosters personal professional growth, a sense of purpose, and a feeling of social consequence, in addition to hedonic fulfillment (Turban & Yan, 2016). Mehrotra and Tripathi (2013) refer to this as conditions for 'positive psychosocial functioning' (p. 239), while Mendonça et al. (2014) speak about conditions which lead to a sense of comprehensive satisfaction.

2.1.2 Flourishing as an expression of courage and conviviality

The notion of teaching as a calling is 'work [which] constitutes a practical ideal of activity and character that makes a person's work morally inseparable from his or her life' (Bellah et al., 1985, p. 66). Bullough and Pinnegar (2009) remark that, in effect, teachers teach to realize what in ancient Greek culture was called *arete*. Usually translated as 'virtue', the word more closely means excellence, reaching one's highest potential, or being the best that one can be:

> It is the striving to realize one's own *telos* [purpose], in this case by and through teaching, and its many associated specific virtues – patience, prudence, justice, and, of course, love – which underpin teacher ideals, ground exceptional practice, and hold out a promise of happiness (Bullough & Pinnegar, 2009, p. 243).

Johnson (1993) observes that the challenge is for teachers to realize the 'imaginative ideals' of their professional self (p. 185). Bullough & Pinnegar (2009) add that

> [g]oodness in teaching is not merely a matter of knowing what is good to do but of developing the courage necessary to act on that knowledge, of moving forward in right action as a teacher even when to do so runs counter to institutional imperatives (p. 245).

It is important to remember that flourishing is not merely a condition where individuals are understood as objects of their circumstances but represents ultimate overcoming through complex lived self-agency (McMullin, 2019). This achievement requires braving the world,

since individuals who seek flourishing must respond to the criteria around them concerning what it means to be a success or failure, which McMullin (2019) refers to as 'normative constraint imposed on us by our embeddedness in a world that both limits and enables us….' (p. 224). Within a deeply interdependent life, managing to live and work excellently represents courageous flourishing, which is at once a state of positivity:

> The consequence of the normative plurality to which we are condemned is that flourishing – doing a good job at being a person in the world – is realized not by following a specific decision procedure or fitting oneself into a cleanly demarcated category but by ongoingly negotiating this condition of irrevocable tension without recourse to a stance from which a hierarchy could be established among these normative sources (McMullin, 2019, p. 225).

Professional work involves the ongoing and stressful, oft-times discouraging, negotiation of the politics of knowledge, power, and social organization (Freidson, 2004; Larson, 2013). Bullough and Pinnegar (2009) add that work is among the social systems that either enable or limit one's efforts to achieve *eudaimonia* and, with it, a positive frame of mind, outlook, and attitude towards others. Notwithstanding all obstacles, some teachers are able to flourish and function well at work, sustaining a friendly disposition (Rothmann & Redelinghuys, 2020). Even when they share the same working conditions, characteristics such as personality traits, values, and goals lead them to engage in certain behaviours, to pursue specific goals or strategies, and to interpret and find meaning in their experiences in orderly ways that lead to satisfaction and subsequently, positive relationships (Bono et al., 2011; McAdams, 1995). An investigation by Bono et al. (2011) shows that people who flourish at work because of their personality and mindset tend to have a positive approach to their self, others, and work situations. They also tend to take an active, engaged, and forward-looking approach to work, especially in new or demanding situations (Bono et al., 2011). They express their flourishing through an attitude of conviviality (Addy, 2017).

Zembylas (2002) explains that, as work cultures develop and change, they come to manifest 'structures of feeling' that shape both experience and emotion (p. 187). Moore (2007) adds that mood, as a characteristic of an organizational culture, underscores not only how cognition is distributed across persons who share situations but also their emotional state. Sharing a workplace also means sharing a way of behaving, speaking, thinking, perceiving, and feeling about and while in that context (Bullough, 2009). In teaching, vulnerability **(**that is, exposure to the dynamic social, cultural, and structural working conditions making up the teacher's job) is

widely thought to be a dominating factor (Kelchtermans, 1996, 2009). There is no question that working within a demanding and unpredictable environment, and within an institutional and political context preoccupied with accountability, can lead to feelings among teachers of being exposed, open to easy targeting by students, parents, administrators, and politicians, and contribute to disengagement (Helsing, 2007; Kelchtermans, 2005).

McLean and Walker (2015) urge that schools must move beyond critique and give a positive definition to the potential achievements of teaching as a profession, to the totality of the teaching experience. Teachers experience and respond to challenging work conditions differently: some withdraw and become hesitant and shy, some embolden (Kelchtermans, 2005), and others exhibit a heightened sense of the need to grow and develop that underpins what van Eekelen et al. (2006) describe as the 'will to learn' (p. 411). The will to learn might be grounded either negatively or positively: either the desire is to strengthen one's ability to control the classroom, or, to better learn how to effectively engage children (Kelchtermans, 2005). Many teachers do enjoy the unpredictability of children and accept the uneasiness of teaching as the price they pay for the joy of being surprised by their pupils' learning moments (Bullough, 2009). In addition, just as teachers differ, so do teaching contexts, and these differences contribute to how teachers experience and respond to their work and its emotional intensity: for some, teaching becomes impossible because, so little is predictable and so much is threatening; for others teaching becomes a form of motivating experimentation in a culture that supports and celebrates learning (Bullough, 2009). Professional flourishing, then, exemplifies overcoming through hard choices that are ultimately good choices for the individual (Wolbert, de Ruyter, & Schinkel, 2015).

2.1.3 Flourishing as ongoing and total engagement

Regarding the totality of the teaching experience, the social processes of recognition, identification, and affiliation shape teacher identity, allowing teachers to respond to the teaching context with fluidity and to embrace multiple layers of engagement (Zembylas, 2003). Gee (2000) states that identity requires recognition, that is, being seen by others in certain ways. Findings from a paper that explores early-career teachers' perceptions of their professional identities, and factors impacting on their success, reveals that, despite discussing experiences of isolation, heavy workload, exhaustion, and lack of work-specific skills, most of the teachers demonstrated a wide range of professional and personal skills associated with a positive outlook

on their lives and careers (Ballantyne & Zhukov, 2017). This evidence of flourishing in the lives of early-career teachers offers a deeper perspective on the nature of a fully engaging teaching experience. The development of a stable and positive professional identity is a key contributor to the success experienced by teachers, their sense of total and continuous engagement, mitigating against 'praxis shock' - when expectations of teaching life do not match up with realities (Beijaard et al., 2004; Day & Gu, 2007).

Eriksen (2016) argues that professionals care about the ends of their work, where care is understood as investment in oneself. He continues that professional excellence is part of the individual's personal good and leads to overall flourishing (Eriksen, 2016). Eriksen (2016) also notes that this is a direct application of the Aristotelian framework to the professional context, that is, that *eudaimonia* has the same relation to virtue in the professional arena as in everyday life. The researcher explains that this view contrasts with what he calls the 'key goods view' (Eriksen, 2016). The key goods view replaces *eudaimonia* with profession-specific ends that are central to individual professions, like teaching (Eriksen, 2016). But he also remarks that the idea that virtue is conceptually linked to the *eudaimonia* of the role holder has been met with both resistance and acceptance (Eriksen, 2016). Carr (2006) observes that '[t]o the extent that different cultural constituencies appear to embody different conceptions of the good life, it would appear that there may be rival and incompatible accounts of the virtues' (p. 15). To overcome this relativism, Higgins (2011) interprets teaching as a 'ground project' that gives meaning to the lives of role holders (p. 362). He coined the term 'selffulness' (Higgins, 2011, p. 362) to describe an ideal that promotes self-realization; eudaimonistic virtue theory is described as a move towards a 'sustainable ethic of teaching' (p. 190). Caring is presented as a manifestation of flourishing, an appreciative regard that views education as something worth engaging in with one's whole self over one's whole life (Higgins, 2011).

Dollansky (2014) makes a point about the importance of a teacher's 'psychological contract' (p. 442) to the attainment of happiness and well-being and subsequently, the continuity of professional flourishing. The 'psychological contract' is the understanding between teachers and their organizations about teacher roles, responsibilities, and expectations over time (Dollansky, 2014; Schein, 1980). Disruption of this psychological contract is one reason why educational reform efforts are disturbing for some teachers and prevent them from feeling that they are flourishing in their work (Bullough, 2009). Thinking about education in the developing

democracy of Ukraine, the ability of teachers to sustain their capabilities and functionings needed for a flourishing professional teaching career has bearing on their contribution to transformative social changes over time. This is important because it means that professional flourishing is not an end in itself but a journey that contributes to generating positive experiences both at work and in life as a whole (Oliviera-Silva & Porto, 2021). Schokkaert (2008) talks about this in terms of the need to balance freedom and responsibility, and how rapidly changing socio-economic and political conditions can upset this delicate relationship. These considerations are given further thought in the next section on Neoliberalism, a compelling force influencing teacher flourishing in Ukraine.

2.2 Neoliberalism: a polylithic phenomenon

> *Although its critics claim that it looks like a new empire with globalization substituting for colonialism, its proponents view it as a means of creating opportunity for all* (Slobodian, 2018).

Harvey (2005) writes that neoliberalism began as a reaction of international scholars and intellectuals to the economic and political catastrophes of the early 20th century—the Great Depression, collectivism, totalitarianism, and fascism. The term 'neoliberalism' was first coined at the Walter Lippmann Colloquium in Paris in 1938 as a way to describe the desire of the gathered economists, sociologists, journalists, and business leaders to 'renovate liberalism' (Brennetot, 2015, p. 30). Neoliberalism as a project became an active response to the situation that emerged following the defeat of communism and the end of the Cold War (Rustin & Massey, 2015). Later, then UK PM Margaret Thatcher, and Chairman of the US Federal Reserve Paul Volker, were responsible for enacting this concept, one which became the basis of a new understanding of economic thinking and management (Harvey, 2005). Similar to classical economic liberalism, neoliberalism is a political economic theory according to which human flourishing is associated with individual entrepreneurial liberties and skills deriving from private property rights and the function of free markets (Olssen & Peters, 2005). Under neoliberalism the state is tasked with creating and maintaining a supportive infrastructure, including the creation of new markets in such areas as education (Harvey, 2005). The neoliberal political project, then, aligns people's interests with those of capital. The cultural work of neoliberalism, which includes education and its institutions, displays some of the most advanced instances of neoliberalism (Bousquet, 2008). Olssen and Peters (2005) note that the most significant shift

brought about by neoliberalism has been the rise of knowledge as capital (the 'knowledge economy') and that this change, more than any, stimulates 'the neoliberal project of globalization" (p. 330), that is, the expansion of global cultural interconnections powered by economic forces (Rizvi, 2007).

Historians speak of the period since the 1970s as a new era in global political economy (Lebovic, 2019). In both political and academic discourse, this ongoing era has come to be called 'neoliberal'. From the late 1980s onwards, neoliberal reforms spread rapidly, buoyed by the global expansion of capitalism and the transnational integration of markets. Rizvi and Lingard (2006) suggest that the fall of the Berlin Wall in 1989 was a turning point, signifying 'a fundamental shift in policy thinking around the world, both resulting from and giving rise to the globalization of capitalism and the emergence of a dominant 'neoliberal' ideology' (Savage, 2017, p. 2). However, neoliberalism is not seen by all as a uniform, monolithic phenomenon. Rather, it is complex and dilemmatic, whereby traditional means of production are disrupted by technological transformations (especially digital - Barns, 2016), new forms of financialization, a globalized terrain of work, the emergence of social movements supporting new forms of democracy, and a paradigm shift in education and training (Lebovic, 2019). The neoliberal era comprises diverse lived experiences or 'multiplicities of neoliberalism' (Lebovic, 2019, p. 2). Neoliberalism has both transcended borders and produced increasingly complex and varied patterns of both inclusion and exclusion (Lebovic, 2019). Nevertheless, the firm foothold of this political-economic transformation highlights how neoliberalism has 'tapped into and mobilized human desires' around the world (Lebovic, 2019, p. 4), not least in post-Soviet Eastern Europe.

While the notions of post-colonial and post-socialist (post-Soviet) are understood in different ways in different parts of the world, there is, nonetheless, an understanding that these descriptors refer to the contemporary era and it is within this frame that neoliberalism has become associated with regime change and democratic state-building (Rustin & Massey, 2015). This helps to explain the 'glocalization' (Robertson, 1992) of neoliberalism; it is not a practice and thought that has a single all-embracing narrative but is characterized by a plurality of local meanings (Gibson-Graham, 2006). Robertson (1992) introduced the term 'glocalization' into the social-scientific discourse. He saw this as a mechanism whereby the future is not determined solely by macro-level forces but also by groups, organizations, and individuals operating at the micro level (Robertson, 1992). A good summative definition is provided by Outhwaite (2008, p. 137):

‘the interpenetration of the local, the national and the global, in Europe and elsewhere’. The result is something Robertson (2013, p. 47) later referred to as the ‘in-between society’, an apt description for the liminal context of Ukraine. In fact, scholarship has been building the case that the discourse and practice of neoliberalism are rooted in diverse local forms of knowledge and experience and, therefore, their expression over time has been equally diverse (Soderstrom & Stahl, 2012). Hay (2006) claims that this is reflective of a broader shift from a normative (lasting to the early 1990s) to a normalized (or accommodated) neoliberalism. While the earlier normative phase of neoliberalism was largely restricted to English-speaking countries (centred on the US and the UK), in more recent years the normalized phase has become more widespread.

Rightly or wrongly, national contexts that have adopted neoliberal tenets to any extent tend to subscribe to the notion that neoliberalization is ‘necessitarian’ (Hay, 2006, p. 53). They justify this position by the conviction that an ongoing agenda of neoliberal reform is required to sustain economic growth and competitiveness in an economically interdependent world (Hay, 2006). However, within these new neoliberalized environments different market participants also form their own expectations specific to their own contexts (Hay, 2006). In societies not previously characterized by neoliberal economic governance, this means a localized renegotiation of public and private interests, and marketization and commodification across all sectors, including education (Hay, 2006).

2.2.1 Entrepreneurialism, the knowledge economy, and education reform

Brown (2003) has argued that the process of neoliberalization needs to be seen as extending beyond the market to encompass the whole of social life: ‘it involves extending and disseminating market values to all institutions and social action, even as the market itself remains a distinctive player’ (p. 1). Chopra (2003, p. 22) remarks that ‘… neoliberalism has managed to establish itself as a credible vision, at once universal and foundational, for describing social reality itself’. Marttila (2018) calls this process the ‘entrepreneurialization of society' (p. 565). The transformation of the entrepreneur into a role model of innovative and creative behaviour in the context of a knowledge-based economy has facilitated the diffusion of neoliberal ‘enterprise culture’ (Marttila, 2018, p. 565) as a new societal essentiality, which naturally requires cultivation through education.

Perhaps the most significant impact of neoliberalism in education has been the reimagining of schooling from an economic point of view (Rizvi & Lingard, 2006). Education, therefore, is framed and justified in policy as primarily a site for building human capital and contributing to economic productivity, from early childhood through to the tertiary level (Savage, 2011). This shift represents a move to a 'knowledge economy', which Powell and Snellman (2004) define

> as production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advance.... The key component of a knowledge economy is a greater reliance on intellectual capabilities than on physical inputs or natural resources (p. 199).

Savage (2017) states that, historically, there have always been links between schools, curriculum, and the economy. He goes on to say, however, that, rather than simply being linked to economic markets, schools are now seen as central mechanisms and that this shift has fundamentally transformed how teachers operate in schools. What is unique about policy shifts over the past few decades is the extent to which economic purposes of schooling have risen to head policy agendas, often at the expense of other missions. Many important social, personal, and emotional purposes of schooling have either become peripheral concerns in education policy or have been reconfigured in line with economic imperatives (Savage, 2017). These challenges derive from the neoliberal policy rhetoric around the linked concepts of knowledge economy, knowledge society, and human capital (Green, 2002). This rhetoric is aligned with Human Capital Theory, according to which learners are viewed as 'knowledge workers' and the content and delivery of learning are stratified according to policy priorities (Pidzamecky, 2020b).

The entrepreneurialization of society resonates with the neoliberal conviction that individual and collective actors are not capable of achieving their potential unless they acquire qualities and competences characteristic of entrepreneurs (Du Gay, 1996; Rose, 1999). Institutions such as schools, universities, and state bureaucracies have not only become entrepreneurial actors in their own right, but they have also been tasked with transforming individuals into 'entrepreneurs of themselves' (Miller & Rose, 2008, p. 195). This view of the corporate role has been called 'managerialism' which, according to Hvenmark (2016) denotes an ideology or set of ideas and beliefs originating in corporate management. Marttila (2018) remarks that through this ideology, entrepreneurship has become a metaphor for success. Savage (2017) comments that in societies influenced by neoliberalism, individuals are often positioned to invest in themselves in various ways (especially through education), market themselves, contract out their skills and knowledge,

and compete with others in pursuit of their maximal human capital and potential. Striking a more optimistic tone, Henton et al. (1997) dismiss the distinction between economic actors, the economic system of production, and economic rationalities, on the one hand, and civic society, on the other, to conclude that civic actors learn from entrepreneurs how best to optimize their efforts for the full benefit of societal development.

Slater (2015) comments that neoliberals, capitalizing on crises, externalize the demands of recovery in transitioning or developing polities onto schools, teachers, and students. While such radical change brings about its own societal upheaval, it is often seen as the only alternative for emergent democracies (Slater, 2015). The view could be taken, as expressed by Slater (2015), that neoliberal approaches offer a means of 'orderly disequilibrium' (p. 1). Crisis politics in education could be understood as operating at the juncture of social crisis and naturally occurring crises (Clarke & Newman, 2010). This raises a question relevant to the current investigation, namely: if neoliberal theorists and policymakers have incorporated a mechanism of recovery from crisis through entrepreneurialism and the knowledge economy into education reform, how should communities, teachers, and students respond? Means (2011) opines that they might 'draw upon heretofore unexpressed creative productive capacities', which represents a 'semi-autonomous zone outside the empty consensual orders of the market' (p. 1099). That is, viewing nodes of tension as opportunities for innovation. Savage (2017) observes that, given the profound impact of neoliberalism in shaping the 'conditions of possibility' (p. 160) for education, it is imperative for educators to understand its impacts and engage critically in its evolution. This point becomes especially important when considering contexts, like Ukraine, whose educational system in pre-neoliberal times was rife with inequalities, problems, and obstacles (Kushnir, 2019).

2.2.2 Neoliberalism in Eastern Europe and the former Soviet Union

The relationship between neoliberalism, Eastern Europe, and the former Soviet Union appears on the surface quite straightforward. Before 1989, the region exemplified the antithesis of neoliberalism. Then, it transitioned rapidly from communism (or state socialism) to neoliberal capitalism (Dale & Fabry, 2018). Many scholars claim that neoliberal ideas and policies were imported from the West, but others contest that they developed out of a process of East-West interchange dating back to earlier years of socialist interest in neoclassical economics to create

new models of market socialism (Bockman, 2011; Bockman & Eyal, 2002; Gagyi, 2015). Bockman (2012), in fact, questions standard accounts surrounding 1989 and the end of the Cold War, claiming that debates in Eastern Europe were not about central planning versus markets but rather about authoritarianism versus economic and political democracy, and that this was the context in which the rise of neoliberalism in Eastern Europe is best understood.

Dale and Fabry (2018) suggest, however, that the interchange argument places undue emphasis on the networks themselves, with insufficient attention to the concurrent worldwide shift to neoliberalism: an evolving world economy, in which similar pressures generated similar shifts in all regions, on the one hand, and, on the other, a variety of actors urged neoliberal transformation in the interests of geopolitical realignment in the post-Soviet space. When it comes to Eastern Europe, perhaps the 'truth' lies at the intersection of the two viewpoints. Eastern European reformers were converted into followers of neoliberalism long before 1989 by participating in transnational dialogue (Bockman & Eyal, 2002). From the 1960s onwards, economists from East and West drew inspiration from one another's ideas and reports, where the dialogue was dominated by Western institutions. Thus, in reality, in 1989-91, the policies with the label 'neoliberal' that were implemented across the region were both part of a longer history of discussions and also reflective of a movement that continued to gain adherents around the world. Understood in this way, neoliberalism in Eastern Europe, and the post-Soviet states in particular, represents both evolution and transformation.

Creed (2010) reminds us that a domesticated neoliberalism is always created through everyday practice and normalized through the lives of ordinary people. Education has been both a force and reflection of transformations, playing a central role in the discussions of policy futures associated with Europeanization, democratization, and market-orientated globalization:

> Changing education institutions is hard; changing education institutions to change society is even harder. Educators work at the same time to reproduce society, to transmit knowledge and culture, and also to improve society, to enable students to have more choices and be freer than their parents. The conceptualisation of the relationships between education and societal change usually involves viewing education as an image/reflection of society (Durkheim, 1897)…and/or as a driver of change (Baker, 2014; Carnoy & Samoff, 1990). The history of education can be interpreted as the struggle between these two missions: the mission that seeks to conserve society, its traditions, knowledge, institutions and structures, and one that seeks to transform it (Chankseliani & Silova, 2018, p. 11).

Scholars have noted that the 'quality revolution' that also began in the 1990s has promoted market solutions, based on the belief that marketization allows families from lower socioeconomic backgrounds to select better schools outside their area of residence, and can ensure the provision of better-quality education for the poor (Kwong, 2000; Tooley et al., 2009). In fact, the association of neoliberalism and democratic ideals may explain the expansion of marketization policies across the globe, and the former socialist countries in particular (Chankseliani & Silova, 2018). Marketization of education systems in the post-socialist region has been associated with optimization and reorganization of public educational institutions, and the emergence of private providers (Chankseliani & Silova 2018). In her research about post-Soviet Georgia, Chankseliani (2014) describes the cachet and resultant rationale for educational marketization in the following way:

> An attractive marriage of efficiency, effectiveness and democracy-related considerations may explain wider support for marketisation policies in Georgia and internationally; rarely would anyone oppose the idea of having effective education providers and free choice to select the most appropriate educational institutions (p. 280).

Chankseliani and Silova (2018) note, however, that there have also been multiple tensions, complexities, and contradictions associated with the ongoing reconfigurations of education purposes and values, as well as with their subsequent translations into education policy and practice where the educational tradition was quite different. For example, individualization and competition have become much more pronounced than the uniform approaches that typified the socialist period (Khavenson, 2018). Municipalities have been put in a position to take responsibility for school budgets (Chankseliani & Silova, 2018). As Milovanovich and Lapham (2018) explain, this was a way to remove costly services from the national purview, but decentralization was also strongly encouraged by international development agencies. At first, large disparities emerged in some countries by area and by school. Milovanovich and Lapham (2018) describe the cases of Armenia and Ukraine to show how these informal remedial solutions led to the favourable treatment of individuals who take up private tutoring with their schoolteachers or whose parents make informal contributions to schools. They also show that these informal remedial practices are usually reasonably efficient at the school level, but far from providing equal treatment or outcomes for learners or ensuring system-level efficacy (Milovaniovich & Lapham, 2018).

Also, the introduction of managerialism and, with it, growing high stakes accountability, has resulted in discrepancies and disbalances in educational delivery (Valli & Buese, 2007). Valli and Buese (2007) opine that the work of teaching has been changing, becoming less personal, more demanding, involving, and stressful, less like a vocation and more like a chore. Nichols and Berliner (2007) declare that this managerialism is grounded in the assumption that pressure and threats of consequences motivate teachers, that holding teachers accountable for their students' scores on high-stakes tests will result in better teaching and, importantly, force so-called less-effective teachers to work harder. Feeling the pressures of 'performativity' (Ball, 2003) and being pushed to produce predictable outcomes, teachers increasingly find themselves needing to create 'versions of an organization (or person) which [do] not exist...in order 'to be accountable' (p. 224). Bullough and Pinnegar (2009) call this situation a loss of professional agency, which can undermine a teacher's satisfaction and result in professional detachment. This is because agency—especially professional agency—is not something individuals have, rather, it is something they engage (Priestly et al., 2013):

> The achievement of agency will always result from the interplay of individual efforts, available resources and contextual and structural factors as they come together in particular and, in a sense, always unique situations (Biesta & Tedder, 2007, p.137).

Such conditions of 'judgmental relations' (Bullough, 2009, p. 34) can alter how teachers and students interact, impacting the identity or role of the teacher—again, an action-oriented concept insofar as it involves autonomous decision-making and self-defined conduct by a teacher in their learning space. In addition, being perceived as competent is vital for teachers in complex transformational environments. Nussbaum (2011) discusses this in terms of 'capability justice' through policies which assure 'capability security' (p. 43).

2.2.3 The neoliberalization of Ukraine: earmarking the education sector

The globalization narrative, in the form of Europeanization, quickly came to command Ukraine's policy agenda, especially education, following the proclamation of independence in 1991 (Pidzamecky, 2020a). Ukraine became a setting of competitive struggle not just between politicians endeavouring to make sense of the winds of change, but between political projects created to leverage influence over evolving socio-political processes in the country (Baysha,

2022). Fraser (2019) explains that '[f]or the neoliberal project to triumph it had to be repackaged, given a broader appeal, and linked to other, noneconomic aspirations for emancipation' (p. 13). A softened neoliberal discourse was proposed and adopted, by linking to such elements as consensus, inclusiveness, morality, modernization, national good, progress, and other promises (Harjuniemi, 2019). In many non-Western societies, which have their own versions of 'local neoliberalisms' (Peck & Theodore, 2019, p. 247), the idea of 'progress' appears to be linked to the idea of modernization—economic, technological, political, and educational.

Slobodian (2020) claims that, in the post-war order, which was characterized by the ruin of empire, decolonization, and the emergence of new nation-states, '[t]he confrontation with mass democracy was also at the heart of the century for neoliberals… [for whom]… [t]he tension was always between advocating democracy for peaceful change and condemning its capacity to upend order' (p. 14). In other words, neoliberals value democratic governance as a means of peaceful organic change, whereby 'it must be limited so as to prevent it from destroying itself' (Baysha, 2022, p. 111). Baysha (2022) observes that achieving a balance between the global economic order and national political regimes to reconcile global dependency with national self-determination has been the main neoliberal problem of post-colonial times. It is not insignificant that the new Law on Education in Ukraine was ratified in September of 2017, just days after the Ukraine-European Union Association Agreement came into full force (EEAS, 2017). Contemporary discourse that theorizes internationalized education policy shifts in Ukraine discusses these developments in terms of 'the rationalities of 'catching-up' Europeanization' (Fimyar, 2010). The earlier law on education in Ukraine was one of the longest-standing pieces of legislation, adopted in 1991 at the time of the country's proclamation of independence and formal secession from the Soviet Union (Pidzamecky, 2020b). Efforts were made to modernize the education system, including a national education program introduced in 1993 that focused on the decentralization of schooling, life-long learning, and education for personal development (Fimyar, 2010). However, these efforts remained largely unrealized (Shandra, 2017). The possibility of change appeared more likely immediately following the 2014 Euromaidan Revolution, when the Ministry of Education and Science (MESU) invited selected teachers, academics, experts, and students to help draft a new law which aimed to account for contemporary realities (Shandra, 2017). The Conceptual Principles of the Law stated that 'the new educational standards will be based on, but not limited to, the Recommendations of the

European Parliament and of the European Council, on key competencies for lifelong learning….' (MESU, 2016, p. 10).

Thereafter, the education sector in Ukraine began to experience sweeping and long-awaited reforms rooted in the conviction that they would contribute to internationally oriented transformation (Kahkonen, 2018). It has been said that The New Ukrainian School (NUS) policy, which complemented the new Law on Education in 2017, represents the localization of profound global transformations, not only of economic and cultural systems, but of educational models (Dovbnya, 2018). As such, it symbolizes the reconceptualization of the contemporary Ukrainian state and, more specifically, of the Ukrainian citizen as a self-actualizing member of a new technologized knowledge society (Dovbnya, 2018). The new Law and the NUS policy focus on 'ensuring the upbringing of an innovative person' (Nychkalo, 2017, p. 90), '…a person for life in the 21st century, bringing up a patriot and a competitive citizen, and thus competitive European Ukraine' (Kremen, as quoted by Nychkalo, 2017, p. 90). This echoes Lerch, Bromley, and Meyer's (2022) views on global neoliberalism as a cultural order with expansive educational effects, where society is understood as being 'composed of agentic people, beyond structures' (p. 103). For example, Ukrainian policy makers recommended that the ideas of sustainable development be incorporated into the content of educational programs for the training of elementary schoolteachers, so that they may fulfil their role and assume their identity as agents of change (Levchyk et al., 2021). Karpan et al. (2020, p. 99) discuss this in terms of teacher identity being inextricably linked to and an example for society of a new human identity for 'life in the third millennium'. A cautionary note is struck by Kushnir and Nunes (2022, p. 6), however, who feel that enacting identity as an eco-activist and actor in the creation of a better world, impelled by pressing socio-political and economic challenges at home, is nevertheless part of 'the planetspeak discourses of the knowledge-based society'.

The next section on Teacher Professionalism takes up two key themes from the theoretical considerations discussed earlier, namely professional identity and professional development/learning, and contemplates how the meaning of being a teaching professional has changed and what this tells us about flourishing across a career in neoliberal times.

2.3 Teacher professionalism

2.3.1 On being a teacher: factors inhabiting or inhibiting teacher professionalism

Education is the premise of progress
(Kofi Annan, *Basic facts about the United Nations*, 2004).

Professional work is esteemed because it requires specialized knowledge and training, as well as substantial commitment and experience. As professionals, teachers are challenged to balance many demanding responsibilities (the curriculum, student needs, societal expectations) that foreground their dilemmatic educational spaces (Berlak & Berlak, 1981; Fransson & Grannas, 2013), while managing fluid learner populations, all within political and economic constraints. Today, teaching professionals must contend with their local daily teaching situations, while also attending to the issues of 'professionalization' (Ball, 2003) shared by teachers worldwide: bureaucratization, accountability, marketization, credentialization, and globalization (Hordern, 2018; Moon, 1999).

Whether teachers are professionals, or are treated as such by themselves and others, are issues that have been addressed within scholarly research. Connell (2009) looked at the complex ways the 'good teacher' has meant different things in different contexts over the course of history. Her historical approach makes clear how constructs like 'teacher quality' and 'professionalism' are always being reinterpreted as products of available discourses at a particular time and place. Importantly, this work has problematized how discourses of data and evidence shape 'ideas about "good teaching" [and] are embedded in the design of educational institutions, and lurk in our talk about curricula, educational technology, and school reform' (Connell, 2009, p. 214). The question remains as to who is ultimately authorized to establish the criteria for qualities like 'professional' or 'good' teachers. Sachs (2003, 2016) opines that having the authority do so about one's own occupation is a defining feature of professionalism, or 'democratic professionalism' (Hargreaves, 1999).

Holloway (2021) remarks that most current critical research agrees to some degree that policy significantly impacts teachers' capacity to exercise discretion in their work and consequently, public opinion of them as professionals. The relationship between teachers and policy is generally framed in two ways: the teacher as a subject of policy (Foucault, 1980), or, as an actor

with different degrees of influence in relation to policy (Ball et al., 2011). While policy can serve to de-professionalize teachers or reduce teachers' capacity to exercise their professional discretion, some scholars view teacher professionalism as something that is always being reimagined and which should not be conceived in strictly binary ways (Holloway, 2021). The process has been referred to as the ongoing re-professionalization of teachers (Anderson & Herr, 2015; Moore & Clarke, 2016; Zeichner, 2010).

Scholars also largely agree that discourses of neoliberalism, performativity, and quantification have influenced educational policies over the past number of decades and, as a result, the responsibilities and perceptions of teachers across education systems worldwide (Burke & DeLeon, 2020; MacDonald-Vemic & Portelli, 2020). This has led to an emphasis on teacher learning. Although much is known from educational research about factors that support K–12 teacher professional learning (PL), it has been a challenge to incorporate these factors into practice in new contexts and environments, and professional development (PD) specifically (Brennan et al., 2018). Ball and Cohen (1999) comment that relevant learning experiences for teachers include active engagement; context-specific tasks; opportunities to practice, revise, and reflect; exemplar models; and support from others in the immediate environment. Remarking on a synthesis of research on the subject, Bransford et al. (2000) note that teacher learning, like student learning, should be learner centered, knowledge centered, assessment centered, and community centered. These themes are reflected in Shulman and Shulman's (2004) principles that account for effective and enduring learning experiences for teaching professionals: activity, reflection, collaboration, passion, and culture.

As Barros (2012) notes, the paradigm shift to lifelong learning from lifelong education is what typifies the neoliberal project in education, including teacher education. These are overlapping but distinct concepts. Since the late 1960s much has been said about the concept of lifelong education and lifelong learning. Lifelong education was considered, not as a system of education but, rather, as a philosophical principle with respect to the organization of education (Tuijnman & Boström, 2002). By the mid-1990s the concept of lifelong learning emerged across international and national arenas (Delors & UNESCO et al., 1996; OECD, 1996):

> Lifelong learning is best understood as a process of individual learning and development across the lifespan, from cradle to grave – from learning in early childhood to learning in retirement. It is an inclusive concept that refers not only to

> education in formal settings, such as schools, universities and adult education institutions, but also to 'life-wide' learning in informal settings, at home, at work and in the wider community (OECD, 1996, p. 89).

The lifelong learning paradigm demands more of adult learners, especially professionals; quality and effectiveness are two of its defining objectives (Dromantiene et al., 2013). For example, teachers are called upon to take part in all forms of self-education and continuous learning in both public and private institutions (Dromantiene et al., 2013). Teachers' professional development is accepted as the overriding factor affecting school development and students' success (Canales & Maldonado, 2018). This shift has put additional pressure on teachers to access professional resources to deal with change and uncertainty.

The Council of the European Union Recommendation on Key Competences for Lifelong Learning (2018) has been an important policy document for education and training stakeholders. In their overview of the 25-year history of the development of this policy, Telling and Serapioni (2019) remark that the Recommendation has been an impactful strategy model for the development of teaching professionals in the post-industrial era and communicating a specific vision of quality education in contexts both within and outside Europe, representing 'the social investment turn in social policy' (p. 387).

2.3.2 Teacher professional development, professional learning, and professionalization

Egetenmeyer et al. (2017) state that world-wide 'professionalization and professionalism in the context of lifelong learning are marked by specific historical developments, actors, activities, institutions, and curricula' (p. 10). Although the European Union has no authority to harmonize the education systems of other states, the impact of its policies has been significant. For instance, summarizing experiences from the ongoing ERASMUS+ Strategic Partnership COMPALL (Comparative Studies in Adult and Lifelong Learning), Schmidt-Lauff et al. (2018) remark that the European policy on lifelong learning has strengthened international and transnational policy decisions in education and, specifically, the training paths of both prospective and in-service teachers. As a result, evolving educational systems in diverse parts of the world have been and continue to undergo conceptual changes concerning teachers and teaching (Natale et al., 2013). Tucker (2014), writing on behalf of the US National Center on Education and the Economy, describes a guiding framework for such changes in which

educational systems no longer perceive teaching as a working-class job but rather a profession where teachers can develop careers and be rewarded for professional advancement. Along with and in support of these conceptual changes, the need for teachers' professional development has emerged as part of an increasing emphasis on the importance of teaching quality (Even-Zahav et al., 2022).

Professional development represents an essential part of teachers' professional lives, where their craft knowledge and professional orientation can be facilitated and formed (Intrator & Kunzman 2007; Natale et al., 2013). Nonetheless, teacher professional development programs primarily reflect policymakers' focus on the teacher's critical impact on student achievement while often neglecting the role that the person plays in the profession (Intrator & Kunzman, 2007). In their recent survey, Darling-Hammond et al. (2017) revealed an emphasis of educational systems on 'effective programs' that lead to improved student achievement (otherwise known as 'quality education'). They described teacher professional development programs (TPDPs) as predominantly aimed at promoting the quality of teaching, emphasizing relevance to teaching content and the teacher's needs in this regard. Most TPDPs regard teachers as implementers expected to align their instruction with external and pre-determined goals and practices (Lindvall & Ryve, 2019). Moreover, TPDPs tend to overlook teachers' changing individual professional needs at various stages of their teaching careers and often assign the same programs for all teachers (Even-Zahav et al., 2022).

Easton (2008) states that traditional PD approaches commonly focus on rote learning, objectifying participants as passive recipients of knowledge. It is generally delivered in the form of lectures or one-time seminars, with little consideration for individual learning needs or customization of the content (Kennett et al., 2022). Professional learning (PL), on the other hand, emphasizes teacher self-directedness and a recognition of a range of learning needs (Stewart, 2014). The past few decades have seen an intense focus on PL approaches for teachers. As leaders and policymakers recognize its importance, they increasingly link high-quality learning experiences for teachers with improved outcomes for students (Darling-Hammond et al., 2010; Kennett et al., 2022). One approach to providing effective PL experiences is through personalized professional learning (PPL), an emerging concept increasingly embraced in education policy and research (Yang et al., 2021; Zhang et al., 2020a). The emergence of personalized professional learning reflects the need to align teachers' diverse learning

requirements to individual interests, professional growth aspirations, alongside personalized instruction for students and school improvement goals (Kennett et al., 2022). Previous research on PPL has been primarily focused on technological components that support personalization, such as self-pacing, self-assessment, and competency-based progression in professional learning (Gamrat et al., 2014; Martin et al., 2015). Importantly, personalized professional learning also supports flexible scheduling and collaboration with colleagues and other professionals to support teachers' needs, reflection, and learning in areas teachers identify themselves (Yurtseven Avci et al., 2020).

Ferdig et al. (2020) remind, however, that the shift to PPL necessitates a supportive infrastructure in the form of diverse programs and program providers (beyond traditional pedagogical institutions), as well as Internet access, online platforms, and accountability systems which still allow stakeholders to measure the connection between PPL and student outcomes. For these reasons, the state remains invested in PPL in terms of the continued professionalization of its teachers. The external pressures that teachers experience in PL are often driven by compliance (e.g., PL must be earned to maintain certification) or it is offered in large group settings (such as MOOCs) that may or may not speak directly to the goals or needs of the teacher (Bill & Melinda Gates Foundation, 2014). Nevertheless, Kennett et al. (2022) conclude that emerging forms of PPL are beginning to offer new access to PL opportunities that can be leveraged to give teachers greater voice and choice in how ongoing PL actually supports their professional practice.

2.3.3 Teachers in contemporary Eastern Europe: adopting new understandings of professionalism

Countries in Eastern Europe (EE) have undergone tremendous social and political change in the last thirty years. Most have transitioned from centralized and planned societies to market-based ones. Despite the overall economic growth of the region, these countries still face several common challenges. In most of them, the level of development is well below those of most OECD countries, good governance is a critical issue in the region, and there is a recognized need to build trustworthy and effective systems of government, particularly in Belarus, Moldova, and Ukraine (EU, 2020). These countries embrace the notion that education is central to achieving regional development goals, and that knowledgeable and skilled populations are

important in creating dynamic, sustainable economies, and inclusive, participatory societies (OECD/UNICEF, 2021).

Several characteristics distinguish the teaching profession in the Eastern European region. In many Eastern European countries, teachers are comparatively older than the Western average (OECD/UNICEF, 2021). They also tend to have lower compensation compared to jobs that require similar educational qualifications (Kitchen et al., 2017; OECD, 2017) and be less satisfied with their salaries (OECD, 2019). These factors shape the types of practices that teachers use, how they perceive their status in society, their motivation to improve, as well as the types of policies that EE countries develop to support teachers (OECD/UNICEF, 2021). Some EE countries have created national standards to help guide the profession patterned on European models, such as the European Qualifications Framework (Mikulec & Ermenc, 2016). In general, these standards feature key pedagogical knowledge and skills and highlight important practices, such as individualized and adaptive instruction. Many also set out different levels of the teaching profession, which is important in this region because in many countries teachers also assume school leadership roles (OECD/UNICEF, 2021).

In reviewing the first two decades of change in teacher training in Central and Eastern Europe since the fall of the Soviet Union, Zelvys (2015) comments that reforms and changes have reflected several interrelated paradigm-shifting processes, namely de-ideologization, de-mythologization, de-monopolization, and decentralization. Additionally, internationalization of education, diversification of learning choices, and marketization of professions (especially the teaching profession) have been introduced by extension (Zelvys, 2015). The author states that new curricula, and significant political, administrative, legal, and structural reforms in education have necessitated the training of a new kind of teacher with different competences than those developed during teacher training in Soviet times (Zelvys, 2015). The competence-based approach to study programs, introduced as an integral part of the Bologna process, has required teacher educators to rethink the aims and objectives of initial teacher training and reformulate the learning outcomes to be achieved. One of the priority issues for teacher educators in the new independent states of Central and Eastern Europe has been to promote these reforms and to make wider society familiar with and accepting of the changing nature of teacher training, that is, of the new teacher professional (Zelvys, 2015).

Zelvys (2015) observes, however, that the job of the teacher has not necessarily become more prestigious, nor better compensated. As a result, he asserts that the teaching profession in the region finds itself at a crossroads: one path is further professionalization of teachers by developing specific competences aligned with Western models, the other—teacher-directed professional learning based on their personal professional circumstances, means, and choices (Zelvys, 2015). This has created tension between policymakers and practitioners as to the nature of teacher professional development in the future (Zelvys, 2015). Some consolation may be found in the fact that, although European and global markets may disempower traditional professionalism based on what Bagnall (2009) calls a commodified definition of a field or discipline, they also demand both a vertical and a horizontal expansion of the notion of professional expertise (Beck & Young, 2005). The latter view of knowledge distribution locates professional training in contexts that Nerland (2012) regards as opportune sites of both personal investigation and communal discourse aimed at new knowledge construction.

The next chapter considers the changing nature of teacher professional learning, and its impact on teachers, within the broader context of neoliberal education reform in Ukraine since independence.

Chapter 3. The educational context of post-Soviet Ukraine: A European gaze

What happens after empire? Integration.
(Timothy Snyder, *Historians and the war: rethinking the future* [webinar], June 9, 2022).

The concept of Europeanization was introduced during the early 1990s, following the epochal dissolution of the Soviet Union in 1991. When reviewing the rapidly growing body of literature from the early 1990s to the present day, it is possible to identify three distinct phases and, consequently, three streams of Europeanization research: Membership Europeanization, which defines the EU's impact on existing EU Member States; Accession Europeanization, which is applied to post-communist countries with a clear EU membership perspective; and what has been labelled Neighbourhood Europeanization, which (mainly through the European Neighbourhood Policy, ENP) affects the EU's neighbours, who, for the most part, have no immediate accession perspective (Gawrich et al., 2010). Neighbourhood Europeanization is the result of both the external influence by the EU and internal support, that is, positive local perception of the external influence by domestic actors (Gawrich et al., 2010). External influence, in turn, is established by the EU's demands, rewards, direct support, and linkages (Gawrich et al., 2010). EU tools of top-down strategy are political dialogue and official statements. The EU seeks to promote democracy by conducting regular summits, committee meetings, and negotiations (Gawrich et al., 2010). A political dialogue is intended to exercise 'soft power' on leaders and policies (Vachudová, 2005). Meanwhile, a bottom-up strategy is directed to non-state actors and institutions that do not belong to high-level politics, such as civil society, the education system, and the media (Gawrich et al., 2010). Concerning civil society and the education system, ENP offers financial support through such programs as TACIS/EIDHR and TEMPUS (Gawrich et al., 2010).

In the year 2000 the European Union (EU) adopted the development plan known as the Lisbon Strategy/Lisbon Agenda (Lokshyna, 2018). The goal was to make the EU the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth, better jobs, and greater social cohesion (Lokshyna, 2018). In 2006 the European Parliament and Council adopted The European Reference Framework on Key Competences for Lifelong Learning and recommended that member states ensure that initial education and training offers all young people the means to master the key competences necessary for adult life (European Parliament, 2006). These policy decisions were no less impactful on membership hopefuls and

other neighbours. La Rosa (2017), referencing this impact, structures it into two groups: direct (in the form of policies), which comprises the implementation of programs, standards, and tools to measure their level of mastery, similar to those implemented in the EU; and indirect (agents), that is, the influence of institutions, students, teachers, non-governmental structures, and so-called best practices from the EU outside its borders, as well as mobility and exchanges.

> Europeanization in the [sic] Ukraine is a complex process, regarded as part of the nation's modernization alongside a qualitatively new level of Ukrainization. Both encourage liberation from pro-Soviet self-consciousness, ideological stereotypes and national inferiority feeling and are positive factors on the stage of the Ukrainians' new 'European identity' forming process (Hryaban, 2006, np).

It is possible to argue that a certain amount of social learning or 'discursive adoption' (Schimmelfennig & Sedelmeier, 2004, p. 661) of European norms has taken place in Ukraine. Solonenko (2010) posits that Ukraine can be regarded as a crucial case among the ENP countries. Because of its strong co-operation willingness, its high interest in becoming an EU member (Wolczuk, 2008), its consolidating democracy (Flikke, 2008), and its asymmetric interdependence with the EU (Melnykovska & Schweickert, 2008), Ukraine has been the most promising case for the success of Neighbourhood Europeanization among the eastern European ENP members (Gawrich et al., 2010). (Note: Ukraine has been pursuing a path toward EU integration since the overthrow of Russia-leaning President Viktor Yanukovych in 2014. However, with Russia's invasion of Ukraine in February of 2022, the EU granted Ukraine accelerated candidacy status on June 23, 2022—Minakov, 2022). Furthermore, Ukraine is the most active ENP partner; it is of high importance for the EU, and it cooperates with the EU on a wide range of issues, especially in the area of education (Emerson et al., 2006). For example, the EU continues to empower key segments of Ukrainian civil society through such technologies as the European Educational Portal (Solonenko, 2010). Democratizing education systems within the unstable economic and political contexts of post-communist settings is seen as an issue of stability for the entire region (Koshmanova & Ravchyna, 2008).

Nychkalo (2017) remarks that the modern world is often called the world of VUCA: volatility, uncertainty, complexity, and ambiguity. This is a global world that is moving extremely fast, and in which flexibility, creativity, and the ability to cooperate are no less valuable than knowledge. Ukraine views itself, not only as part of the European world, but the global world and has embraced many of its trends, such as rapid development of innovation and technology, the emergence of new specialties, new forms and types of employment, increased competition,

increased population movement, and the ability to regularly change jobs and professions (Nychkalo, 2017). All of this places unprecedented demands and pressures on teaching and learning.

3.1 Education reform since Independence: tectonic shifts

The situation in Ukraine following its declaration of independence could be likened to the 'clash of civilizations' (Huntington, 1993). During the complex transition to sovereignty, democracy, and a market economy, Ukraine required profound education reforms, including the structural organization of elementary and secondary schools, universities, curricula, and teacher and educational administrator training programs at all levels. Education reforms followed economic, political, and cultural transformations, deeply challenging the status quo of the emergent national identity where divergent philosophies of education and pedagogical ideas have entered public debate.

The first state program of education reform in Ukraine was established in 1993. The Ukrainian government restructured, rewrote, and modified the country's educational infrastructure and curricula at all levels. New courses, programs and projects, models and techniques of teaching and learning, and information technologies were introduced to make education flexible and open (Koshmanova & Ravchyna, 2008). Between 1996 and 2005, the transition from the conventional (Soviet) Ukrainian education system to more open learner-centred education required the transformation of all components of the education process to achieve effective learning outcomes, referred to at the time as 'the humanization and democratization of teaching' (Koshmanova & Ravchyna, 2008, p. 138). As described by Hrynevych (2008)—later, Minister of Education (2016–2019) and a key player in the process—in 2005, the country formalized its obligations to reform its system of HE according to the standards and recommendations of the European Higher Educational Area (EHEA) by signing the Bologna Declaration. Koshmanova and Ravchyna (2008) observe that issues quickly arose. While some (if not most) teachers and policymakers sought to marry innovative international experience with the needs of Ukrainian civil society, there were still those who remained oriented toward Ukraine becoming a state with a distinctly developed culture and national identity through a more traditional education system (Koshmanova & Ravchyna, 2008). As with other post-Soviet countries, the adoption of

neoliberal education reforms represented a break from a long and ingrained communist past, which required and resulted in a broad cultural shift, both in mindset and practices in all spheres:

> A first key point is that the goals of education were reorganized in the neoliberal era to reflect, and facilitate, individual agency in a universalized world. Educational structures, content, and pedagogies shifted to embody and transmit the logics of empowered personhood.... (Lerch, Bromley, and Meyer, 2022, p. 102).

To match European standards of education Ukrainian reformers needed to thoroughly reconsider and re-conceptualize current pedagogical theories and teacher preparation in a way that would persuade the traditionalists. As it turned out, their efforts were given impetus by the 2004 Orange Revolution and the Euromaidan Revolution of Dignity 2014.

The following is a summary of key reforms from 1991 to date (time of writing), which demonstrate the accelerated nature of the changes and, subsequently, certain discrepancies (Yurchenko, 2021a):

Table 1. Post-independence education reforms

1991	The first law on education in sovereign Ukraine was enacted by the Supreme Soviet of the Ukrainian SSR in June 1991, still before the Act of Declaration of Independence of Ukraine was adopted on 24 August 1991.
2000	A 12-point evaluation system was introduced
2002	A 12-year education system was first introduced
2006	The Ukrainian Centre for Educational Quality Assessment was established
2010	Return to the 11-year education system (an election promise of the Russia-supporting then Ukraine President Viktor Yanukovych, who touted the idea as more economical)
2014	Crisis: the annexation of Crimea by Russia and the occupation of certain areas of Donbas meant that Ukraine needed to provide education to more than 145,000 displaced children. For the first time, the quality of higher education came under the control of an independent body –the National Agency for Quality Assurance in Higher Education. From now on, there were five educational and qualification levels in Ukraine: junior bachelor, bachelor, master, doctor of philosophy, doctor of sciences.
2017	The first Law of Ukraine 'On Education' of an independent Ukraine was formulated and adopted, replacing the 1991 law. The new law significantly increased the salaries of teachers, expanded the autonomy of schools, changed the rules of certification and training of teachers, and assigned educational subsidies to all educational institutions where students received a complete general secondary education. One of the most important postulates of the new education law was a return to the 12-year term. Secondary education was divided into three levels: elementary education lasting four years, basic secondary education lasting five years, and specialized secondary education lasting three years. In this same year, the New Ukrainian School (NUS) policy was enacted. Schools moved to a new State Standard for Primary Education. This policy dispensed with homework and introduced formative assessment instead of grades. The purpose of NUS was to create a new educational environment and content. For the first time the Global Teacher Prize Ukraine was organized and awarded. Unlike the Soviet-era practice of teacher contests and student competitions ('Olympiads'), which were characterized by 'voluntary-compulsory' participation and low participant motivation, the Global Teacher Prize Ukraine introduced a new sense of professional camaraderie, nation-wide public acknowledgement of local innovation, and substantial financial reward both for the teacher and their school, as part of a major media event. This began to attract a large number of participants with voting taking place through an open online system. The first year alone, more than 232,000 Ukrainians voted for the winning teacher. The Law on Inclusive Education was adopted. This established the right to education for children with special educational needs and gave them the opportunity to study in all educational institutions. For the first time, the concepts of 'a person with special educational needs' and 'inclusive education' were defined.

2018	Ukraine participated in PISA for the first time
2019	Voluntary external evaluation for teachers was launched. From this point, teachers had the opportunity to pass a three-stage certification. Successful completion of such external evaluation of a teacher's theoretical and practical skills meant a 20% increase in salary.
2020	Due to the COVID-19 pandemic, distance (online) learning was introduced. On March 12th, all schools in Ukraine were closed for quarantine at the same time. This was the biggest challenge for the education system that year. Ukraine did not have a single online learning platform or guidelines for distance learning. Teachers learned the intricacies of emergency remote learning, tested educational platforms, new methods, and began conducting lessons on the ZOOM conferencing platform. In December, the Ministry of Education and Science (MESU), together with the Ministry of Digital Transformation, and private partners, developed and presented a new national online platform, the All-Ukrainian Online School, for grades 5-11. It was made up of pre-recorded videos prepared by teacher volunteers in 18 core subject areas. All schools had to switch to instruction in Ukrainian, the state language. The languages of national minorities continued to be taught where applicable. Students could now choose their own subjects and educational trajectory. These innovations were adopted together with the Law on Complete General Secondary Education that same year. Students and teachers gained what was described as unprecedented freedom. Individual Education Plans were introduced for special needs students. Teachers were given greater autonomy in the design of their teaching and assessment plans, choice of methodologies, and pedagogical approaches. According to Osvita (2020), additional developments in 2020 included: an updated plan of general secondary education and teaching methods that meet the needs of key competences for life; and a new joint program was established between the MESU and the National Academy of Pedagogical Sciences for 2021-2023 to coordinate education reforms in the areas of preschool education, the New Ukrainian School, professional education, higher education, and adult education, as well as science and innovation, digitalization of education, psychological support for teachers and leaners, and addressing persistent problems in the educational space.
2021	In this year the following introductions were made: - Approval of the National Strategy for the Development of Inclusive Education for 2021–2031; - Approval of the Strategy for the Development of Vocational Education for the period up to 2023; - Approval and implementation of the Strategy for the Development of Higher Education for 2021-2031;

	- Approval of the concept of digital transformation of education and science of Ukraine; - The Law on Adult Education - Approval of a standardized educational program for grades 5-9 - Piloting of school-based e-diaries and e-magazines (e-scheduling and e-books had been introduced earlier) - Improvements to the lessons for grades 5-11 located on the All-Ukrainian Online School platform. In 2021 it became apparent that distance and blended learning would remain an integral part of the educational landscape in Ukraine. However, certain problems also remained: uneven Internet access, lack of educational technology in some schools, limited access to digital devices for students, and inadequate training in digital literacy both for students and teachers. A positive development was an increase in teacher wages. The average annual salary in the field of education increased to 10,859 hryvnias UAH ($368 US), which was just over 80 percent of the average salary within the broader economy.

With the aim of reflecting upon achievements and challenges over the last 30 years of independence, the Ukraine 30 Forum was held at the close of 2021. During this event, the Ministry of Education and Science (MESU) presented its draft Strategy for Digital Transformation of Education and Science with the goal of creating a single educational ecosystem (MESU, 2021). The first goal of the draft strategy was to create a digital educational environment, in particular, to provide schools with computers and broadband Internet access (MESU, 2021). To this end, the Ministry of Finance allocated UAH 500 million to provide Internet to 3,000 communities and, accordingly, educational institutions within them (MESU, 2021). It also allocated UAH 980 million for computer equipment for teachers (MESU, 2021). The second goal of the draft strategy was support of digital competences. Together with partners Google and Microsoft, ongoing training events for teachers were established and the MESU planned to make such training permanent (MESU, 2021). A standard program for professional development of teachers in digital competence was also proposed (MESU, 2021). The third goal of the draft strategy was the modernization of educational content. In particular, the MESU has continued to develop the All-Ukrainian Online School (AUOS) platform, which, since the beginning of the pandemic has been in use in some 120 countries, as well as by about 6,000 students from the temporarily occupied territories of Ukraine (Osvitoria, 2022). Together with the Ministry of Culture, the MESU continued to deliver computer equipment for teachers within the framework of the national project ‘A Laptop for Every Teacher’ (MESU, 2021). In the words of MESU digitalization partner and producer of the first full-length documentary about Ukrainian education, ‘2045: A New National Idea’, Mykhailo Bno-Ayrian, if Ukraine continues

to update its approaches to education, including putting the teacher at the centre of education policy, then ‘today's first-graders will be a new successful generation in 2045 that will change the country and make it much stronger. This is what a new national idea should be’ (Yurchenko, 2021b, np).

3.2 The professionalization of Ukrainian teachers

The White Book of National Education of Ukraine states that Ukrainian education in the context of globalization trends and modern challenges should professionally prepare people for life in an information, knowledge, and innovation society (Alekseenko et al., 2010). The concept of education proposed in the Law of Ukraine on Education (2017) outlines that education is the basis of the intellectual, spiritual, physical, and cultural development of an individual, his/her successful socialization, and economic prosperity, in unity with other citizens through shared values and culture, the pledge of societal development, for the good of the state (Bakalinska et al., 2020). Policy sections pertaining to entrepreneurship and ensuring sustainable development emphasize the implementation of revised educational content (Bakalinska et al., 2020). Bakalinska et al. (2020) remark on the paramount importance of the teacher who directly implements these policies since proactive entrepreneurial activity depends on the teacher’s preparedness and vision of the country’s future.

Current professional development of teachers in Ukraine, which is based on the principles of adult education, has been deeply influenced by education reforms, the new innovation environment, and the transition to a digital society (Sorochan, 2018). Mezirow’s theory of transformative learning (1991, 1995, 1996, 2003) has gained popularity in Ukraine and has been incorporated into post-graduate teacher education with the purpose of developing a professional culture and professional consciousness among teachers (Sorochan, 2018). According to Mezirow (2003), transformation is a process of modifying personal activities based on the individual’s understanding of how and why he/she has developed a certain world outlook and how this outlook and his/her behavior can be changed. One of the key concepts of Ukrainian post-graduate teacher education as a component of adult education is professionalism, which is referred to as ‘a set of teachers’ competences that are formed in the system of university education and developed in the system of post-graduate education based on cultural, humanistic, and democratic values to make teachers efficient in modern socioeconomic conditions’

(Sorochan, 2018, p. 192). The transformation of teachers' professionalism, or their professionalization through both formal and informal learning, which in Ukraine is understood as ongoing qualitative change in their professionalism, presumes their readiness to work in the conditions of a digital world and knowledge economy (Sorochan, 2018). This major shift, which emphasizes the constant acquisition of new competences, has created conditions of uncertainty for teachers. However, as explained by Mezirow (2003), individuals' transformative learning is, in fact, triggered by a situation of uncertainty, their need to respond to intellectual, emotional, social, and moral challenges. These conditions can initially cause stress and insecurity, but then prompt the individual to search for new solutions and approaches (Mezirow, 2003). Transformation begins when a person develops the ability to see the situation from a different angle (Mezirow, 2003).

Education reform in Ukraine has brought a new understanding of teachers' professionalism as their ability to work in an innovative and constantly changing environment. Sorochan (2018) observes that, under such conditions, education becomes a value in itself, one which influences the value system and civic position of teachers. New conditions of teacher professionalization in Ukraine raise the issue of continuous professional development and call for new educational technologies that would accelerate and facilitate teachers' developing new values and skills to help them adapt to these new conditions as education reforms progress (Sorochan, 2018). The transformation of teacher professionalism in Ukraine implies that only a self-sufficient person can act responsibly and be effective in a market economy (Sorochan, 2018).

Kost (2020) explains that new requirements of teachers, and of their pedagogical training, derive from the New Ukrainian School policy. As a result, the MESU, regional institutes of postgraduate education, and departments of education of city councils are making efforts to ensure a complete and mass retraining of elementary schoolteachers and principals. In addition to traditional institutions of foundational teacher education (pedagogical colleges, academies, universities, and other higher education institutions), teacher self-education (continuous professional development and ongoing professional learning) is strongly encouraged and made available through online courses created by such partners as the Osvitoria NGO and the International Renaissance Foundation (Sharov et al., 2019). Among the online education platforms hosting both free and fee-based courses for teachers are Prometheus, EdEra, and the Open University Maidan. In addition, in 2021 another major open access online platform was

introduced to support CPD and PL, called EdWay (Yurchenko, 2021a). It was specifically designed to support the training of teachers at all stages of their career (Yurchenko, 2021a). The designers of this learning environment, the highly popular NGO EdCamp Ukraine, claim that it supports equality, mutual respect, transparency, accountability, and compliance with public education policy (EdCamp Ukraine, 2021/2023). EdWay functions in partnership with the Ukrainian Institute for Educational Development, the State Service for the Quality of Education of Ukraine, the Educational Ombudsman of Ukraine, and the Institute of Educational Analytics (EdCamp Ukraine, 2021/2023).

Kost (2020) elaborates that The New Ukrainian School reform has been designed to take place over a number of years to facilitate the transition of both teachers and students to new practices. The goal of the New Ukrainian School is to educate an innovator and a citizen who knows how to make responsible decisions and respects human rights (MESU, 2016). According to this policy, which is also a program outline and, in many ways, a manifesto, instead of memorizing facts and definitions, students acquire competences (based on a block of 36 identified competences to be attained by the end of schooling—MESU, 2016). With the introduction of the NUS policy, professional teacher learning (formal, informal, and ongoing) is now at the centre of the elementary teacher's attention. Dubrovska (2018) states that the Ukrainian elementary schoolteacher is more than ever charged with the task of developing the individual learner's potential, including diagnosing the child's needs and constructing models of personal development. The teacher of the New Ukrainian School is viewed as a bearer of social change, an agent, and organizer of reforms in the education system (Dubrovska, 2018).

Dubrovska (2018) explains that Ukrainian teachers have been afforded greater academic freedom. They can author their own curricula, independently choose textbooks, strategies, methods, and teaching tools, and express their own professional opinions (Dubrovska, 2018). To become a teacher of NUS, an educator needs to undergo online training on the EdEra platform. This is one of the mandatory stages of continuous PD for teachers (MESU, 2018). This training is obligatory for those teachers who intend to teach 1st grade students, and it is credited as advanced training (MESU, 2018). Teachers also need to undergo appropriate training in the system of postgraduate education according to the 'Standard educational program of organization and training of teachers in postgraduate education' (MESU, 2018). In 2019, the Cabinet of Ministers of Ukraine approved the Procedure for Professional Development of

Pedagogical and Scientific-Pedagogical Workers. According to this new regulation, CPD became a legal requirement. To conform with this requirement, teachers are expected to complete at least 150 hours of CPD or ongoing PL over five years (Cabinet of Ministers, 2019).

The 21st century Ukrainian teacher is seen as the bearer of democratization, but also Ukrainianization, and is now responsible, as well, for 'quality education' that contributes to the country's competitiveness in the world labour market (Kryshtanovych et al., 2021). The enormous scope of teacher responsibilities that are represented by all these expectations cannot be overstated. What's more, a persistent and overwhelming problem is the 'imbalance between the public demand for highly qualified teachers, prospects for a democratized society, global technological change, and the existing system of teacher education, as well as the level of readiness / ability of modern teachers to accept and implement educational reforms' (Koval, 2019, p. 82). Findings from a readiness study of ten elementary schoolteachers from Kyiv and Chernihiv conducted in 2019 indicated a need to investigate the adequacy of current teacher-practitioner retraining as regards the role of the contemporary teaching professional (Lymar & Chekan, 2019). An even more recent study of pre-service elementary teachers' self-efficacy for implementing the New Ukrainian School program bears this out. The researchers found that even though nearly five years had passed since the implementation of NUS, the student teachers studied (Bachelor's and Master's levels) showed that they need more training to improve their self-efficacy and be ready to meet the challenges of the reform (Bondar et al., 2021). Shevchuk (2019) points out that the NUS teacher (especially at the elementary level) must also be a source of instruction during daily extracurricular activities, protect the life and health of his/her pupils, perform managerial functions within the school as required, carry out pedagogical training of parents, and mitigate external educational influences on the pupil's family. In addition, implementation of partnership pedagogy, and competence and personalized learning-oriented approaches in the New Ukrainian School, requires that the teacher function concurrently as a facilitator, tutor, coach, and moderator (Kost, 2020). Kravtsova et al. (2021) describe this as '[t]he professional growth of a teacher as a competitive specialist' (p. 26).

In their article concerning the digital preparation of future Ukrainian elementary schoolteachers, Zhernovnykova et al. (2019) add responsibility for gamification of learning, as well as the development of learning applications and platforms, to the list of expectations. It is understandable, then, why teachers in the 2019 and 2021 studies mentioned above expressed

some uncertainty. Other findings from the Lymar and Chekan (2019) study showed that 20% of the surveyed teachers had difficulties in preparing lesson plans, implementing a competency-based approach to learning, planning, and organizing classroom research, and organizing independent and creative student activities; and 30% of them had difficulty applying their new professional role under the NUS policy. During their interviews, some surveyed teachers stated that they were hesitant to abandon reproductive learning (they felt that reproductive learning results in stronger gains in knowledge, the tasks are easier to prepare, and tests are easier to administer and are more conclusive), as well as an authoritarian style of communication with students, which they felt contributes to better classroom discipline (Lymar & Chekan, 2019).

As discussed earlier, the burden of responsibility for the success of the NUS program lies with the first teachers a student meets—elementary schoolteachers. The State Standard of Primary Education from 2018 anchors essential elementary teacher competences, as summarized in the following chart:

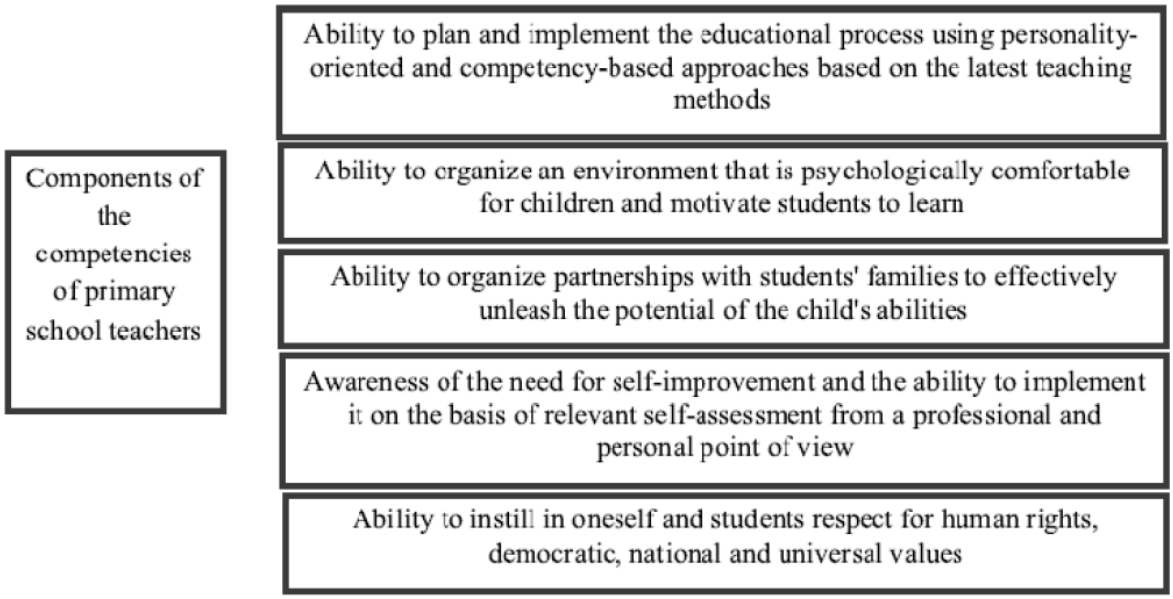


Figure 1. Components of the competencies of primary school teachers (Shanskova et al. 2021, p. 527)

Professional proficiency in all the areas described is no small feat given, as Lokshyna (2018) notes, competences must first be 'learned'. It is recognized that the concept of competence has Greek and Latin roots and embraces the notions of superiority, virtue, and skill (Lokshyna, 2018). Weinert (2001) opines that mastering competences places cognitive demands on the learner that differ from those required to master subject matter. This, in turn, raises the dilemma of whether all individuals are able to master all competences required for their work.

An introduction aimed at addressing the issue of competency acquisition by teachers was the establishment in 2020 of Centres of Professional Development of Pedagogical Workers (MESU, 2020). According to the regulation establishing these centres, their main tasks are to provide teachers with psychological support and counsel on a wide range of issues related to the educational process, to summarize and disseminate information about opportunities for professional development of teachers, and to coordinate professional teacher learning communities (MESU, 2020). These centres are located in individual school districts and can be organized by any interested city or district council and staffed by any interested teachers or teacher-educators.

The contemporary Ukrainian education system also features two levels of teacher evaluation, one which is mandatory (attestation – conducted on the school district level) and the other, a newer addition, being voluntary (certification – conducted on a national level). These assessments were instituted to motivate teachers' continuous self-improvement and readiness for current and future reforms. Kravchenya (2018) explains that attestation is a system of measures aimed at the comprehensive assessment of teachers. Attestation of teachers can be standard or extraordinary. A teacher undergoes regular attestation (by an examination committee) at least once every five years. According to the results of attestation the conformity of the teacher with their position is determined, and qualification categories (specialist, level) and pedagogical titles (such as methodologist, teacher-trainer-methodologist, junior teacher, senior teacher) are assigned (Cabinet of Ministers of Ukraine, 2015).

A pilot project for the newly-implemented national teacher certification program was conducted over two years and completed in 2021. Its main component is independent testing of professional knowledge and skills (100 tasks, 180 minutes) by the Ukrainian Centre for Educational Quality Assessment (CEQA, 2023). According to the results of two pilot tests with elementary schoolteachers, the majority of certification participants showed that they know how to plan and organize the educational process, how to make their lessons interesting and pedagogically sound, how to create a safe and modern educational environment, and partner with parents. Since participation is voluntary, teachers may opt out of the process at any stage. With the onset of the COVID-19 pandemic, certification has been administered entirely online. Certification is conducted in the following stages: self-assessment of pedagogical knowledge and skills by the

participant; investigation and assessment of practitioner skills by committee; concluding with the issuance of a certification document (CEQA, 2023).

The goal of certification is to identify teachers with a high level of pedagogical mastery, demonstrable competency-based learning techniques, and strong affinity with educational technologies, and to encourage them to mentor other teachers (often through the Centres of Professional Development described earlier). Although teachers who pass certification are supposed to receive a monthly salary supplement of 20%, by the end of 2021, only 1,025 elementary school teachers successfully completed certification (SEQS, 2021). Data from the completed certifications indicate that the majority of certified teachers—74%—work in cities, about half are under 40 years of age, and 45% of them are holders of the highest teacher qualification category, while 29% have a pedagogical title (SEQS, 2021). Nevertheless, at the time of writing, data remained scant about teacher perspectives on the certification process as it has progressed. During the period of my study, the rollout of certification was being conducted by educational organizations. However, the further development of this assessment may begin to reveal the different agendas of more diverse stakeholders, as well as any discrepancies impacting the teachers involved. Efforts were also underway to establish a network of qualification centres across Ukraine. They may be set up by employers, educational institutions, professional associations, and other stakeholders, as provided by the 2017 Law of Ukraine on Education. The certificates of professional qualification issued by these centres would be accredited by the National Qualifications Agency of Ukraine (NQA, 2022).

The MESU claims that the most important condition for the development of Ukraine's current national education system is the improvement of the system of postgraduate pedagogical education, which is a permanent part of the national system of continuing education and provides professional development for teachers regardless of age (MESU, 2022h). The Education Ministry states that constant changes in all spheres of life require that teachers continuously improve (MESU, 2022h). In the view of the Ministry, postgraduate pedagogical education not only compensates for any gaps in basic teacher training, but also systematically updates their experiences (MESU, 2022h). In a national survey of 178 teachers, school administrators, methodologists, and in-service teacher trainers conducted in 2020, it was shown that a proficient level of digital competence is essential for all elementary schoolteachers and most respondents

noted that they felt such proficiency could only be developed through postgraduate professional learning, be it institutional or otherwise (Ovcharuk, 2020).

3.3 Education during crisis

3.3.1 The impact of the COVID-19 pandemic

Bergan (2021) remarks that the COVID-19 pandemic, which caught the world (including Ukraine) unawares in the spring of 2020, has had as strong an impact on education as on any other sphere. The initial response to the pandemic by schools, higher education institutions, students, and teachers, as well as public authorities, was, at best, improvised. Investigation by Stracke et al. (2022), which focused on the first year of the pandemic commencing with the official announcement on March 11, 2020, as declared by the World Health Organization, revealed that navigation in the education sector ranged widely across regions and countries and was initially of a situational nature. Referencing a UNESCO report from 2021, the researchers state that '[w]ith the COVID-19 pandemic, the whole world is witnessing how our planet is vulnerable to system disruption, crisis and disruption' (p. 1878).

Bergan (2021) observes that, in an era of increased international cooperation, it is something of a paradox that the initial pandemic response was overwhelmingly national rather than European or global. However, the concern going forward in the education sphere is whether there was and will continue to be sufficient face-to-face interaction between students and teachers (Bergan, 2021). He adds that the high-quality educational institution of the future will, among other things, need to find the proper balance between online and face-to-face learning and teaching (Bergen, 2021). This dilemma has been expressed as the 'platformization' of learning, which Kerssens and van Dijck (2021) opine substantially impacts the precarious balance between private and public interests. Levy (2023) has developed a typology which refers to countries experiencing (or leading) this phenomenon as 'platform states'. It is worth noting that UNESCO has already set out a framework to map the new directions of hybrid education systems, creating additional conformity pressure (Rivas, 2021).

At the time of writing, researchers at Cedos (the Centre for Society Research, an independent think tank and NGO in Ukraine) analyzed the changes introduced by the Ukrainian government

in the organization of the educational process during quarantine, as well as the recommendations of international organizations on distance learning. Attention was drawn to the problems and difficulties that arose with the health and safety of participants in the learning process (Nazarenko & Polishchuk, 2021). The impact of the pandemic on the quality and accessibility of education was examined, as well (Nazarenko & Polishchuk, 2021). In the spring of 2020, all educational institutions in Ukraine switched to distance learning. A few months later, an 'adaptive quarantine' was introduced which provided for the division of Ukraine into zones of epidemiological security: 'green', 'yellow', 'orange', and 'red' (Nazarenko & Polishchuk, 2021). Accordingly, elementary and secondary education institutions constantly switched from distance to blended learning and back again, while higher education institutions mostly remained in distance mode (Nazarenko & Polishchuk, 2021). The pandemic ushered in a period of intense experimentation, investigation, and adaptation in the educational sphere. Pivotal to the tools and methods adopted and further developed at this time was the use of video. In particular, the YouTube online video sharing and social media platform became a teaching and learning staple (Chetverykova & Kleho, 2022).

Importantly, Hollweck and Doucet (2020) remind us that the pedagogical uncertainties and tensions at the pandemic's onset derived from an insufficient appreciation that remote emergency teaching and learning are not the same as homeschooling, e-learning, or online learning. They explain that, while these educational approaches offer useful insights and affordances, they cannot be totally replicated in emergency conditions (Hollweck & Doucet, 2020). It is also important to remember that there is a body of knowledge available on schooling during prolonged crises in the field of education conducted during emergencies (INEE, 2004; UNICEF, 2020; Winthrop, 2020a, b). The scholars continue that during the pandemic, the methods and practice of teaching, now referred to as 'pandemic pedagogies', were not as straightforward as reorganizing a course or class onto a video conference website or a learning management system (Hollweck & Doucet 2020). Pandemic pedagogies required

> more powerful instructional innovations, as well as a shift to a more critical thinking, student-led, personalized and competency-based approach to curricular content. Student self-pacing guides, timing for self-reflection, clear and accessible lessons and learning activity instructions, as well as multiple and meaningful opportunities for formative feedback.... Finally, pandemic pedagogies needed to prioritize student health and well-being through more relational, culturally responsive and trauma-informed approaches (Hollweck & Doucet, 2020, p. 3).

Sahlberg (2020) notes that pandemic pedagogies focusing on relationships, social and emotional learning, student and teacher well-being, authentic assessments, direct instruction, and creative play became teachers' most important resources. This shift to 'effective crisis teaching', however, was not easy for all teachers in all contexts. Several researchers have discovered that it depended on what these teachers were already doing in their classrooms prior to COVID-19, that is, their learning culture (Berry et al., 2020; Hargreaves, 2020). Hollweck and Doucet (2020) concluded that teacher professionalism from the start of the pandemic was, in fact, manifested pedagogically: through ethical, principled, and sound judgment and doing the best they could for students in their care; reflecting on and thinking critically about practice, being accountable for their actions, and seeking out expertise, resources, and research when needed to adapt and adopt pedagogy (online and offline) that works in their particular settings.

During the 2020-21 school year, despite the quarantine, the MESU of Ukraine recommended not to change the end of the school year, so that all educational institutions had to complete the educational process by July 1 (Nazarenko & Polishchuk, 2021). The organization and form of distance learning was determined by the pedagogical council of each school. However, it should be noted that giving schools broad autonomy was not enough in this situation, because notwithstanding the fact that there were seven months of quarantine during which teachers had gained some distance learning experience, they still needed a list of minimum requirements and recommendations for the learning process (Nazarenko & Polishchuk, 2021). It should also be borne in mind that different school subjects, as well as different age groups, required different distance learning techniques. According to a survey conducted by the State Education Quality Service of Ukraine, 55.53% of schools had a problem with distance learning because they had no previous experience with this form of education, so they were not ready to learn during quarantine, while 47.5% of teachers (20,590 individuals) said that they had not previously used distance learning technology in their teaching activities (Nazarenko & Polishchuk, 2021). Subsequently, in the draft budget for 2021, the government set aside a separate subsidy to attempt to counter the impact of the pandemic on education in the amount of 1 billion UAH (Nazarenko & Polishchuk, 2021). It was also suggested that any remainder of the subsidy be distributed evenly throughout the country depending on the number of students, as well as a reserve for teacher training during the pandemic going forward (Nazarenko & Polishchuk, 2021).

Although learning conditions did begin to improve in 2021, problems that continued into the next school year under the pandemic (2021-2022) included lack of universal access to the Internet and essential school and classroom-based digital technologies for education, as well as digital tools for students to use at home; discrepancies between online lessons and the standard curriculum; much of the school work was left to self-study; teacher attrition and job loss due to unvaccinated status (in large part owing to a significant shortage of vaccines); and teacher salaries were temporarily withheld because the system was overwhelmed (Nazarenko & Polishchuk, 2021). Still, over the course of 2021-2022, the MESU began rolling out laptops to teachers and working with regions to strengthen Internet and wireless access, and some 4000 elementary and secondary teachers who had been forced out of work were able to return (Nazarenko & Polishchuk, 2021). Note: following the weakening of quarantine measures (and before the outbreak of war), it was decided that elementary school students should study full-time in the classroom in most regions of Ukraine (Nazarenko & Polishchuk, 2021).

Lytvynova and Demeshkant (2022) investigated the introduction of distance learning and the use of online educational resources by Ukrainian elementary schoolteachers during the pandemic; 94 teachers representing 2454 students from 12 regions of Ukraine took part (Lytvynova & Demeshkant, 2022). The research findings indicated that both teachers and pupils needed more computer equipment, better Internet access, domestic digital tools that did not have to be shared with siblings or parents, and better resources for online assessment (Lytvynova and Demeshkant 2022). In spite of these problems, the teacher-participants reported that they felt the quality of distance learning during the pandemic was still quite high and was getting better (Lytvynova & Demeshkant, 2022). For example, participants reported adopting new practices, such as the establishment of a virtual teacher's office (accessible using social media and virtual messaging/chat), and the use of additional services such as Kahoot, Viber, Microsoft Forms, Learning Apps, and Google Forms to evaluate students in the elementary grades (Lytvynova & Demeshkant, 2022). Interestingly, global affairs analyst Michael Bociurkiw, in his recent publication, *Digital Pandemic* (2021), talks about how female leaders (especially teachers) distinguished themselves in the handling of the COVID-19 pandemic and how they tended to lean into more family- and community-friendly decisions, which was perceived as constructive for and by all parties.

3.3.2 2022 and beyond: Russia's War in Ukraine

> *The war marks the end of a period that could be termed 'post-Soviet' in the region and the start of an as yet unnamed but so far tragic period for Europe and Eurasia* (Minakov, 2022, np).

Garland (2022) observes that when a country is invaded, it is difficult to comprehend the effects on education. Given the scale of the 2022 assault on Ukraine, it is impossible to entirely determine these effects, be it for society or the individual. Since the war began on February 24, 2022, over three million children were estimated to require 'education in emergency' assistance (Garland, 2022). At the time of writing, some one million of them were internally displaced (Garland, 2022). This level of disruption was caused not only by displacement, but by the destruction of educational institutions themselves. Evidence from eyewitnesses, key informants, and satellite imagery allowed for frequent updates on the total number of educational facilities destroyed, which at the time of writing numbered 20% of the country's schools and kindergartens (Office of the Attorney General of Ukraine, 2022). There were also reports of at least three instances of schools being used for military purposes and 14 where they were used as shelters or for other humanitarian purposes (Miroshnikova, 2022). More than half of Ukraine's children were displaced after one month of the war, resulting in 'one of the fastest large-scale displacements of children since World War II' (UNICEF, 2022b). And yet, while the war raged, schools remained open wherever they could for face-to-face or online learning. One of the many unforeseen outcomes of the COVID-19 pandemic is a situation where a country like Ukraine now has a developed infrastructure for remote learning and its children have experience turning to technology for their education—an unexpected outcome of the pandemic that became of great benefit in the current period of war.

As at June 6, 2022, according to reports from departments of education and science of regional military administrations across Ukraine, parts of 14 regions of Ukraine had managed to continue the educational process in some form, and four of these regions concluded the school year (approximately 5000 schools) (OCHA, 2022). In seven regions of Ukraine, education was either conducted remotely, or the educational process was partially or completely suspended (OCHA, 2022). As of June 2, 2022, 79,000 internally displaced children accessed distance learning and nearly 1,650,000 children graduated from the 2021-2022 school year (OCHA, 2022). The very nature of education changed dramatically: teachers reported taking their pupils through regular

breathing and other stress management exercises to allay their fears and anxieties, while mine risk education became essential; life skills training also become a standard component of both teaching and learning; and professional support from trained child and adult psychologists was made available daily and in multiple formats (Babak, 2022).

The MESU was under constant threat of cyberattack from the first day of war (Przetacznik & Tarpova, 2022). As a result, it continued developing a diverse array of secured online learning and means of communication with students, teachers, parents, and the public. A required break for students at all levels was announced for the period of February 28 to March 13, 2022, with certain regions where fighting was intense not resuming studies until a week or two later (Rzheutska, 2022). Due to infrastructure damage sustained in the capital and eastern regions, Internet and traditional broadcasting were disrupted temporarily or, as in some centres close to the contact line with Russia, completely. A partial recovery was made possible through domestic repair efforts but also in large part thanks to Starlink satellite technology provided by global entrepreneur Elon Musk at the beginning of March 2022 (Veritas, 2022). As of June 9, 2022, Starlink Ukraine was granted a license to operate in Ukraine, a crucial lifeline not only for the continuity of education—both a government and societal priority—but for military operations and civic renewal (Nakonechna, 2022).

While the All-Ukrainian Online School continued its efforts to provide lessons aligned with the national curriculum, the MESU called upon leading education platforms to provide free access in order to bolster the work of the Ukrainian education sector, resulting in new partnerships with Coursera, EdX, Udemy, FutureLearn, Duolingo, CodeAcademy, LinkedIn Learning, Skillshare, Udacity, and Masterclass (MESU, 2022a). In May of 2022, at the 2022 World Education Forum in London, the MESU of Ukraine signed a grant agreement with Google to secure additional digital devices for Ukrainian teachers and to conduct training for some 50,000 teachers, during which they would learn about the use of these devices, as well as Google Workspace for Education (MESU, 2022i). Google for Education continued to update the Pandemic Central Resource with information, training, and learning tools that could be accessed by Ukrainian teachers (MESU, 2022i). In addition, the company created a YouTube platform called ‘Learning’, which allowed Ukrainian students aged 13 to 17 to search for educational content (MESU, 2022i). To assist students with the organization of their studies under war conditions, the MESU of Ukraine, together with Google Ukraine, also created a National Online Schedule

for students in grades 1-11 (MESU, 2022b), available to external migrants, as well (MESU, 2022b). Also, in partnership with UNICEF, the NUMO Online Kindergarten for Preschoolers was launched (MESU, 2022d). Finally, the 'Learning Without Borders' program was put in place, a television-based service serving as an alternative to the online school for students in grades 5-11 who might not be able to access the Internet (MESU, 2022c). The value of these and other educational resources and services cannot be exaggerated given that in the first few weeks of the war alone, nearly 672,000 children and approximately 26,000 teachers were forced to leave the country, while some 87,000 students found themselves as temporarily internally displaced persons (Pedrada, 2022). There were also teachers who responded to military mobilization or volunteered for territorial defense.

Since the first days of the war, all employees of educational institutions (pedagogical, scientific, public, and private) whose work takes place remotely were obliged to independently determine the optimal location for the continuation of their work and, accordingly, were responsible for ensuring safe working conditions at the chosen workplace, in particular if located outside Ukrainian territory (Pedrada, 2022). The MESU also stressed that under these conditions, employee wages would be subject to a 20% tariff, in compliance with the new legislation which had been introduced to support the Armed Forces of Ukraine (MESU, 2022g). Pedagogical support for teachers was also reorganized. The staff of the Presidium of the National Academy of Pedagogical Sciences of Ukraine and its institutions moved to remote work (Kremen et al., 2022). Other important ongoing pedagogical support was provided by diverse institutions. For example, the Bila Tserkva Institute of Continuing Professional Education hosted regular consultations as part of its 'Open public lectures for teachers, parents, and children' initiative (BTICPE, 2022).

Nevertheless, Ukrainian education faced daunting challenges. In occupied Melitopol in southeastern Ukraine, Ukrainian teachers were 'encouraged' by the occupying forces to resume the educational process in Russian-language schools (Kremen et al., 2022). The Centre for Counteracting Disinformation reported that the self-proclaimed leader of illegally annexed Crimea announced summer 'retraining camps' on the territory of the peninsula for teachers from Kherson, Kharkiv, and Zaporizhia regions (Baziv, 2022). The Commissioner for Human Rights of the Verkhovna Rada (parliament) of Ukraine reported that in the temporarily occupied areas of southern Ukraine, Russian invaders imposed Russian language classes in local educational

facilities (Baziv, 2022). In Berdiansk, Zaporizhia region, a significant number of school principals and heads of education departments filed resignation letters, not willing to work under the supervision of the occupying power (Baziv, 2022). The Cedos think tank collected information from eyewitnesses, social media, and the press, and analyzed it in a study entitled *Education in the Occupied Territories of Ukraine (February 24 - April 30, 2022)* (Miroshnikova, 2022). The data showed that where intense fighting continued or the vast majority of school-aged children had been evacuated, schools did not function. Thus, due to the ever-present danger, pupils from the central, eastern, and southern cities of Kyiv, Sumy, Chernihiv, Donetsk, and Luhansk could not continue their studies on site. What's more, some schools were deployed by the Russian military as command posts (Miroshnikova, 2022). According to eyewitness testimonies from the deeply-impacted cities (near the Russian border or under temporary occupation) of Starobilsk, Volnovakha, and Mariupol, Russian flags were hung at schools, Russian textbooks were brought in, Russian language and history lessons were substituted for Ukrainian ones, classes had to start their day with the Russian national anthem, and representatives of the illegally self-proclaimed Luhansk National Republic and Donetsk National Republic military formations were 'invited' there to 'protect' the schools (Miroshnikova, 2022). In addition, forced militarization of schoolchildren took place (Miroshnikova, 2022). These actions posed a significant threat to the safety of children and teachers. Finally, at the time of writing, more than 234,000 children were forcibly deported to Russia and Belarus, as well as forcibly relocated within the temporarily occupied territories of Ukraine (Baziv, 2022). In 2022, local educational authorities and school principals in the most dangerous regions of the country followed the recommendation of the Ministry of Education and Science of Ukraine and commenced summer vacation earlier (Miroshnikova, 2022).

Notwithstanding the conditions in which Ukraine found itself during the current war and all the efforts made to support continuity of learning, a significant number of parents reported that they felt the quality of the educational process had significantly deteriorated over the first two months of the war (Pedrada, 2022). Results of a survey conducted by Gradus Research among citizens aged 18-60 who had children under 18 revealed that 66% of parents surveyed felt that the quality of education had dropped (Pedrada, 2022). The MESU maintained that it was in regular communication with parents and planned to address these concerns in accordance with the MESU Strategic Plan to 2024 (MESU, 2022f). As the 2021-2022 school year ended, it was announced that schools would reopen in Ukraine on September 1, 2022, but only those that had

shelter in case of shelling (Brovko, 2022). With the start of the 2022 summer vacation period, schools were being inspected for the presence of bomb shelters to ensure the future safety of all participants in the education process (Brovko, 2022).

Chapter 4. Methodology

Research as craft (Cunliffe, 2011, p. 667).

4.1 Nature of the current study

This investigation is an example of empirical research. Hedges (2017) states that a key feature of empirical research is its aim to be transparent, that is, to explain what research data are relevant, the process of collection, the relationships between the evidence and the analysis, and how all of this supports the findings and builds trustworthiness. He adds that these features help empirical studies to be understood by other researchers, to stand up to scrutiny and, ultimately, to encourage future research (Hedges, 2017). I have employed a qualitative approach, proceeding from an interpretivist paradigm and subjectivist stance, through narrative inquiry using visually based data collection techniques and template analysis.

Creswell (2017) explains that the choice of research approach requires a number of considerations in order to determine what makes the most sense for a particular study, including the problem to be investigated, the research design, chosen methods, as well as the intended audience. While qualitative, quantitative, or mixed approaches are not completely without overlap, they nevertheless 'represent different ends on a continuum' (Creswell, 2015; Newman & Benz, 1998). Creswell (2017) further explains that the distinction lies in the fact that qualitative research depends more on words than numbers, and quantitative - the opposite; and that qualitative studies apply open-ended questioning, while quantitative rely on closed-ended inquiry. More distinction is to be found in the specific methods employed, which are chosen in the belief that they will provide the richest data for a given study. Creswell (2017) defines quantitative research in the following way:

> [it] is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures (p. 31).

Cleland (2015) observes that the differences between quantitative and qualitative research are often seen as only concerning how data is collected, which is really a matter of tools rather than methodologies. She continues that the implications of a 'methodological stance' or 'assumptions about the world' (p. 3) are what ultimately guide the researcher's decision regarding choice of

methodology (Cleland, 2015). This decision comes down to the goals of the research and the best way to achieve them. Quantitative research draws originally from the positivist paradigm and its goal 'is simply to describe the phenomena that we experience, and hence can observe and measure (i.e. objectivity). The researcher and the focus of the research are in this way independent of each other....' (Cleland, 2015, p. 4). This explanation intimates that qualitative research is based on subjectivity, that is, 'the interpretations, understanding, and experience of the social world' (Cleland, 2015, p. 4). In qualitative research the participants and researcher(s) are part of this social world. Cleland (2015) summarizes these differences in the following practical way: '[b]roadly speaking, quantitative research involves hypothesis testing and confirmation whereas qualitative research is concerned with hypothesis generation and understanding....' (p. 4). Atieno (2009) observes that researchers 'tend to adhere to the methodology that is most consonant with their socialized worldview' (p. 13) and the chosen tools are methodologically congruent with this worldview.

I found that approaching my research questions, below, from a qualitative research point of view better allowed for an exploration of new and complex areas of the study in ways that helped to bring forth and illuminate the perspectives of the research participants themselves (Gay & Airasian, 2003).

4.2 Main research question and sub-questions

1. What does it mean to flourish professionally for Ukrainian elementary schoolteachers?
    a. What do they feel might enable or impede their sense of professional flourishing?
    b. What are their views about continuous professional development (CPD) in relation to professional flourishing?
    c. How do they see their role evolving under democratic reforms in Ukraine and what is their ideal vision for the country's educational future?

4.3 Qualitative approach

> *Twenty years as a researcher has led me to understand the gooey relationship between researcher and participant, object and subject, and data collection and interpretation; these are not in binary relation but rather in constant entanglement. In research, we are all objects in relation, part of an assemblage of qualitative becoming* (Powell, 2015, p. 536).

While qualitative methods have both their proponents and detractors (Denzin & Lincoln 2005), scholars tend to concur that qualitative research provides an opportunity to explore the context of participants' views, values, and perceptions (Merriam & Tisdell, 2016; Yin, 2011). A multiplicity of guiding and integrated principles supports robust qualitative research, namely: credibility or trustworthiness (Cope, 2014; Tobin & Begley, 2004), authenticity (Guba & Lincoln, 1994) or genuineness (Anney, 2014), along with transferability, confirmability, and dependability (Amin et al., 2020; Lincoln & Guba, 1985). Credibility or trustworthiness (which is similar to internal validity in quantitative studies) is represented by the 'fit' or 'match' between participants' data and their presentation by the researcher (Schwandt, 2001). Authenticity or genuineness refers to the faithfulness with which the researcher expresses the emotions and feelings of each participant (Polit & Beck, 2012). Transferability refers to the applicability of findings to other settings, groups, or situations (Houghton et al., 2013; Polit & Beck, 2012). Confirmability requires that the researcher be able to show that the data actually represent the participants' views and not the researcher's leanings or opinions (Polit & Beck, 2012; Tobin & Begley, 2004). And dependability pertains to the constancy of the data over similar conditions within an investigation (Polit & Beck, 2012; Tobin & Begley, 2004). Cope (2014) adds that all of these elements can be further enhanced with secondary considerations, such as explicitness (research decision trails), vividness (rich descriptions), creativity (novel methodologies), thoroughness (fullness of the exploration), and congruence ('the connectedness between the research questions and the method, between the data collection and analysis, between the current study and previous literature, and between the findings and the implications of the study', p. 90). Yadav (2022) describes the process as 'inducing and comprehending knowledge to synthesize interpretive components of an underlying context' (p. 683).

Miller and Alvarado (2005) refer to this array as 'a spectrum of diverse strategies within a single framework' (p. 353), meaning that that they not only represent individual elements but also their interconnection and interplay. The situational flexibility and less staged research design that characterize traditional qualitative methods have been taken by some scholars to mean that these methods are not systematic (Yanow & Schwartz-Shea, 2015). However, qualitative researchers are particular in their choice of research settings, interview subjects, and research question-relevant tools, in how they conduct observations and interviews, and carry out analyses, all of which demonstrates the genuinely structured nature of this approach (Yanow & Schwartz-Shea, 2015). What's more, Bevir and Rhodes (2005, p. 186) opine that qualitative research is

characterized by 'philosophical rigour' (a rigour of logic and argumentation), rather than procedural or statistical rigour, alone.

Creswell (2009) states that 'qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem' (p. 4). One of the reasons why qualitative data is rich and detailed is that researchers often capture data through the process of 'deep attentiveness, of empathetic understanding' (Punch, 2009). Lodico et al. (2006) explain that qualitative studies are normally carried out in naturalistic settings and researchers ask broader research questions designed to explore, interpret, or understand the social context. They go on to say that participants are selected in a non-random manner based on whether the individuals have information pertinent to the questions being asked, while data collection techniques involve observation and interviewing that bring the researcher into closer interaction with participants (Lodico et al., 2006). Finally, hypotheses are constructed once the researcher begins data collection and are adjusted throughout the investigation as new data are collected and analyzed, and reporting is frequently of a narrative nature (Lodico et al., 2006).

4.4 Interpretivist paradigm

> *We are essentially beings constituted by and engaged in interpretive understanding* (Mezirow, 1996, p. 161).

My study follows an interpretivist paradigm, with elements of constructivism. Interpretivism recognizes that human interpretations are not inconsequential but are important for understanding the past and society (Scauso, 2020). It acknowledges that researchers interpret the participant's understanding of their world (Scauso, 2020). Bevir and Rhodes (2005) state that 'interpretive approaches do not merely study beliefs, ideas, or discourses. They study beliefs as they appear within, and even frame, actions, practices, and institutions' (p. 17). It has been said that constructivism is a 'cognate perspective' of interpretivism (Hay, 2011, p. 167). Constructivism is a rich and illuminating paradigm (Denicolo et al., 2016), encompassing multiple individual realities (Denzin & Lincoln, 2005). Its value to the current research is the emphasis constructivism places on the dynamic and continuous process through which people interact with the world, and subsequently learn and change. Interpretivist/constructivist approaches to research aim to understand 'the world of human experience' (Cohen & Manion, 1994, p. 36), suggesting that 'reality is socially constructed' (Mertens, 2005, p. 12). Geertz

(1973) observed that at the intersection of interpretivism and constructivism can be found ‘the story’ – the narrative arising from the data which is given meaning through the encounter between researcher and participant. ‘Our representations arise from experience and must return to that experience for their validation' (Clandinin & Rosiek, 2007, p. 39). More on narrative follows later in this section.

Schwartz-Shea and Yanow (2012) assert that reflexivity serves as an interpretive anchor. Reflexivity may also serve as a check on researcher ethical behaviour, as Librett and Perrone (2010) argue: in not distancing researchers from their research participants, reflexivity strengthens their responsibility for the research and its outcomes. (More on reflective positionality is discussed in section 4.8.6 Researcher journal.) Critical reflexivity calls on researchers to think even more deeply, including about the ways in which their research communities are historically constituted and how this background potentially influences research questions and conceptual choices employed in investigations (Schwartz-Shea & Yanow, 2012). In regard to the explanatory coherence of the analysis, an interpretive researcher points to the consistency of evidence from different sources, the ways in which conflicting interpretations have been explored, and the logic with which the argument has been developed (Schwartz-Shea & Yanow, 2012). Interpretive researchers are aware of the possibility of partial knowledge and multiple perspectives (Schwartz-Shea & Yanow, 2012). Reflexivity assists researchers to ask themselves not only about their own meaning-making but also about what they are not hearing, about any silences in their interviews or other data. Schwartz-Shea and Yanow (2012) conclude that inquiring into the meanings of such muteness further attests to quality in interpretive research.

The site of research is integral to interpretation. Schatzki (2005, p. 468) asserts that a research context (or site) is ‘an arena or set of phenomena that surrounds or immerses something and enjoys powers of determination with respect to it’. In relation to interpretation in educational research, Edwards-Groves and Grootenboer (2015) maintain how ‘practices occur and are enmeshed with particular kinds of nuanced arrangements found at specific sites, like particular classrooms in particular schools in particular communities’ (p. 151). Interpretivist researchers normally begin their work through abductive reasoning, acknowledging a sense of tension between expectations and prior observations, grounded in the research literature and, usually, in some prior understanding of the study setting (Yanow & Schwartz-Shea, 2015).

Interpretivist researchers bring out ‘the felt life’ (Denzin, 2017b, p. 120), that is, ‘other people's worlds from the inside out, to understand and portray people as they understand themselves’ (Harrington, 1997, p. xxv). The intent is to build an emotional relationship between the researcher, the life studied, and the reader (Denzin, 2017b). Interpreters are storytellers and, as such, tell narrative tales. Ricoeur (1984) states that these tales involve implicit and explicit theories of causality, where narrative or textual causality is presumed to map out the actual goings on in the real world. The researcher’s storytelling self is always connected to an interpretive viewpoint (Denzin, 2017a) and the story relayed is a multi-voiced composition (Bakhtin, 1986; Collins, 1991). The acceptance of multiple perspectives in interpretivism often leads to a more comprehensive understanding of the situation under investigation (Klein & Meyers, 1998; Morehouse, 2012). This supports researchers when they need ‘in-depth’ and ‘insight’ information from a study group (Thanh & Thanh, 2015, p. 25).

The issue of representation and language use is often seen to be problematic within interpretive research as, it is argued, language is not neutral and thus when researchers, as writers, create a representation of the world, it is value-laden (Byrne, 2017). ‘If as researchers we cannot avoid the problems inherent in the representation of others, we can at least seek to make our influence explicit and provide space for the inclusion of other interpretations non-hierarchically’ (Byrne, 2017, pp 38-39). The purpose of interpretivism, then, is to value subjectivity (Thanh & Thanh, 2015), which is addressed next.

4.5 Subjectivist stance

As described above, the choice of qualitative approach and interpretivist paradigm involves subjective positioning by the researcher, which in no way detracts from the value of the investigation. Lincoln and Guba (2000) state that subjectivism recognizes the diverse realities that are associated with different groups and perspectives. The subjectivist position acknowledges the relativity of knowledge (Moon & Blackman, 2017) and reality as participatory (Heron & Reason, 1997). This positioning admits the experiential nature of researcher-researched engagement and works well with the kinds of presentational, visually based data collection described in the methods sections which follow. Ratner (2002) argues that subjective processes, social relations, and artifacts (including research methods and instruments) enable researchers to objectively comprehend psychological phenomena. Qualitative

methodology accepts that the subjectivity of the researcher is closely linked with the research study. Subjectivity guides everything from the choice of topic that is studied to the formulation of hypotheses, to selecting methodologies, and interpreting data (Ratner, 2002). While subjectivity might bias the researcher and interfere with an objective understanding of a participant's internal reality, Ratner (2002) remarks that this is not a given. He goes on to say that, in fact, one of the advantages of recognizing subjectivity is to reflect on whether it facilitates or impedes objective comprehension; distortions can then be replaced by representations that reinforce objectivity (Ratner, 2002).

Cunliffe (2011) explains that over the last 40 years, more thoughtful and substantive interpretations of subjectivism have emerged as historically, socially, and/or linguistically situated experience; as culturally situated understandings relative to particular contexts, times, places, individuals, and/or groups of people (relationality); where there are 'truths' rather than one truth; and where meanings, sense-making, and knowledge are tied to the time, place, and manner in which they are constructed in the everyday interactions of people. This broader view of subjectivism favours pluralism, which situates knowledge and meanings in particular contexts, and recognizes that people have a mutual relationship with the world around them, that is, 'they both constitute and are constituted by their surroundings' (Cunliffe, 2011, p. 656).

The main subjective act of a qualitative researcher is to identify 'meaning units' (Ratner, 2002, p. 5), which are then re-expressed by the researcher as 'central themes' (Ratner, 2002, p. 6). The central themes are the significant elements voiced in the narrative. Although central themes are researcher constructions that go beyond the study participant's actual words, they are consistent with these and convey their significance (Ratner, 2002). In this sense, the central themes objectively summarize the internal meanings that the participant expresses in the narrative (Ratner, 2002). More on this subject can be found in the sub-section on template analysis later in this section.

4.6 Narrative inquiry

In concert with the qualitative approach, interpretive paradigm, and subjectivist stance used in this research, I have also employed narrative inquiry, a storytelling method. Barkhuizen (2016) states that 'storytelling contributes to our making sense of the world and our place within

it' (p. 659), including what broader theoretical ideas emerge from stories. Narrative inquiry reflects both the 'confessional and reflexive dimensions' of life (Stanley & Temple 2008, p. 275). Its approaches cohere with interpretive and constructionist methodologies of an ethnographic variety (Stanley & Temple, 2008). Stories derived through research can be understood 'temporally and spatially, personally and socially' (Clandinin & Connelly, 2000, p. 70). Narrative inquiry assists in developing insights about more general social phenomena indicated by particular situations (Chase, 2008). Narrative inquiry also enables researchers to listen to participant stories and appreciate the ways in which the experiences do or do not match their own.

Narrative inquiry is a branch of interpretative research. One of the fundamental assumptions of the narrative inquiry is that human beings and stories are interwoven (Varaki, 2007). In other words, stories are the foundation of human identity (Gubrium & Holstein, 1999). Narratives help to organize and make sense of experience by instilling human lives with meaning (Widdershoven, 1993). Connelly and Clandinin (1990, p.16) have noted that: '[h]umans are storytelling organisms who, individually and collectively, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world'. Lewis (2011) states that both stories and research are 'a principal way of understanding the lived world' (p. 505). Narrative is a process by which a researcher puts him/herself in the story of another person to amplify that individual's voice. In this way, narrative produces a story that is authentic (Varaki, 2007). As Sclater (2003) has observed, thinking of a narrative as a place for subjectivity encourages us to think of narrative as a dynamic practice rather than a static one. Connelly and Clandinin (1990) add that story also has the ability to accommodate both ambiguity and dilemma.

In the decades since narrative inquiry emerged as a social science research methodology, it has been eagerly taken up in the field in what has been called a 'narrative revolution' (Caine et al., 2013). Riessman and Speedy (2007) point out that 'narrative inquiry in the human sciences'…has 'realist', 'postmodern', and constructionist strands, and scholars and practitioners disagree on origin and precise definition' (p. 429). However, Caine et al. (2013) note that researchers with diverse understandings have adopted the concept of narrative inquiry and used it to name their methodology. This view suggests an understanding of narrative inquiry as both research phenomenon and methodology (Clandinin & Connelly, 2000).

Riessman (2008), referencing Barthes (1982), refers to narratives as an 'infinite diversity of forms' (p. 4) and, as a result, asserts that narrative inquiry requires resourcing 'a "family" of analytic approaches' (p. 4). Reissman (2008) describes the 'members' of this family of approaches in terms of thematic, structural, dialogic, and visual, as they relate to narrative data from interviews, dialogues, photos, and drawings. She goes on to explain that such multi-resourcing enhances the trustworthiness of the data, by placing it within its larger social or political structure, so that the researcher can determine and assess coherence (Reissman, 2008). For example, where there are several stories, it is possible to conduct an analysis of the various narratives to describe overarching themes (Creswell et al., 2007), as I have done in this study. Stanley and Temple (2008) opine that Reissman (2008) presents a way of operationalizing a narrative methodology that permits the researcher to draw out the meta-narrative. Narrative inquiries normally have a particular focus, such as teaching professionals (Ollerenshaw & Creswell, 2002). They may have a guiding theory, like one which advocates for the group in question (Creswell et al., 2007). Clandinin and Connelly (2000) suggest that taking the narrative approach also helps to address any gaps in the literature pertaining to the investigation.

Miller (1990) observes that narrative is characterized by personification and a patterning of events around a theme or themes of significance to a particular culture. Narrative inquiry, therefore, proceeds from a curiosity about how people are living and the constituents of their experiences. By means of their recollections, research participants contemplate their vulnerabilities and uncertainties (Caine et al., 2013). The notions of journey, movement, and continuity speak to Carr's (1986) term of narrative coherence—in the 'telling and retelling, to ourselves and to others, the story about what we are about and what we are' (p. 97). Dewey is most often invoked in narrative inquiry to provide a philosophical underpinning for conceptualizing experience, but among his other ideas about the craft of narrative inquiry was that there need not (and may not) be a final story (Caine et al., 2013). In this regard, Boje (1995) remarks that research accounts are also partial because we do not see all the stories playing out in a group at any given time. Consequently, social realities and knowledge are not fully replicable and predictive, but instead offer contextualized understandings (Cunliffe, 2011).

4.6.1 Teacher stories

As a methodological approach, narrative inquiry is particularly congruent with the purposes of educational research, since '[e]ducators are interested in life. Life, to borrow John Dewey's metaphor, is education' (Clandinin & Connelly, 2000, p. xxii). Importantly for the current study, narrative inquiry has been used as a method of teacher development whereby 'reflection through narrative effectively doubles the value of the original experience' (Borone, 1992, as referenced by Varaki, 2007, p. 5). Carter (1993, p. 5) describes the value to teachers of narrative inquiry in the following way: 'these stories capture, more than scores or mathematical formulae ever can, the richness and indeterminacy of our experiences as teachers and the complexity of our understandings of what teaching is and how others can be prepared to engage in this profession.' For the educational researcher, it is important to keep in mind what the story captures and what it leaves out in relation to emergent notions about the nature of teaching and learning (Carter, 1993).

The attraction of story in contemporary research on teaching is rooted in the notion that story represents a way of knowing and thinking that is particularly suited to explaining the issues that teachers have to deal with (Carter, 1993). Bruner (1985) states that 'narrative is concerned with the explication of human intentions in the context of action' (p. 100). The action feature of story would seem to make it especially appropriate to the study of teachers and teaching. Teaching is intentional action in situations, and the core knowledge teachers have of teaching comes from their practice, that is, from acting as teachers in classrooms. Teachers' knowledge is, in other words, structured around events (Carter & Doyle, 1987). Elbaz (1991) argues:

> [s]tory is the very stuff of teaching, the landscape within which we live as teachers and researchers, and within which the work of teachers can be seen as making sense. This is not merely a claim about the aesthetic or emotional sense of fit of the notion of story with our intuitive understanding of teaching, but an epistemological claim that teachers' knowledge in its own terms is ordered by story and can best be understood in this way (p. 3).

Narrative research on teachers and teaching often goes beyond the details of curriculum and classroom management to the biographies of the teachers themselves. Teaching events are framed within the context of a teacher's life history. Carter (1993) notes that the central themes are often moral and philosophical, having more to do with feelings, purposes, images, aspirations, perceptions, and personal meanings than with teaching conditions or structures in

isolation from personal experience. Connelly and Clandinin (1985) emphasize that teachers know teaching experientially through 'images, rituals, habits, cycles, routines, and rhythms' (p. 195) that are embedded within the narrative whole of their experience. Similarly, Elbaz (1991) asserts that teachers' knowledge is nonlinear, holistic, filled with personal meaning, and mostly tacit. Some scholars assert that, since teaching is largely work done by women (particularly true of Ukraine—UP), narrative is seen as an especially appropriate form of women's knowing and expression (Belenky et al., 1986; Helle, 1991).

Clandinin and Connelly (1996) have written about the dilemmas teachers experience between, in, and outside classroom settings, resulting in 'positive tensions' among conflicting stories that reveal dynamic insights. Tensions could be seen as marking gaps in what might seem to be a smooth story (Clandinin et al., 2009). Attending to the gaps creates more spaces for inquiry and for hypothesizing. Nelson (1995) adds the interesting observation that dominant stories contain within them the possibility of being undone, of their own subversion. Clandinin et al. (2010) point out that this links back to the gaps, which allow educational researchers, as narrative inquirers, to co-compose their inquiries, which may lead to the undoing of dominant stories and/or to counter-stories.

In this dissertation, I have studied the participants by assembling data from their stories, reporting on their experiences, and then creating a sense of order out of the meanings attributed to those experiences (my data collection is described in the section which follows). The narratives I have sought also have a visual component. Clandinin and Connelly (2000) confirm that additional visual data contribute meaningful insights to narratives because of their metaphoric qualities. Hoffman et al. (2019) remark that '[m]etaphor analysis has been used to uncover the specific values of preservice and established teachers concerning the roles of pupil, educator, and the educational process. However, it has never been utilized in assessing the broader values and flourishing of experienced teachers' (p. 15). A recent long-term investigation suggests some development in this area. The author states that metaphor elicitation using visual methods works well with reflective topics, such as teachers' perceptions of their roles or success, which might be challenging to express only in words if never previously considered by the participants (Moritani, 2018). Alternative narrative structures, in other words, 'provide a format into which experienced events can be cast in the attempt to make them comprehensible, memorable, and shareable' (Olson, 1990, pp. 100-101). Metcalfe (2016) states that metaphor

elicitation using visual methods works well with reflective topics, such as the one I have identified for this doctoral study. He also notes that, while visual methods may not provide answers to all research questions, they can spark valuable additional questions to help flesh out narratives.

4.7 Template analysis

Coding may seem somehow superimposed when applied to narrative data. To address this potential issue, I chose to employ King's (1998, 2004) template analysis, a deductive mode of transcription analysis which produces a thematic relationship key by attending to the special characteristics of human action that takes place in a particular setting. It does not insist on an explicit differentiation between descriptive and interpretive themes but permits a blurring of distinctions (Waring & Wainwright, 2008). It supports the use of integrative themes (also called relational or non-linear – King et al., 2002) to identify common threads across individual experiences and narratives. Template analysis does not merely result in a transcription of the data, but endeavours to show the significance of the lived experiences, culminating in an overarching (or 'master') story across the participant cohort, made up of themes in common. According to Clandinin and Connelly (2000), the different participants that appear in field texts, places where actions and events occurred, story lines that interweave and interconnect, gaps that become apparent, tensions that emerge, and continuities and discontinuities that appear, are all possible codes. Participants' stories can also be categorized into critical events, like events, and other events (Webster & Mertova, 2007). Template analysis allows the researcher to present the stories of his/her participants, and how s/he has made sense of and interpreted their experiences, and to compare these stories to theoretical understandings going into the research, thereby allowing assumptions to be challenged or supported (Waring & Wainwright, 2008). In these ways the focus on the person remains the priority.

The data involved in template analysis studies are usually interview transcripts, but may be any kind of data, including focus group recordings and research artifacts (Brooks et al., 2015). Analysis is conducted by identifying organizational (or constituent) themes based on the key points of each story and in connection with the research question and purpose of the research (Riley & Hawe, 2005; Thorpe & Holt, 2008). The researcher identifies and groups themes that are common to the various participants in the study. The researcher produces a list of codes (that is, the 'template') which serves as a thematic relationship key (King, 2004). Anderson (2007)

suggests that organizing and labelling themes requires researcher interpretation and that this needs to be acknowledged. Lemke (2012) advises to attend to the integrity of the coding when dealing with cross-contextual evidence from recorded discussions, artifacts, and research annotations. However, Morrow (2005) states that it is the fullness and integrity of the template that provides another measure of trustworthiness. While the literature also notes that a potential drawback of template analysis is the possibility of missing themes that do not fit within the framework, it has been suggested that the blend of inductive and deductive coding can help to overcome this potential issue (Ray, 2009). Another tension in template analysis (and in most qualitative research) is between the need to be open to the data and the need to impose some shape and structure on the analytical process (Thorpe & Holt, 2008). However, through vigilance, continuous shuttling to and from the data, and the coherent amalgamation of themes, reliability and trustworthiness of analysis are preserved.

In my decision to employ King's template analysis, I was guided by Steinhardt's (2019) observation that, in basic coding, the apparent distinction between deductive, inductive, and inductive-deductive analysis is often unclear. King (1998, 2004) argues that template analysis is more flexible than Grounded Theory, notwithstanding the use of coding. For example, codes need not be hierarchical, but can be parallel or lateral, diagrammatic, or web-like (King, 1998, 2004), as can be seen in my template building samples in Appendix 5. In a narrative inquiry, sub-codes, which may be higher- or lower-order, can be developed to reflect the stories within stories that can emerge (Cassel & Symon, 2004; Waring & Wainwright, 2008). Riessman (2008) observes that this form of analysis helps to organize narratives into a typology of so-called ideal types, that is, narratives which express something unique about participants' experiences by making room for what Cassell and Symon (2004) refer to as 'very fine distinctions' (p. 258).

A template has been variously described as something that is used as a pattern for producing other related things; a system that helps to arrange information; a model; a guide. It is, in fact, all of these things. By using Template Analysis, I was able to reduce the large, complex set of data to a meaningful summary of teacher flourishing narratives, culminating in a distillation of overarching storylines as described in the Discussion Chapter**.**

I approached the assembly of my template by moving from the facts available to me about each participant and then proceeded to identify and draw patterns from emergent data. It turned out

that ten regions of Ukraine were represented by the 12 participants, an equal number from both east and west, which helped me to develop a sense of regional similarities and differences in teacher experiences (see Block 1). Thereafter, I commenced a process of mapping the participants' visual artifacts by grouping them to help bring out patterns in the information presented, as well as to surface distinctive features (see Block 2).

Following this, I grouped the photos that were submitted by participants based on if they had been provided with the specific intent of illustrating moments in a river, or in order to augment the participant's river. By going about the mapping in this way, I began to see two sets of themes emerging: those that were strongly represented in the rivers themselves, and those which went beyond the river narratives, as if to indicate that there was more to the story. I was of two minds about the latter observation: 1. that in the crisis settings in which the participants found themselves (often having to move into hiding or to change living locations temporarily), the use of photos (pre-existing or easily captured on their cell phones, which all of them had and which were their lifeline), was an added convenience for visualizing their professional journeys; but also 2. that a potential limitation of the 'river of experience' technique may be what it leaves out owing to the limits of physical representation or the limits imposed by the conditions in which participants find themselves (see Block 3).

Block 4 was my attempt to gather from within and across Blocks 1, 2, and 3 the manifesting themes and to view them across the participant cohort, to better assess what was important to their professional experiences, including their successes, challenges, and struggles, and to begin giving form to overarching narratives.

The fruition of Block 5 took time and reflection. I often returned to the focused discussion and interview transcripts, and to my researcher journal notations, to compare the data there with that in the visual artifacts, to help clarify both the content and form of my template. My journal notes were particularly helpful in this regard, as they captured my thoughts in the moment about consonances or dissonances I noticed in a participant's data and where I questioned any given participant about what I had noticed. Where such additional questioning for clarification took place, often the participant's additional comments were revelational and helped me to create a more accurate template. One could argue that such questioning might provide new data that contradicts or otherwise changes what was originally provided by a participant, and that this could be considered outside the scope of the data collection. However, I did not find that the

clarification I solicited from my participants on these occasions acted in this manner, instead their responses helped to assure me that I was creating an authentic template with concepts translated as accurately as possible. As a result, this process allowed me to confirm the overarching narrative themes and the sub-narratives at the intersection of consonances and dissonances in the data.

Finally, upon reviewing Blocks 1 through 5 and cross-checking them against one another, I was able to distill what became my final template in Block 6, where the set of confluences I portrayed represented what the participants in my study considered to be constituents of professional teacher flourishing, while the divergences (which I termed 'uneasy tributary narratives') indicated where difficulties or floundering in their careers could occur. By this point, I was able to determine three overarching themes that carried over both the confluences and divergences, that is, aspects of the professional teacher experiences of my participants that resonated across the cohort (namely, perseverance, innovation, and identity).

While Blocks 1 to 6 were constructed using a visual approach in concert with the work of my participants, in Block 7 I added a more traditional table-based representation of the template process to help the reader of my study to understand in a more ordinary manner both the process and the content.

4.8 Data collection

4.8.1 Participants

The challenge I faced with my data collection was to find opportunity in adversity. Given the continued coronavirus pandemic, all data collection was conducted online. Since the participants in this study were all overseas, and I in Canada, the use of an online environment eased the scheduling and conduct of the research. I had planned to engage twelve elementary schoolteachers from different regions of Ukraine, since conditions in each area differ, in the belief that this number would generate sufficiently rich data to produce a ‘good’ or robust thesis (Tobin & Begley, 2004). I received consents from 21 individual elementary schoolteachers from across the country, but due to the invasion of Ukraine by Russia on February 24, 2022, I lost contact with nearly half of them.

Doing research in the midst of war raised two ethical issues for me: a/ is it ethical to expect participation during war? and b/if the participants are willing to participate in some way, is it ethical *not* to continue? Mfutso-Bengo et al. (2008) assert that, although victims of humanitarian crises are a vulnerable group and therefore are worthy of added protection, such protection should not be to the extent that they are prevented from participating in research in which they have volunteered to participate. (A discussion of the ethics of doing research during crisis appears later in this section.) Wood (2013) shares Timothy Longman's view that ordinary people living in the midst of violence offer what they know because they want the researcher to make use of it. In my case, those participants who were able to maintain intermittent communication informed me that they wished to continue with the research if at all possible; they said that it was important to them to go on with whatever aspects of normal life (including professional life) that they could under the circumstances.

Although the conditions of war in Ukraine created uncertainty around continued communication, in the end, I was able to assemble twelve teachers, as proposed. I made use of my contacts among educators, educational administrations, and educational organizations to create a broad base for inviting potential participants. My communications were conducted by email and messenger apps (by text and/or video, depending on what was available and preferred, and could be sustained). All consents were nevertheless received as signed scanned originals via email. It turned out that eleven of the participants were females, and only one was male. While I acknowledge this gender imbalance (over which I had no control), it should be noted that elementary school teachers in Ukraine are predominantly (and historically) female (Katrych & Perebyinis, 2019).

The participants represented a range of Ukrainian oblasts (similar to provinces), as highlighted in this image:

Figure 2. Oblasts of Ukraine represented by study participants

My research was not concerned with a particular age group, nor was it limited to a certain period of professional experience. I was interested in examining a spectrum of professional teacher journeys in order to discern similarities and differences, as well as cross-generational stories. Careers represented by the participants ranged from 18 to 37 years of service, with some teachers teaching in the same school throughout, while others taught in multiple schools. It was not my intention so much to generalize from this, as to bring to light additional information about the lives and careers of professional teachers in present-day Eastern Europe.

Following the guidelines set out by BERA (2018), I sought to treat my participants with fairness, sensitivity, and dignity, considering their rights, concerns, and interests. As additionally noted by BERA (2018), I was aware that my own practice may impact on the participants through a potential power relationship because, in my case, I am both a teacher and a researcher. To keep this potential in check, I was explicit with the participants about my background. In addition, I adhered to informed consent, that is, consent as a partnership between the researcher and the participant, as well as 'dynamic consent'—where a participant's willingness to be involved in a project is constantly reassessed (Black et al., 2018; Bruno & Haar, 2020; Chiumento et al., 2017). Included in this constant reassessment were the research demands, that is, recognizing

the time and effort that participation required. As also advised by BERA (2018), I endeavoured the mediate these demands by means of flexible timings and approaches.

4.8.2 Semi-structured focused group discussions

I had aimed to begin with traditional, that is, formal or structured focus groups. However, since my data collection happened to coincide with the outbreak of the war in February of 2022, it became impossible to organize formal gatherings. As described later, it was very difficult for the participants to join on a scheduled basis, or to remain for a full session. What's more, the shock and disruption of the moment of war was overwhelming and it was not always possible to stay with a plan for the discussions that did happen. However, over the course of time during which the necessitated semi-structured focused group discussions did take place, the participants were able to acquaint themselves with the purpose and manner of the research study, to address any questions or concerns, and to share some initial comments related to the research topic as they sought to return some modicum of order to their personal and professional lives. These insights contributed valuable data.

Our semi-structured focused group discussions shared the basic characteristics of traditional focus groups, namely ‘a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research’ (Powell & Single, 1996, p. 499). Focus groups can be used preliminarily (as I did) to explore conjectures and the resultant information can then be developed into questions that guide later interviews (Gibbs, 2012). Unlike group interviews, focus groups are distinguished by interaction (Kitzinger, 1994). The conversation which evolves in focus groups brings together personal beliefs and group narrative enriched by participants’ local situations (Warr, 2005). Munday (2006) remarks that the use of focus groups also generates data about participant interactions, negotiations, affirmation of meanings, and how all of these are sustained in the group. She adds that the focus group represents its own social milieu, which influences the discussion and contributes to the development of collective identity (Munday, 2006). The latter aspect was apparent in our informal meetings, notwithstanding the conditions participants found themselves in at the time, which I detail later.

A study from 2000 which compared and contrasted the use of structured and semi-structured focus groups found that 'both the structured and semi-structured focus group methods were useful and valuable in assessing...impressions.' (Bromley & Fischer 2000, p. 12). Although this study also found that the structured approach led to greater involvement by more reserved participants, and also kept the group on task to a greater degree than did the semi-structured approach (Bromley & Fisher, 2000), I did not find this to be the case in my use of the semi-structured technique with my group members. As an exploratory technique aimed at eliciting a range of perspectives, the focus group format, be it structured or semi structured, assists in surfacing ideas regarding a relatively unexplored area of experience (Bromley & Fischer, 2000). Also, '[t]he relaxed atmosphere and mutual reinforcement of shared experience allow for rich data to emerge' (Gilflores & Alonso, 1995).

The focus group method traditionally favours the use of unacquainted participants (Munday, 2006). Munday (2006) warns that, where participants are mutually familiar, the researcher must be aware of 'established hierarchies and patterns of interaction' (p. 97). On the other hand, participants who are known to one another may be more relaxed and comfortable to share stories and experiences (Bloor, 2001). The participants involved in my study were a mix of teachers who were both known and new to one another. This mix did not impact their level of self-expression or interaction, rather it appeared to create a stimulating atmosphere. Since I sought to determine what characterizes teacher flourishing in Ukraine, and not only for individual teachers, I found that any familiarity among my participants recruited from a single region (or even different regions) did not present a problem and the control factor was mitigated by my facilitatory, multilogue approach. Also, qualitative researchers strive to mitigate bias and inconsistency by assuring that equal attention is given to all group participants, and that all have the opportunity to communicate their thoughts. Krueger and Casey (2002) add that listening for inconsistencies or contradictions throughout a discussion in order to follow up on each participant's comments, and ask for clarification, permits the researcher to come away with an accurate picture of each participant in relationship to the topic as communicated in a given space and time.

I held four semi-structured focused group discussions of various duration via the University of Glasgow Zoom platform with various numbers of my participants, depending on who was able to connect to the Internet at any given time. Given the circumstances surrounding the outbreak

of war, in order to support the teachers in their participation, I also sent them my full research presentation and sample research tasks (in various formats) for them to reference asynchronously following our sessions. In the end, I was able to collect data from all twelve participants (based on participant research tasks applying visual methods, described in more detail in the sections below).

I began with introductions and some icebreaking conversation about their familiarity with the value of research for and about education. We discussed ideas concerning what it means to be a research participant. I gave a PPT presentation summarizing the nature and goals of my research. During the course of the presentation, the participants shared initial ideas about what it means to be a professional and to flourish professionally. I familiarized them with some of the ways teacher professional development has been represented by teachers themselves, and the strengths and weaknesses of these representations. We talked about what influences the content of teacher representations of their professional development (such as education reforms). I introduced the 'river of experience' technique, how it has evolved, how it has been used in diverse spheres, as well as in education. We went over the basic elements, including the use of metaphor, but I emphasized the fact that there is no standard, 'correct', or obligatory way in which to produce this artifact - it is entirely up to the creator.

I provided examples of different kinds of rivers, including my own, to illustrate the endless variety of this form of expression. The session ended with an explanation of the range of tools participants could make use of to produce their rivers, the acceptable methods of submission, and an initial due date (which was not set in stone, owing to the circumstances the participants were experiencing daily; we renegotiated the deadline together). We talked as well about the potential of this technique for communicating teacher experiences, as well as how it might be applied elsewhere in their professional lives going forward. A similar process was followed to present autophotography, the other instrument the participants were invited to use for this study. Participant 4 observed: 'Our focus groups and online face-to-face meetings helped us to feel the ground under our feet in the first months of the war and supported us' (email communication, January 15, 2024).

As mentioned above, the discussion sessions began just days after the outbreak of the war in Ukraine, and they concluded approximately one month later. Only one participant was able to

attend the first focus group session and that, only briefly, since an air raid began shortly into the meeting and the participant had to disconnect. In addition, she had taken the risk of being online during a 'lights out' curfew, so I was asked not to record the session. Instead, I took notes in my researcher journal. The second session (approximately a week later) was joined by two participants (one from eastern Ukraine, the other from the west of the country). A third participant, from a particularly hard-hit region of the south-east tried to join, but lost connection almost immediately and was unable to return. A week afterwards, a third session took place, during two time slots; three participants attended the first slot, and an additional four - the second. Each gathering had a mix of representation from different parts of Ukraine. The fourth and final session was held several weeks later, in light of disruption to communication caused by heavy fighting, destruction of infrastructure, and the movement of people throughout and out of Ukraine. The final discussion featured seven participants and lasted over an hour, allowing for a more thorough conversation about the investigational topic. During this gathering, the lone male teacher, who was in the army, had permission to join for a few moments from his bunker, allowing him to inform me that he is still alive, that all the children he taught were evacuated, and that he would like to participate in the research somehow and at some point. However, since there was active fighting going on at the time (in addition to having a poor connection), he needed to leave shortly thereafter.

The final discussion differed from the previous three gatherings for two reasons: 1/ as of March 14 (or 21st, depending on the region), 2022, online learning had resumed in Ukraine and teachers had returned to teaching (in person, where they had access to their students, and/or online, if their students had fled to another part of Ukraine or to a neighbouring country.) They were also tasked with teaching internally displaced children who were now living in their towns. For these reasons, my teacher-participants were eager to discuss how they had been going about reorganizing education; and 2/ The attendees had had the opportunity to review my research presentation and materials and found moments and ways to start working on their research tasks. I was amazed, not only by their resilience, but by their professional pride and commitment notwithstanding the life and death situation in which they found themselves. (The translation of my PowerPoint presentation to the group can be found in Appendix 2.)

Throughout the data collection period I communicated with the participants in different ways (through social media, direct messaging, as well as email)—by whatever means were possible

for them and which they preferred[1]. Scheduling of research conversations and tasks was challenging, in that it needed to remain flexible and fluid. I took the approach of giving short-, medium-, and longer-term deadlines, which allowed the teachers to navigate the uncertainty and danger of their circumstances with as little pressure from a research perspective as possible. As a result, all the participants were able to submit their research tasks within a timeframe that permitted me to go on with my study.

4.8.3 Research tasks

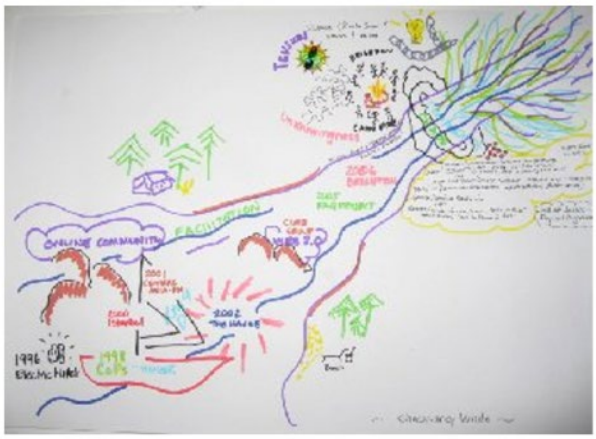
As mentioned in my acknowledgements, the choice I made to conduct my research through visual methods was inspired by the research methodology of MIDEQ (Migration for Development and Equality), a multidisciplinary research hub focused on migration in the Global South, whose methodology draws on a range of methods including visual/creative forms of knowledge production (music, theatre, poetry, dance, animation, fabric, and image) across countries and corridors. I was exposed to the work of the hub during a presentation to our doctoral cohort by Co-Director Prof. Alison Phipps (Professor of Languages and Intercultural Studies, UNESCO Chair in Refugee Integration through Languages and the Arts, University of Glasgow). I was deeply impressed by the group's powerful presentation. It showcased how visual imagery produced in different cultural settings through a range of objects transmits unique, multilayered, culturally embedded knowledge and understandings of experience. This powerful impression led me to investigate similar techniques, resulting in my discovery of the 'river of experience' method. Through my participation in the Constructivist Meetups of the Personal Construct Psychology Society, I had the opportunity to discuss this method in some depth with one of its co-originators, Prof. Emer. Pam Denicolo (University of Reading).

As previously mentioned, during the semi-structured focused group discussions participants were acquainted with their individual research tasks to follow employing visual methods. As is normal practice when working with any learners, my study participants were scaffolded through their research tasks. This is not to say they were ‘told what to do’ or simply permitted to mimic any examples I set out for them. As Sullivan (2024) states, scaffolding is employed ‘[n]ot

[1] For example, one participant, from the partially occupied eastern Luhansk region, abandoned all her regular communication channels for an entirely new one (Telegram), since she felt that her conversations may have been infiltrated and so, continued to respond for research purposes through this new route after temporarily resettling in another oblast.

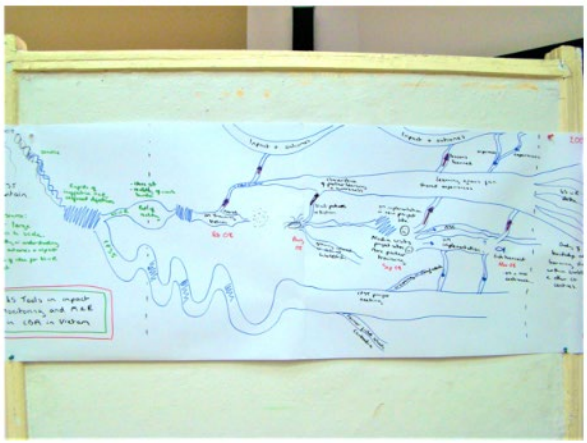
because we need to be able to say, "this is how you must do it," but because we need a shared understanding in order to work alongside colleagues in making the adaptation decisions needed to produce our joint effort' (Tweet, January 15, 2024).

The first task was the design of personal 'rivers of experience'. A constructivist collection technique and Creative Analytic Process for eliciting perceptions of life experiences (Richardson, 2003), the 'river of experience' was initially created by Pope and Denicolo (1990) to understand individuals' personal professional journeys. Cabaroglu and Denicolo (2008) explain that it involves research participants drawing a winding 'river' and noting an event (positive/negative) that they felt was critical to their professional growth against each bend. Artistic skill is not required. 'Rivers of experience' can be anything from meandering lines with brief descriptions to intricate depictions with detailed captions (Dowle, 2020). Iantaffi (2020) states that drawing represents thinking and metaphoric self-expression, creating opportunity for revelation. Participants were invited to email, message, or deposit to a privately shared online folder photographic images, PDFs, or digitally-rendered drawings of their physical 'rivers'—the choice was theirs.



https://trainings.350.org/resource/river-of-life/

Figure 3.



Manning-Thomas 2008

Figure 4.

Sample 'rivers of experience'

To help participants feel more comfortable with their individual 'river' task, the focused discussions also involved deconstructing/reconstructing portions of several sample 'rivers'. These sample 'rivers', serving as projective or enabling devices (Will et al., 1996), represented my own path of professional flourishing, marked with critical moments/ accomplishments/setbacks. Projective research techniques have been reported to improve

participant willingness to engage in research tasks because they create a more relaxed atmosphere, generate curiosity, stimulate imagination, and counteract boredom (Catterall & Ibbotson, 2000). In my case, this introductory activity also helped to build understanding, confidence, and trust.

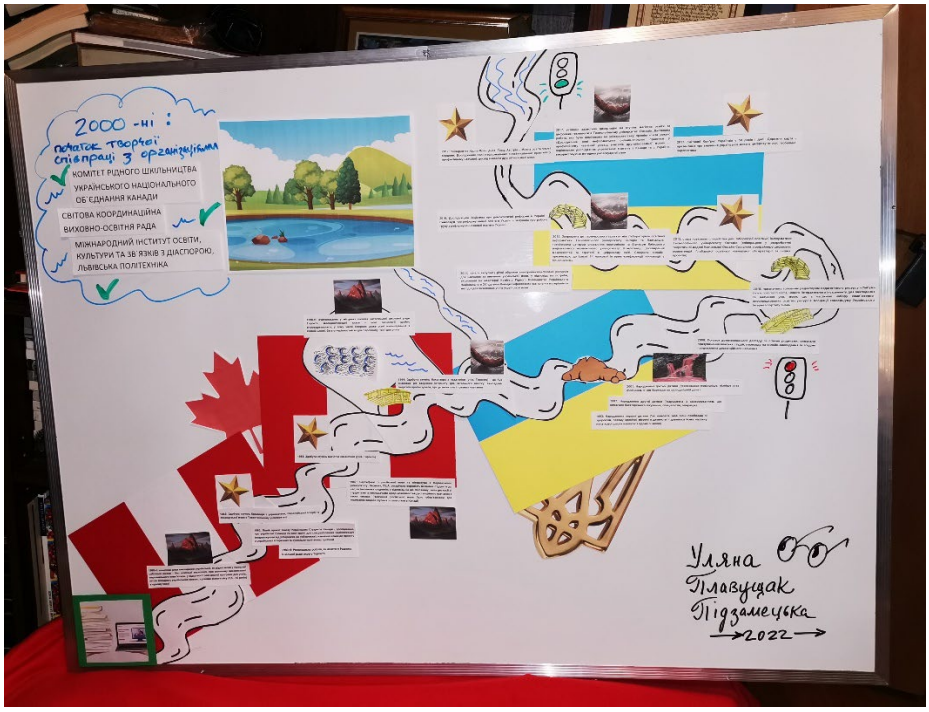


Figure 5. A portion of the researcher's personal professional 'river of experience'

Secondly, participants were asked to engage in autophotography or photo elicitation (Collier & Collier, 1986; Pain, 2012), a metaphor elicitation technique (Barbour, 2014; Thomas, 2009). Spencer (2011) explains that photos represent individual place and biography, while concurrently depicting socio-political conditions and change. Bailey and Harken (2014) remark that visual images produced by teachers serve as analytical and generative tools that can increase observational and interpretive articulation and reveal future practices. Participants in the current study were asked to share at least one personally relevant photograph (taken by themselves or from other sources), that could be presented separately, with brief annotations, or as a component of their 'river'. The photos they submitted conveyed some aspects of their professional flourishing journeys—their beginnings, current situation, or anticipated future. Requesting at least one photo but inviting participants to contribute as many more as they wished, served as an open approach that helped to empower participants to unrestrictedly discuss what was important to them. To mitigate any complexity that might arise from having to produce

two research artifacts, I modelled how the photos complement (or supplement) the 'river of experience' when presenting my own journey.

(https://scoop.upworthy.com/ukrainian-teacher-takes-class-for-her-students-in-the-bunker-during-invasion)

Figure 6. Sample photo artifact

4.8.4 About visual methods and data instruments

> *Qualitative researchers could allow meaning to reestablish itself in a flux, in the liminal space, at the limit of words and things, as what is said of a thing (not its attribute or the thing itself) and as something that happens*
> (Koro-Ljungberg, 2016, p. 17).

Metcalfe (2016, p. 85) observes that the 'limit of words and things is the beginning of visual methodologies'. We all perceive differently, even when presented with the same view, or the same representation of that view (Metcalfe, 2016). Mannay (2016, p. 149) observes that people can experience the same reality in different ways, forming their own 'social constructions', 'constructs', or 'enactments'—in other words, shared perceptions that reconstruct reality, and that such constructs are not just verbal, but also visual. Experimenting with new research methods requires the problematization of some of the ways of gathering data

whose value has not always been recognized (Kaukko & Timm, 2022). As Stiles (1995) underscores, visual techniques were developed to stimulate creative thinking. Words, pictures, and numbers can all be described as symbols where they are an indirect, abstract representation or recollection for those who engage with them (Hawkins & Allen, 1991). Mannay (2016) goes further to state that visual data can allow the researcher to move beyond ordinary observations and dig deeper, 'engendering a space of defamiliarisation' (p.116). The creation of visual artifacts works to make the familiar uncommon for research participants, who gain new perspectives on their own understandings of their subjective worlds (Goff et al., 2013; Richardson, 2015). As could be said of any methodology, visual methodologies may not lead to answers to every research question and may give rise to additional questions.

Moss and Pini (2016) opine that, even though visual research methods to some extent can facilitate educational researchers in achieving their goals, it seems that these researchers have been less interested in applying visual methods in their research or discussing the opportunities and challenges of visual research methods in education. Such guardedness has been attributed to doubt over the validity of images, which are ambiguous and open to multiple and subjective interpretations (Frith et al., 2005). However, the ambiguous nature of visual data is not an obstacle since, like all data, they should not be interpreted as reflecting a single or cemented reality. Instead, they are a way of constructing multiple realities influenced by social and cultural factors and situated in a particular time and space (Frith et al., 2005; Guillemin, 2004). The work of Bagnoli (2009) is helpful, in that she describes important insights conveyed by images, such as participants depicting themselves at a crossroads with different potential futures stretching ahead (as was the case in the images produced by the participants in my research study).

Visual methodology treats images as serious artifacts, explores the social settings and impacts of visual objects, and involves the individual's own view of their images (Rose, 2012; Seaman & Joy, 2016). Visual research methods normally involve discussions between researchers and research participants about images. Such discussions generate richer information because the visual images 'help groups to focus attention, to surface areas of agreement and disagreement, to make implicit knowledge and past experience explicit, to discover new perspectives, and to document or revise decisions' (Eppler, 2007, p. 585). With relevance for the current research, Sexton and Denicolo (1997) state that researchers exploring professional work contexts have

used photographs of typical work situations to elicit constructs not only about professionals' reactions, but also what values and beliefs ground those reactions.

Other examples of the same genre include drawings either provided to or generated by participants. Fernandes et al. (2018) claim that there is much more to be gained from drawings than some other evocative techniques. Research drawings can help illuminate complicated constructs and their origin, as with the technique employed in this study, variously known as lifelines, career snakes, or rivers of experience, traceable to the writings of the philosopher Dilthey (Denicolo, 2004). Rickman (1976) notes Dilthey's observation that among the wealth of experiences within an individual's life, there are some which have 'special dignity' or significance and share common meaning. The basic structure of this technique involves encouraging participants to focus on a particular role they play in life (Denicolo, 2004). Once the task is completed, researcher input is minimal, since participants describe what happened and how these happenings influenced their understandings of the world (Denicolo, 2004).

Paivio (1971) asserts that the picture-superiority effect, or finding that images are better remembered than words, is well supported in the literature. The source of this effect is dual coding: pictures can be represented in terms of visual features and also verbal labels (Paivio et al., 1968). The production and discussion of images can assist the interview process by creating a sense of focus, stimulating memory, contributing to smoother interaction, helping to establish rapport and also shared understanding, especially regarding recollections that might otherwise be stressful to discuss (Bagnoli, 2009; Harper, 2002). The process of producing a visual image allows participants time to reflect on the topic being explored and, by employing a novel approach, they also have the opportunity to engage with their experiences differently (Rouse, 2014). Harper (2002, p. 13) describes this as 'breaking the frame' of experience.

Bruno and Haar (2020) remind that,

> [t]he use of participatory visual methods (PVM) poses specific challenges with regard to informed consent. The methods ask researchers to encourage subjects to engage in creative forms of communication and expression, such as drama, photography, film, drawing, design, creative writing and music. The products can then be used to engage the community and answer research questions. However, as participants are synthesizing novel content during the study, and are often encouraged to draw on traumatic experiences as inspiration for this content, fully informed consent is impossible. This is because neither participants nor investigators

> can completely anticipate which direction their facilitated creative endeavors might turn (p. 13).

This is where 'dynamic consent' once again comes into play and which was at the centre of my approach. In fact, my own research demonstrates that the use of photos and drawings improved the quality of the interviews in many ways. It prompted recollection, reduced misunderstandings, and stimulated more comprehensive conversation. This experience aligns with Harper's (2002) affirmation that visual methodologies can offer means to de-centre the researcher, move away from the typical researcher/researched binary, and help to alleviate issues of researcher objectivity and interpretation.

4.8.5 Individual interviews

The period of participant preparation of individual ‘rivers’ and photos was followed by individual semi-structured interviews. These kinds of interviews have also been referred to as ‘in-depth’ or ‘exploratory’ (King, 2004). In my case, they consisted of both closed and open-ended questions (which the participants were not obligated to address, be it due to conditions they found themselves in or for personal reasons), other topics for possible discussion, and opportunities for participants to add their own comments and observations. The goal of any qualitative research interview is to see the research topic from the perspective of the interviewee, and to understand how and why they came to their particular perspective. To meet this goal, they will generally have the following characteristics: a low degree of structure imposed by the interviewer; a variety of open questions; and a focus on ‘specific situations and action sequences in the world of the interviewee’ (Kvale, 1983, p. 176). Regarding the potential for interviewer bias—from question wording, imposing personal beliefs or values into the conversation, as well as any apparently contradictory statements made by interviewees—the qualitative researcher seeks to provide an accurate representation of how each participant thinks, acts, and reacts in relation to the study’s aims (Cassell & Symon, 2004).

Qualitative interviewing is an established and reliable technique with a sizeable supporting literature (Becker et al., 2012; Burgess, 1984; Flick, 2002; May, 2011). In his seminal work, Mischler (1991) explains that the interview provides an environment where participants can negotiate meaning. Price and Jewitt (2013) note that in semi-structured interviews ‘spontaneous interpretation and meaning-making emerges through, and is, therefore, embodied in the

interaction' (p. 2909). For the qualitative researcher, there can be no such thing as a 'relationship free' interview. Indeed, the relationship is part of the research process, not a distraction from it. King (2004) asserts that the interviewee is seen as actively shaping the course of the interview rather than passively responding to the interviewer's pre-set questions.

While the online approach to interviewing is newer and less studied, in conditions such as those the world has been experiencing with the protracted coronavirus pandemic, it is a welcome alternative. Like the online focused group discussion, the online interview allows the researcher to reach a geographically dispersed population, save costs, schedule flexibly, produce a recording that is transcription-ready, and reduce the influence of researcher presence and control (Kitzinger & Barbour, 1999; Myers & Macnaghten, 1999; O'Connor & Madge, 2001). Potential disadvantages might include possible technical difficulties or issues concerning the use of online technology, participant distraction, and misunderstandings which might arise from missed visual or vocal cues (O'Connor & Madge, 2001). However, I found that the advantages outweighed any disadvantages. My set of interviews commenced three weeks after the final semi-structured focused group discussion, so that participants had enough time to produce their 'rivers' and photos without feeling unduly pressured. Interviews were conducted over the course of a month and a half on a semi-scheduled basis (accounting for the participants' war-related conditions). If a planned meeting did not transpire, we tried the next day and so on. A sample translated interview script can be found in Appendix 3.

I began by reviewing the purpose of my research and specifically, the research questions. My first set of questions considered the qualities of resilience and persistence in a professional career. Our conversation then moved to the notion of innovation in both teaching and learning, looking at how, if at all, the participant's notion of innovation has changed over time (before and after education reforms) and especially under the duress (pandemic and war). Questions followed having to do with managing the destruction of educational institutions, the safety and wellbeing of students, and the continuity of learning. The next sets of questions were organized by theme: Authenticity and Trust; Identity, Professional Freedom, and Autonomy; Teachers and Education; Political/Structural Factors; The impact of transition to distance/online education on teachers; and concluded by eliciting their views about the visual methods involved in the study. My questioning technique was flexible, and we moved with or away from questions as

participants were comfortable. Finally, participants were invited to propose topics that they wished to speak to, among which were:

- school access to educational technologies
- previous technological training, experience, and support
- potential advantages and disadvantages of professional incentives
- gender roles and expectations
- war-related dislocation and its impact on both personal and professional flourishing
- ability to plan ahead for education in the coming school year and what this looks like

Participant engagement and feedback was quite positive: 'With your questions, you make us look at ourselves from the outside, and this is important.' (Participant 4, email communication, July 4, 2023).

4.8.6 Researcher journal

To complement the focused group discussion and interview recordings, as well as the 'river' and photo research artifacts, I also kept a reflective researcher journal. Schwartz-Shea and Yanow (2012) advise that researcher observations can and should be recorded in fieldnotes contemporaneously with the descriptions of conversations, setting, events, interactions, and documents that provide the context for researcher sense-making. In all cases, reflective notes need to be purposefully labelled as researcher understandings or analytic memos (as opposed to description, even though description is never merely a reflection but a theoretically informed interpretive act— Schwartz-Shea & Yanow, 2012). Richardson (2000) discusses researcher notes in terms of anticipatory interpretive writing throughout the research process. Clandinin and Connelly (2000) remark that keeping a reflective researcher journal helps to record questions that the researcher might have about the data, note anything that might seem significant, or take stock of anything during the research process that might have gone awry or that needs adjusting. It is also a useful tool for critically reflecting upon assumptions as the research progresses, such as who might benefit from the research (for example, as in my case, that the research will resonate with other teachers—Mack, 2010), and to work through the implications of the study's theoretical frame (Ortlipp, 2008). I felt that the journal was especially useful when I was reviewing the data recordings, since it contained observations and perceptions made 'in the moment' that either confirmed, contradicted, or clarified certain information. In these ways, the journal was both a valuable instrument and a record of my reflective positionality.

The importance of reflective positionality is well documented in the literature and in scholarly discourse (Jayantilal & Lalli, 2023). Scholarship recognizes that ‘people have multiple overlapping identities. Thus, people make meaning from various aspects of their identity . . .’ (Kezar, 2002, p. 96). A key feature of reflective positionality is how it enhances co-construction of knowledge in research situations (Jayantilal & Lalli, 2023). From my experience with this study, I would agree with Somerville's (2008) comment that ‘…in making new knowledge we will come to inhabit and know the world differently than we did before’ (p. 209). It also helps to clarify judgements, expand choices, and deepen conceptual understandings (Cousin, 2013). Bourke (2014) notes that reflective positionality invites the interrogation of potential assumptions and biases. Reflective positionality also ‘allows researchers to identify areas of tension in the research process that need to be further deconstructed’ (Olukiun et al., 2021, p. 1411). Reflective positionality allows for meaningful engagement without imposing on the individuals being studied. Importantly, given that qualitative researchers are often the ‘tools’ of data collection (Olukiun et al., 2021), addressing one's insider/outsider dichotomy as a researcher throughout the research process is a practical way for researcher positionality to be transparent and encourage the trust of participants. As Somerville (2008) states, ‘[r]esearcher position is made visible precisely by not being immobilized’ (p. 218).

Positionality is important, because '[r]esearch is a process, not just a product’ (England, 1994, p. 82). As Bourke (2014) states, ‘[f]or research to be valuable from the perspective of process over product, the value must lie beyond a sense of completion. Research continues as we reflect: on the development of an idea; on data collection; on findings, and; on implications’ (p. 1). I found that reflective positionality allowed me to make more nuanced observations, such as any changes in the tone of participant interactions (enthusiastic-hesitant, open-reserved). ‘Reflexivity involves a self-scrutiny on the part of the researcher; a self-conscious awareness of the relationship between the researcher and an “other”' (Chiseri-Stater, 1996; Pillow, 2003). This mode of continuing self-analysis allowed me to keep the participants and their contexts at the centre of my attention, helping me not to impose my subjective views on their experiences and contexts when analyzing the data. Having said this, the participants were aware throughout the research process that I am a Ukrainian educator working with other Ukrainian educators in my area of practice and that this informs me as a researcher. This aligns with the observation made by Hall (1990) that ‘[t]here’s no enunciation without positionality. You have to position yourself somewhere in order to say anything at all’ (p. 18). While I sensed that the participants were

positively inclined toward me owing to a sense of commonality, by the same token I continued to remind myself through reflection that I was not an insider in the context of Ukrainian educators *in Ukraine*, a balancing aspect to positionality.

The researcher journal was where I documented my reflective position and where, by noting my ideas as they occur, I was actually engaging in the start of analysis (Watt, 2007). As I recorded these ideas, I was able to examine and reexamine them, and manipulate them as needed in support of the record of my research (Maxwell, 1996). The journal was the place, as described by Ortlipp (2008), where I kept in touch with myself in the process of my research, helping me to discover thinking of which I was not otherwise aware. By drawing on excerpts from the journal, I made links between the literature on methodology, decisions taken during the study, the process of reflexivity, and my developing understandings of the complexities of qualitative research. I analyzed my journal entries for what they revealed about the management of each part of the study, the issues which arose, and the ways I dealt with them. Reflecting on my entries helped me to make meaningful connections between theory and practice in the experiences of my participants.

4.8.7 Transcription and translation

Since the participants in my investigation were from Ukraine, the semi-structured focused group discussions and interviews were conducted in Ukrainian (also my first language), transcribed from audio-visual recordings, and then translated into English. (Similarly, I translated into English the texts contained in the participant's 'rivers of experience'.) Twinn (1998) highlights the importance of interviewing in the first language of the participants in order to maximize the quality of data. I created an initial transcription of the original Ukrainian-language recordings using an online program called Happy Scribe (https://www.happyscribe.com/transcribe-ukrainian-ukraine) to generate a draft which I then reviewed and edited by comparing the text to the recordings. Maclean et al. (2004) contend that transcription is central to the process of analysis in qualitative research, being critical to its dependability and validity. I chose to create a 'denaturalized transcription' (Oliver et al., 2005, p. 1273), which focuses on informational content, not every utterance. Thereafter, I translated the transcripts into English. Twinn (1998) indicates that where possible, analysis of transcripts should be undertaken in the language of the interview. I made certain to work with the original Ukrainian transcripts alongside the English to help ensure consistency. What's more, I

recognized that 'only working in and through English would have left some of the nuances in the shadows' (Kaukko & Timm, 2022).

Temple and Young (2004) submit that translation is considered dilemmatic in qualitative research and so, the act of translation and who conducts it must be given thoughtful consideration. These are matters of authenticity and trustworthiness, which Morrow (2005) considers constituents of a study's 'social validity' (p. 253), and I endeavoured to attend to them by communicating clearly, regularly, and openly with the participants, and balancing reflexivity and subjectivity in the translation process to the best of my abilities. As advised by Williams and Morrow (2009), I kept top-of-mind the participants' contextual backdrop and how it influenced my understanding of the meanings they made of their experiences and, consequently, the translation of those meanings. While no translation can ever be exact, I addressed faithfulness to the participant's original words by disclosing my personal translation credentials; pilot-testing my interview questions to elicit feedback; and, to deal with any potential for misrepresentation, I made every effort to act as invisibly as possible in the translation process. Additional reflections on the translation process can be found in my Conclusion chapter.

4.8.8 Ethical considerations

According to BERA (2018), the integrity of research is attended to throughout the research process, through to the completion of the dissertation document:

> 60. Researchers should, within the context and boundaries of their chosen methods, theories and philosophies of research, communicate the extent to which their data collection and analysis techniques, and the inferences to be drawn from their findings, are robust and can be seen to meet the criteria and markers of quality and integrity applied within different research approaches (p. 28).

This integrity extends to the research participants, as well, through the researcher's continued efforts to be transparent throughout the research process by being as open and honest as possible (BERA, 2018). Feedback from my participants helped me to be aware that I was maintaining this ethic:

> To be honest, I am grateful to you…because it was important, interesting, and experiential for me to get acquainted with the format and requirements of scientific research in another country, to feel the responsibility, understand the formal and informal issues of the parties involved… (Participant 8, email communication, January 4, 2024).

Hammersley and Traianou (2014) state that ethics represent required considerations when deciding what is acceptable in research with people. In other words, how to avert research vulnerabilities (Pendlebury & Enslin, 2001). Clandinin and Connelly (2000) note, when researchers attend closely to the tensions that emerge from communicating narratively and in relation, narrating ethics across the inquiry is even more important. It has also been recommended that researchers consider their long-term responsibilities, ones that may not end with the final research paper, but may persist, since neither the life of the researcher nor the lives of participants end with the submission of the dissertation (Clandinin et al., 2010). In the words of Charon and Montello (2002), '[i]n this way relational [research] responsibility can be understood as the ethics of ordinary life' (p. xi). Effective fulfillment of this responsibility involves concerted reflection on the process of collaboration with participants (Helbardt et al., 2010). This is particularly important, given that ethical standards guiding research are 'products of a particular group or culture' (Smith, 1993, p. 5). All these considerations were integral to my research process, along with the requirements and guidelines of the College of Social Sciences Research Ethics Committee of the University of Glasgow.

4.8.8a. The ethics of crisis zone research

The beauty of data collection under stress
(Helbardt et al., 2010, p. 356).

Mazurana et al. (2013) explain that a crisis zone is one in which armed forces and/or groups are present and are actively engaged in acts of violence and warfare. War can be considered a form of disaster (Gilbert, 1995). As such, '…in active disaster zones, the imperative to do no harm has less meaning, since harm is already ubiquitous, and the imperative becomes to do good' (Henderson & Liboiron, 2019, p. 295). Many researchers living outside crisis zones believe in the importance of giving voice, and relating to, the daily experiences of those living in these zones—especially those who have been displaced (Mazurana et al., 2013). To overcome hierarchical research relationships, researchers working in or on violence-affected contexts need to reflect upon questions of power, ethics, and the politics of knowledge production (Bunting & Quirk, 2019; Cronen-Furman & Lake, 2018). Crisis environments are often swiftly evolving, requiring that researchers be flexible and able to adapt their approaches. Research methods used in crisis zones need not be different but require greater sensitivity to a context characterized by constant change and high stakes (Mazurana et al., 2013). For example, during the course of the

current study the challenge was managing to conduct research with participants who were regularly faced with shelling and bombing, sheltering, curfews, local humanitarian, medical, and other care tasks, relocation, plus very sporadic communications.

Mfutso-Bengo et al., (2008) note that general principles of research ethics used in emergency situations are similar to those in non-emergencies, that is, faithfulness to the principles of respect, goodwill, and justice. As in non-emergency situations, research in emergency situations should be conducted in the best interest of victims or possible victims (Mfutso-Bengo et al., 2008). Krause (2021, p. 331) remarks that in crisis zones, subjects' engagement with researchers—even those they highly trust—depends on the existence of 'safe spaces'. Bond (2018) states that safe research spaces in the midst of crisis involve the recognition of participants' 'multiple and fluid positionalities' (p. 553). Making research participants' collaboration, participation, and empowerment central to the study process (Salmon, 2007) 'ground[s] knowledge production in the everyday lives of those most affected' (Robins & Wilson, 2015, p. 236), as well as mitigating potentially exploitative methodologies (Pittaway et al., 2010). Researchers in such environments tend to be keenly aware that their research is part of a complex 'information economy', where any data or representation may acquire critical meaning beyond its scholarly intention (van der Haar et al., 2013). Helbardt et al. (2010) affirm that making such zones public through research can formulate clearer perceptions, more accurate representations, give voice to the voiceless, and counteract invisibility. In their discussion about conflict reporting and, specifically, in Ukraine, Kotišová and van der Velden (2023) remark on the importance of the affective domain from the standpoint of ethics, which is relevant to research reporting, as well: '…professionals' emotional engagement is a form of embodied knowledge with cognitive and strategic rationality' (p. 1). They go on to state that '…emotions … are motivated by reality on the ground and available knowledge, can serve as a methodological and an epistemological tool, and form a part of reality' (Kotišová & van der Velden, 2023, p. 1). That is, 'emotional attachments can give productive clues in knowledge production' (Kotišová & van der Velden, 2023, p. 14).

In addition to the regular measures I took to check with my participants about their wellbeing as they processed through their research participation, described earlier, I also followed daily the changing conditions in the towns and villages where they lived and worked to maintain a

sense of the fluidity of their circumstances and how this impacted their attitudes, decisions, and activities. This was evident in participant responses:

> …You are doing a very worthy work - you are telling the living history of the development of our education, especially in such a difficult time for our country. For those who have not taught children during the war (in shelters, without electricity, communication and the Internet), it is difficult to imagine the conditions in which children in Ukraine (especially in the border areas) receive education. But we are holding on, we are working. This year, we are even holding contests and competitions, albeit online. We are coping (Participant 2, email communication, January 1, 2024).

This comment underscores the value of research in conflict settings, namely that it is both academically sound and practically relevant (Bruno & Haar, 2020). In fact, despite the inherent challenges in humanitarian research, there is general agreement that it is justified by the fact that it is needs-driven (Pringle & Cole, 2009).

Chapter 5. Data findings and analysis

Desire great things! Be inspired by grand and noble ideas and keep a worthy goal in sight - this by itself elevates a person. A person grows with their ideas and plans.[2]

5.1 Introduction

While the findings from the data contributions to the current study do not presume to be representative of all teachers in Ukraine, the stories they portray offer deeper insights into the lived experiences of real teachers from various parts of the country through their authentic personal expression. These insights uncover both commonalities and differences in experience, or confluences and divergences in these teachers' professional journeys, to borrow from the river metaphor employed in this research.

All the participants were elementary teachers responsible at various times for any or all of grades one through four. In Ukraine, according to the newest Law on Complete General Secondary Education (2020), elementary education lasts four years and is obtained in general educational institutions of what is called 'the first degree', which function independently or are a component of general educational institutions of the I-II (primary, intermediate) or I-III (primary, intermediate, secondary) degrees (Verkhovna Rada, 2020). Ten oblasts (or regions) of Ukraine were represented across the twelve participants, among them five oblasts each from the western and eastern parts of the country (*for a participant breakdown by oblast, see the Methodology chapter). As explained earlier in this paper, there were eleven female and one male participant whose experience ranged from 18 to 37 years of service. The average number of years of service (at the time of writing) was 26.25 years. This means that the participants in this study had been teaching the majority or entirety of their careers since Ukrainian independence was declared in 1991, and in conditions of accelerated education reform. The proportion of teachers teaching in urban versus rural schools was 9:3. Finally, the proportion of teacher-participants whose experience had been mostly or only in a single school versus those who had taught in multiple schools was 11:1 (more specifically, 7 had taught in 2-3 schools, with the majority of their

[2] These words were famously addressed to the Ukrainian people by Patriarch of the Ukrainian Greek Catholic Church, Josyf Cardinal Slipyj, while in exile in Krasnoyarsk, Siberia (1957) and are often invoked by Ukrainians—especially teachers—when faced with challenges (Commission of the UGCC for education and upbringing, https://www.edu-ugcc.org.ua/nayshchyrishi-vitannia-osvitianam-z-profesiynym-sviatom/).

service in one school, four had taught strictly in one and the same school, and only one had taught in a constant variety of schools).

Discussion of similarities and dissimilarities between the west and east of Ukraine tends to fall along the lines of an historically grounded argument of European sphere of influence versus Russian sphere of influence (Raik, 2019). When we consider the data from the participants' visual artifacts, however, this dichotomy appears somewhat softened across the teaching profession today. The data suggest a general localization of global trends paired with a striving for a national educational 'brand', even while some remnants of Soviet-era practices linger. More specifically, the data from the individual teacher-participants revealed significant consonances in their professional training choices, classroom experiences, educational philosophies, pedagogical approaches, and existential notions about flourishing or, as earlier mentioned, what McMullin (2019) calls the virtues of 'shared world building' (p. 223). Dissonances tended to be a matter of degree.

Below is a brief summary of the findings for each participant, accompanied by examples of their data artifacts. This is then followed by an analysis of the findings (see 5.3) based upon the analytic template I created.

5.2 Summary of findings

(Note: the link to translated participant 'rivers of experience' can be found here.)

5.2.1 Participants from the western/northwestern oblasts

Figure 7. Participants 3, 9, 11, 12, 1, and 6

5.2.2 Participant 3: Rivne oblast, northwestern Ukraine

Figure 8. Participant 3. 'river of experience'

This teacher (22 years of service), who, at the time of data collection, was responsible for a grade 4 class, presented images focused on blending traditional physical classroom practices with outdoor experiential learning (ecology studies, local history) and translating experiences from both to the online space to help students develop a conscious sense of place and personal impact on their environment, notwithstanding their circumstances. In her description, the teacher stated that her approaches drew on problem-based learning and the UN Sustainable Development Goals within the frame of STEAM education. There was a strong emphasis on literacy (depth and breadth of reading), along with student self-reflection. Her online pedagogy, developed over the course of the coronavirus pandemic, manifested adaptation to conditions of uncertainty and later, war. Other images featured student awards and achievements paired with her personal professional certificates, diplomas, contest awards, and internal and external training documents, indicating the importance of credentials throughout schooling and one's career. Additional images depict various articles in educational journals, as well as personal pedagogical publications, as part of the participant's commitment to teacher research, shared best practices, and contribution to an open educational discourse among teachers in Ukraine. Some images were described by the participant as examples of lessons or projects based on teacher partnership activity or guidance received from ongoing involvement in professional learning communities locally and nationally. The visual evidence also spoke of

the importance to her of involvement in educational startups and EdCamps for inspiring and infusing innovation and creativity into pedagogy.

In her river drawing, the participant combined symbolism of a more universal nature with symbols representing both national and international identity, suggesting both compatibility and different pulls. Regarding being recognized as part of the global community, both her photos and river of experience referred to cooperative projects (such as with UNICEF) for the purpose of giving Ukrainian students greater voice and presence. Overcoming major obstacles (the river rising from a deep valley) was attributed by the participant to acquisition of skills and competencies as recommended in EU policy documents. Concurrent activity in developing students for life was depicted in community youth activism – illustrated on the river as a parallel tributary emptying into one large powerful unified stream. The deep impact of Russia's war in Ukraine on the teacher's experience, presented as a huge bolt of lightning, literally and figuratively divides her professional river into 'before' and 'after'. However, this participant represented some of her greatest growth in the 'after' segment, suggesting the importance of perseverance for the development of resilience. While the river image culminates in the head of the participant crowned with a classical laurel wreath-traditional Ukrainian headdress combination, she noted in her description that she does not, in fact, rest on her laurels and is never satisfied with current achievements but is motivated and determined to continue with self-examination, self-study, and self-improvement to strengthen her professional practice, which she views as an integral part of herself and Ukrainian society. Together, the visual data for this participant speak to the participant's professional philosophy of facing challenges by taking advantage of opportunities and then assuming the lead – a leadership which extends beyond the boundaries of the classroom.

5.2.3 Participant 9: Volyn oblast, northwestern Ukraine

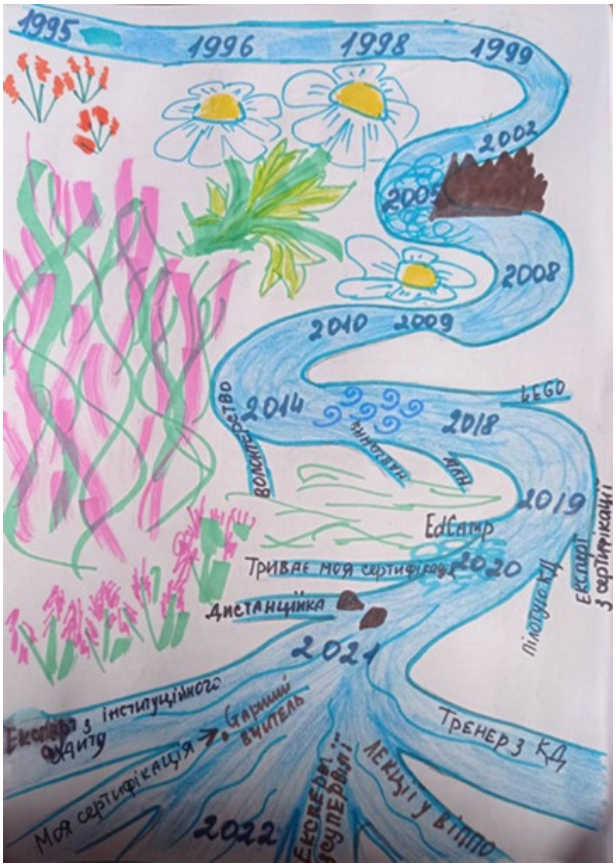


Figure 9. Participant 9 'river of experience'

This participant (26 years of service) shared strong images related to preparing students for life through practical/applied learning activities and those related to advancing student agency. Her personally developed 'global citizen pedagogy', 'Covid pedagogy', and 'war pedagogy' were described by the participant as necessary differentiation of her professional toolkit, which she felt could take her practice in directions it has not gone before, as symbolized in the multiple offshoots of her river of experience. She also attributed this pragmatic nature of teaching and learning to her rural educational context. Interestingly, the participant remarked in her description of her images that the integral relationship she felt between her personal and professional identities derived from this rural experience in which life is deeply connected to the land—her native land—and the rhythms of nature. She also suggested that successful students were those who recognized this relationship in their own lives. In relation to this point, the participant also described the importance of the integrated training program 'Creating a Good Neighbourhood Culture' for her teaching (Aragioni et al., 2021). The teacher talked about her

river increasing in direction, speed, and strength through the acquisition of internal and external credentials, training camps, and growing interest in building community by acting as a teacher-trainer of the New Ukrainian School program. Despite challenges in her personal and professional lives, shown as a raging fire alongside her river, the flowers that continue to grow nearby represent the possibilities for successfully moving past these difficulties. Some examples of success depicted in her photos include the incorporation of hybrid pedagogy, digital game-based learning, and active learning using LEGO manipulatives. Serving as a national teacher-trainer and specifically, providing modelling and mentorship, was very important to this participant, not only for increasing personal professional prestige but for raising the profile and reputation of the teacher collective through increased teacher interaction and more expansive teaching and learning practices across the country.

Building a strong sense of understanding and partnership with parents was evidenced by the many initiatives depicted where teachers, students, and parents learned new skills in support of defenders and ordinary citizens affected by war, beginning already in 2014 with the occupation of eastern Ukraine. According to this participant, cooperative activities with external agencies, projects, and programs (Intel, Microsoft) allowed her to acquire digital skills starting from a position of total non-familiarity until reaching high proficiency, and to simultaneously translate this learning to colleagues and pupils. This swift and flexible adaptation had allowed her to continue supporting pupils and teachers forced to flee the country after Russia's invasion in 2022. The participant noted the challenges she had to overcome to create and maintain an inclusive classroom for her sight-impaired student, given the disruptions of the pandemic and war, as well as lack of a local established program and classroom assistant.

5.2.4 Participant 11: Volyn oblast, northwestern Ukraine

Figure 10.

Figure 11.

Although this participant (23 years of service) had not planned on becoming a teacher, her original interest in medicine, as she described it, had more to do with studying the profession and how doctors learn than becoming a doctor herself. As a teacher, she demonstrated a tight connection between her personal and professional identities, which she referred to as being 'a whole teacher' (Group discussion 3B, March 6, 2022 [00:14:05]) and which she expressed through her 'whole child' pedagogical approach. In relation to this, she was a strong proponent of the New Ukrainian School integrated subject methodology and considered her students to be best prepared for further schooling and for their future careers through the integrated learning experience. Her pedagogy was based on linking her personal and professional goals to those of her students (notwithstanding their young age) through her philosophy of purposeful teaching and learning that reflects 'real life'. As she put it, 'what they [my students] will become in the future depends on me' (Participant 11, river description, May 17, 2022, p. 3). To this end, she said that it was important for her to have a warm and caring relationship with each of her pupils. She explained that this was particularly important for students in rural schools, such as hers, as their lives could be quite harsh owing to the challenges and demands of living in farm settings.

Blending in-class and online learning, adopting, and adapting approaches and technological affordances for this purpose, and concentrating on competency-building, were key to this participant's teaching. She noted that regular interactions and strong relationships with colleagues on site, in the region, and across the country, including in professional learning groups, were essential to her professional practice and supported her pragmatic problem-based learning context and its expression through active/experiential learning, environmental/ecological studies, and investigating the SDGs through local community activism. As with her students, she, as an educator, emphasized the importance of lifelong reading to a successful professional future. She favoured using technology in innovative ways (e.g., gamification) to support reading literacy. This participant also noted (and depicted in her research artifacts) that realizing opportunities to engage creative ideas was a central part of her professional self. In fact, although she was unable to produce a river of experience as requested for this study due to family issues, she provided photos of river-type activities she had initiated for teacher training sessions that she had led in the past (see Figures 10 and 11). Moreover, critical reflection was embedded in student learning through trial-and-error activities and journaling.

The theme of credentialization was very apparent in the data of this participant. She provided multiple images of project awards, contest prizes, certificates, and diplomas, both for herself and her students, with an emphasis on recognition from international agencies. The participant remarked that this intense activity, in addition to the regular curriculum, was often difficult to balance with home life and occasionally led to domestic strife. She also noted that an additional layer of tension between her personal and professional lives was introduced with the new independently-assessed national teacher certification program in Ukraine (in addition to local mandatory attestation every five years – see section 3.2 The professionalization of Ukrainian teachers). The reason for this was that, although voluntary, there was pressure to undergo certification as 'proof' of professional mastery, proficiency, and even superiority.

5.2.5 Participant 12: Lviv oblast, western Ukraine

Figure 12. Participant 12 'river of experience' – panel 1

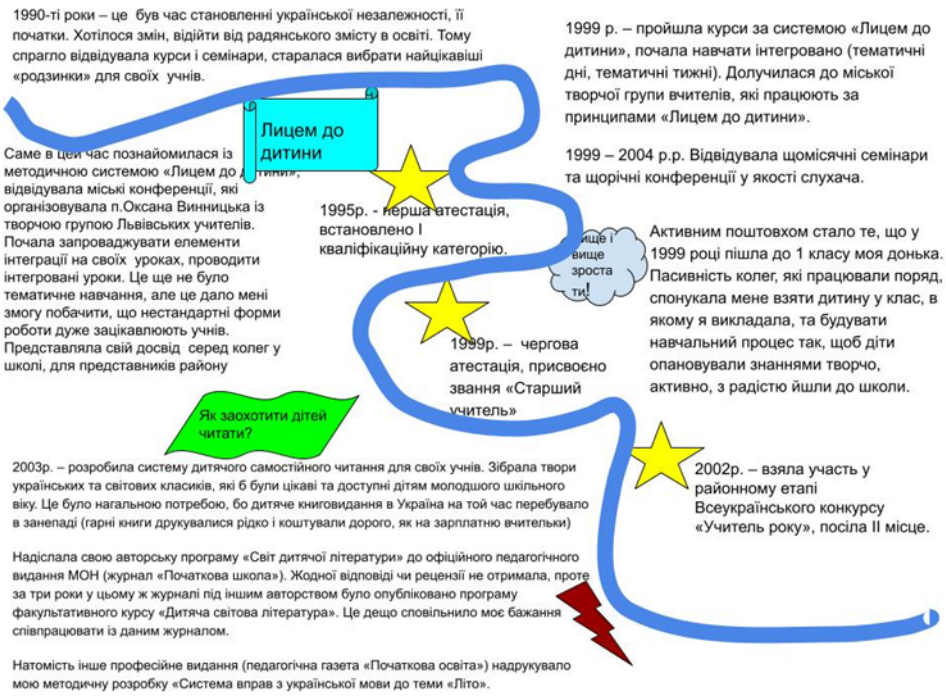


Figure 13. Participant 12 'river of experience' – panel 2

Figure 14. Participant 12 'river of experience' – panel 3

Figure 15. Participant 12 'river of experience' – panel 4

Figure 16. Participant 12 'river of experience' – panel 5

Participant 12 (33 years of service) had difficulty managing to communicate and provide research artifacts for this study, owing to her high level of engagement and responsibility in her school and local community, as well as being a national teacher-trainer and participant in

multiple regional and international partnership projects. In addition, being from a school in Lviv, the largest city in western Ukraine and a regional hub, she and her colleagues were tasked with organizing and leading education for the many internally displaced pupils who had come to the area as a result of Russia's invasion. However, once she was able to connect for the purposes of research, the participant provided copious images, along with a rich and detailed river of experience, all of which showcased her extensive teaching exposure, experience, and skills. During the group discussion that she was able to attend, the participant explained that she had wanted to be a teacher since childhood. Her goal was not easily achieved, however, since she was discouraged from pursuing teaching by members of her college's entry panel, who felt that she was not good enough. As the participant put it, she decided to 'prove them wrong' (Group discussion 4, March 27, 2022 [1:26:10]). This participant experienced other conflicts between her professional ambition and personal circumstances, including debilitating family relationships, illnesses, and deaths, on the one hand, and uneven support from school administrators, who did not always favour her personal pedagogical innovations or bold methods, on the other. In the case of principals and vice-principals, she attributed this conflict to the leftover Soviet practices among some staff and their unwillingness to accept change or to go outside their professional comfort zones. The participant made a point of studying North American educational developments, philosophies, pedagogies, and reforms, in order to solidify her own professional position, but also to assist her to persuade her colleagues to move past rote educational thinking.

This teacher emphasized the importance of the broader classroom 'family'—teacher, pupils, and parents—for optimal learning. To this end, she developed an education in the public space approach, which she referred to as 'the university of pedagogical knowledge' (Participant 12, interview, June 5, 2022 [00:30:59]), that is, ongoing learning sessions with parents and also with the community at large to help people to understand the New Ukrainian School program and accelerated educational reforms in Ukraine. Thanks to this approach, the participant was able to successfully introduce authentic assessment into her physical classroom with minor difficulty (although some parents still wanted to see grades or their equivalent) and to advance this approach in the digital space with the onset of pandemic-related online learning through synchronous online assessment. She also cultivated the teacher collective with colleagues at Ministry of Education and Science training events, where she applied another original approach, one she called 'the education reboot matrix' (Participant 12, interview, June 5, 2022

[00:34:58.9]), to help fellow teachers understand and apply integrated teaching, formative assessment, and inclusive practices.

'Teacher and pupils all as learners' has proven to be a successful strategy for this participant. She was keen to go through both attestation and certification, along with contests and external training, to show that she could be a competent Ukrainian educator and a competent educator of the world.

5.2.6 Participant 1: Zakarpattia oblast, western Ukraine

Figure 17. Participant 1 'river of experience'

Participant 1 (18 years of service) was teaching in a rural school—her preference, since she felt that she would have greater professional impact on children who may be at a disadvantage in terms of accessing all educational possibilities available to them. The student population was predominantly Hungarian-speaking, due to the school's location near the Hungarian border. Faced with the challenge of pupils who, save for one, did not speak Ukrainian, the teacher was determined to work in this relatively new school after being invited by the principal, with whom she had worked elsewhere earlier and who shared her vision of bringing the school in line with current educational reforms in the rest of the country. Although she had spent most of her teaching career in her current school, in her previous teaching positions the participant encountered conflict with colleagues and administration related to educational

policies rolled out following the 2017 new Law on Education. During the group discussion, the participant emphasized the importance of strong teacher-principal relationships for teacher agency. As an educator in a border-region school, she was also sensitive to her historically mixed ethno-linguistic context and made a point of learning to speak Hungarian fluently and incorporating the integrated Ministry training program 'Creating a Good Neighbourhood Culture', similar to other study participants whose schools were in border regions.

Similarly, like some other participants in this study, teaching was not this individual's first choice. However, she stated that she had promised herself that, as a teacher, she would focus on the hopes and dreams of each of her pupils, so that they might realize their own choices in life. Each personal milestone (acquired through lifelong learning activities to enhance her credentials) or traumatic experience (she had a number of personal tragedies and setbacks) challenged her to be even more committed to her pupil's welfare and success by taking pedagogical risks and initiating innovative practices. Given the nature of the school population (a number of pupils came from mixed Ukrainian-Hungarian families), this participant also adopted a school-as-community-centre approach to teaching to assist the school community to better manage as a Ukrainian educational institution. The participant also noted in her river description that she felt it was part of her calling to build pride in learning through a strong sense of national identity among pupils, staff, parents, and the surrounding community (note the traditional Ukrainian embroidery framing each of her photos). This participant was also strongly involved in local youth leadership training, as well as local political life.

Both during her group discussion participation and subsequent individual interview, this participant remarked that the coronavirus pandemic and thereafter, Russia's invasion, had galvanized her resolve to use educational technology to support the introduction of interdisciplinary, personalized learning within the context of STEAM and the SDGs. She commented that in times of uncertainty and conflict it was important to model resilience, persistence, and courage through the creative use of educational tools. Collaborations with colleagues on site and in the region became an essential mechanism for her in this regard. To support her approaches and improve her credibility with her colleagues, this teacher was a frequent participant in diverse external pedagogical training throughout Ukraine, Europe, and the US, and participated in attestation and also certification (one of the first teachers in Ukraine to do so when the latter program was launched in 2019), notwithstanding the stress of

undergoing frequent testing. During her interview, the participant stated that she felt that North American methodologies (heterogenous classrooms, designing group work) were underrepresented in contemporary Ukrainian education and that greater teacher uptake depended on exposure to western educators rather than only native educational methodologists, program, or policy developers. A notable element of her river of experience is the eye depicted at the centre, which the participant explained symbolizes the teacher's need to be on the lookout for the best opportunities to advance students beyond their elementary years.

5.2.7 Participant 6: Ivano-Frankivsk oblast, western Ukraine

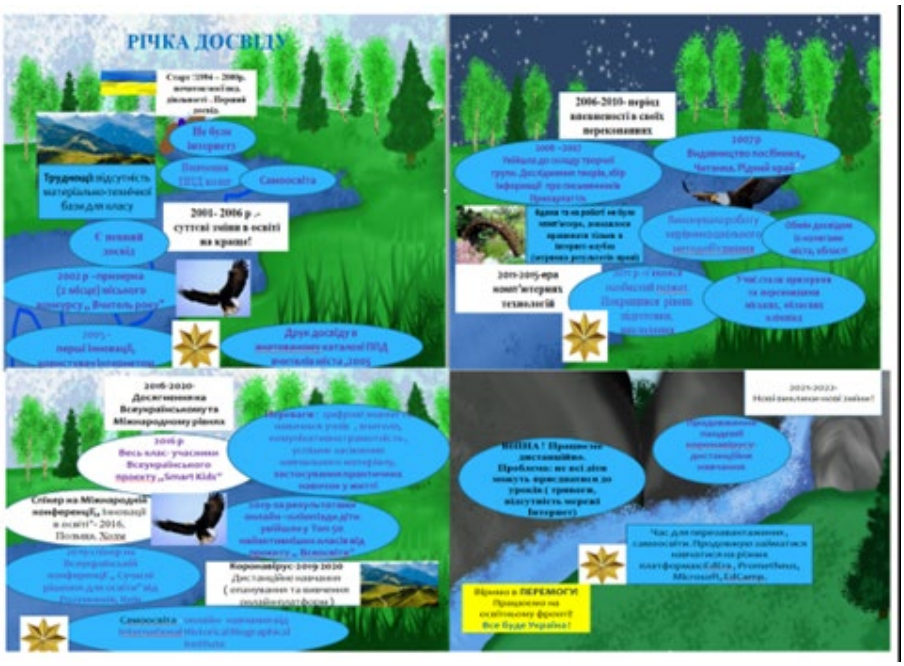


Figure 18. Participant 6 'river of experience'

According to the video explanation accompanying her river of experience, Participant 6 (27 years of experience) attached particular importance to personal professional efforts that sought to combat what she felt were anachronistic teaching methods and promote change agency among teachers through the adoption of the New Ukrainian School policy. For this, she focused on several key areas: discovery learning (especially outdoor and experiential), the development of signature pedagogies and related creative applications of digital educational technologies, ongoing reflective practice, and an ever-expanding network of strong home-school-community partnerships. She stated that educational innovation requires collective effort and fostering intersections, otherwise improvements at a classroom, grade, or local community level cannot carry forward and broaden in scope. The participant began her career before the introduction of

the Internet and had to develop technological skills through self-study (which did not always go easily for her), alongside her students, who also struggled—a common experience among the teachers involved in this investigation. To help overcome these struggles, this teacher increasingly incorporated gamification. In her video the participant associated the successful democratic development of Ukraine with cumulative local educational successes, something she termed 'the teachers' homeland' approach (Participant 6, video introduction, March 27, 2022 [00:1:36]).

As with a number of other study participants, a parental or maternal bond with pupils was important to this teacher as a means to help her charges in times of uncertainty or crisis. She reinforced resilience with her pupils by teaching them to shift their focus away from what they had no control over to that which they could influence. During her interview, she explained that, while her school and many schools in Ukraine have an in-school or local shared child psychologist at their disposal, it is up to the teacher to make certain that the social-emotional needs of the whole child are met and to create opportunities (such as through regular conferencing) for the pupil to reflect, ask questions, give feedback, and exercise voice concerning their school experience. This teacher relied heavily on visual methods for learning, both for creative expression and therapeutic purposes. She mentioned that all of these approaches were part of her personal professional ensemble for managing an inclusive classroom, since most of her exposure to inclusive pedagogy had come from webinars and other online resources, only. She also felt that 'the teachers' homeland' approach depended on the pupils seeing themselves as nation-builders, too. To this end, she developed a 'future professionals' methodology to help her pupils focus on global competencies (Participant 6, interview, May 15, 2022 [01:15:57.7]). This methodology centred around community improvement activities, acts of charity, and environmental/ecological projects.

Teacher-participant 6 also connected her professional success and sense of personal achievement with the ongoing aggregation of diverse credentials and placed special emphasis on the Global Teacher Prize Ukraine. She felt as well that such prizes establish a teacher's leadership in their field. In addition, teacher research (journal articles, personal publications) figured very prominently for this participant as a means of establishing herself as an educational expert.

5.2.8 Participants from the northeastern/eastern/southern oblasts

Figure 19. Participants 4, 2, 10, 8, 5, and 7

5.2.9 Participant 4: Mykolaiv oblast, southern Ukraine

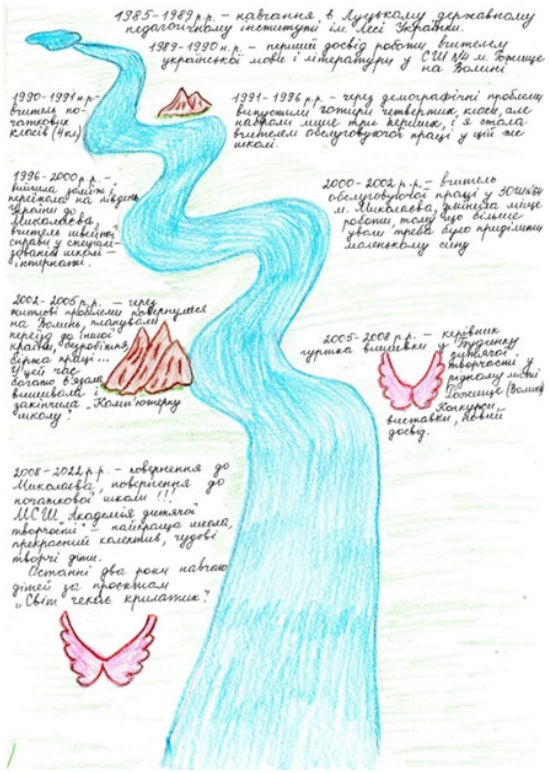


Figure 20. Participant 4 'river of experience'

The experiences of Participant 4 (33 years of service) offered an insightful view on the educational conditions in a part of Ukraine (that is, Mykolaiv, which is surrounded by Odesa, Kherson, Zaporizhia, Dnipropetrovsk, Kirovohrad, and is near Crimea) that was among the

hardest hit by the Russian invasion of 2022 (she contributed a sobering image depicting a class lesson and pupil's birthday held in an underground shelter). These conditions were also informed by a lengthy history of the Russian sphere of influence there, including the domination of the Russian language. This participant was a settler who had moved from a traditionally Ukrainian-speaking and nationalistic part of northwestern Ukraine (Volyn) and in the course of her career, owing to family difficulties and changes, went back to her native region a few times, where she had a brief period of unemployment followed by several short teaching assignments, before finally moving to Mykolaiv to stay. This back and forth permitted her to compare the nature of learning in both parts of Ukraine and to reflect on the components she felt were most important for her to cultivate with her young pupils where she had finally settled. During her interview, the participant spoke about how her, now many years of professional work in the southeast 'naturally passed through the prism of her earlier experiences and personal origin' (Participant 4, interview, May 8, 2022 [02:03:45:9]).

Having taught sewing, embroidery, and other traditional handicrafts in the past, this teacher was able to translate these skills to her Mykolaiv setting, where she became a staff member of a unique specialized school, an experimental academy of children's creativity that accepts students from across the country. The environment in the school was well suited to this participant's sense of professional mission to educate her pupils to proceed in their studies with a strong sense of national identity and connection to their homeland. Her teaching focused on heritage exploration and preservation combined with a strong focus on environmental studies. Even during the height of the coronavirus pandemic, this teacher engaged in hybrid or blended teaching practices because she felt that this allowed her to maintain a relationship with her students that, in her opinion, was better served when they were able, however infrequently, to meet in person. She was very emotional about her maternal relationship with her pupils, referring to herself as a 'teacher-hen', saying that '... these little children need care, you should approach them accordingly and take them by the hand, just hold them...' (Participant 4, interview, May 8, 2022 [01:53:17.2]). She was an enthusiastic proponent of the New Ukrainian School policy and, in particular, 'The World Awaits The Winged' program introduced by the Institute of Pedagogy of the National Academy of Sciences of Ukraine. This program was launched in order to provide access to online educational materials to ensure the remote educational process during the period of martial law in Ukraine (MESU, 2022e). It proposed new approaches to subject integration, a wholistic concept of the world, critical thinking

activities, and active learning approaches such as the outdoor classroom and quests (Institute of Pedagogy of the National Academy of Sciences of Ukraine, 2022).

In her current context, this teacher had to manage an inclusive classroom with several pupils identified on the Autism spectrum, notwithstanding her minimal training; the fact that during the 2022 Russian invasion her teaching assistant had to escape to Poland (and could only provide intermittent online support); and most of the time from the COVID-19 pandemic forward she herself was forced to work with these pupils online only (Zoom, Viber). She found this to be extremely stressful and was concerned that the Ministry had not developed more resources for inclusivity given its priority in the New Ukrainian School policy. During the second informal focused group discussion that she was able to attend (her participation in an earlier session was cut short by an air raid), this participant described the delicacy of her situation when talking about one parent of an autistic pupil, who happened to be a trained psychologist specializing in special needs children. This parent had chosen not to tell her child that there was a war going on. The teacher was not at all comfortable with this, as she felt that this child would soon find out and it would come as a terrible shock: 'I felt much tension with this parent because of this,' the participant stated (Group discussion 4, March 27, 2022 [00:24:30]). She went on to say that this situation made her feel as if she was less of a professional than the parent and that she was not being trusted to be responsible for the child's best interests in class. She also expressed the opinion that for school children to be self-reliant and resilient, they needed to know what was going on in the world around them.

Throughout her career, this teacher-participant chose to observe the practices of more experienced teachers for her own personal professional development and was less concerned with acquiring credentials. She shared her observation that the move from the use of Russian to Ukrainian (for interactions and in the classroom) in her school took some effort, but that events, such as the Maidan revolutions, the war in the eastern regions, and Russia's most recent invasion motivated both individuals and the community to make the move.

5.2.10 Participant 2: Sumy oblast, northeastern Ukraine

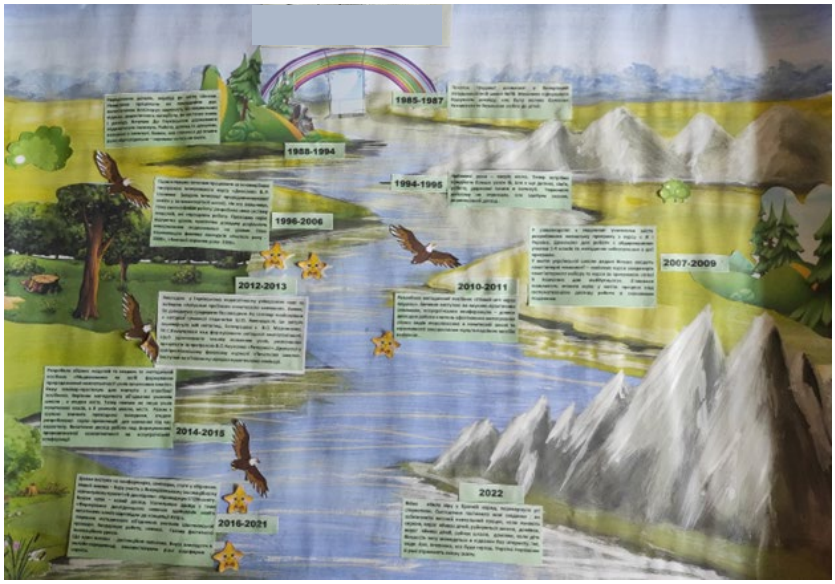


Figure 21. Participant 2 'river of experience'

On several occasions during her group discussion and interview participation, Participant 2 (34 years of service) remarked that her community is located only 40 km from the Russian border and that this fact has affected all aspects of life in the area, resulting in a long-term mix of acceptance of this influence and resistance to it. However, since Russia's incursion in recent years and the more recent war, resistance has increased, including among educators. There has been a steadily growing grassroots Ukrainianization movement and teachers who wished to be successful have needed to do some soul searching in order to come to terms with their identity as individuals and professionals in Ukraine—and in this region. This participant entered teaching immediately upon completion of her undergraduate studies and without formal pedagogical training in order to secure an income (a tendency noted in the data of a number of research participants). She was drawn to the profession through her love of children and her desire to share her enthusiasm for environmental sciences with them. Like a number of her colleagues in this study, this participant's professional growth at that time was based upon trial-and-error approaches and learning from other teachers. As well, similar to other participants, she proceeded to complete teacher's college only once she had married, had a child, some work experience, and an income. However, as this participant observed, the additional responsibilities of her homelife, including illnesses and deaths in the family, made it challenging to complete her pedagogical training at the time and created tension in her personal life. Nevertheless, she mentioned in her river of experience description that she was motivated to persevere for two

reasons: 1. to be better equipped to contribute improvements in education that her own child would one day experience, and 2. to have the requisite training to allow her to develop her own environmental curriculum for use throughout the country. She started to practice *kaizen*—open lessons to gather professional feedback from other teachers and improve her lessons—and, by the same token, demonstrate the value of using curriculum modeling in teacher education.

This teacher-participant took her efforts to the next level by marrying her two main professional objectives: to create a welcoming environment in the school for fostering Ukrainian language and culture and to cultivate a love of STEM (and environmental studies, in particular). The result was a curriculum for gifted elementary grade students, authored together with a teacher project team she had organized, entitled 'Ukraine and me. The Environment', inspired by the UN 2030 Agenda for Sustainable Development. She also became deeply involved and eventually took the lead of the national educational project 'I am a researcher' (part of a larger policy initiative of the Ministry of Education to do with the quality of education). From a teacher research perspective, she concurrently contributed to the preparation of university courses for teachers and penned articles for academic journals. She attributed these achievements to the cultivation of diverse local and national professional teacher learning communities and especially, to her consistent involvement in national and international education contests, which she said improved her visibility and authority among her peers, methodological experts, and at the Ministry level.

Already early in her career Participant 2 decided that competency in the use of educational technologies was important to her professional recognition as an educational expert and she took advantage of many programs offered by external providers, such as Intel, in order to add to her credentials. She commented that serving and being seen as an educational leader was the mark of her professionalism. She offered several cases in point: when the New Ukrainian School policy was to be rolled out in her school, she encountered significant opposition from other teachers, who were intimidated by the requirement to integrate subjects and the increased volume of reading and writing. This teacher helped the school community to work at overcoming these hurdles by showing teachers how to choose what is essential for their class/grade, pointing out readily available mechanisms to access the material, and how to adapt lessons for differentiated learning. While this process took time and was not without its detractors—even at the time my study was being conducted—Participant 2 remarked that she

continued to push back, saying ‘we must keep pace with our children [the new generation], although it is not easy for us’ (Group discussion 4, March 27, 2022 [1:10:10]). Another example she provided had to do with the period of pandemic restrictions in Ukraine, during which she formed special teacher practice communities to assist in the dissemination of emergency remote learning across the country. In order to quickly come to terms with the more recent war conditions in Ukraine, this teacher facilitated learning hubs for other teachers, encouraging local solutions and innovations and inviting fellow teachers to surface and address questions and dilemmas related to teaching and learning in times of crisis. And in response to parents who expressed doubt about the continuation of learning given disruptions to infrastructure and forced migration, this teacher answered, ‘our educational process *goes on*’, ‘yes, we *can* learn’, and ‘we *will* stay in contact online’, messages which helped to build resilience among parents and pupils alike (Group discussion 2, March 1, 2022 [00:12:56]).

5.2.11 Participant 10: Sumy oblast, northeastern Ukraine

Figure 22. Participant 10 ‘river of experience’

Since Participant 10 (22 years of service) was from a city (Konotop) with an important airbase which, as a result, was a target of Russia’s 2022 war in Ukraine, communication and conversation were sporadic, but she made every effort to participate in the research and meet,

even if for brief periods of time, seeking me out in order to complete her research work. She was eager for her work to be part of an international discourse.

This participant began by sharing her personal professional credo, taken from the writings of foundational Ukrainian pedagogical scholar, Vasyl Sukhomlynsky: ‘the most experienced teacher should never stop at what has been achieved, because if there is no movement forward, then lagging behind inevitably begins’ (1976 [Ukrainian language edition], p. 420. My translation - UP). Sukhomlynsky (1918-1970), who continues to have iconic status among many contemporary Ukrainian teachers and educators, gained renown for what was seen as the transcendent nature of his educational thoughts, methods, and publications, although developed during the Soviet period (Surgova & Faichuk, 2020). Participant 10 stressed the importance to her, as a professional teacher, of teaching and learning possibilities that can rise above current circumstances and educational thinking and, in particular, liberate teachers and learners from retained Soviet practices (i.e., ‘epistemic imperialism’ – Sonevytsky, 2022, p. 21).

Patterning herself on Sukhomlynsky’s philosophy and adopting an ongoing self-development approach, this teacher took an early interest in interactive learning and educational technologies for both physically co-located and online education. In her river of experience description, she remarked that facility in and the application of educational ICT (Information and Communication Technology) was one of her top priorities for two reasons: to help instill a love of learning in her young pupils and to prepare them to be global citizens. Already in 2004, this teacher began studying and developing her own gamification techniques for the primary grades. By 2007, she had authored her own program called ‘Independence competency for primary grade pupils’. Later, to support her pedagogical direction, the teacher enrolled her class in the ‘Smart Kids’ program. ‘Smart Kids’ was a national pedagogical experiment conducted during 2014-2017 by the Ministry of Education and Science of Ukraine. Its goal was to modernize primary school education by combining computer technologies with traditional teaching methods. Several other participants in this study stated that they had enrolled their classes in this program, notwithstanding the expense.

As with most participants involved in this study, many images provided by Participant 10 featured both her own and her pupil’s growing array of credentials - certificates, diplomas, contests, training (from both internal and external organizations). She explained that she saw herself as a partner in her pupils’ learning and that they needed to see that she continued her

'schooling' alongside them, modelling lifelong learning. She felt that this modelling defines the teacher as a professional. She gave the example of the self-determination with which she adapted the structure of learning during the coronavirus pandemic, making certain that her pupils and parents were aware that she was learning to manage just as they were. As she stated during her group discussion participation, this openness to learning with and from others, and from uncertainty and failure, was what also drove her many collaborations with colleagues for the purpose of curriculum innovation. She noted that her brief earlier experience teaching in a private school in Kyiv revealed the importance of an inviting professional teacher community to teacher well-being. In this regard, the participant commented that she felt all learning should be purposeful and contributive. The classroom as a family unit and the teacher as its 'mother'. She explained that being in an area so close to Russia, teachers needed to help children feel safe and also encourage their sense of national identity.

5.2.12 Participant 8: Kharkiv oblast, eastern Ukraine

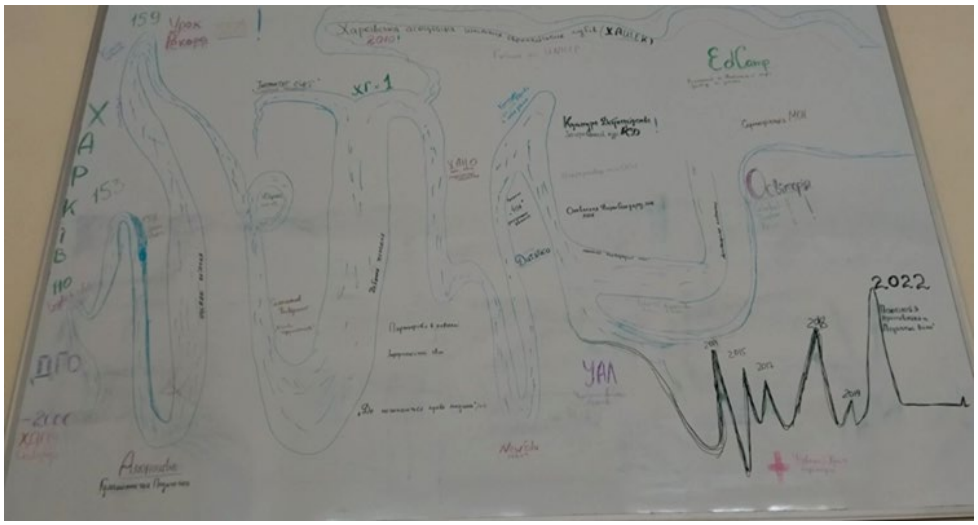


Figure 23. Participant 8 'river of experience'

Participant 8 (24 years of service) was the only male teacher involved in this study, and due to the Russian invasion in 2022 and its concentration of military action in the Kharkiv region (and the city of Kharkiv, in particular, where this teacher worked), he enlisted in the army. His ability to be involved in my research was extremely limited, as were his means of communication, however, as he explained, he felt that it was his professional duty to fulfill his commitment and also, by participating, he felt that his teacher identity would not be lost. He was quite concerned about the future of his professional self. He stated in his interview that to

be a true teacher you had to ‘be a teacher every day and every minute [of your life], even when commuting….’ (Participant 8, interview, May 24, 2022 [01:00:58:1]). By the time I was able to speak with him very briefly during our final group discussion on March 27, 2022 (his Internet connection was poor, and he was given only limited time by his commanding officer), all of the pupils in his class had evacuated to other parts of Ukraine and Europe, some in the company of relatives, others on their own. Even at the time of our interview on May 24th, he was not at all certain if any of his pupils or other students from the school would be able to return and was very upset about what would become of them.

Participant 8 was also the only teacher in the study group who had continuously taught in multiple schools and had done so of his own volition. In his interview, he described his intention as being two-pronged: supporting the learning of as many pupils as possible over the course of his career, and, growing as a pedagogue through diverse encounters. To the latter point, he opined that not enough is known about the wide variety of schools in the country and it is only by working in different contexts and sharing learnings about them that the system of education can be improved. Quite early in his career he had decided that he needed to pair informal learning and self-study with pedagogical training and certification, since, according to him, one or the other was insufficient for the range of needs in contemporary Ukrainian schools. This sentiment was echoed by all the other participants in this study. As a member of the Kharkiv Lifelong Learning Association, he sought to assist other teachers to take the same approach. In addition, he trained with local and international human rights, intercultural understanding, climate change related, child welfare (e.g., UNICEF), and technological advancement (digitalization) initiatives, later organizing training hubs on these topics for teachers from across Ukraine. His motivation for leading this training was to help prepare teachers to build an information society.

In a video description of the river of experience that he managed to sketch on the whiteboard of his abandoned classroom one day, he talked about his teaching career to date as a series twists and turns, setbacks and leaps forward. When asked about these characteristics of his career, he responded that they not only had to do with moving from school to school, but also because of his experimentation with new methods geared to improving the integration of subjects (interdisciplinary learning) and especially student collaboration, approaches that did not always meet with the approval or uptake of school principals or other teachers in his region. However, he persisted and found that his approaches supported child-centred pedagogy. During his

interview, the participant went on to state that successful child-centred learning cannot be confined to the walls of a classroom or Zoom gathering, but that other opportunities for student development are needed. For this reason, he became involved in training to work with national children's and youth organizations, community-based English language learning clubs, and school-based European citizenship clubs, founding a number of branches of each as he moved from location to location in his region. In addition, this participant also 'worked on the inside', as he called it, helping to develop new educational standards at the MESU, organizing online learning EdCamps, and helping to design regional and national web-based programs with various private educational organizations in Ukraine (Participant 8, interview, May 24, 2022, [43:58.6]).

The participant's river of experience ends with a reference to something he termed his 'wartime pedagogy', which he explained involved calling upon all his learnings to date (cumulative teacher toolbox) and exhibiting maximum adaptability at all times. In fact, he had been developing this pedagogy since 2014 (Russia's annexation of Crimea and war in the Donbas region). In his biographical note he commented that participating in various competitions and contests (e.g., The Global Teacher Prize Ukraine, Guinness World Records, GoGlobal, Aliante NATO) brought attention to his professional efforts and created momentum around them.

Regarding two key areas of Ukrainian education reform—inclusive education and teaching and learning in the Ukrainian language—Participant 8 noted that both in his current school and in many others where he had taught in the region these policy strands were underserved and teachers had to rely on their own resourcefulness to deal with them. He added, however, that of greater concern and urgency should be the continuation and quality of education in the occupied eastern territories of Ukraine (e.g., Mariupol, Kherson) from whence some teachers had to escape, while others had been imprisoned, and where the Russian state curriculum was being implemented by force.

When asked about his views on the gender imbalance among Ukrainian teachers, especially elementary schoolteachers in Ukraine, the participant remarked that, while he had not given the matter much thought, upon reflection he would say that traditionally, men were not actively encouraged to become elementary schoolteachers but were recruited instead for the secondary and tertiary levels. He surmised that this might be because they were perceived to be more

analytical and less emotionally attached to their students and other colleagues, based on traditional stereotyping. His own observation was that female teachers were more likely to form professional learning groups and to communicate with and seek advice from one another. He mused, however, that he did not seem to fit into the male teacher stereotype (Participant 8, interview, May 24, 2022, 02:59.9).

5.2.13 Participant 5: Donetsk oblast, eastern Ukraine

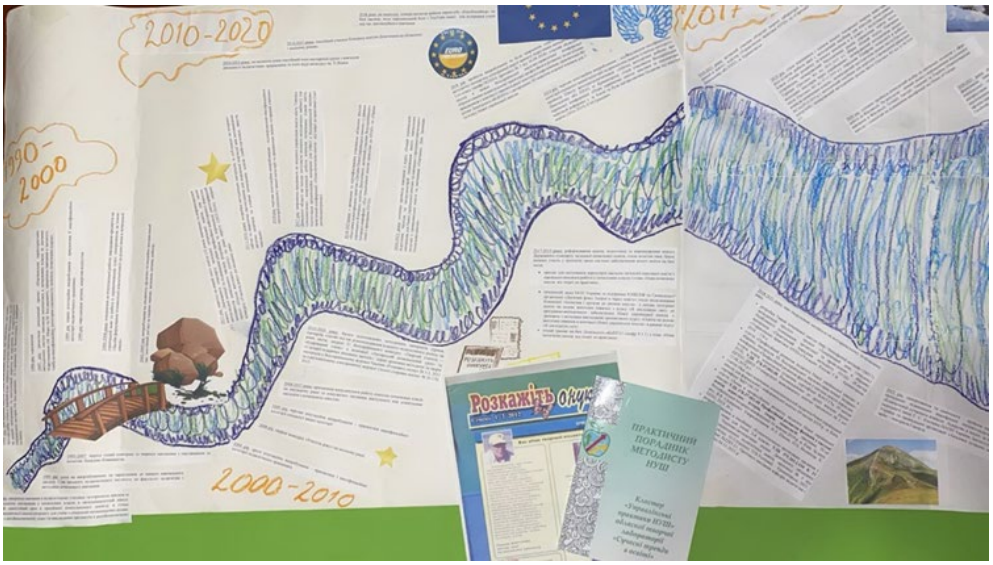


Figure 24. Participant 5 'river of experience' part 1

Figure 25. Participant 5 'river of experience' part 2

Participant 5 (30 years of experience) was living and working in the city of Toretsk, Donetsk oblast, 15 km from the contact line with the illegally Russian-controlled part of the oblast. She had significant problems being able to connect with me for research purposes (noting, as did other teachers from eastern regions near the Russian border or contact line, that they knew that their conversations were being tapped), but was eager to do so, since she felt that this study was in line with her own educational philosophy and professional goals. She described the early period of her career as a test of her humanity, balancing the stress of dealing with demanding local school conditions brought about by decentralization and her family life (young child, sick mother, etc.), all the while having to remain poised and focused on her goals. Subscribing to the notion that a professional teacher does not recognize physical or temporal limits, this participant embarked on the development of her own pedagogies while still on maternity leave, remarking 'I do not stop trying for personal and professional growth' (Participant 5, river of experience notation, April 5, 2022).

At the time we spoke, most of her pupils had evacuated with their parents to other parts of Ukraine, but she was able to continue the teaching process with all of them through online platforms. In her river of experience notations, she commented that this tense political experience, beginning earlier in the 2000s with the Russian war in the region, led her to seek opportunities to both Ukrainianize and westernize education. She encountered opposition to both efforts from teachers who insisted on teaching in Russian and who found the reforms brought in from 2017 onward to be intimidating; some of her colleagues felt that such changes would result in loss of control of their classrooms, others - that the new curriculum was too difficult to understand and required too much work. However, she persisted and was finally able to introduce teaching and learning in the Ukrainian language (through a self-authored program entitled 'Competency-oriented Ukrainian language tasks for 3rd-4th grade students' – Participant 5, river of experience, 2018-2021 section) and took the lead in actuating the New Ukrainian School policy.

Participant 5 expressed the opinion that the enactment of the New Law on Education in 2017 signaled a new freedom for teachers to interpret and adapt curriculum and methods like never before. She observed that earlier programs were not fully eliminated but were left up to the discretion of individual teachers to decide what, if anything in them, was still relevant, and that this satisfied traditionalists, allowing those teachers interested in the New Ukrainian School

policy to proceed with it. Nonetheless, she felt that it was her duty as a professional to act as a 'change agent' and to win over skeptical teachers across unoccupied Donetsk by assisting them to see that education reforms 'empowered the teacher' (Participant 5, interview, May 13, 2022, answer to question 1). She began by becoming a member of the municipal expert group for studying the activities of pedagogical workers. The participant presented how she went about this: teaching colleagues to work differently than they had up to that point by demonstrating the effectiveness of new approaches during sample lessons and making digital competence a priority by independently improving her own skills, then assisting other teachers to do the same. During her interview she expressed the belief that, today, digital competence is a valuable indicator not only of pedagogical, but also life expertise, and that this became apparent during the spread of COVID-19 and more recently, in wartime.

As described in her river notations, Participant 5 attached special importance to recognition received in the line of duty and opened up opportunities to present them to national teacher audiences. Fundamental to this teacher's activities was her European outlook. In 2020 she successfully competed for a study trip in the field of education to Finland, where she learned about the implementation of distance learning in Finland, Estonia, Austria, America, and private schools in Ukraine. In connection with this trip, she was awarded a scholarship for advanced training from the House of Europe and returned to Ukraine to translate learned practices to her Ukrainian context. Other related activities followed.

This teacher-participant actively blogged and posted about her work on social media, sharing professional reflections, but also personal ones which she felt illustrate the integral connection between personal and professional life and how resilience, perseverance, and determination in one sphere translate to the other. An example of this was depicted in a photo from when she conquered the highest mountain in Ukraine, Mount Hoverla. She explained that this personal achievement is what had driven her to manage the impact on education during Russia's war in Ukraine. During her group discussion participation, she observed that 'Ukraine has been living in these conditions [for a few days], while we [in Donetsk] have been living this way for 8 years' (Participant 5, group discussion 3B, March 6, 2022, 00:24:5).

5.2.14 Participant 7: Luhansk oblast, eastern Ukraine

Figure 26. Participant 7 'river of experience'

Participant 7 (20 years of experience) represented the most difficult setting of all the teachers in this study, being from a school in the city of Lysychansk of the embattled and illegally Russian separatist occupied Luhansk oblast (the city was eventually taken by the Russians.) She was unable to participate in any group discussions and was nearly unable to be interviewed, but our one-on-one did manage to take place. Most school-aged children on the unoccupied side of Luhansk had been evacuated or fled with their parents at the start of the 2022 war and this teacher was forced to temporarily resettle elsewhere, as well, leaving elderly family behind. Since the area had been critically affected from 2014 onward, the participant commented that she and her colleagues had to develop pedagogical practices in response to this prolonged crisis. Similar to Participant 8, but also Participant 5, all three of whom lived and worked in an adjoining cluster of highly unstable, war-torn, and partially occupied parts of the country, Participant 7 also advocated for a 'wartime pedagogy', that is, the use of all tools at a teacher's disposal with the utmost flexibility and personal agency (however, within education policy priorities). In her river of experience, she described the events of 2014 as profound moments that divided both her personal and professional life into 'before' and 'after', echoing the sentiments of Participant 3, who was located on the complete opposite side of the country. Participant 7 felt the need to accelerate her competency-building, in order to take advantage of the digital tools and affordances that were available. In her interview she mentioned that fear and uncertainty, but also determination, drove her to learn as much as she could of a practical

educational nature and that this sense of pressure has never left her. Having said this, her professional intentions were not always satisfied, which added to her stress.

A pivotal point came when this participant became involved in a program called The School of Empathy in Kyiv, Ukraine's capital. This program served to revive her as a person, and not only as a professional: 'an island of safety and renewal of resources. Knowing oneself, seeking out and defining one's own feelings and needs, as well as the feelings of others' (Participant 7, river of experience, 2018 section). Once this participant began to work on her personal flourishing, her professional river became noticeably straighter, and she remarked that she began to realize opportunities that she had previously considered unattainable: 'Non-formal education. Participation in projects, competitions, scholarly activity, cooperation with teachers from all over Ukraine. Development of own methods. Exchange of experience' (Participant 7, river of experience, 2019-2021 section). And, of special importance to this teacher: ranking as a finalist in the 2021 Global Teacher Prize Ukraine - Teacher of the front-line zone category. During her interview, Participant 7 talked about how this achievement was the pinnacle in her career thus far, since it meant that she and her work were recognized and valued not only by her peers, but by her country. She also stated that the increase to her profile (through media coverage that reached all prize participants in different countries) drew the attention of external organizations, which invited her to participate in their projects and programs (House of Europe EdLab, Development of teacher digital competences project financed by the Ministry of Foreign Affairs of Estonia, LEGO Education, and a host of others).

The photos submitted by this participant illustrate what, for her, are demonstrations of teacher professionalism: total student engagement, teaching as a collective activity (team teaching, teacher partnerships, professional learning communities), cultivating good relations with superiors, turning limitations and failures into creative action opportunities, improving public awareness, and influencing public opinion about teachers and teaching. This teacher further explained that what sets apart a professional educator is his or her willingness to fully embrace digital learning. She remarked on the particular value of these technologies in supporting pupils with special learning needs or physical challenges, as this is an area of responsibility that continues to be dilemmatic for Ukrainian teachers (TRC Donbas [YouTube video] September 30, 2021).

5.3 Analysis of findings

Analysis of the findings revealed three main areas of confluence (as illustrated over the course of my Template Analysis components, specifically in Appendix 5, Blocks 5, 6, and 7). These areas align with the literature from the theoretical considerations of this study, which I reference in the following manner:

Confluence 1. Perseverance (Flourishing and Capabilities Approach)
Confluence 2. Innovation (Neoliberalism)
Confluence 3. Identity (Teacher Professionalism)

5.3.1 Confluence 1. Perseverance

5.3.1a. Recognizing and sustaining the connection between personal and professional flourishing

Overcoming both personal and professional difficulties, conflicts, resistance, opposition, uncertainty, fears, intimidation, traumas, often in tandem, was a common and sobering thread among the study participants. Be it the loss of a spouse, child, other family member, pupil or their parent, personal illness, disability, exhaustion, experience of intolerance by teacher educators, principals, administrators, fellow teachers, or parents, political or economic upheaval, the teachers involved in my study ultimately resolved not to capitulate to despair and take steps to keep moving forward, both for their own and the greater good, as they expressed it. Turban and Yan (2016) refer to this mechanism as the synergy of hedonic and eudaimonic thinking required for flourishing in the workplace. Challenging situations and their resolution, as reported by the participants, also spoke to Sen's (1993) notion of capability representing both positive and negative freedom, meaning a recognition of the limitations of one's situation along with an appreciation of what choices one has in terms of what one *can* do. Additionally, fruitful learnings the participants acquired from facing and overcoming personal (relationship) or professional (academic, career) failures reflected Nussbaum's (2000) view that the exercise of capabilities is the desire to achieve what is possible personally and valued socially, but also, as Wilson-Strydom and Walker (2015) have added, is considered worth the personal effort. As Nussbaum (1997) has argued, the alignment of personal and professional fulfillment represents a completely flourishing life.

Although the cohort involved in this investigation was mostly female, the matter of combatting stereotypes about teachers and teaching on the part of spouses, parents, the educational system,

and the community, also came across as a factor to be faced. In the Ukrainian context as represented by these participants, gender roles and characteristics, as well as assumptions and expectations of 'the teacher', continue to create disquieting underlying work conditions. The participants remarked on such a range of challenging experiences as family pressure to teach (because it is a good job for a woman and pays decently); to family or spousal irritation at the long hours and commitment required, purportedly taking the person away from their domestic duties; to hiring committee biases about the ideal teacher candidate; to principal or administrator conflicts relating to teacher competence, agency, and autonomy. And there was also the experience of the male participant, whose teaching career has involved dealing with colleague skepticism about his 'fit' as a teacher of elementary schoolchildren. In all these cases, the participants called upon what Bullough and Pinegar (2009) refer to as the courage to act, in accordance with their own structures of feeling (Zembylas, 2002) about their suitability for their role. This mental positioning enabled them to influence new understandings about the teacher role and overcome stereotypic ones, and thereby contribute to a more positive school culture for themselves and their peers (McLean & Walker, 2015). In this way, as theorized by Sen (1993), the participants exhibited the capability (ability) to achieve their chosen educational 'functionings' (actions).

Lastly, the participants' sense of *telos*, professional mission, or discernment of calling (Bellah et al., 1985) was the underlying theme of their flourishing journeys. The data illustrated the integral relationship between the individual teacher's imaginative ideals about themselves and their life (Johnson, 1993) and workplace satisfaction, or the promise of professional happiness (Bullough & Pinnegar, 2009). As described by Eriksen (2016), the participants' commitment to a totality of professional engagement, that is, their care and concern for both their personal and professional purposes, allowed them to thrive, even when faced with the triple challenges of reform, pandemic, and war. Resourcing conviviality—that is, optimism, positivity, enthusiasm, encouragement, and hope (Bullough, 2009; Bono et al., 2011; Addy, 2017), buoyed the pursuit of their mission and sense of its accomplishment. They focused upon joyful moments to help sustain themselves both as teachers and individuals, in turn, helping them to remain conscious of their impactful role. What's more, recognition of the individual teacher's purpose and its social consequence by others resulted in the participants of this study achieving feelings of what Mendonça et al. (2014) call comprehensive satisfaction.

5.3.1b. Seeking out and capitalizing on the education collective

In all the data gathered for this study, the teachers involved highlighted the importance of sharing effective practices as an expression of professional capability (contribution) and as a means of amplifying it. This denotes the integral nature of participatory processes (Schokkaert, 2008) for what Nussbaum (1997) refers to as the activation of flourishing. Several other collaborative components were identified as elemental to professional flourishing, all of which depend upon the teacher's capability, as explained by Willis et al. (2013), to navigate social practices and relationships that are dynamic and context dependent. These included teacher partnerships (team teaching, curriculum development, and engagement with other professionals, such as psychologists and other specialists); professional learning communities, internal and external to their schools; robust teacher-principal alliances through which participants were free to exercise and maximize their teacher agency; and teacher-pupil-home/parent/guardian communities to establish and promote schools as community hubs and to create greater engagement in civic activism. The initiative shown by study participants to participate in and/or lead such activities had multiple beneficial effects from a flourishing viewpoint, such as enhancing awareness of social power (Taylor, 2011). Such affiliative collaborations, according to Nussbaum (2011), evidenced the participants' capability to contribute to the dynamic and multilayered processes (Nussbaum, 2011) of their educational ecosystems. This, in turn, led to what Mehrotra and Tripathi (2013) consider positive psychosocial functioning, meaning that the teachers felt that the psychological contract (Dollansky, 2014) involved in their work was being fulfilled.

5.3.1c. Engaging in pedagogical experimentation

Experimenting with pedagogy turned out to be a pursuit that my research participants engaged in not only owing to external demands (policy pressures resulting from post-independence reforms and emergency teaching measures brought about by the coronavirus pandemic and subsequent invasion and war by Russia), but in order to carve out a niche for themselves in the delivery of curricula that, to this day, exist in tension (New Ukrainian School 1—remnant Soviet era program, alongside New Ukrainian School 2—spirited by the 2017 new Law on Education). Several key areas of experimentation were identified by the participants: 1. Developing new socio-emotional teaching approaches for elementary pupil learning in rural regions, attentive to the often-harsh realities of rural life. During one of the focused group

discussions several teachers from urban and suburban areas remarked that the methods introduced by their rural colleagues were potentially useful in their own challenging and underserved work with special needs pupils. 2. Creating curricula and programming to help pupils identify and act upon opportunities for advancement, supporting them to be future-ready. And more recently, 3. Inventing their own pandemic and war-induced pedagogies, that is, purposeful, pragmatic, flexible, adaptive, and technology-based responses to prolonged and multiple crises. This experimentation evinced curiosity-driven behaviours or the teacher's capability to act on their curiosity. It also demonstrated what Kashdan et al. (2008) consider the full and synergistic self-actualization of both *hedonia* and *eudaimonia.*

5.3.2 Confluence 2. Innovation

5.3.2a. Modification of or departure from traditional educational philosophies and practices

Viewed as moving with the times, not wanting to stray behind other colleagues, or to be seen as 'anti-European/pro-Soviet', the data of the participants in my study demonstrated modified approaches to or outright departure from traditional educational philosophies and practices in several key areas: modelling the teacher as a learner alongside their pupils in support of lifelong learning; focusing on both teacher and pupil creativity; adopting holistic approaches to the child as an independent individual; fostering higher order thinking skills; and endeavouring to create an inclusive classroom. While the adoption of these approaches and strategies ranged, depending not only on the personality and experience of the teacher but also the socio-political environment in which they lived and worked, it nevertheless demonstrated localized globalization (that is, 'glocalization' - Robertson, 1992) and revealed what Gibson-Graham (2006) and Soderstrom and Stahl (2012) describe as the multiplicities of neoliberalism: neoliberal principles understood and applied differently in different settings. In the case of Ukrainian teachers discussed in this study, these shifts revealed an important break from their Communist past (Rizvi & Lingard, 2006), which has become characteristic of educational settings throughout Central and Eastern Europe. In this way, the choices made by the participants in this study suggest a tendency to a necessitarian interpretation of neoliberal educational approaches (Hay, 2006).

5.3.2b. Acquisition of skills and competencies

Along with a break from the past came an embrace of what was viewed by participants as doors to the future. Topmost was the accumulation of diverse skills and competencies according to European and other Western frameworks. In connection with this was internationally recognized external training, where the brand (for example, Google, Microsoft, Intel, House of Europe) was important to the participants studied, as well opportunities to gain experience with hubs and startups. These developments followed closely the Ukrainian government's legislative and policy introductions aimed at optimizing society (Henton et al., 1997) by building human capital (Savage, 2011). Similarly, the government's emphasis on building enterprise culture where, according to Miller and Rose (2008) and Marttila (2018), the entrepreneur serves as a role model.

Although at the time of study this development was still relatively new, research participant uptake of voluntary external certification in addition to traditional mandatory teacher attestation illustrated key drivers: a new emphasis on competitiveness (Khavenson, 2018), and the introduction of managerialism, accountability, and performativity (Ball, 2003; Nichols & Berliner, 2007; Valli & Buese, 2007). As noted in the data, not all teachers reported participating in the new certification program right away, citing various reasons: workload, other priorities, fear of failure, lack of clarity about its value or about the mechanism of its delivery. In other words, the addition of certification created what Biesta and Tedder (2007) call professional agency tensions. Yet, these same teachers did note that they eventually went ahead with certification and considered it important to do so, suggesting how neoliberal introductions serve to mobilize human desires (Lebovic, 2019).

Perhaps the most important area of education innovation reported by participants was that of educational technology adoption and adaptation, and with it, the uptake of expansive and entangled pedagogies (Fawns, 2022). Means (2011) and Savage (2017) speak about this in terms of neoliberalism's emphasis on engaging in new opportunities to prepare for future possibilities, while Harjuniemi (2019) remarks on the association of digital technologies and pedagogies with progress or modernization. Participants reported on their pioneering efforts to acquire computer and other edtech skills and, more important still, to be seen as knowledgeable informatics specialists. They described with satisfaction their path from digital neophytes to digital natives, however fraught with difficulties, as indispensable skill-building. It is worth noting the

leadership these participants exhibited (and their awareness of the leadership they were providing) in devising pedagogies where context and purpose drive methods and technology use. This suggests that this activity was liberating for these teachers, enabling them to respond effectively to their complex and diverse situations (Barad, 2007).

5.3.2c. Championing education reform

In a society that has adopted the notion of knowledge as capital for a knowledge economy (Bousquet, 2008; Olssen & Peters, 2005; Powell & Snellman, 2004), a distinct Western stance is fundamental. For this, the acceptance and domestication of liberalism is required (Creed, 1998), whereby its precepts become normalized, accommodated, and common practice (Hay, 2006). For Ukraine, neoliberal education reform has also been promoted as a means to manage and exit the crisis of transition to democracy and is, in fact, considered essential for democratization (Chankseliani & Silova, 2018). In such an environment, it is not surprising that the teachers under investigation reported championing education reform by pursuit of the European vector for Ukrainian teaching and learning and departure from the 'epistemic imperialism' of their Soviet/Russian legacy. From the viewpoint of flourishing, 'escape' through reform has acted as a form of empowerment for my teacher-participants: their data revealed that they felt both called to and capable of leading the charge. While one could argue that this revelation is a false narrative, given the enormous paradigm shift in Ukraine's identity conducted from the top down and through the workings of institutions and external stakeholders, it should be remembered that teachers in Ukraine are heavily involved in civic life and that decentralization of education has helped teachers to recognize their capability as a political force. As a result, political agency, including convincing and empowering colleagues to pursue reform (specifically, the New Ukrainian School policy), has become an important part of their teacher toolbox. All the participants in this study referenced global citizenship pedagogy and SDG pedagogy as avenues through which to serve as acknowledged actors of education reform, which was important to them. This teacher awareness of their political selves has helped to blur the vertical/horizontal axes of neoliberalization in Ukrainian education.

5.3.3 Confluence 3. Identity

5.3.3a Professionalization

Of primary importance to the teachers in this investigation were heutagogical approaches or self-managed learning. self-improvement, self-study, informal/non-formal learning and

training, and Continuous Professional Development (CPD), internal and external, institutional and independent, all appeared throughout the data. While some of the participants had completed university degrees or teacher's college, not all had been able to do so for personal or family reasons. Alternate and ongoing avenues of professional learning were viewed by all as requisite, notwithstanding the participant's educational background, and the main path for advancing and sustaining their status as education professionals. These opportunities also served as a means of navigating the quickly changing education policy landscape in Ukraine, especially since the introduction of sweeping new education laws in 2017 and 2020 emphasizing constant, concurrent, and multifacted learning. All of this aligns with the body of literature on professionalization (Ball, 2003) and credentialization (Hordern, 2018; Moon, 1991) which has been referred to in this study. While the Ukrainian government introduced Centres of Professional Development of Pedagogical Workers in 2020 (MESU, 2020) and promoted them as mechanisms to help teachers prepare for certification, as observed by some of the study participants, this addition to the array of ongoing professional learning options has been an uneven experience. However, even so, some participants reported that they have found ways to make use of this newer addition by offering their services as mentors or trainers. Setting aside their skepticism, the determination of these teachers to add involvement in the Centres to their substantial learning commitments speaks to their desire to be seen as the new teacher professional (Zelvys, 2015).

Access to and promotion of all these learning and training opportunities has been promoted by the Ukrainian government through an intense discourse concerning 'good teaching' (Connell, 2009). Part of this discourse has been an effort by the government to reimagine the concept of professionalism, as Holloway (2021) discusses, in the context of contemporary Ukraine. It also reflects an embrace of the re-professionalization discourse at the heart of neoliberal education reform (Anderson & Herr, 2015; Moore & Clake, 2016; Zeichner, 2010). Within this policy frame, the Ukrainian teachers studied here interpreted these conditions as opportunities for positive change. A number remarked on the limiting uniformity of traditional institutional teacher professional development programs, TPDPs (Even-Zahav et al., 2022; Lindvall & Ryve, 2019), whose programs were viewed as too formulaic (Easton, 2008), although some participants still contended that they preferred these programs for their familiarity and structure. Overall, my findings indicated that customized and customizable professional learning (Stewart, 2014), also known as Personalized Professional Learning (Yang et al., 2021; Zhang et al.,

2020a), was seen by the study participants as an exercise of their professional authority and newly acquired democratic professionalism (Hargreaves, 1999; Sachs, 2003, 2016).

5.3.3b Improving practice

An important factor that came out in my exploration was the participants' expressed need to approach their teacher self holistically, more specifically, the notion that they are, and must be, a teacher at all times. Although it could be argued that professionalization demands impacted this position, the data showed that it was a key piece in the participants' interpretation of their professional identity and bolstered their resolve to modify their practices. When thinking about this from a quality-of-life standpoint, in terms of Nussbaum's (1999) Central Human Functional Capabilities, the participants' position resonates with the functional capability of practical reason: 'Being able to form a conception of the good and to engage in critical reflection about the planning of one's own life' (p. 42). Inhabiting, then, their perception of a professional identity was the fact that being a 'good teacher' (Sachs, 2003, 2016) was not confined to the classroom. Implicit in this perception is also the idea of professional pride. It became clear from my conversations with participants that pride in their work and their professional identity helped them to withstand change, uncertainty, lack of understanding, and criticism because it strengthened their confidence and outlook. It reminded them that they were capable professionals.

The participants also remarked on the integral practice of learning from other teachers, partnered with ongoing critical reflection. When reviewing their 'rivers', it became evident that these approaches predated the adoption of neoliberalism in Ukraine. These practices were further fortified by exposure to North American and other educational philosophies from the 1990s onward. Nussbaum's (1999) functional capabilities of affiliation (living in relation to others, engaging in various forms of social interaction), as well as of the senses, imagination, and thought (being able to use imagination and thought in connection with experiencing) are present here. For the participants in this study, learning from other teachers combined with ongoing critical reflection on their own practice represented the full and robust contextualization of their professional work, whereby gaps and weaknesses could be addressed and remedied, safeguarding the teachers from losing faith in themselves.

5.3.3c Pursuit of excellence

Another factor involved in the participants' sense of professionalism was the pursuit of excellence. The data showed that a strong teacher identity was associated with nurturing excellence (high aspirations, high achievement) both in themselves and coincidentally in their pupils. Nussbaum (2011) refers to this as 'active striving' (p. 36) and Wolbert, de Ruyter, and Schinkel (2015) discuss this as 'the actualisation of human potential' (p. 126) required to achieve flourishing. Repeated reference was made to contests, competitions, Olympiads, prize-bearing camps, specialized courses, and bespoke programs. Participants remarked on their and their pupils' ability to compete as winners or find themselves in the top percentile of competitors in these activities, including and especially during full pandemic lockdowns (fully online learning) and in the fluid conditions of war. Excellence in this regard relates to what Nussbaum (2011) calls social capability, that is, conditions in which functioning can be chosen, fulfilled, and recognized with and among other persons. This suggests that the capability of achieving excellence is complete when it is externalized, a point borne out by the data in this study. It is worth remembering, as well, that the externalization of competitiveness is also a hallmark of neoliberal economies.

Assuming a leadership role, modeling successful innovations, and providing mentorship were also components of teaching excellence and, once again, strong outward expressions of professional capability for the research participants, and often represented going outside their comfort zone. Offering support to peers in these ways is also connected with the capability of affiliation, as it contributes to a positive configuration of relations, helping to build equality and human dignity (Nussbaum, 2011). Two other highly valued components identified by the participants were change agency and teacher research. Change agency aligns with the tenth of Nussbaum's (1999) functional capabilities, namely control over one's environment, specifically the political: 'being able to participate effectively in political choices that govern one's life' (p. 42). Being seen as the bearers of education reform came out in much of the data. This reflects the awareness among these teachers of their ability to contribute to social change (Dubrovska, 2018) through transformative learning which, as Mezirow (2003) points out, is triggered by conditions of uncertainty and shift. Active contribution to education periodicals, the creation and distribution of Ministry-backed curriculum materials, and authoring books about education were frequently cited endeavours. Additionally, participants mentioned during their interviews the value they placed on contributing to the current research. They noted that participation in

international discourses is an underdeveloped area in Ukrainian education. Their own efforts to make contributions and encourage their peers to do so, as well, is linked to the data they contributed about the importance of the teacher as an educational expert valued both by their colleagues and the state.

5.3.3d The intersection of a teacher's personal and professional identities

For the participants involved in this study, responsibility for the national character of their students represented the intersection of their personal and professional identities. They spoke of their own individual growth as teachers who are Ukrainians and educating for Ukraine as the resource for their approach to their classrooms as a family unit, where the teacher serves as a mother/parent and is the steward of their charges' heritage through education. This 'teachers' homeland' pedagogy aimed at cultivating a distinctly Ukrainian educational future is discussed in the literature in terms of the caring nation-builder (Kryshtanovych et al., 2021) and is a prime example of bottom-up political influence: the teacher-participants were able to advance decolonization and temper Europeanization by building the definition of Ukrainian education and continuing to define, as Ukrainian citizens, what it means to be a Ukrainian teacher now and for the future.

As evinced in this chapter, the three main areas of confluence identified are interconnected and the themes of capability and flourishing flow throughout. This is because an awareness of flourishing (or not) served as a touchstone for participants in this study in their encounters with both personal and professional demands and challenges. Further elaboration can be found in the Discussion chapter which follows.

Chapter 6. Discussion: traveling the hero's journey

Exemplary teachers are not gifted; they are just more prepared and more willing to do what it takes. They conscientiously succeed on purpose (Meehan, 2011, p. 21).

Taken together, the experiences of the contemporary Ukrainian elementary schoolteachers involved in this study manifested a complex and shifting journey of flourishing characterized by the simultaneously stimulating and problematic 'professionalism of everything' (Irvine Welsh, as interviewed by Black, 2004). Their collective modern-day journey was influenced by overlapping factors: post-socialist/post-colonial change through neoliberal reforms, coronavirus pandemic induced emergency and extended adaptations, along with immediate and ongoing demands related to Russia's prolonged war in Ukraine. While a variety of thematic 'streams' arose from the focused discussions, interviews, photos, and 'rivers of experience' produced by the participants (see Appendix 5. Building my analytic template), the data revealed (Chapter 5) that three fundamental confluences (perseverance, innovation, and identity) impacted their journeys of professional flourishing, both as individuals and practitioners in their field.

Perseverance, innovation, and identity in this discussion belong to the broader array of heutagogical strategies. Heutagogy, which draws on multiple theoretical propositions, is a holistic strategy for learning '...and developing new skills and knowledge in developing independent capability and the capacity to question self, values and assumptions' (Halsall et al., 2016, p. 8). In polycrisis conditions, openness to and the embrace of 'practical heutagogy' (Stoten, 2020, p. 161) for teaching and learning has been shown to result in greater cooperation, creativity, and adaptability (Shuhidan et al., 2021). This is because in conditions of constant change heutagogical strategies help to reframe practice (Ashton & Newman, 2006). 'Heutagogy is prospective in approach, in that it looks to the future....' (Halsall et al., 2016, p. 8).

6.1 Perseverance

Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow (Radmacher, 2009, p. 1).

An insightful definition of perseverance is provided by Merriman (2017, p. 337), who states that

> …perseverance emphasizes the need for human endurance in order to succeed. Through the lens of perseverance, achievement is viewed as a marathon rather than a sprint. It entails a long-term focus. To persevere is to stay the course in the face of deterrents or tempting distractions….

Perseverance forms a bridge between the seemingly impossible and possible. The literature on teacher perseverance speaks of any number of qualities, as well as habits of mind, sometimes considered independently, sometimes in combination, as constituents of or even synonymous with perseverance: resilience, grit, endurance, tenacity, persistence, purposefulness, determination, resolve, conscientiousness, courage, optimism, self-efficacy, and others. Based on my interactions with the research participants involved in this study, and the data they produced, I feel that the concept of perseverance best captures the whole concatenation of these characteristics.

Expanding on capability theory, research investigating the role of perseverance in the development of 'dynamic capabilities' (Ildefonso, 2012, p. 2), that is, capabilities which serve as a source of advantage, in fact, 'competitive advantage' (Ildefonso, 2012, p. 8), points out the 'winning features' of perseverance: systematicity and sustainability. Empowered by perseverance, an individual with dynamic capabilities is enabled to respond to and create environmental changes (Teece, 2007).

These qualities were evidenced by my participants' recognition of their need, along with their ability, to adjust, adapt, go on, and even excel:

> I survived a time of personal challenges: at this time…I did not give up attempts for personal and professional growth, work on self-development, and improvement of my practical experience (Participant 5, river notes, early 2000s).

> I returned to work after a year of maternity leave and had to overcome resistance (since my first class of pupils was Russian-speaking, there were colleagues who spread the word that I taught a Russian class, meaning I did not speak Ukrainian, so they should not entrust any children to me) (Participant 12, river notes, Panel 1, 1985).

> Hundreds of attempts and applications submitted (for training, projects, creative laboratories) and constant rejections. Lack of practical experience. It seemed that it was time to lower my wings...but no!!! (Participant 7, river notes, 2015-2018).

Clandinin et al. (2010) explain that professional teaching landscapes are not without their tensions. As a result, in composing narratives of teaching experiences, teachers '…have learned

to erase, write over, and silence [their] felt tensions to maintain smooth stories of school' (Clandinin et al. 2010, p. 82):

> I also perform community and public functions at the same time.... I will tell you the truth that Ukrainian society underestimates this (Participant 8, interview, May 24, 2022 [00:11:59.600]).
>
> I will say that perseverance is very important, yes, and persistence is also very important. Why? In what way? Because people who work a lot are not always respected.... (Participant 3, interview, May 4, 2022 [00:07:59.700]).

According to Otverchenko (2015), Ukrainian teachers tend to subscribe to the notion that

> [t]o make the right decision when choosing a profession, it is necessary to take into account a number of factors…. There is a so-called 'selection formula' for this profession, whose fundamental algorithm for making the optimal decision is a combination of the following components: 'want' – 'can' – 'must' (p. 3).

Perseverance is built into this professional embarkation mechanism, since the formula requires the chooser to adopt a mindset which strikes a balance between their desires, capabilities, societal demands, and the necessities or pressures of everyday life—and to do so with aplomb:

> sometimes there is a psychological crisis when I start to do something, I don't feel successful because of some kind of depressive state, that is, sometimes it happens in my personal life that I want to fall down and throw up my hands, but what saves me is this educational sphere of exchange, and thanks to my professional choice a balance returns (Participant 6, interview, May 15, 2022 [00:41:58.700]).

Teachers remain and continue teaching for various reasons: some consider teaching a vocation, mission, and profession over and above the financial compensation that they receive (Fabelico & Afalla, 2020), as described by this participant:

> it is about development, self-knowledge, motivation, communication, and positive emotions. Of course, not everything succeeds 100 percent at once, but this is not the main thing, the main thing is the process itself, and the ability to analyze, evaluate, and improve, is formed gradually. And also - it is important to believe in what you are doing, confidently go toward your goal and then everything will be OK! (Participant 11, river notes, additional participant notes).

And for teachers, flourishing also involves embracing failure and uncertainty by viewing teaching, like life, as a process, during which experience can and should be continuously reframed (Racine, 2022):

> Work, childcare, institutional studies. It was difficult but I was very diligent - and ashamed if I did not know how to do something (Participant 2, river notes, 1988-

> 1994)…. While I did not receive a red diploma, I did gain knowledge and precious experience (Participant 2, river notes, 1994-1995).

Findings from a 2001 qualitative study of a group of especially persevering teachers in elementary schools in two particularly challenging settings in Washington, D.C. revealed five patterns that appear to indicate why the teachers had persevered and maintained a positive outlook for so long (Stanford, 2001), patterns which are echoed in my own research. The participants in the 2001 study shared the following characteristics: 1. a love of and commitment to children; 2. emphases on 'making a difference', 'expressing creativity', 'participation in decision making', and 'opportunities for learning'; 3. a sense of their ideal and worst possible teaching lives; 4. access to sources of support; and 5. vivid choices of metaphors in their data (Stanford, 2001, p. 84). A key finding of this investigation and one which is likewise central to my research was the influence of meaningfulness on perseverance; meaning appears to be a fundamental 'survival tool' for teachers in challenging environments (Stanford, 2001, p. 84):

> My students were successful and self-confident. That's how I became successful and self-confident, too! (River notes, section 3)…. Inspired by the idea of child-centrism, I did everything to make children love to learn. Students, in whose success no one believed, became some of the strongest in the school (Participant 1, river notes, Section 5).

Optimism about pupil's futures was also shown to be a component of meaningfulness (Stanford, 2001, p. 85) and this is reflected in the findings of the current investigation:

> In just two weeks, tired of bombardments, sirens day and night, horrified by what we saw, we returned to the educational process in anticipation of victory. And our cool team? The war stole it - some of the children were scattered all over the world, some from Chernihiv, Kharkiv, Mariupol, Sumy came to study in our classes. But now we are a friendly, purposeful, international team. Of course, we have many problems: lack of Internet, hiding in bomb shelters, sleepless nights, stress. However, education, like a phoenix, rises from the ashes of destroyed schools (Participant 3, river notes, 2022).

The subsections which follow pay closer attention to the key aspects of teacher perseverance that flowed across all participant narratives.

6.1.1 Lifelong learning: not a siloed experience

Recent research which takes up the notion of what it means to be a 'good teacher' considers another important factor of teacher perseverance–the function of the teacher as mentor, one who values and cultivates heutagogical skills to promote self-directed learning via

dialogic teaching, which involves ongoing talk between teacher and pupils (Levy-Feldman, 2018). The heutagogical approach favours developing capabilities over (or in addition to) competencies. This is because competency development tends to be limited by targets and objectives, while capability building is processual and traverses the life span (Paul & Kumar, 2020), echoing the ideas of Sens, Nussbaum, and their adherents. This includes the development of several important capabilities, namely criticality, openness, and flexibility:

> During this time, being continuously in hospitals, I decided to devote myself to self-study. It was during this period that I completed all possible online courses and participated in more than 100 educational webinars. I also started conducting educational webinars for Ukrainian teachers on various national platforms (Participant 3, river notes, 2016-2017).

A heutagogical approach takes advantage of human nature and highlights the individual's inherent tendency toward self-development and psychological growth, helping to direct motivations aimed at achieving and maintaining one's best possible self. 'The main thing is that children learn throughout their lives, and in parallel with them, so do we' (Participant 6, interview, May 15, 2022 [00:04:59.800]). As recalled by Participant 1,

> In 2019, I decided to test my competence and so, registered and successfully passed the pilot certification for elementary schoolteachers. It was a difficult and at the same time interesting experience. Difficult - because I didn't know what would happen, because it was the first year of the introduction of a new independent method of studying the experience of elementary schoolteachers. Interestingly, I had the opportunity to verify the effectiveness of my work, which was studied by independent experts (river notes, section 9).

Recent Turkish research has revealed that teachers with strong lifelong learning habits embraced partnership, collaboration, mentorship, and facilitation—in other words, learning in the professional community. The participant of my investigation from the embattled and partially occupied Donetsk oblast of eastern Ukraine spoke about the importance of assuming the lead of mentorship for herself and her colleagues in this part of the country when talking about involvement in the Centres for the Continuous Professional Development of Pedagogical Workers in Ukraine. She stated that,

> for the past 2 years, in addition to teaching, I have been acting as a consultant. I believe that this is also one of the important steps of the educational reform, which demonstrates a completely new direction of supportive activity for practitioners (Participant 5, interview May 13, 2022, response #19).

She also remarked that over the past five years she has had the opportunity to coordinate the Community of Practice work of some 100 elementary school teachers, not only providing feedback but facilitating critical friendship to help encourage them in their professional work to 'be bold' (Participant 5, interview, May 13, 2022, response #1).

Professional learning communities (PLCs) can take diverse forms, but at their most basic, they are Communities of Inquiry (COI) in which practitioners jointly investigate questions, issues, problems, or dilemmas (Garrison et al., 1999/2000, 2010). These communities are important for cultivating teaching presence, social presence, cognitive presence, learning presence, metacognition, and self-efficacy, all of which contribute to professional perseverance (Castellanos-Reyes, 2020; Garrison et al., 1999/2000, 2010; Yu & Li, 2022). It is the development of members' shared meanings, creativity, and a sense of belonging within these communities that supports personal professional longevity (Swanson et al., 2018). Differences in thinking and opinion serve as healthy challenges and opportunities to strengthen understandings and explore practice (Swanson et al., 2018). Effective communities help practitioners stay the course through periods of instability and change. The teacher-participant from the war-torn and partly occupied Luhansk oblast was vocal about the vital role of the professional community, especially at a time of both internal and external migration:

> many teachers turn to me all the time, from all parts of the country, you know, it happens that critically required physical resources are simply not there for them, so they telephone me day or night.... (Participant 7, interview, May 21, 2022 [01:28:57.400]).

This shift away from a traditionally linear process of professional learning and problem-solving (Borko, 2004; Opfer & Pedder, 2011; Wilson & Berne, 1999), recognizing the relationship between individual and collective learning (Admiraal et al., 2021; Meeuwen et al., 2020), sustains practitioners notwithstanding the conditions of their teaching contexts (Kajamaa & Hyrkkö, 2022).

Recent scholarship suggests that in emergency settings, including pandemics, natural disasters, and armed conflict, PLCs are even more important given the disrupted, limited, or total lack of formal in-service teacher professional development characteristic of these settings (Burns & Lawrie, 2015). Technologically supported PLCs have become crucial for teacher survival in such emergency settings (Moodley, 2019). Very recent primary research conducted with 280

teacher-members of PLCs in emergency conditions globally, including refugee contexts, fragile contexts, contexts affected by natural disasters, post-conflict settings, and settings with recent or ongoing traumas and population displacement, found that these communities offer sustainable benefits as a form of continuous professional development which builds resilience and perseverance in the face of tumultuous circumstances (El-Serafy et al., 2023).

6.1.2 Confronting challenges

Saito (2022) opines that professional learning may provide the greatest sustenance when the teacher feels fundamentally challenged and questioned about their practices, beliefs, or identities. The scholar calls the elements which cause such fundamental challenges and questions 'disruptive hooks' (Saito, 2022, p. 1). In other words, professional learning requires struggles or 'disruptive hooks' by its nature, allowing teachers to recognize, assess, and manage change (Saito, 2022). Disruption is represented in the form of problematic situations significant enough to require teachers attention in order to surmount them and keep working (Saito, 2022). One of the sources of disruption for teachers that challenges their beliefs, values, or identities, arises from the need to understand their pupils, especially with respect to their confusions or needs, however subtly expressed, in crisis conditions (Emerson et al., 2020; Knupsky & Caballero, 2020; Tomas et al., 2016). Saito (2022) remarks that these uncertainties disrupt teachers so that they may not only reexamine their practices but their competence to teach.

By extension, these same disruptions encourage teachers to engage in professional learning to help them to think differently about their pupils' worries, frustrations, fears, anger, or vulnerability (Saito, 2022). Such professional learning is dynamic, complex, and allows the teacher to critically address their assumptions and concerns about pedagogical practices, and to strengthen them (Cooper et al., 2021). Mastrogianakos (2022) explores the connection between the development of creativity and disruptive life moments. He argues that it is during key moments of social disruption that humans transition to thinking and actions that transform the way they relate to one other and the world. He concludes that the liminal space, defined by Turner (1964) as 'the betwixt and between condition' (Mastrogianakos, 2022, p. 240), and the thinking and actions that unfold within it, are a necessary part of the human condition because it prepares them for the continuum of changes and challenges throughout life (Mastrogianakos, 2022).

From returning to her physical classroom on crutches following a serious operation, rather than working from home (Participant 3, river notes, 2018-2019); to enlisting the aid of colleagues to develop and conduct televised lessons before a nationwide online platform was established with the outbreak of COVID-19 (Participant 2, river notes, 2014-2015); to dealing with housing and unemployment issues by selling knitting and embroidery while completing computer studies (Participant 4, river notes, 2022-2005); the teachers in my study were transformed and helped to transform others as they experienced the disruptions and transitions typical of challenging situations.

6.1.3 Challenges for teachers in Ukraine

6.1.3a. Rural schools

As part of the post-1991 decentralization process in Ukraine, educational districts and supporting educational institutions were formed. So-called comprehensive elementary schools were created for equal access to quality education, the effective use of resources, and as a mechanism for reforming the general secondary education system and streamlining schooling (Zastrozhnikova & Ulyanchenko, 2019). Local communities were responsible for the establishment of such elementary schools, determining reference points among nearby secondary schools (Zastrozhnikova & Ulyanchenko, 2019). Owing to the demographic situation in Ukraine which, since Russia's invasion, has been exacerbated by internal migration (both temporary and permanent), there are currently many schools with low capacity in rural areas (Zastrozhnikova & Ulyanchenko, 2019), such as the experience of Participant 1: 'I had the largest classes, in which students traveled from seven villages' (river notes, section 7). Relational tensions have been documented, as well. For example, Participant 11 spoke about encountered small-mindedness, recalling remarks from local colleagues such as 'she lives in the village. And what, she doesn't have any hectares?' - 'Does she sleep at home? Does she have a family?'- 'What else did she invent?' - 'Where are you rushing to, again?' - 'Yes, she smiles mysteriously.... What have you concocted??' (river notes, additional participant notes). And teachers with traditionally urban experience are not always able to match the expectations of different settings, as noted with some exasperation in the video description of his 'river' by Participant 8: 'They told me that I was going in circles, because it was a suburban school, and it was different from an urban school' (river of experience, videoclip 1 [00:00:01.010]).

In several post-Soviet countries, Ukraine, Kazakhstan, and Georgia among them, the 'rural underpopulated school' or 'one room school' is a common occurrence (Budnyk et al., 2022). This situation is prevalent among elementary schools in which there are fewer teachers than classes, and a teacher conducts lessons simultaneously for two or more grades. These schools have had difficulty introducing inclusive classrooms, since the total number of pupils, class size, and ratio of pupils to teachers are lower than the official standard. This means that such schools have little possibility to employ teaching assistants and other educational professionals to support pupils with disabilities, and classroom teachers must rely on their own efforts to bridge this gap (Budnyk et al., 2022). There are currently about 15,500 schools in Ukraine, more than 60% of which operate in rural areas and a significant part of them is experiencing decline (Bondarenko et al., 2021). Today, 1.1 million pupils out of 3.6 million study in rural schools (Bondarenko et al., 2021).

In 2022, an anonymous online survey was administered among 192 participants at various points in their careers from rural schools across Ukraine (school principals, teachers, and other educational professionals), resulting in common findings related to needs for improved staffing, exposure to learning design, further instruction in ICT, inclusive pedagogy, support for special needs pupils, and training in STEAM approaches (Budnyk et al., 2022). However, the survey also revealed that improvements in all of the finding areas were identified where there was close cooperation between schools and their local communities (Budnyk et al., 2022), specifically, in the relationships teachers built and maintained with parents. Participant 12 in my study spoke about writing advice columns specifically for parents in a local newspaper (river notes, 2003, 2008). Planned trips and outings with parents were conducted on a regular basis by Participant 9 (river notes, 2005). And in reference to the pivotal period following the enactment of the new Law on Education (2017), Participant 5 described forming 'a new vision of teacher activity, student work, and supporting parents in the educational process' (river notes, 2017-2022).

5.1.3b. COVID-19

Grissom and Condon (2021) remark that the unexpected, fundamental disruption to the function of schools, resulting in serious consequences for the schools themselves, stakeholders, and the reputation of all involved in delivering education, made COVID-19 a crisis of particular significance requiring new thinking and quick responses. Effective crisis management was important so that schools, teachers, students, parents, and communities could be 'crisis ready' in case of other future disruptions (Grissom & Condon, 2021, p. 315). Successful management

of the phases of this, like other crises, required a diverse set of skills, namely: analysis, sensemaking, judgment, communication, and emotional intelligence (Grissom & Condon, 2021). A qualitative study involving 34 participants (14 students, 13 teachers, and 7 parents) conducted by Khlaif et al. (2021) concerning emergency remote learning during the pandemic found that teachers' presence and quality of content were the major factors that influenced student engagement, where parental concerns, norms, and traditions emerged as the major factors in the crisis influencing engagement. One teacher remarked: 'the teacher is important in online learning…He/she can mitigate the difficulties students have, answer their questions, and reduce the isolation of students in online learning in this crisis' (Khlaif et al., 2021, p. 7047).

Teacher flexibility and adaptability during the pandemic was a phenomenon noted in the professional experiences of all the teachers involved in my study. For example,

> The coronavirus pandemic changed our reality. The first challenge was distance learning: not all families had the ability to engage children in online learning. We worked synchronously - asynchronously, in various applications. I had to learn new digital tools at a fast pace (Participant 9, river notes, 2020).

Also, in terms of facing the situation directly:

> During the pandemic, a new form of distance learning began. Everything was new. It was necessary to independently find new approaches to education, especially in elementary school (webinars, master classes, online meetings with colleagues from other cities of Ukraine) (Participant 10, river notes, 2019).

As well as serving as an example of how to cope and act as a resource:

> Implementation of my own project, entitled 'Learning Through Action' on the formation of skills in mastering online education tools among the teaching community of the city; ... and the launch of a flash mob about developing digital habits on the teachers' Facebook page (Participant 5, river notes, 2020-2021).

Gains reported from emergency responses included the acceleration of both teacher and student learning, along with an intensified proliferation of new didactic materials, educational tools, and methods (Corlatean, 2020). Interestingly, Participant 2 of the current study recalled reviving a series of training presentations about how to teach during quarantine, developed with a group of colleagues several years earlier (Interview, April 28, 2022 [00:37:58.800]). Teachers like Participant 12 took advantage of readily available external training, such as The Ukrainian Canadian Summer Institute, which provided a structured online space for the development of

materials to train elementary schoolteachers (River notes, panel 5, 2020). Corlatean (2020) mentions that perhaps the most important development throughout the pandemic has been

> the remodelling of the mentality and reaction methods of the parties directly interested in the educational process, both of those having authority, which had to go beyond the traditional conservative paradigm, and of the subjects of the learning process (p. 43).

Chen (2023) reports on a study that considered the longer-term significance of teachers' self-reflective learning in the course of their daily emergency remote teaching during COVID-19 from its very start. 'The findings highlight the multiple ways in which professional learning took place through reflective teaching in the remote teaching environment and helped the teachers to persevere even when there was no apparent end in sight to the pandemic' (Chen, 2023, p. 1). The teachers reported developing and successfully implementing pedagogical, social, managerial, and technical strategies through reflective practice and adaptive approaches (Chen, 2023). The data from the current study substantiated these findings; participants did not wait for the state to respond. The researcher suggests that the learnings developed by teachers in the conditions of emergency remote teaching will have a positive carryover effect on the return to physically co-located learning beyond the pandemic (Chen, 2023), a prognosis which was borne out by the experiences of the teachers involved in my study as they found education disrupted next by war.

6.1.3c. Russia's war in Ukraine

> *We need to draw on the experiences of the COVID crisis, which we can regrettably not yet describe in the past tense, to devise strategies for meeting future crises* (Bergan, 2021).

Even before the outbreak of COVID-19, the Ukrainian education system faced challenges arising from the war by Russia in eastern Ukraine. Since initially the war was localized, it did not pose a threat to the entire education system. Most elementary schools in the annexed Crimea were able to evacuate from the occupation zone to other Ukrainian cities (Kruszewska & Lavrenova, 2022). However, the situation began to deteriorate over time, and most acutely, with the 2022 invasion. The organization of learning under martial law was based for the most part on lessons learned during the coronavirus pandemic (Kruszewska & Lavrenova, 2022). Distance learning and blended learning facilitated by teachers at all levels became commonplace as life and education in the country demanded swift response and expeditious solutions. It became necessary and a matter of utmost priority to adapt to

circumstances that changed rapidly (particularly in areas of active warfare), often without warning, and were frequently characterized by rapid and significant destruction (Kruszewska & Lavrenova, 2022).

Following the onset of the 2022 Russian invasion, teachers were surveyed on a regular basis and typically reported that conditions were difficult but that learning continued to take place, mainly remotely, thanks to the All-Ukrainian Online School (AUOS) platform, developed during the pandemic (Kruszewska & Lavrenova, 2022). As evidenced by the participants in the current investigation, this was not only a statement of fact reported by Ukrainian teachers, but an affirmation of their commitment to their professional responsibilities. Notwithstanding heavy damage to many school buildings, and the total destruction of a good number, teachers found ways to move their classes to other locations, homes, shelters/bunkers, as well as to continue working online (Kruszewska & Lavrenova, 2022). Each of my study participants commented on the need to quickly acquire facility with diverse online platforms and services through micro-courses, in order to sustain the continuity of teaching and learning, while pressed to maintain some sort of physical classroom, at least in the beginning weeks. Participant 7 observed during her interview that just as in 2014, so in 2022, explosions, shelling, evacuation, hiding and teaching in a bomb shelter, and professional training, all went on concurrently (Interview, April 21, 2022).

The importance of technological support during the war in Ukraine cannot be overstated. In the conditions of war, displacement of students, teachers, and educational institutions, and the ability to access education affects the individual's perception of their anticipated future, which, in turn, impacts a nation's outlook on its future in both the near and long terms. The AUOS platform served as a strong bridge between the global health crisis and the existential crisis for Ukrainians wrought by Russia's war. The AUOS provided hybrid, flipped, and distance online learning for the elementary and secondary grades with materials created by and for teachers. Over the course of its development, the platform came to include sections about how to return to education after occupation, whether to assess students or not during crisis, and tools for organizing education during war (UNICEF, 2022a).

While a number of the participants in my study remarked that the materials and the way they were presented on the AUOS platform was geared mostly to strong students who were

accustomed to learning independently (and the learning of special needs students was only treated minimally), over the course of the platform's development, including during the period when my research was being conducted, they noted improvements to accessibility, greater attention to differentiation, and a slow, but steady effort to address the needs of elementary grades. This meant that the teachers studied in the current investigation were more likely to include the online platform in their teacher toolkit over time because they felt that it actually supports their work. As Participant 3 observed during one of the group discussions, although she was not certain how the AUOS was going to evolve to better serve elementary grades, she and the teachers in her school were prepared to adapt it for their use as an additional resource (Focused group discussion 3B, March 6, 2022).

In addition, Osvitanow.org, a highly accessed platform for parents and teachers, was devised by the educational non-profit public organization Osvitoria in collaboration with UNICEF and the MESU of Ukraine. The platform offers detailed information about schooling in Ukraine and abroad during martial law, information about opportunities and assistance, as well as expert teaching materials in diverse formats. The site is free to use and constantly updated and continued to function at the time of writing. Participants in the current study referred to aspects of the platform which supported their work, including 'Interactive Learning and Gamification In Primary School - 'Can't wait to learn', a mobile application for students of grades 1-4 in support of mathematics and reading that could be used in the classroom or remotely (Osvitoria/War Child Holland, 2022). The content of the application—videos and games—was fully adapted for Ukraine. All topics and tasks correspond to the Ukrainian curriculum and are developed by Ukrainian teachers and methodologists (Osvitoria/War Child Holland, 2022). The platform offers recommendations for the use of featured applications by means of a micro-course for teachers (via the partner Osvitoria University platform), entitled 'Learning Together: Effective and Safe Wartime Education' (Osvitoria University, 2022). After completing the training, teachers receive a certificate of professional development for 0.2 ECTS (The European Credit Transfer and Accumulation System) credits (Osvitoria University, 2022). All of the participants in the current study contributed photos of such accreditation as part of their research artifacts.

Paez (2022) remarks that search for meaning in armed conflict conditions is materialized in concrete strategies, as exemplified by educators, whose stance is at once inward and outward.

He emphasizes that this is the first and most important change that comes about under such conditions because, otherwise, war 'imposes silence, fear, and inaction' (Paez, 2022, np). Reflecting on the experiences described by the teachers involved in my exploration, I would label such conflict-situated strategies and approaches as 'bold creativity', characterized by a combination of pride, ambition, and a sense that, not only did these teachers need to overcome their conflict conditions, but also start preparing for a new educational future.

6.2 Innovation

McAdam et al. (2004) assert that the number and diversity of current definitions of innovation means that the notion is not only composite, but problematic. Quintane et al. (2011) argue that,

> innovation should be considered as duplicable knowledge considered new in the context it is introduced to and demonstrated useful in practice (p. 939).

For instance, creativity is associated with finding novel (or innovative), unexpected, and helpful solutions (Khalil & Moustafa, 2022), as described by Participant 12 in my study:

> An important impetus was the fact that in 1999 my daughter entered the 1st grade. The passivity of my colleagues who worked alongside me prompted me to take my child into my own classroom and to build the learning process so that all the children would master knowledge creatively, actively, and happily go to school (river notes, 1999-2004, Panel 2).

Novelty can also be interpreted as different combinations of earlier learned approaches (Khalil & Moustafa, 2022). Class (2022, p. 1) reminds us that the 'framework of absences and emergences' (or educational 'gifts' as Einstein viewed them) of ignorance, inspiration, imagination, and also creativity, are the fundamentals of innovation'. She goes on to state that '[t]he knowledge society is not a final state….' (Class 2022, p.1). The priority of innovation derives from what has been termed Education 4.0 (Bonfield et al., 2020). Education 4.0 is a response to the needs of the Industrial Revolution 4.0, whereby humans and technology partner to enable new possibilities (Hussin, 2018). The teachers involved in my study exhibited a keen interest in innovating and being seen as innovators:

> I'm interested in new educational products, trying new things in practice, and trying to create something new myself (Participant 11, river notes, Panel 4).

This had to do with multiple urgencies in their educational context but was also driven by a strong sense of commitment. The efforts they described made it clear that they were not willing simply to wait for legislative or policy decisions:

> A new challenge - I participated in the National Innovative Education Project… implementing STEM education. Every step was a new experience. I summarized my experience with the topic 'The formation of research skills of elementary school pupils according to the New Ukrainian School concept (Participant 2, river notes, 2016-2021).

The participants felt the need to move ahead of the system, in fact, to propel and model change in the spirit of *tentanda via* (the way must be tried):

> Participant of a regional event within the framework of the Ukrainian National Scholarly and Practitioner Conference 'Designing the individual trajectory of professional development of teaching staff in the context of European integration of the educational environment…, which included my original 3D model of a classroom for the 1st grade of the New Ukrainian School (Participant 5, river notes, 2017-2019).

This also relates to an additional development, of what has been called the 'attentional economy', in which any connected adult or child owns and controls a full economic share of her or his own attention (De Castell & Jenson 2004, p. 380). The term 'attention economy' was coined by psychologist and economist Herbert A. Simon, who postulated that in such conditions societies are overwhelmed by a demand for constant and new information (De Castell & Jenson, 2004). For teachers, this development has resulted in an extension of professional life, so that the line between personal and professional has become blurred—a new condition which the participants in the current study remarked upon during their interviews more than once with references to no vacation time, the teaching day never ending, working through weekends, and the challenges of juggling domestic and professional responsibilities. The individual's control over 'downtime' has been significantly impacted, while the need to seek ever more novel ways to engage pupils has become the 'new normal'. 'The primary currency of an information society—that is, a society in which information is designated the main commodity produced, marketed, and consumed—is necessarily attention' (De Castell & Jenson 2004, p. 380).

As a result, teachers are obliged to find ways to attract, rather than compel, students' voluntary attention (De Castell & Jenson, 2004), also impelling innovation. Participant 8, who moved frequently from one school to another, was ever in search of and creating new approaches, as he

found that the nature of his pupils differed from school to school. For example, he said that he introduced methods of greater engagement: ‘I also mastered paired lessons. This was a new technology. Where others taught two separate lessons, I blended them into one’ (River notes, videoclip 1 [00:00:01.010]). During his interview Participant 8 also remarked that he often found himself in conflict with the local principal who may not have been ready for the tempo and number of changes he wished to bring in: ‘In order to develop intellectual self-sufficiency in the classroom you can do different creative things, projects, you don't have to churn out what the principal has said, ... I mean if they do not find your ideas so suitable.... (Interview, May 24, 2022 [00:15:59.500]). Overall, the participants in my study tended to encounter similar resistance when they began to introduce new ideas, methods, or technologies, be it from fellow teachers or principals but, with time (and sometimes together with a change of personnel or move to another school), the uptake and even enthusiasm for their innovations grew:

> In 2021, my friend Angelica became the principal of the school in my village and suggested I join her. I hesitated for a long time. Nevertheless, I decided to go to her and agreed to the position of vice-principal of education and training at the Ivan Franko Bakosh Lyceum. It turned out that this was the right decision because we, as a team, have already implemented many ideas so that the school has begun to develop and change (Participant 1, river notes, Section 11).

Part of the shift has been one of a change in positioning: historically, teachers have typically placed themselves (or been placed) as the centre of attention (De Castell & Jenson, 2004). What’s more, whereas under earlier conditions students had to merit their teachers’ attention, increasingly, it is the teacher who must earn the attention of his/her students—or these students will turn it elsewhere. (De Castell & Jenson, 2004). Therefore, it could be said that teachers have become innovators, in some cases, despite themselves. For the participants in this study, innovation roused latent capabilities. Being able to innovate was the difference between feeling that they are floundering or flourishing in their careers, as it permitted them to regain a sense of control in conditions where the teacher was no longer at the centre of learning.

Gamification of learning, a method of primary focus for many of the participants in this study, has been central to the innovation process in education owing to its ability to mobilize and sustain the attention of learners through total immersion (De Castell & Jenson, 2004). Notwithstanding the pandemic quarantine in Ukraine at that time, Participant 7, for example, made a point of involving her grade 2s in a range of competitions: ‘We participated in a competition hosted by the National Games and Inspiration Festival Foundation. My pupils

received an award and achieved first place' (Lysychansk City Military Administration, 2021). This same teacher demonstrated the sophistication with which she approaches the learning of her young charges. In a link to a media interview provided by the participant, she describes using Augmented Reality with Animal 4D+, Smartbooks, and QuiverVision apps:

> This is a great opportunity to supplement the classroom with three-dimensional objects and capture the interest of the children. For example, it's like visiting Antarctica, seeing a real penguin and 'holding it in your hand.' Or to write a dictation and emphasize mistakes to the teacher in three dimensions, the child points the camera at the text, and a bear appears, pointing out inaccuracies with a brush. For children who have limited visual stimulus, we suggest modeling the environment with the help of sensory boxes (Myasnikova, 2022).

The example above speaks to transversal skills or competencies which continue to urge innovation on the part of both educators and learners. According to the UNESCO-UNEVOC TVETipedia Glossary (2023), transversal skills 'are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings'. These skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives. Importantly for teachers, in addition to game-based methods, these skills encompass social learning and AI (Palmen, 2018). Participant 5 of my study referred to this when discussing her involvement as a live trainer of teaching methods as part of the training course 'Education based on life skills in the context of the New Ukrainian School' (River notes, 2017-2019). This participant was also actively involved in publicizing her guidance, as in the article entitled 'Checklist of key competencies of a teacher of the New Ukrainian School for formal and informal education' (Participant 5, river notes, 2019). Innovation in Ukrainian education is viewed as the heart of transversality and by extension, educators' personal professional growth, alongside the development of an education system prepared for the future (Matvienko & Popova, 2022): 'We are working, and working on a global vision of education' (Participant 11, interview, June 4, 2022 [01:41:43.500]).

6.2.1 Technology for education

The pace of digital technology in education has accelerated dramatically since the late 1990s (Singh, 2021), resulting in what has been defined as the 'platformization of education' (Rivas, 2021, p. 4). Dhawan (2020) adds that the COVID-19 pandemic further impelled these changes. Rivas (2021, p. 4) opines that '[t]he platformization of education can be an opportunity

to ensure the right to education with new tools on a massive scale… part of [the] new agenda to guarantee the 2030 SDG4'. Rivas (2021) goes on to say that this 'new global race seeks to platform students to improve algorithms and expand the digital business of education' (Rivas, 2021, p. 4). With the pandemic, education turned towards completely virtual models and new hybrid models that combine face-to-face with digital learning:

> The greatest challenge is to generate ecosystems for the development of quality educational platforms that integrate face-to-face and digital education, that respect and dialogue with teachers, and seek to guarantee the right to education. The pandemic has changed everything and opened scenarios to rethink education when it returns to certain normality. Hybrid models are an opportunity to redefine the meanings and purposes of education in a changing and unequal society (Rivas, 2021, p. 17).

Platforms increasingly mediate all forms of production and distribution of economic and cultural goods and education is part of this paradigm shift (Rivas, 2021). Parker et al. (2017, p. 204) call this a 'challenging new landscape of a world in which platforms win'.

The technological transformations of the last decades are making way for new paradigms. Teachers and content creators are increasingly looking to make sense of what is to be learned. In societies that have undergone or continue to undergo democratization,

> [t]he search for EdTech market customers is accelerating this process. Perhaps we are living an educational time that is equivalent to the Renaissance for culture. It is an operation without centre and control. The great 'translation' is making new crossovers between art, work, games, enjoyment, narratives, and learning strategies' (Rivas, 2021, p. 9).

Platformization depends on a high level of technological infrastructure that many countries do not have, however alternate ways to innovate using the technologies in place, along with external partnerships, have helped to generate transformations in support of access to education (Winthrop, 2018). As the example of Ukraine demonstrates, creating alliances between countries and generating digital regional educational resource networks is and continues to be essential for teachers.

There has been a notable increase in the number of non-traditional, virtually available instructional resources that support education reform priorities and promise to help teachers and school administrations with their accountability and performance issues (Lane et al., 2019). These virtual resources have opened up a new space for educators to become 'product

producers' (Lane et al., 2019). Emerging evidence suggests that teachers are accessing Virtual Resource Pools (VRPs) with more frequently to locate and download instructional materials to help them with their teaching while simultaneously contributing new products to these pools (Lane et al., 2019). Participants in my exploration felt empowered by this area of pedagogical activity. Participant 3 of my study discussed conducting 'curatorial work with class teachers on the topic 'Proactive education: relevant aspects' (River notes, 2005). Participant 3 also talked about authoring and uploading as an open resource her teacher's guide 'Case technology in elementary school' (River notes, 2019). Participant 5 drew attention to her 'development of methodological materials, their publication on Internet sites and practical application for online interaction between kindergarten students and elementary grade students' (River notes, 2013-2016). In fact, each of the participants mentioned similar activities. Lane et al. (2019) state that digital or virtual resource development aligns with the autonomous professional model, which privileges the expertise and discretion of the individual teacher, contributing to professional confidence and empowerment. According to this model the individual teacher 'searches for, vets, curates, adapts, and enacts the virtual resource' (Lane et al., 2019, p. 11).

Matviichuk et al. (2022) observe that prior to the COVID-19 pandemic and the start of active military operations on Ukrainian territory, teachers tended only to use ICT 'from time to time' (particularly in the lower grades) and in a limited way. Moodle, Google Classroom, Dojo, and Google Drive have emerged as the most popular among Ukrainian teachers (Matviichuk et al., 2022). A significant part of contemporary Ukrainian teachers' work involves creating effective online lessons and courses, conducting classes through online video conferences (Zoom, Google Meet, etc.), recording video lessons, producing presentations, developing online assessments, and maintaining electronic journals (Matviichuk et al., 2022). Teachers in Ukraine have had to learn to evaluate and reevaluate the forms and methods of continuing the educational process during multiple overlapping crises, through leaps of faith, and the exercise of their best judgment (Matviichuk et al., 2022). Participant 1 of my study recalled this growth in professional capacity with pride:

> When I first started working on a computer in 2008, I went to work after a vacation and I had to make a PowerPoint presentation, so I asked to attend a computer class... As I remember it, the lesson on the ethics of computer science ended, and I said, but how do I turn on the computer? I don't even know how to turn it off!... Two years later I started creating my own videos...and I became a computer science teacher.

> During the pandemic and now during war, my expertise is essential (Interview, April 19, 2022 [01:01:52.800]).

Lysohor et al. (2022) comment that the foundation of a postmodern reality for elementary level education within the New Ukrainian School framework has been the teacher's role in spiriting a new educational paradigm. The new paradigm is predicated on the teacher's freedom of creative choice in their use of innovative technology (Lysohor et al., 2022): 'I understand that this is Europe, and you have to be ready for it and of course you have to be able to be on par with today's children...in the second grade we have already learned to use all web browsers' (Participant 4, interview, May 8, 2022 [00:52:10.800]). It should be noted that backing is important. During the First Regional Didactic and Pedagogical Forum hosted by the Department of elementary and preschool education of Ivan Franko National University of Lviv, Ukraine in 2021, it was suggested that for innovative activity to be successful at school, everything depends on the attitude of the principal (Wynnyckyj-Yusypovych, 2021). Several participants in the current study drew particular attention to this fact and a 2008 study remarking on the importance of the teacher's relationship, even friendship, with their school principal for increasing innovation capacity offers further evidence (Koshmanova and Ravchyna, 2008). Two important reasons are brought forward in that study, one of which has become generally well known and was also brought out by my own research, and another, which is less well-known and more nuanced. The first reason is the division of teachers in Ukraine into two camps: innovators and traditionalists (Koshmanova and Ravchyna, 2008). The traditionalists, or 'retrograde teachers' as they have been labelled, are seen to be obstacles to education reform and de-Sovietization of the school curriculum (Koshmanova & Ravchyna, 2008). 'For teachers who are traditionalists, it is easier for them to criticize something new than to try it' (Yavorsky, 2022). As Participant 3 of my investigation described it,

> [n]ow that we have embarked upon the new Ukrainian school formative assessment, when the assessment criteria have changed completely and our teachers do not understand whether this system is good for them or ask, how can I assess? I fight with my colleagues, oh, how much do I fight with teachers! (Interview, May 4, 2022 [00:18:59.400]).

The second reason is more subtle and goes beyond this dichotomy and, by looking at the struggle to innovate in more depth, problematizes the concept of innovation through reform-uptake in the contemporary Ukrainian educational space. It also helps to explain frustration and lack of

understanding as reasons why some teachers may not feel that they are flourishing during times of change:

> Some teachers supporting student-centered education lack a profound understanding of the basic philosophy of democratic education (social-constructivist, postmodern, multicultural approaches) and the competence to make student learning more effective by applying innovative changes to the system, and by being flexible and creative in making decisions in non-standard situations. So, not seeing positive changes in student learning, motivation and achievement, these teachers do not attempt to find alternative explanations for the stereotypes they have come to rely on. Thus, the stereotyping of these teachers results in their ambiguous engagement in educational reform and limits their efforts to discover and implement practical steps towards reform (Koshmanova & Ravchyna 2008, p. 154).

Reflecting on this phenomenon, Participant 7 of my study offered the following insight: 'for [these teachers], perhaps this is because they simply never envisioned the future development of education in Ukraine' (Interview, May 21, 2022 [00:30:59.000]). She continued in this same interview segment that

> We, as teachers, are at our best when we work on developing skills for innovation with the belief that our students will be able to create a new version of our incredible Ukraine, technological and mega-powerful after Victory!

Later in her interview she added, that 'to do this requires that a teacher calls upon their capability to bypass primitive, banal approaches. And yes, *we all can*' (Participant 7, interview, May 21, 2022 [01:52:50.200]).

6.2.2 Pedagogy

Having said this, the data from the current study suggest a steadily growing movement of commitment to reform, including a more nuanced understanding, acceptance of, and even eagerness (occasionally cautious, but nevertheless present) for innovative approaches in education. Consciously or not, Ukrainian teachers, notwithstanding the 'camp' with which they may be associated or identify, are moving past the 'technology-pedagogy dichotomy' (Fawns, 2022, p. 711) and embracing more comingled pedagogical approaches. This is rather *avant garde* for Ukraine at this point in its development and serves as an example of educational leadership possibilities in the post-Soviet region. According to Fawns (2022), the traditional approach of putting technology first or last, thereby separating it from pedagogy, reflects technological or pedagogical determinism (that is, where technology is seen either as the driving force of change or as a mere set of tools) and limits a teacher's professional expression.

Emergency remote teaching during the COVID-19 pandemic showed that traditional methods and attempts to simulate physical classroom teaching can produce practices ill-fitted to the online context (Tsui & Tavares, 2021). Williamson and Hogan (2020) observe that the new emergency pedagogies made necessary by the pandemic-related explosion of digital educational tools have, in fact, required a rethinking of what it means to teach. Remarking on this phenomenon, Participant 1 of the current study stated: 'our land is still a bit of an old version of education, but no one forces us to stop at this - it is necessary for the teacher to understand that technology and pedagogy exist in symbiosis and interweaving' (Interview, April 19, 2022, [01:21:52.200]).

In his paper, Fawns (2022) presents a model of what he calls 'entangled pedagogy' (p. 711) which recognizes the mutuality of technology, teaching methods, purposes, values, and context. Entangled pedagogy is collective, and agency is negotiated between teachers, students, parents, and other stakeholders (Fawns, 2022). In this regard, Participant 5 from my investigation observed that

> the English teacher and I are the first teachers who do not compete but cooperate ... we are also the organizers of the school Eurohub, we implement diverse ideas, where pedagogy and technology form one unit - the children like it, and the parents and community actively support us (Interview, May 13, 2022, response 7).

And Participant 1 enthused that

> in 2012, I started working at Yanoshiv Secondary School I-III. It was a real challenge…But here I was lucky with my superiors, who gave me a free hand and the opportunity to teach as I see fit (River notes, Section 5).

Importantly, educational outcomes are contingent on these complex relations and cannot be determined in advance (Fawns, 2022), allowing space for teacher autonomy. What's more, 'teachers, students and others can collaborate whilst embracing uncertainty, imperfection, openness and honesty, and developing pedagogical knowledge that is collective, responsive and ethical' (Fawns, 2022, p. 711). Participants from my study reported that entangled pedagogies supported pupil capaciousness while increasing their own. Entanglement views digital activity 'as social, material and embedded in rich and diverse contexts' (Fawns, 2022, p. 715). It represents challenging previous pedagogical approaches and expanding as a professional by valuing diverse interactions and embracing serendipitous outcomes.

The entangled model of teaching and learning captures the situated experiences described by

the participants in the current study, who discussed and depicted how they look beyond the isolated ideas of technologies or teaching methods to combinations (relationships) of diverse elements 'entangled in activity' (Barad, 2007) to make education work. Participant 8 spoke about regularly employing flipped learning in each school where he taught, which for him represented a natural and appropriate blend of technology and pedagogy that translates comfortably across settings (River notes, videoclip 2). Participant 5 spoke about her work developing and training other teachers in 'scenarios of open educational activities' (River notes, 2019) and active ongoing participation in the regional creative laboratory 'Modern trends in education' (River notes, 2018-2021). Participant 10 recalled her successful involvement in a pilot project, which encouraged her to define entanglement in her own practice:

> I started working in the context of the national 'Smart Kids' Project. Its goal was to modernize elementary school education, to combine computer technology and traditional teaching methods. I addressed the topic 'Interactive learning technologies in elementary school' (River notes, 2017).

Other participants had similar pivotal moments:

> I completed a computer technologist and programming course through the Intel Training for the Future program. An opportunity to make a dream come true came my way: I embarked upon systematizing my experience with iconic models [for integrated environmental studies] (Participant 2, river notes, 2007-2009).

Wessels et al. (2022) reflect upon the meaning and significance of pedagogical entanglement by addressing the question: 'what kind of pedagogy does justice to the experience and challenge of living in a complex world?' (p. 1). Their investigation determined that it is essential for teachers today to embrace complexity in education,

> as they contribute to a narrative about why – i.e., to invite and practice entanglement-orientedness, as manifested through entanglement-awareness and hopeful action, and how – i.e., through the iterative opening, organising, and consolidation of collaborative inquiry...through the ongoing practice of perceptiveness and integrity in this process...Such a lively engagement is notably likely to result in two types of new insight: (1) the insight of the engaged teacher concerning how to improve their teaching, and (2) insight concerning the ways in which the helpful perspectives could be further improved or expanded.... (pp. 14-15).

Participant 8 of my exploration, discussing his decision to partner with the Ukrainian Academy of Leadership, stated that precisely this was his way of embracing complexity - through 'very strong, very pragmatic, pedagogical, modern, and youth oriented' co-curricular production (River notes, videoclip 2 [00:03:15.530]). The benefits of teachers' embrace of pedagogical

complexity speaks once again to Sen's (1993) concept of capabilities being composed of both positive and negative freedoms and that managing this blended reality is required for flourishing, as it represents actual achievement (Sen, 2002). To take this further, overcoming complexity is how people 'activate' their capabilities (Nussbaum, 1997).

6.3 Identity

> *…of course, we have to provide an example through our own families, our own children, and teach other children that we are Ukrainians, we are patriots and we have to love our land, whether we like it or not…if we don't like it now, we can change it so that we do like it.... We are Europeans. We are Ukrainians*
> (Participant 9, interview, June 4, 2022 [00:28:54.300]).

Identity, too, is a pluralistic concept. 'Identity encompasses the memories, experiences, relationships, and values that create one's sense of self. This amalgamation creates a steady sense of who one is over time, even as new facets are developed and incorporated' (Psychology Today, 2023). Identity is contextual and within this context can be found diverse influences of greater and lesser impact. For Ukrainians, a central factor in the (positive) definition of their identity has been the European vector of Ukraine's democratic development—a priority since the proclamation of independence in 1991 (Dzhurylo, 2018). This has meant bringing together national and European values in a way that does justice to both, although this has not always resulted in a balanced union (Dzhurylo, 2018). Key external players continue to affect the process. The European Neighbourhood Policy has helped to activate civil society working to influence policy reform and societal development (Ganzle, 2009).

During the course of Russia's ongoing war in Ukraine, external relationships have become even more intensive. A fundamental piece in this has been the EU's comprehensive financial support for the educational needs of Ukrainian students, teachers, and researchers displaced abroad or those offering educational support for them from Ukraine (Tereshchenko et al., 2022). A substantial coalition of programs and institutions is involved: Erasmus+, Horizon Europe, The EuroSkills Competition, Council of Europe, European Commission, and the European Innovation Council (Tereshchenko et al., 2022). In addition, representatives of education in the global space continue to support Ukraine and carry sway: UNICEF, The World Bank, and US based educational learning management portals and platforms, both for learners and educators (Tereshchenko et al., 2022). Kushnir and Nunes (2022) remark on the nature of soft governance and educational operationalization involved in these external relationships. Hoppers (2009, p.

47) notes, moreover, that ‘partnership and collaboration have become buzzwords’. Participants in the current study emphasized their ongoing involvement with international educational projects and grant programs (conferences, congresses, and forums; international competitions and contests; European and world history courses exploring shared experiences; and specialized training), especially those that promote inclusive education. Research notes that such teacher activity in Ukraine has contributed both to teacher retention and school reform (Budnyk et al., 2022). For my research participants, their high rate of success in these activities proved to be a key factor in building professional hope – an outcome that echoes Nussbaum’s (2011) notions of both capability justice and capability security.

In their paper comparing the processes of reforming the education policy of Ukraine and countries of the European Union, Bondarenko et al. (2021, p. 53) remark that educators must ‘above all…be patriots of their country’ and that a patriot is also a European. They opine that this viewpoint concurs with the intention of the document Developing Key Competences at School in Europe: Challenges and Opportunities for Policy 2012 (Bondarenko et al., 2021). Lokshyna (2018) observes that education in Ukraine is under great influence of pan-European tendencies and policies promoting its integration into the European educational space. The competence approach is one tool in this process at the level of lower school education (Lokshyna, 2018). The competence approach is a Europeanization tool aimed at harmonizing education systems in order to align quality standards and, by implication, to strengthen the competitiveness of the European regional economy (Lokshyna, 2018).

The introduction of teacher certification in Ukraine, an external assessment of a teacher`s professional competencies, including pedagogy and psychology, and practical skills in applying modern teaching methods and technologies (State Service of Education Quality of Ukraine, 2023), reflects the country's keen aspirations. Teachers, including those involved in this study, for the most part, eventually took up the cause, seeing it as a means to be recognized beyond their borders: ‘Certification shows how different it is, in that you are evaluated not by your colleagues, not by your administration, but by independent experts....’ (Participant 9, interview, June 4, 2022 [00:57:53.400]). However, not all teachers have responded with the same eagerness, and some have expressed a sense of uncertainty. Participant 8 reported being the only teacher in his region to complete the process in 2019 (river notes, videoclip 3). Participant 9 noted that the process lasted a full year (river notes. 2020) and other participants mentioned

lacking time to complete it, although they were willing to do so. And Participant 10 observed the following:

> …does it depend on the circumstances, perhaps, or on the individual teacher's personality, whether he or she wants to do it or not. At age 41 where is the purpose of certification now? And, well, looking at the [average teacher] age in our city, there is no passion for this (Interview, June 7, 2022 [00:06:59.800]).

Nevertheless, the European competence approach has greatly impacted Ukrainian education and teacher identity. In fact, it has caused a shift of the knowledge paradigm to a pupil-centred and results-oriented system (Lokshyna, 2018). Participants in my study were unanimous in their support of child-centrism and reported developing their own approaches (involving pupils in children's civic organizations; incorporating debate technologies; participating in children's film festivals; conducting practitioner conferences on the theories of child-centred learning), as well as participating in existing programs (for example, 'Facing the Child', a methodological system developed by a Canadian educator living and working in Ukraine).

The elements of 'personal culture', 'pedagogical culture', and 'professional culture' are used in Ukrainian scholarly and pedagogical-methodological sources to characterize a teacher's comprehensive identity (Kricfalushii & Lalak, 2018, p. 91). How this combination is realized can be illustrated by the following competency-based model frequently cited in contemporary Ukrainian teacher training documents:

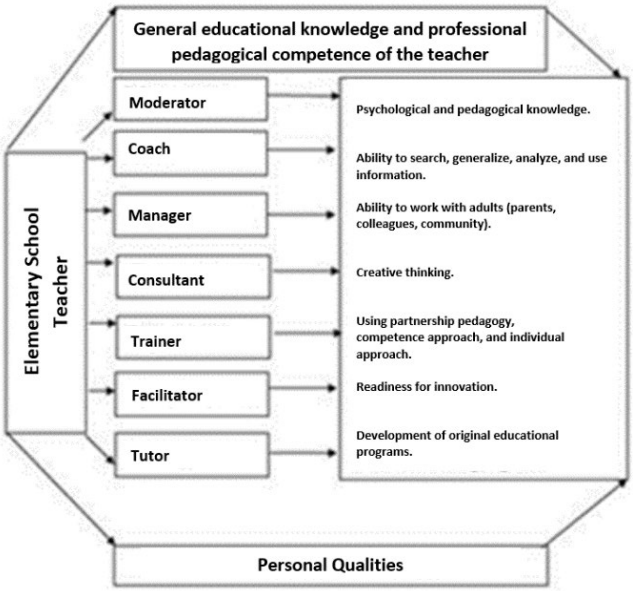


Figure 27. Model of a Modern European Teacher (Binitska, 2018, p. 306)

Although inspirited by this model, teachers in Ukraine still strive to find ways to keep their professional autonomy and the Ukrainian national identity alive, which takes creativity and effort (Zabolotna, 2022). In addition, the issue of so-called traditional versus non-traditional teachers is not only a matter of innovation in Ukraine, as discussed earlier, but of professional identity among practitioners. While there continues to be some overlap between the two types, for the most part elementary teachers in Ukraine find themselves positioned in one of the two groups based on the curricular program they follow. Within the NUS policy, schools were allowed to choose between two curricula for elementary school students. As described by Tymoshenko (2021), the NUS 1 program (O. Savchenko) follows a standard distribution of subjects as in the past, with some additional study of the Ukrainian language and mathematics, and an additional partially integrated unit entitled 'I explore the world'. The teachers who prefer this largely carryover curriculum have said that it means fewer problems with calendar planning and other documentation, and that it is less work (Tymoshenko, 2021). The NUS 2 program (R. Shyian) is built on the principle of integration, where one subject includes several educational areas (Tymoshenko, 2021). For example, in the unit 'I explore the world' as many as seven areas are integrated: language, literature, mathematics, natural sciences, information technology, social studies and health, and civics and history (Tymoshenko, 2021).

Tymoshenko (2021) observes that NUS 2 required a period of adjustment because it came as a shock to the educational system. Teachers needed to comprehend how to prepare integrated teaching and learning and this process has continued to require that teachers invest time, careful consideration, reflection, and persistence. She adds that, according to the NUS 2 program, it is 'suggested' that teachers spread their preparation across the entire seven days of the week; not all teachers can manage this, however (Tymoshenko, 2021). As well, it is important to note that teachers in Ukraine had diverse starting points in adopting the new curriculum because some had already been using a self-developed integrated approach in their practice, while others had never considered doing so (Tymoshenko, 2021). This situation created tensions not only in different parts of the country, but within individual schools, departments, methodological committees, among teachers, and within teachers themselves. These identity differences surface frictions between continuity and change, legacy and innovation, transitioning from a Soviet to a post-Soviet model, and balancing demands for both local and global engagement in education (Oleksiyenko, 2016). Participant 2 of my investigation stated during her interview,

> ...I wrote in my river of experience that my time spent on the environment under the Savchenko environmental program did not suit me, there I saw how to improve it, I started developing models, I showed the principal, and they said yes, it's good to implement this work...but later.... (Interview, April 28, 2022 [00:09:59.700]).

Participant 6 shared,

> Now our school, for example, follows Roman Shyian's program of teaching Ukrainian language. We used to work under Savchenko's program, where there were separate subjects ...we are used to teaching such subjects.... Now we are a little bit, you know, set in new conditions, we have to have time to read and write a little bit more, it was difficult at first, switching.... (Interview, May 15, 2022 [00:47:58.500]).

And Participant 12 expressed the following about the staff in her school:

> ...I want to tell you that they choose more NUS-1 principles, although then they begin to realize that the NUS-2 textbooks are much more interesting, much truer to our current life.... (Interview, June 6, 2022 [00:54:58.300]).

Although these examples indicate that discrepancies occurred and persist in reform adoption and consequent identity adaptation, Oleksiyenko and Ros (2023) remind that the activation of identity is agentic, which creates space for the remediation of such identity capability tensions.

6.3.1 Glocalization and identity

In their analysis of the impact of globalization on education policy, Singh et al., (2007, p. 2) refer to Falk's typology of 'globalisation from above' and 'globalisation from below'. The category of 'globalisation from above' considers policy as a top-down approach whereby a corporation or government develops and implements policy in accordance with their own agenda. As such, this may occur with minimal consultation or input from those who will be directly involved in enacting policy at the ground level. In contrast, 'globalisation from below' considers policy from the ground up and is developed and implemented through immersion in the context. This categorization considers the settings, cultures, identities, and relationships of the context (Heck & Ambrosetti, 2018). The Ukrainian teachers reported in this study considered their work a part of 'globalisation from below' ('[m]y colleagues and I created and implemented the Kharkiv 'highway' of school based Euroclubs still back in 2010', Participant 8, interview, May 24, 2022 [00:11:59.600]), within the frame of current education reforms perceived as 'globalisation from above'. This helps to explain both comfortable and uncomfortable shifts in Ukrainian education policy and practice as the system and teachers constantly adjust to these identity views. This also illuminates participant reference to the importance of their own and their school community's local activism for expanding their sphere of influence and impact on education, to offer support within the frame of education reform:

> Parallel with my work at school, I became interested in youth politics. Why? It's very simple! I saw that if children are busy in elementary school, by the time they are in high school they are not. They have nowhere to go, they don't know what to do. After all, there are still some groups and programs in the cities, but in the villages...they simply have nowhere to go. And that's why my colleague and friend…and I decided to do something about it. … We are engaged in charity work; we help a local children's shelter (Participant 1, river notes, section 10)…. In the future, we will implement a new youth policy in cooperation with the student self-government, which actively participates in improving the educational process, as well (Participant 1, river notes, section 11).

This presents a thoughtful case for the idea of capability potentiation (in line with Nussbaum's (1997) idea of contextualized capability activation) even in conditions of constant change and competing demands.

As Knill and Tosun (2014, p. 266) have argued, 'Europeanization can be conceived as a special case of glocalization, since both concepts challenge the assumption that international pressures lead to a homogenization of national practices and structures'. Robertson (2014) notes that this argument is important in that it leaves room for communal, nationalistic, and other collective identity claims within the European region, based on self-determination. Khondker (2005, p. 187) elaborates that glocalization is a beneficial expression of identity insofar as its main principles are: 1. diversity is the essence of social life; 2. not all differences are erased; 3. history and culture operate autonomously to offer a sense of uniqueness to the experiences of groups (whether cultures, societies, or nations); and 4. glocalization does not promise a world free from conflict or contradiction but offers a pragmatic view. Ritzer (2003, 2004, 2006) has added that glocalization and the related notion of cultural heterogeneity are acknowledged in the discourse as contributors to viable futures for developing democracies. Participant 5 echoed these sentiments: 'As a teacher, I not only build the global educational trajectory of each student, but also educate them in patriotism and national consciousness.... Today we have started to build our European society' (Interview, May 13, 2022, response 11).

As described by each of the participants in the current study, the EdCamp movement has been a strong glocalizing force in teacher professional development and, by extension, teacher identity in Ukraine. EdCamp Ukraine represents Ukrainian teachers' 'branding' of this product in support of their views on Ukraine's educational future. It is based on the principles of the worldwide EdCamp movement, which originated in the United States (Edway, 2023). Ukraine was the third country in Europe and the ninth in the world to join the original movement in 2014

(Edway, 2023). In 2021, the organization launched EdWay, a national platform for professional development opportunities for teachers, where educators are free to choose the subject, form, type, and content of professional development (UIED, 2021). One of the most well-attended certification courses offered in Ukraine concerns the popularization of personalities in the field of education noted for their innovative individual and professional contributions and how they have worked out these innovations in local contexts (UIED, 2021). Popularization of world-class educators is a means for teachers in Ukraine to identify with success and is also closely associated with the issues of dignity, visibility, and voice. Identifying with world-class educators was seen by my research participants as a means to build respect for themselves and for their profession. In this way, they associated their personal professional flourishing with model education systems around the world.

Glocalization has extended to the content of Ukrainian curriculum, as well, in a significant way. The National Strategy for the Development of Education in Ukraine for the period to 2021 introduced sustainable development aspects into the educational system (Kondur et al., 2020). The development of Ukraine's educational system is also premised on The Sustainable Development Education Competency Model for Educators, which was formulated as part of the Austrian research project Competences for ESD [Education for Sustainable Development] in Teacher Education (David, 2007). Promoting sustainable development through education is currently a key global issue (Hudima & Malolitneva, 2020). Hudima and Malolitneva (2020) assert that ESD presumes and offers the opportunity of a comprehensive rethinking of the learning environment. Students should become 'sustainable citizens' (UNESCO, 2018), a theme that is repeated throughout the data of the current study.

In this regard, as the data in this study have also shown, there appears to be a tendency in Ukraine towards the 'ecologization' of education content. Still in 2001, the Ministry of Education and Science of Ukraine adopted a decision 'On the Concept of Environmental Education in Ukraine', the provisions of which did not find broad expression at first but captured the imagination of teachers once further refined for implementation in the 2017 Law On Education, which lists ecological competence among the competencies necessary for a successful life (Hudima & Malolitneva, 2020). Participant 3 of my investigation was among the first to take advantage of this turn and founded a school-based branch of the children's public organization 'Ecology Watch' (River notes, 2000-2004). Participant 12 created a methodological collection

with multimedia components entitled ‘Ecological education of younger schoolchildren in a modern school’ (River notes, Panel 4, 2011). And in 2019, Participant 1 went beyond the confines of the classroom: ‘... I completed training and took part in a project to create a youth space... We implemented various projects with the youth of the territorial community, especially on eco-related topics.... (River notes, Section 11). The data from my study suggest that Ukrainian teachers have tended to be early and keen adopters of sustainability education, which they see both as reflective of the world of which they are a part and protective of their native land. With Russia’s war in Ukraine and the country’s experience of ‘ecocide’ (Nielsen, 2023), the connections between eco-education and teacher identity have become even more pronounced. This is an area in which the participants in my study expressed professional leadership, creativity, commitment, and optimism, all of which indicated ongoing capability resourcing.

6.3.2 Caring nation-builders

Identity also involves an emotional understanding of an individual’s place and destiny within their context: ‘emotions inform and define identity in the process of becoming’ (Zembylas, 2003, p. 223). This ability to feel emotional connection is one of the main functional capabilities Nussbaum (1999) states is required for a fully flourishing life. For the Ukrainian teachers involved in this study, the expression of caring was a quality with which they all had a strong affinity, and which was expressed in their research artifacts in terms of a higher calling, the ultimate marker of their professional flourishing:

> I want to be useful on this land because this is my land, this is the place where I was born, where I live - I am building it (Participant 12, interview, June 6, 2022 [00:40:58.700]); ...the future of the child depends on how they leave school, and the fate of our Ukraine as a whole depends on it.... (Participant 2, interview, April 28, 2022 [00:04:59.800]); ...if we talk about the future and children, this is the first thing we should focus on, given the demands of society and the formation of personal patriotic qualities.... (Participant 7, interview, May 21, 2022 [00:28:59.100]); ...well, education is our foundation, so our foundation is that a person must understand that he or she is a citizen and a patriot of his or her country... to build the future, to build his or her country and to live in the country he or she is building.... (Participant 9, interview, June 4, 2022 [01:16:52.900]); ...my civic position is teaching in Ukrainian, it is my life, my civic duty, and of course the children, thank God that they all attended Ukrainian-language kindergartens, and they see the future only because they communicate with their parents only in Ukrainian, and the result is wonderful.... (Participant 6, interview, May 15, 2022 [01:21:57.500])

My teacher-participants talked about this ‘calling of caring’ in terms of the ‘essential emotional resources’ of educators that complement other educator resources, and even compensate for some deficiencies (Participant 7, interview, May 21, 2022). As one participant put it: ‘[d]espite the war, I am glad that humanity, decency, and love for our profession have united us all even more (Participant 6, email communication, September 16, 2022). All these comments (of which there were many more) demonstrate how these teachers have identified an area in which they can express political empowerment, that is, the capacity of assisting their country to move in a direction that has historically presented great challenges, and no less so today. The exercise of this capability has allowed these teachers to influence political life by working shoulder to shoulder with it. In other words, exercising and modelling their democratic capability.

Similar results have been reported in other research studies. For example, findings of a qualitative interpretive study on teachers’ professional identities illustrated that the caring behaviour teachers exhibit in their work is seen to have professional, performative, and philosophical dimensions as individual teachers cope with external expectations in different and challenging settings (O'Connor, 2008). By favouring caring for their students, the teachers in this study were able to construct and maintain a sense of professional identity that cohered with their personal philosophies about the role of teaching (O'Connor, 2008). Caring was exhibited through the feelings, actions, and reflections that derived from the teachers’ desire to encourage, assist, and inspire their students (O'Connor 2008). The same qualities came out during conversations with the participants in my exploration:

> a teacher should give of their free time, maybe even at the expense of their rest, but believe me, we draw strength and energy from something completely different, we draw strength and energy from the pools of the children's eyes, who love us and who continue to learn even in this difficult time, no matter how hard it is for them or what we expect of them (Participant 2, interview, April 28, 2022 [00:03:59.800]).

The results of the aforementioned study revealed that teachers’ experiences of caring are influenced both by their need to serve a formative function with their students (servant leadership) and by their individual beliefs about their role as future-builders (O'Connor, 2008).

Burnett and Dorovolomo (2007) affirm that a flourishing teaching professional’s identity is politicized, committed, concerned…and caring. Kruszewska and Lavrenova (2022) state that, since Russia's invasion in February of 2022, those teachers who have remained in Ukraine have been sacrificially providing both care and education. They teach children and keep them safe,

viewing this with pride as their highest duty. As was expressed by the participants in my study, the development, health, and political future of children are of paramount importance to a nation and to humanity. Research on caring educator-student relationships has demonstrated that they are reciprocal, motivating, personally rewarding, and enhance educators positive sense of professional identity (Hargreaves, 2000; O'Connor, 2008; Pianta & Stuhlman, 2004; Spilt et al., 2011). This, along with perseverance and innovation, form a promising foundation for teacher flourishing.

Chapter 7. Conclusion and implications

7.1 Learnings

This investigation invited a complement of contemporary elementary schoolteachers from different parts of Ukraine to share their journeys of teaching and learning in their native land as professional practitioners. It did not assume to speak for all elementary teachers in the country, nor to make sweeping generalizations about education legislation, policy, practice, and professionalism in this evolving sovereign state. However, it did reveal something more about the nature of educator professional life in this understudied part of the world, in particular, how teaching professionals have negotiated and continue to negotiate the transition from a centralized Soviet system to a Western-style democracy and still preserve a vision of their personal professional selves.

Notwithstanding the unprecedented conditions in which the participants contributed to the research (major ongoing neoliberal education reform, the coronavirus pandemic and period of quarantine, and Russia's war in Ukraine and martial law), while still functioning in their capacity as teachers, their data generated invaluable insights about teacher flourishing in a crisis-laden context. The experiences shared by each of the twelve participants through visual instruments (‘river of experience’, autophotography), semi-structured focused group discussions, and semi-structured individual interviews, together, revealed a metanarrative, a common ‘river journey’, whose determined flow was never diverted for very long. The visual methods employed and described in detail in this dissertation found resonance with the study participants, even if their conditions did not always permit some of them to provide the kind of artifacts that they had hoped. On the whole, however, the response of the teachers to this approach was described thus:

> Through the opportunity of analyzing and recalling my work experience visually, you gave me inspiration and made me realize that teaching really is my calling (Participant 10, email correspondence, Oct 5, 2022).

The visual narratives told powerful stories, wherein the teachers could more deeply explore their professional lives and the notion of flourishing while continually reflecting upon, confronting, and questioning their ‘memories of struggle, joy, confusion, pain, isolation, and belonging’ (Cammarano & Stutelberg, 2020, p. 2).

In answer to the main research question—*what does it mean to flourish professionally for Ukrainian elementary school teachers?* —their data indicated a blend of elements, namely,

- *To persevere* – that is, as an individual, to guard self-respect and foster capaciousness when faced with upheaval at any level, personally or professionally, recognizing and addressing 'the ironies of policy and the ironies of practice' (Hoyle & Wallace 2007, p. 9) by 'keeping things vital' (Cammarano & Stutelberg, 2020, 5), that is, continuing to move forward. The teachers studied demonstrated that a purposeful disposition, sustained heutagogical approaches, and concerted efforts (or an outward stance) formed a synergistic defense against uncertainty, unexpected shifts, and even danger. Collectively, they appeared to subscribe to the view that fear is a bad advisor, and that courage is not a heroic personality trait limited to the few.

- *To innovate* – that is, to master the roles of leader and coordinator of the educational process, engage in 'principled infidelity' (Hoyle & Wallace 2007, p. 9) when veering away from traditional curricula, methods, established philosophies, and policies in order to embrace new ones; to brave change agency as an expression of decentralization politics; and to act as early adopters of Education 4.0 technologies through entangled pedagogies.

- *To cultivate identity* – that is, to reflect on the continuum of national education history ongoingly and critically in order to envision a path forward for learners that does not sacrifice cultural identity in the name of Europeanization and globalization; to seek and develop diverse forms of professional community where professional identity can safely be interrogated, adapted, and finessed for the benefit of self and society; and to model democratic principles in teaching and learning inside and outside the classroom.

The participants were also asked to consider several related sub-questions:

a. *What do they feel might enable or impede their sense of professional flourishing?*

While the importance of support on the domestic front was emphasized by some participants, the data suggested that the nature of teacher relationships with their school principals was a key factor in either enabling or impeding flourishing. This was

discussed both in terms of mentorship and partnership and was especially important if the teacher had experienced difficulties finding work in their profession or had initially come to it against their will (due to family or financial pressures). In fact, if a teacher was unable to resolve a difference in educational philosophy with their principal, the effect was deleterious, with participants reporting that they felt underappreciated and hampered in their work. Sometimes, the conflict resulted in the teacher feeling obliged to change schools. The data also showed that these situations occurred not only during the first years of Ukraine's independence, nor only with the subsequent enactment of new education legislation. In some cases, such rifts have carried over. This tended to be more apparent in the data of participants from eastern regions, where the effects of Soviet education and Russia's more recent incursion continue to be felt and expressed in a measure of complacency.

Similar negative impacts were reported when teacher-participants encountered philosophical, methodological, or work ethic related differences with fellow staff in their schools. This normally happened in relation to the introduction of child-centred pedagogies, integrated curriculum, inclusivity, or Ukrainian language learning as part of reforms, which highlighted resistance to change among some teachers in some settings. This was felt particularly in rural environments, where teachers were accustomed to more authoritarian approaches to classroom management.

It should be noted, however, that these trends did not necessarily fall along east-west or rural-urban lines. It became apparent that another factor—the dissonance caused by disparate feelings of personal flourishing on the part of teachers versus principals, and teachers versus other teachers—also came into play.

The antidote to such difficulties was felt to have multiple components: persistent efforts by teachers at fostering strong working alliances with supervisors and peers; engaging in and facilitating various forms of professional learning communities; and building a strong bond with the broader school community: parents, in particular, but also the village, town, or city where the school is located.

Of at least equal importance, and sometimes superseding other alliances, was the function of external partnerships and training in enabling professional flourishing. Participants in this study placed great emphasis on access to training, certification, and grants from educational service providers, such as teacher organizations and events, edtech companies, and entrepreneurial incubators.

These findings align with the literature on teacher resilience, on thriving and not simply surviving, which notes the importance of both protective factors (e.g., self-motivated learning; mentorship, and collegial support) and risk factors (e.g., contextual complexity; leadership, and innovation demands) as professional stimuli for teacher well-being and flourishing (Beltman et al., 2011). A review of this literature has also revealed that '[w]hat might be a challenge for one individual in a particular context may not be so for another person' (Beltman et al. 2011, p. 33).

b. *What are their views about continuous professional development (CPD) in relation to professional flourishing?*

Participant views were mixed concerning formal or institutional CPD. Comparing the traditional Institutes of Postgraduate Pedagogical Education connected with universities, and the newer Centres for the Continuous Professional Development of Pedagogical Workers, participants in this study were more inclined to favour the former, due to their organized and established additional qualification courses and infrastructural support. There continued to be greater comfort with that, which is proven. While interest was expressed in the newer Centres as an additional resource, participants remarked that the organization of these Centres was weaker and their contribution potentially less valuable, since they are independently organized, funded, and staffed by any interested parties (often business ventures) and serve a more consultative/advisory function. As several participants noted, these Centres are also not available in all regions. These views revealed a tension, even among so-called pro-reform teachers, between established traditional CPD and newer approaches brought in as part of democratic education reform. Also, some felt that both the Institutes and the Centres did not always keep up with changes to policy or practice, some were insufficiently staffed, or lacked technological affordances and related pedagogical instruction. There seemed to be a

consensus that inclusivity pedagogies were particularly underserved, notwithstanding the Ministry of Education and Science policy priority in this area.

The teacher-participants' solution for building professional autonomy, capability, efficacy, and capacity in order to flourish was to resolutely pursue lifelong learning: to actively and consistently seek out and also create informal and independent learning opportunities. Participants frequently cited in-school methodological and creative teacher groups, inter-school and city-wide teacher initiatives, open lessons, conferences, EdCamps, online modules, courses, other training, and, where possible, travel to other countries to participate in international programs and gatherings.

The creation of web-based vehicles for teaching and learning during the COVID-19 pandemic and their further development during the overlapping invasion by Russia bolstered teacher-participant interest in informal CPD. The evidence from my investigation indicated that these teachers systematically explored the learning opportunities opened up in the online space, identified lacunae related to the needs of elementary school students (among them, those with special needs), including deficiencies in their own ability to meet these needs, and made a practice of engaging in as many types of professional learning as possible, as well as organizing both in-person and digital training of their own. They did remark that this resulted in considerable additional work for them, but at the same time they found these possibilities stimulating and fortifying. They commented on the ability of informal learning to combat lack of self-confidence, isolation, and despair.

Research on formal, informal, and independent teacher learning is quite voluminous, with technology frequently mentioned as a potential support for each of these three mechanisms (Jones & Dexter, 2014). As also brought out by my investigation, researchers note that educational administrations are 'missing opportunities to enhance the teacher and student outcomes by not supporting, recognizing, connecting to, and building upon teachers' informal and independent learning processes already in place' (Jones & Dexer 2014, p. 383). Research has additionally shown that 'informal collaboration can provide the necessary on-going and just-in-time support for projects that originated in formal PD activities', and that 'independent activities can also spawn

informal collaborations or provide the needed background knowledge and skills to support collaborations that began in formal or informal activities' (Jones & Dexer, 2014, p. 383).

c. *How do they see their role evolving under democratic reforms in Ukraine and what is their ideal vision for the country's educational future?*

Since the data collection for this investigation was conducted in conditions of war, participant response to this question was unsurprisingly emotional. There was a sense that now, more than ever, teachers in Ukraine are responsible for the 'decolonization' (de-Sovietization, de-russification) of the curriculum, along with interpreting European and global education priorities and policy documents for the youngest of learners—Ukraine's future adult citizens—in anticipation of the country's impending accession to the European Union. As was often mentioned in the data, teacher-participants saw themselves as parental figures in the lives of their pupils, as much responsible for pupils' 'national upbringing' as the children's parents, perhaps more so. They explained that this was because of how children and families have been uprooted by war, forced to flee, parents burdened with having to find work, many finding themselves in completely foreign circumstances with little access to their native context: other family members, friends, their school, their church, their cultural traditions, even their language. And, of course, some have been killed. Also, in light of the disruptions caused both by the pandemic and war, the participant data suggested that teachers felt responsible for helping their pupils build skills and competencies that would help them to successfully embark on future careers. For these reasons, the teachers involved in my exploration linked their personal well-being, professional identity, and sense of flourishing to their role as caring nation-builders.

There is a large body of research on education in conflict settings from around the world, which, while attending to disturbing conditions, provides illuminating observations, and the data from my study added to these. Findings from a qualitative case study about the Liberian context aptly summarize teacher flourishing characteristics that were demonstrated by my Ukrainian participants, as well:

> '...teachers…see themselves and are seen as second parents, humanitarians, 'town criers,' role models, guardians, parents, counsellors, unifiers, agents of peace, 'Hercules,' and psychologists to help students...' in addition to

> implementing curriculum and education reforms (Adebayo, 2019, p. 102928).

7.2 Limitations

7.2.1 Translation

Research, especially in the social sciences, increasingly traverses national and linguistic boundaries (Guest et al., 2013), requiring further attention to matters of the trustworthiness of translated data and faithfulness to the intentions of research participants. Nevertheless, Sutrisno et al. (2014) have concluded from two education case studies they conducted that, while complete linguistic equivalence is not possible and there is no universal approach to data translation, researcher transparency about their process and an open line of communication with their participants (or 'cognitive access' – Saunders & Townsend, 2018), contribute meaningfully to the dependability and legitimacy of the translated data. These findings support the ethics of my translation approach (as outlined in the Translation section). In addition, Temple and Young (2004) confirm that extensive re-checking of translation results is useful to improve accuracy and increase the researcher's sense of ownership of the entire research project. Re-checking was part of my process, based as well on previous experience translating research data. While some scholars advise the use of certified translators and native-speaking proof-readers, these additional elements require the commitment of sufficient time and financial resources. Also, such investments may not be necessary if a bilingual/multilingual researcher is mindful of their role and clear with their participants about their own credentials (Sutrisno et al, 2014).

7.2.2 Choice of participants

As explained at the outset, my choice of research participants was of necessity limited. First of all, the intention of my study was not to amass a large body of statistics about Ukrainian elementary teachers from a large sample population, although there is certainly room in the field for such an approach and it would be a welcome addition. The purpose of my research was to look into the lives of some teachers in search of evidence of individual and shared flourishing experiences, to serve as an introduction to this area of research which is still in its early stages.

This aside, the outbreak of war in Ukraine meant that my access to a broader range of potential participants (across various defining categories) was disrupted.

Saunders et al. (2016), in considering the challenges of choosing participants for qualitative investigations, remind that, once again, 'time and financial resources we have available for our research may also constrain the data we will be able to collect and subsequently analyse; again highlighting the necessity to choose a sub group of participants' (p. 1). However, Brinkmann and Kvale (2015) affirm that it is the research aim and objectives which inform the research design, including the choice of participants, in order to best address the questions posed by the study. Importantly for the current study, Saunders and Townsend (2018) note that for more emergent qualitative research, 'the characteristics of suitable participants are likely to need to be...defined more broadly....' (p. 2).

7.3 Impact on personal professional practice

The experiences of my research participants and, in particular, how they built both their personal professional and field capacities through creative engagement on various levels has and continues to have an impact on my own practice related to Ukrainian teacher mentorship and training. Firstly, the successful and illuminating application of the visual tools exercised in this study has now become an established practice for use with and by the teachers with whom I interact and adds useful findings to the literature about the employment of visual instruments in the academic research process. Secondly, the tight school-family-community triad operationalized by my participants has added valuable support to my own previous research as part of a partnership development grant project concerned with improving our schools. This, in turn, contributes to the literature about international perspectives on multi-stakeholder collaborations and educational change in the face of globalization. Thirdly, the swift and urgent uptake of Western neoliberal concepts about and for education revealed by my data not only adds to the body of research on the neoliberalization of education but invites further critical investigation (including on my own part) of the tensions between universalizing neoliberal approaches, Europeanization, democratization, and the development of distinct post-Soviet national identities. My findings add, as well, to the discourse about the decolonization of educational knowledge and the incorporation of international perspectives and contestations. They also contribute new insights regarding my own past research on the subject of institutionalizing European standards and guidelines for quality assurance, and the role of

National Qualifications Frameworks, and create new opportunities for further exploration of professional teacher perspectives in the Ukrainian context. Fourthly, my research study contributes to scholarship tracing the dynamic interaction among technology, people, and culture. This informs my own work in developing collections of online and multimedia resources (supported by pedagogical guidelines) for Ukrainian (as an additional language) education (I have recently completed my ninth volume). And lastly, the revelations that have come out of my study regarding teacher professionalism in crisis conditions help to build what has become an important worldwide repository of data on how teaching professionals have and continue to manage teaching and learning in pandemic, post-pandemic, disaster, and conflict environments by combining self-direction and practice community involvement to sustain flourishing. I continue to encourage Ukrainian teachers to engage with this repository of research (now including my own) to empower them to deal with the new teaching and learning challenges that have arisen in temporary settler settings, such as Canada, which has seen an influx of over 300,000 Ukrainian migrants, the vast majority of whom are women and children.

7.4 More to explore

A number of areas have been touched upon in this investigation meriting further research. Returning for a moment to participation, the opportunity to investigate in greater depth the constituents of professional flourishing for Ukrainian elementary teachers by age range and years of service, comparing gender experiences, as well as rural versus urban settings, and including representation from more oblasts, would add valuably to the body of knowledge. There could be more to gain from comparing perceptions of professional flourishing between teacher-candidates, practicing teachers, and teacher-educators. Two other areas warranting investigation are the professional flourishing experiences of Ukrainian elementary teachers who were mobilized (or volunteered for military deployment), and also to compare the journeys of native teachers and those who have had to migrate, be it temporarily or permanently. There is also room for longer term studies on the following topics: changes to Ukrainian elementary teacher flourishing as the COVID-19 pandemic continues and then becomes endemic; and the impacts upon Ukrainian elementary teacher flourishing should Russia's war in Ukraine become prolonged. And from a policy perspective, once Ukraine accedes to the EU, how will Ukrainian elementary teacher flourishing be affected? Will teachers experience greater freedom or more constraints when they are fully subject to EU policies? And in relation to the aforementioned,

research about Ukrainian elementary teacher flourishing in light of the newly announced 'Education 4.0: Ukrainian Dawn' strategy of the MESU of Ukraine (2022), meant to harmonize the Ukrainian and European educational spaces to ensure that the national education system is in line with the technological structure of Industry 4.0 by 2032, along with UNESCO's Futures of Education strategy towards 2050 and beyond. Similar explorations could be entertained with secondary level and post-secondary educators, as well as interculturally between Ukraine and neighbouring post-Soviet countries. And finally, given that President Volodymyr Zelensky signed a law on June 26, 2024, establishing English as an official language of international communication in Ukraine, longitudinal research into the educational management of this adoption will be important as part of broader nationality studies scholarship.

7.5 Final remarks

At the beginning of Russia's 2022 war on Ukraine, schools had already been functioning under the New Ukrainian School (NUS) program for four years. Teachers had already faced and overcome many problems. The challenges of implementing NUS were difficult both for teachers and students to accept at first, and then compounded by new challenges with the onset of the coronavirus, and then war. During the period of my study, teacher-participants saw the need to understand that children from active war zones were forced to survive in a situation of danger and instability, to cope with emotional and psychological stress. In response, teachers throughout the country needed to learn how to make quick, non-standard decisions; look for new forms of organizing the educational process; create and implement innovative educational technologies; and use modern information technologies (Stepanets et al., 2023).

Regarding the organization of the educational process, many recommendations, videos, and courses were developed during this period, although it was not easy to actually implement them in the educational process under martial law, and especially in occupied territories. But as the data from my research have shown, each teacher saw the path out of their situation in his or her own way. This does not mean that all the problems faced by elementary schoolteachers in Ukraine have been exhausted. But as my participants described, current and anticipated difficulties could be overcome by those who do not stop at what has been achieved, and through continued attention to the development of Ukrainian children, their talents, and creative powers.

The experiences of both the pandemic and war, far from over at the time of writing, revealed that, for the personal and professional flourishing of the teachers involved in this study, key skills included adaptation to new conditions, self-regulation, positive thinking, and the ability to quickly recover from stressful events.

‘The situation changes every day’ (Participant 5, email correspondence, July 19, 2022). And so, Ukrainian teachers’ professional flourishing journeys continue, and their powerful stories evolve. New chapters await.

Appendices

Appendix 1. Central Human Functional Capabilities (Nussbaum, 1999, pp. 41-42)

1. *Life.* Being able to live to the end of a human life of normal length…; not dying prematurely….

2. *Bodily health…*Being able to have good health, including reproductive health; being adequately nourished…; being able to have adequate shelter….

3. *Bodily integrity.* Being able to move freely from place to place; being able to be secure against violent assault, including sexual assault…; having opportunities for sexual satisfaction and for choice in matters of reproduction

4. *Senses, imagination, thought.* Being able to use the senses; being able to imagine, to think, and to reason--and to do these things in…a way informed and cultivated by an adequate education…; being able to use imagination and thought in connection with experiencing, and producing expressive works and events of one's own choice…; being able to use one's mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech and freedom of religious exercise; being able to have pleasurable experiences and to avoid nonbeneficial pain

5. *Emotions.* Being able to have attachments to things and persons outside ourselves; being able to love those who love and care for us; being able to grieve at their absence, to experience longing, gratitude, and justified anger; not having one's emotional developing blighted by fear or anxiety….

6. *Practical reason.* Being able to form a conception of the good and to engage in critical reflection about the planning of one's own life. (This entails protection for liberty of conscience.)

7. *Affiliation.* Being able to live for and in relation to others, to recognize and show concern for other human beings, to engage in various forms of social interaction; being able to imagine the situation of another and to have compassion for that situation; having the capability for both justice and friendship…. Being able to be treated as a dignified being whose worth is equal to that of others.

8. *Other species.* Being able to live with concern for and in relation to animals, plants, and the world of nature.

9. *Play.* Being able to laugh, to play, to enjoy recreational activities.

10. *Control over one's environment.* (A) *Political*: being able to participate effectively in political choices that govern one's life; having the rights of political participation, free speech and freedom of association…(B) *Material*: being able to hold property (both land and movable goods); having the right to seek employment on an equal basis with others….

Appendix 2. Translation of focused discussion PowerPoint presentation

(N.B.: link to original slides: https://bit.ly/3N0mEpu)

SLIDE 1
Ulana Plawuszczak Pidzamecky, MA, Canada

UKRAINIAN ELEMENTARY SCHOOL TEACHERS

What contributes to their professional flourishing ? What hinders it?

What are their prospects for their own careers?

For learning and education in Ukraine in general?

Notes:
The purpose of my research is to better understand the components of elementary school teacher professionalism during the period since Ukrainian independence was declared and modern education reform instituted.

SLIDE 2
TITLE – TOPIC:

Flourishing or floundering? Exploring Ukrainian elementary school teacher understandings of their professional experience

PARTICIPANTS:
From 12 to 21 elementary school teachers from different parts of Ukraine

THEORETICAL LENSES:
-Human Flourishing (Aristotle)
-Capabilities Approach (Sen 1979; Nussbaum 1997)
-Neoliberalism (Hajek et al. 1947)
RESEARCH INSTRUMENTS:
-River of Experience
-Autophotography
-Focused discussion (in a group)
-Individual semi-structured interviews
-Researcher journal
METHODOLOGY:
-Qualitative Approach
-Interpretivist Paradigm
-Subjectivist Position
-Narrative Inquiry
-Visually based data collection
-Template Analysis (King 1998)
Notes:
The main components of this study.

Thematic analysis: identifying overarching and intersecting themes.

SLIDE 3:
An example of the traditional way of presenting information about teacher professional development

Professional and pedagogical self-improvement of teachers
>Improving professionally relevant traits and qualities
>Self-study (mastering the achievements of scholarship)
>Study and generalization of advanced pedagogical experience
>Academic and methodological work

Changes in personality
Application of knowledge in practice

>Personal growth, personality harmonization
>Application of scholarly achievements in practice
>Implementation of advanced pedagogical experience
>Application of the results of academic and methodological work

Fig. 4.1 Structure and main directions of a teacher's professional and pedagogical self-improvement

Notes:
How is information about teacher growth and flourishing usually presented? Traditionally - abstractly or theoretically - where there is no sense of the teacher's 'I' (self) - neither personal nor professional.

SLIDE 4:
Visual: sample of teacher PD page, depicted slide 1 - My Path to Professional Development, slide 2 - Professional Development, slide 3 - academic and methodological problem I am working on

One of the examples of how teachers are trying to express their growth

Notes:
There have been some commendable attempts to present professional development in a deeper and more personalized way by teachers themselves. However, these are still rare - as we have seen, they are mostly focused on qualifications, and on the curriculum, without identifying the connection between components.

SLIDE 5:
A smoother or more dynamic example of professional self-expression
Customer journey map (business teacher)
Presentation on the topic: My professional development path

Notes:
More recently, perhaps under the influence of neoliberal market principles, these representations have become marketing-driven, but with signs of the multidimensional nature of the teacher's experience. However, what is missing is a substantive, personalized reflection of views about and the pathway to flourishing.

SLIDE 6:
The river of experience:
A phenomenological description of meaningful experience
> Reveals layers of decisions, changes, and nuances
Metaphorical elements: (if participants are interested in using them, they can be indicated graphically or with symbols)
* bends
* extensions/widening
* narrowing
* tributaries
* banks
* dry areas
* flooded areas
* peaks and valleys
... >>> that is, the entire flow of experience

Notes:
The RIVER OF EXPERIENCE methodology is actually suitable for this purpose...that is, different moments of professional flourishing (both positive and negative) and any relevant experience outside of professional teaching life.

SLIDE 7:
Creative River Journey

Career Snake

River of Life/
of Experience:
A diagram of key points

Script:
- The River of Experience is a constructivist data collection method and creative analytical process for uncovering perceptions of one's own life or professional experiences (Richardson 2003). It was first devised by researchers Pope and Denicolo (1990) to gain a deeper understanding of individuals' personal careers.

SLIDE 8:
It can be quite simple...

Notes:
produced on a computer or other device,

SLIDE 9:
...or more creative

Notes:
drawn by hand, using different colors, shapes, markings, etc.

SLIDE 10:
Notes:
-Drawing the river is a creative way for participants to reflect and share their thoughts, regardless of how long they have been in their profession.
-Starting with the moment when you realized that your experiences at the time (e.g., school, work, other activities, or experiences unrelated to your professional life) were preparing you for the teaching profession, and ending with where you are headed in your professional life.
- Be sure to include memorable moments, challenges, if your river splits into several directions, when your views or perceptions changed. Use drawings, words, images, metaphors, clippings from other sources...whatever best reflects your experience of flourishing from your own perspective.
-You can use paper and a pen/pencil, or colored pencils or markers, chalk and a black board, whiteboard, digital board, or any other tools to represent your ideas.

SLIDE 11:
Notes:
-This assignment is a way to tell your professional story through the metaphor of a river, and like a real river, let your image reveal both the deep and shallow places.
-A river can flow straight, or it can meander (e.g., at turning points in your professional life). It can also narrow or widen, divide, or change course.
- In terms of different metaphors or symbols that you can use, there are some useful elements to think about, e.g.: most rivers are quite variable: sometimes gentle, sometimes with fast flowing sections, some with calm pools, and sometimes with rapids or waterfalls. Rocks, islands, banks, and bridges are also common features.

SLIDE 12:
Notes:
- Whether it is a simple black and white drawing or in colour, use what best expresses your own experience of professional flourishing.
- If you like, you can draw tributaries to indicate key influences that have directly or indirectly helped or hindered your professional journey.
- In addition to the text, you can add dates or other markers along the course of your river.

SLIDE 13:
Notes:

-The rough water in the river illustrates moments when a person faced difficult challenges that could, however, be a potential source of valuable learning.
-Think about how you will portray your challenges, triumphs, moments of reflection and discovery.
-When did your experience flow quickly? What parts were blocked by obstacles? When did you feel you were lagging behind? Or taking a big step forward? Or simply making steady progress? And when did you encounter distractions? And in what moments did you feel supported?

SLIDE 14:
Notes:
-What you need to consider when performing this task:
-If you were to divide your professional journey of growth and flourishing into parts, where would the divisions be?
-Who or what has shaped your journey the most?
-Has anything happened locally, regionally, or globally that has influenced the flow of your river?
-What values, commitments, causes, or principles were most important to you at a particular point in your journey?
-What were your main energies directed toward? And now?

SLIDE 15:
KEY TO SYMBOLS (METAPHORS)
MOUNTAINS – DIFFICULTIES, OBSTACLES
WATERFALLS – DELAY
EAGLE – SUCCESS
STAR – IMPORTANT/SIGNIFICANT

Notes:
Here are the symbols that I used in my river (just for example). However, I recognize the intercultural variations in the interpretation of metaphors, i.e., you and I may understand the symbols differently, and this is part of our common learning.

SLIDE 16:
Notes:
- And now, my own river, for illustration.
- This river is somewhat exaggerated and only represents one possible example or sample of what can be created. It consists of two parts, because my professional career is almost 40 years old! However, this river contains the main elements that you may find useful to keep in mind, and that is why I have presented it in this way. I will tell you about it in two short videos of one and a half minutes each (and so that you can see it in more detail and read my notes, I will send you this presentation and some photo captures. This way, you can watch as much as you like).

>>YOUTUBE links to my river:
PART 1 - https://youtu.be/ML4_j3BySt w,
PART 2 - https://youtu.be/E9lYQ0hmzuA

SLIDE 17:
What can participants' photos show?

Notes:
- And then there is the issue of the accompanying photo or photos: auto-photography, or the expression of thoughts through images (Collier and Collier 1986; Pain 2012), involves sharing photographs related to the research question, which can be presented separately or as part of your river. Photographs are important because they represent relevant places and biographies, while also depicting socio-political conditions and change (Spencer 2011).

The method of auto-photography can, for example, reflect pedagogical approaches, extracurricular activities, self-improvement, or interesting alternative forms of education. Content will depend on the individual participant.

SLIDE 18:
Notes:
- My photos, which, in my case, I included in my river, represent the following:

1 - Innovate Inside The Box (i.e., within the existing, albeit changing, educational system) - this book reminds us to always keep pedagogy (not the course of study) at the forefront and to believe in our ability to use available resources in new and creative ways - in other words, to promote authentic learning notwithstanding constraints and demands.

2 - From a recent journal article: A good teacher-student learning relationship is based on creating an enhanced learning experience that is student-driven and evidence-based, where the student and teacher are co-learners. It is about combining teacher experience, student experience, and relevant findings from the research literature for both students and teachers to flourish.

3 - This is a photo I sent to a colleague who created a web portal on inclusive physical and health education and sports, at a time when she was denied all support, doubting the potential success of her tool. Meanwhile, hundreds of educators are already using her portal, creating a new community of practice. Such determination inspires me and this initiative, in my opinion, embodies flourishing.

SLIDE 19:
Summary of instructions for completing research tasks:
** If you are taking pictures of other people or school facilities, be sure to get permission.

1/ Each of you should prepare ONE river of experience and AT LEAST ONE photograph (you may have more than one) that relates to the topic of the study.

2/ YOU choose which tools to use to create these artifacts.
3/ You may scan and email me your visual artifacts, provide me with a link to a digital version, put them in a private shared online folder (e.g., Google Drive), or simply send the image in a way that works best for you. Whatever you prefer.
What particularly interests me is: How does YOUR river flow?
Notes:
And remember: this is NOT a competition! Only I will be reviewing your rivers and solely for analysis and discussion during our individual interviews. Any parts I may use for illumination in my final dissertation will be completely anonymous.

It will be particularly interesting and important for me and the academic community to learn more about the current moment in your professional life. So, how would you characterize and describe your professionalism, professional growth, and professional flourishing in the current conditions of war in Ukraine?

(DEADLINE FOR SUBMITTING YOUR ANSWERS - BY MUTUAL ARRANGEMENT)

SLIDE 20:
Notes:
- A small postscript: you may be thinking: 'What is the potential for success in such a study?'
- Let me tell you that last year I conducted a pilot study with participants from Indonesia using these very methods on the topic of overcoming the challenges of teaching and learning during the pandemic. Although these teachers do not have the same level of pedagogical training as Ukrainian teachers and their cultural context is different, they said that their participation was interesting and stimulating, and they are now starting to experiment with these methods in their own classrooms and in professional learning with other colleagues.

Appendix 3. Translation of interview questions and topics*

(**Question pool: the interviews were semi-structured in that the choice of questions or topics of conversation depended on the individual teacher's experiences, comfort level, and personal conditions at the time the interview took place. They were also invited to add anything they felt was relevant.*)

As you know, the purpose of my research is to understand the components of professionalism of Ukrainian elementary school teachers during the time of Ukrainian independence and the modern reform of the education system in Ukraine.

Allow me to remind you of the key research questions related to this intention --

1. What does it mean to flourish professionally for Ukrainian elementary school teachers?

a. What do they feel might enable or impede their sense of professional flourishing?

b. What are their views about continuous professional development (CPD) in relation to professional flourishing?

c. How do they see their role evolving under democratic reforms in Ukraine and what is their ideal vision for the country's educational future?

With these considerations in mind, let me ask you some questions about your thoughtful and creative 'river of experience' and the images and presentation you so kindly shared with me.

The story of your rich professional life is deeply moving and gives one pause to think. It speaks to the qualities of persistence and resilience in a professional career.

1. Do you think that these qualities are even more important today? And do you think that these qualities are shared by the majority of Ukrainian teachers?

2. How has the character (atmosphere, requirements) of your classroom conditions changed during your teaching career until now?

3. What does being an innovative teacher mean to you? How prepared do you feel for introducing educational innovations? What areas are most in need of innovation in Ukrainian education today?

4. How has the attitude towards learning the Ukrainian language changed during the time you have been a teacher?

5. What changes have occurred in the practice of assessment during your teaching career and how do you feel about these changes? To what extent did you feel ready for their implementation?

6. Currently, do you work in a rural or urban school? And in the past? What differences, if any, did you notice?

In Ukraine, due to the war, 91 educational institutions have been completely destroyed so far, and more than 1,000 have been damaged.

7. In your opinion, what does this mean for the future of education in Ukraine?

8. Do you think that your role as a professional teacher is to promote the development of national identity in your students? And the feeling of European citizenship?

AUTHENTICITY and TRUST

In a professional environment, being authentic or being yourself can help build open and honest working relationships, since being authentic and transparent helps a person come across as genuine and trustworthy. However, there are times when you may feel compelled to conform to cultural or organizational norms in the workplace that do not align with your personal values.

9. How would you characterize the professional culture of your modern workplace? Do you have opportunities for self-expression, cooperation with colleagues, and independent decision-making?

10. Do you feel that there is a gap between your work and personal identity? If so, what is the discrepancy? What do you think could help resolve this?

11. Do you have regular opportunities to reflect on your professional practice? If so, how is this useful? If not, why not?

IDENTITY, PROFESSIONAL FREEDOM, AUTONOMY

Reform is a word that is often heard in the corridors of neoliberal educational institutions.

12. How did education reform in Ukraine affect your pedagogical practice? And the teaching profession in Ukraine in general?

13. Are there opportunities to contribute your own proposals to the discussion on educational policy?

I quote: ‘An independent teacher is a volunteer who seeks to change the world not only for compensation’ (comment of a finalist of the Global Teacher Prize Ukraine 2021)

14. Do you agree with this statement? Please explain.

TEACHERS and EDUCATION

15. How effective was your teaching training (education) in balancing your thinking about learning theories and learning goals with your own desires, needs, and vision as a professional teacher?

In June 2021, a new national online platform for the professional development of teachers in open access called ‘EdWay’ began operating in Ukraine. In November 2021, an international platform for the open exchange of materials among teachers called ‘Eduki’ was to be launched in Ukraine.

16. What importance do you attach to these developments?

POLITICAL/STRUCTURAL FACTORS

On July 29, 2020, the Government of Ukraine adopted resolution No. 672 ‘Some issues of improving the qualifications of pedagogical workers’, which approved the Regulation on centres for improving the qualifications of pedagogical workers.

17. Do these centres contribute to your professional development? Please explain.

In September 2021, the Government of Ukraine adopted a law that regulates the issue of qualification categories and educational ranks of pedagogical workers.

18. Does such legislation have a positive, negative, or no particular effect on your sense of professional growth and flourishing?

IMPACT OF TRANSITION TO DISTANCE/ONLINE EDUCATION ON TEACHERS

19. Please comment -

'The National online school is an example of the solidarity of adults around children', Olena Zelenska

20. Do you have enough time to prepare lessons and interact with students? For professional development? And also, for your life outside of teaching -- since the pandemic? And after the Russian invasion?

METHODS OF THIS RESEARCH STUDY

21. Do you have previous experience using any visual methods for teaching or learning?

22. How useful were the methods used to carry out your research tasks in this study in helping you to communicate your ideas and experiences? Did you encounter any difficulties?

23. Briefly explain your choice of visual metaphors.

24. Could you use these tools with your students? Or in professional development circles?

OTHER QUESTIONS/ TOPICS OF CONVERSATION

I am also interested to know what you think about the proposal to merge the MESU with several other ministries.

School access to the Internet and digital technologies for education

Previous technological training, experience, and support

Role of salary increases, new incentives (scholarships, awards, for example Global Teacher Prize Ukraine)

Do you feel that being a female (male) teacher gives you an advantage in your profession? Do you ever feel any dissatisfaction? Do you experience any difficulties in your personal life because of your choice of profession?

Since the beginning of Russia's war in Ukraine until now, have you had to (or have you been able to) leave your place of residence? What about your colleagues? Have most of the children you teach stayed or left?

If your circumstances allow you to do so and you have the desire and opportunity, please tell us how you are doing - do you continue to keep in touch with your students, and what are you planning for September?

Reflecting now on your extraordinary experience of both the pandemic and the war, what is your vision of Ukraine's educational future?

Appendix 4. Sample Translation - Participant 12 'river of experience'

(N.B.: link to remaining translated participant 'rivers of experience' is here.)

Panel 1

(following the river from left to right)

My mother was an elementary school teacher, two of my mother's aunts were teachers, and my great-grandfather was a deacon.

During my childhood I 'taught' my dolls and also neighbourhood children. I always took the opportunity to help my classmates - to explain a difficult homework assignment, to help her friend prepare for an exam.

Being a teacher had been my childhood dream.

Environment and family values: the importance of knowledge, the value of books.

1985 – I was admitted into the Drohobych Pedagogical Institute despite the corrupt Soviet admission system. Initially, everyone in the admission committee declined my application and suggested that I apply to other faculties (there was fierce competition for elementary school teacher positions and many privileged applicants).

1985-1989 - active student life, pedagogical practicums. The university professors always evaluated my lessons very strictly, but noted that my lessons were not conducted at the level of a trainee, but of a teacher.

1989 – received my specialist diploma (elementary school teacher) with honours.

September 1989 - started working at the school where I had once studied. I had to prove to my senior colleagues that I was no longer a student, but their equal, a teacher. I conducted

demonstration lessons and educational activities, and received positive feedback from my colleagues.

1992 - my daughter was born, and I went on maternity leave for more than a year.

1993 - I returned to work after a year of maternity leave and had to overcome resistance (since my first class of pupils was Russian-speaking, there were colleagues who spread the word that I taught a Russian class, meaning I did not speak Ukrainian, so they should not entrust any children to me).

Despite such talk, I successfully taught children and organized educational folklore celebrations. My pupils were successful in the 5th grade. Colleagues who taught my children after me were satisfied with their progress and learning outcomes.

I dreamt of developing and improving in the profession.

Panel 2

(following the river from left to right)

The 1990s were a time when Ukrainian independence was being established, its beginnings. People wanted changes, to move away from Soviet content in education. Therefore, I eagerly attended courses and seminars, tried to pull out the most interesting ‘highlights’ for my students.

It was at this time that I became acquainted with the methodological system ‘Facing The Child’, attending local conferences organized by Ms. Oksana Wynnyckyj and a creative group of Lviv teachers. I began to introduce elements of integration into my lessons and to conduct integrated lessons. It was not yet thematic learning, but it allowed me to see that non-standard forms of teaching are very interesting for pupils. I presented my experience to my colleagues at school and to representatives of the district.

1995 – completed my first attestation, Level I qualification category.

1999 - I took courses in the ‘Facing The Child’ system and started teaching in an integrated way (thematic days, thematic weeks). I joined the city creative group of teachers whose work was based on the principles of this system.

1999-2004 – audited monthly seminars and annual conferences.

Growing higher and higher!

An important impetus was the fact that in 1999 my daughter entered the 1st grade. The passivity of my colleagues who worked alongside me prompted me to take my child into my own classroom and to build the learning process so that all the children would master knowledge creatively, actively, and happily go to school.

1999 – subsequent attestation; awarded the title of ‘Senior Teacher’.

2002 - took part in the district stage of the national ‘Teacher of the Year’ competition, achieving second place.

2003 - developed a system of children’s independent reading for my pupils. I collected samples of Ukrainian and world classics that would be interesting and accessible to elementary school children. There was an urgent need, because children’s book publishing in Ukraine was in decline at that time (good books were rarely published and were too expensive for a teacher’s budget).

I submitted my own program ‘The World of Children's Literature’ to the official pedagogical publication of the Ministry of Education and Science (the magazine ‘Elementary School’). I received neither a response nor a review, but three years later, the same journal published the program of the optional course ‘Children's World Literature’ by a different author. This somewhat diminished my desire to collaborate with this journal.

Instead, another professional publication (the pedagogical newspaper ‘Elementary Education’) published my methodological piece, ‘System of Ukrainian Language Exercises for the Theme ‘Summer’’.

Panel 3

(following the river from left to right)

Responsibility.

2003 - appointed to the position of vice-principal for elementary education. I organized the educational and methodological work of the elementary school teachers at our school, while continuing to teach. I was also engaged in the pedagogical instruction of parents. I organized what I called ‘The University of Pedagogical Knowledge’ for the parents at our school.

2004 - another attestation completed, and I was awarded the highest qualification category and the title of ‘Senior Teacher’ was conferred.

2004 - as a member of the creative group ‘Facing The Child’, I took active part in the development and methodological content of new topics of integrated learning.

2004-2007 - actively worked in a creative group, held monthly seminars, supplemented integrated topics with new developments and exercises.

2008 - wrote the column ‘Our Schoolchildren’ in the local newspaper ‘Advisor’, in which I published tips to help parents.

Over all these years, I never stopped improving myself, attending professional courses and conferences, and actively reading available pedagogical literature. I regularly submitted my own methodological materials to pedagogical publications (two of them were published by the journal ‘Elementary Education and Upbringing’).

I began to master digital and computer technologies and use them in teaching my pupils.

Participation in competitions among the professional teacher community of the district: ‘Creative Team’, ‘Creative Leader’, competitions among school-based methodological departments (won prizes).

New and interesting!

2007 - 2009 - I had to reduce my professional activity due to my mother's serious illness and death (my mother needed care, and I also needed to pay more attention to the needs of my child).

2009 - resigned from the position of vice-principal for the aforementioned reasons and owing to lack of support from the principal.

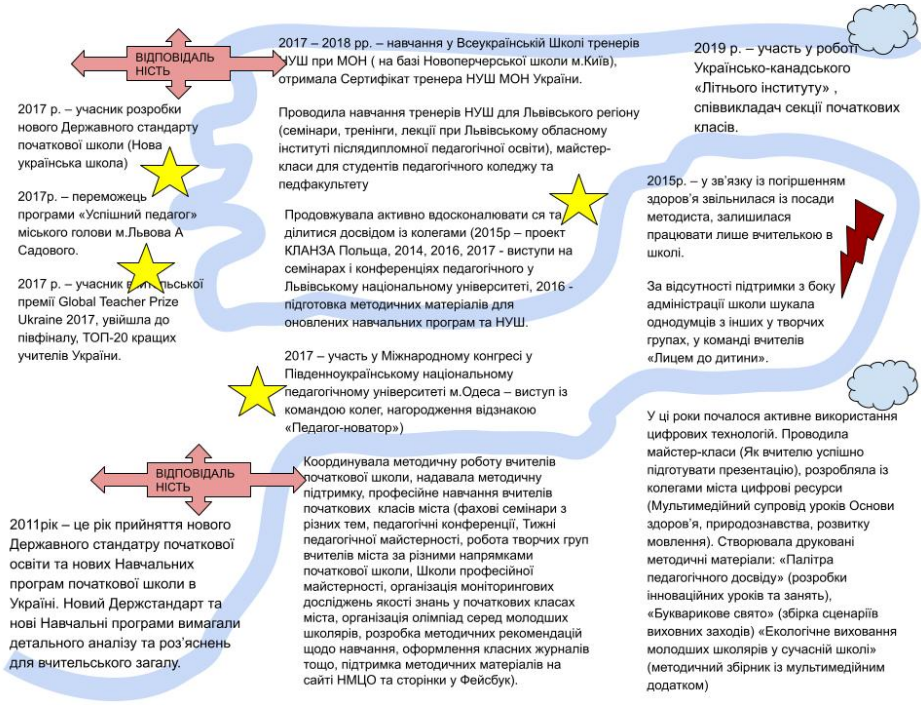
2009 – further attestation; I was awarded the title of 'Teacher-Methodologist', and confirmed in the highest qualification category. All subsequent attestations reconfirmed this title and category.

2010 - participated in the regional INTEL project competition 'The Halytskyi (Galician) Project', taking 2nd place.

2010 - participated in the city level of the national 'Teacher of the Year' competition, took 2nd place.

After participating in the competition, I was invited to work at the Lviv Educational and Methodological Centre as a methodologist for elementary education. At the same time, I continued with my classroom teaching.

Panel 4



(following the river from left to right)

Responsibility.

2011 was the year of adoption of the new State Standard of Elementary Education and new Curriculum of Elementary Education in Ukraine. The new State Standard and the new Curriculum required detailed analysis and explanations for teaching staff.

I coordinated the methodological work of elementary school teachers, provided methodological support, professional training for the city's elementary school teachers (specialist seminars on

various topics, pedagogical conferences, Pedagogical Mastery Weeks, work of local creative teacher groups in various areas related to elementary schooling, Schools of Professional Mastery, organization of monitoring of the quality of knowledge in the city's elementary classes, organization of olympiads among junior schoolchildren, development of methodological recommendations for learning, design of class journals, etc., contribution of methodological materials to the Teaching and Methodology Learning Centre website and the Facebook page).

Active use of digital technologies began during these years. I facilitated master classes (How to prepare a successful presentation), together with my peers, developed digital resources (Multimedia support for lessons on the basics of health, natural science, speech development). I created printed methodological materials, such as 'Palette of Pedagogical Experience' (development of innovative lessons and classes), 'Alphabet celebration' (a collection of scenarios for educational activities), 'Ecological education of younger schoolchildren in a modern school' (methodological collection with multimedia application).

2015 - due to the deterioration of my health, I had to resign from the position of methodologist, but remained working as a teacher at my school.

In the absence of support from the school administration, I sought out like-minded people from members of creative teacher groups, in the 'Facing the Child' team of teachers.

2017 - participation in an International Congress at the Southern Ukrainian National Pedagogical University in Odesa - presenting with a team of colleagues, won the 'Innovative Teacher' Award.

2017 - participant in the development of the new State Standard of Elementary Education (New Ukrainian School).

2017 - winner of the 'Successful Teacher' program hosted by the Mayor of Lviv, A. Sadovy.

2017 – contestant in the 2017 Global Teacher Prize Ukraine competition, entered the semi-finals, ranked one of Top-20 best teachers in Ukraine.

Responsibility.

2017-2018 - studied at the National School of Trainers of the National Academy of Sciences under the Ministry of Education and Science (on the site of the Novopecherska School in Kyiv), earning a coaching certificate for the New Ukrainian School (NUS) of the Ministry of Education and Science of Ukraine.

Conducted training of NUS coaches for the Lviv region (seminars, training sessions, lectures at the Lviv Regional Institute of Postgraduate Pedagogical Education), master classes for students of the teacher's college and the Faculty of Education.

I continued to actively improve and share my experience with colleagues (2015 - KLANZA Project, Poland; 2014, 2016, 2017 - speeches at pedagogical seminars and conferences at Lviv National University, 2016 - preparation of methodological materials for updated educational programs and the NUS program.)

2019 - participation in the work of the Ukrainian-Canadian Summer Institute, co-instructor of the elementary school section.

Panel 5

(following the river from left to right)

2018-2020 p. collaboration with like-minded teachers of the NUS School of Coaches and Top-20 Global Teacher Prize Ukraine finalist; coaching workshops at educational festivals held in different cities:

2018 - Kyiv, Lviv

2019 Lviv, Khmelnytskyi, Uzhhorod

2020 - Khmelnytskyi

Under the direction of the NGO Osvitoria, developed methodological materials (National Dream Lesson, UNICEF National Lesson on Vaccination).

Constant interviews with Ukrainian publications, appearances on radio programs.

Expert commentary for the press and on radio regarding the implementation of education reform and the implementation of the New Ukrainian School.

Articles on the implementation of practice with various electronic resources.

Since 2020, due to the pandemic, all methodological work was moved online. I had to undergo online training in courses on digital literacy and the use of online resources during distance learning.

2020 - Ukrainian-Canadian Summer Institute - online development of materials for training elementary school teachers in the instructional method of reading 'From text to letter'.

2020 - Attended the online educational event 'Distance learning without distance for younger students' along with other Top-20 teachers, organized by the Poltava University of Economics and Trade.

2020 - participation in the Ukrainian-Polish KLANZA Project ‘Colours of learning. Game-based methods of teaching junior high school students.’

2021- Ukrainian-Canadian Summer Institute co-instructor of the elementary school teachers section

2022???

Using electronic resources, I teach children, communicate with colleagues, participate in mutual support, and share experiences. I believe in victory and sincerely do whatever I can. LIFE GOES ON.

Appendix 5. Building my analytic template

A template has been variously described as something that is used as a pattern for producing other related things; a system that helps to arrange information; a model; a guide. It is, in fact, all of these things. By using Template Analysis, I was able to reduce the large, complex set of data to a meaningful summary of teacher flourishing narratives, culminating in a distillation of overarching storylines as described in the Discussion Chapter.

(N.B. Regarding the blocks that follow, please zoom in to view images more closely or go to the links where provided and expand the view.)

Block 1 – Cohort characteristics

Nature of participant cohort:
Elementary teachers - grades 1-4
(In Ukraine, elementary education lasts 4 years and is obtained in general educational institutions of the first degree, which function independently or are a component of general educational institutions of the I-II (primary, intermediate), I-III (primary, intermediate, secondary) degrees.)

Number of regions represented across the 12 participants: 10
Number of western vs eastern Ukrainian schools: 5 W and 5 E
11 females, 1 male
Mean number of years of service: (at time of writing) 26.25 year
(range: least = 18 years, most = 37 years)
Urban vs rural schools: 9:3
Experience for the most part in or only in single school vs multiple schools: 7:4:1 (11:1)

Participant #1: Transcarpathian region
Years of service: 18
**rural school (preference)
One school most of career

Participant #2: Sumy region
Years of service: 34
One school most of career

Participant #3: Rivne region
Years of service: 22
One school most of career

Participant #4: Mykolaiiv region
Years of service: 33
One school most of career

Participant #6: Ivano-Frankivsk region
Years of service: 27
One school

Participant #5 :Donetsk region
Years of service: 30
One school

Participant #9: Volyn region
Years of service: 26
**rural school (preference)
One school

Participant #7: Luhansk region
Years of service: 20
One school for most of career

Participant #11: Volyn region
Years of service: 23
**rural school (preference)
One school most of career

Participant #8: Kharkiv region
Years of service: 24
Multiple schools (preference)

Participant #12: Lviv region
Years of service: 33 роки
One school

Participant #10: Sumy region
Years of service: 22
One school for most of career

Block 2 – 'Rivers of experience'

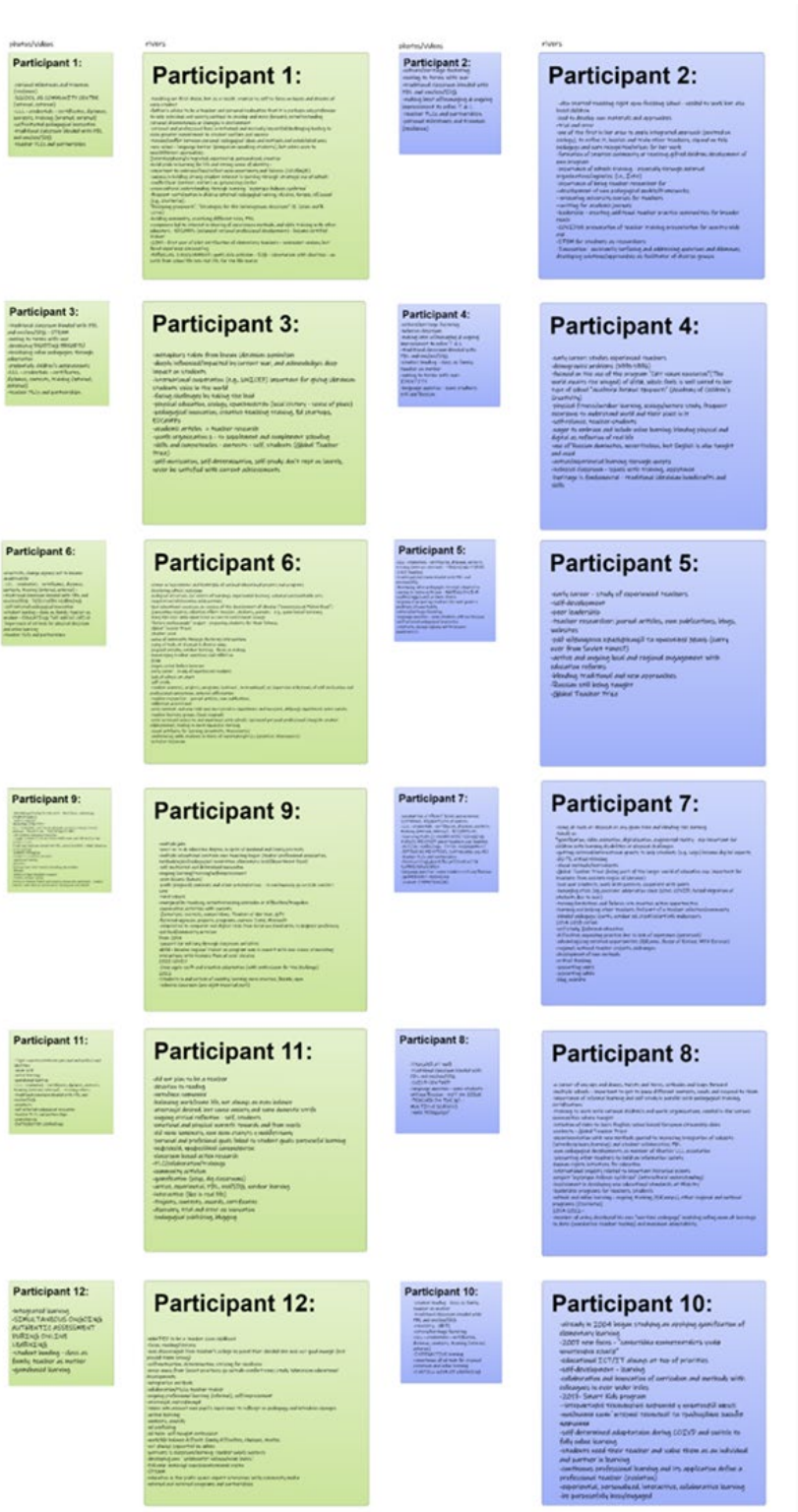
(to view full size, go to this link and increase zoom in bottom right corner after scrolling to section of interest: https://bit.ly/43AmUCF)

Block 3 – Photos and videos

The images received and studied are not reproduced here, in accordance with the Privacy Notice sent to all participants (see here) but were incorporated as part of the textual template table represented in Block 7.

Block 4 – Thematic narratives, both unique to and repeating across the study participants, arising from their visual artifacts

(for full view, go to https://bit.ly/3J8qPyB)



Block 5 – Consonances (confluences) and dissonances (divergences) arising from the narratives

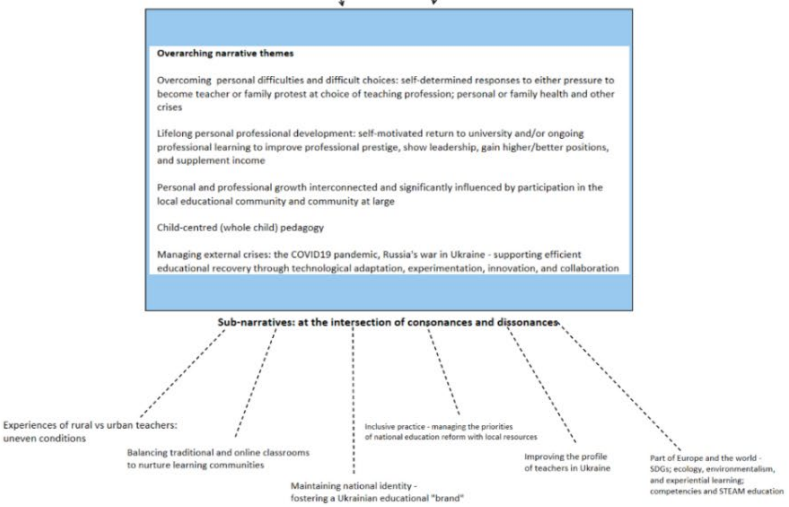
(for full view, go to https://bit.ly/42PerKV)

CONSONANCES OR CONFLUENCES (emergent; scales/continua)

-integration of personal and professional identities
-sense of responsibility
-support of the whole child: self, class, family, community, society
-first readers, then leaders
-Ukrainian education is still a work in progress, caught between past and future aspirations, East and West traditions, national and global interests; but also in pursuit of its own "brand" (preservation of heritage, national identity)
-enthusiasm for teaching
-self affirmation and promotion of the teacher in society through credentials, awards
-war and resilience, steadiness, focus - sad, yet determined (not resigned to fate)
-adapting to internal and external migration of students, teachers
-globalization (SDGs)
-Europeanism
-SMS - PLCs - collaboration and outreach
-MOE, NUS, other educational organizations and programs - training, certification - self motivated LLL
-24/7 a teacher
-traditional classroom + a-traditional approaches
-gamification
-teachers as individual change agents
-discovery, inquiry, curiosity, PBL, active learning
-own websites, blogs, publications
-COMPETENCIES (T, Ss)

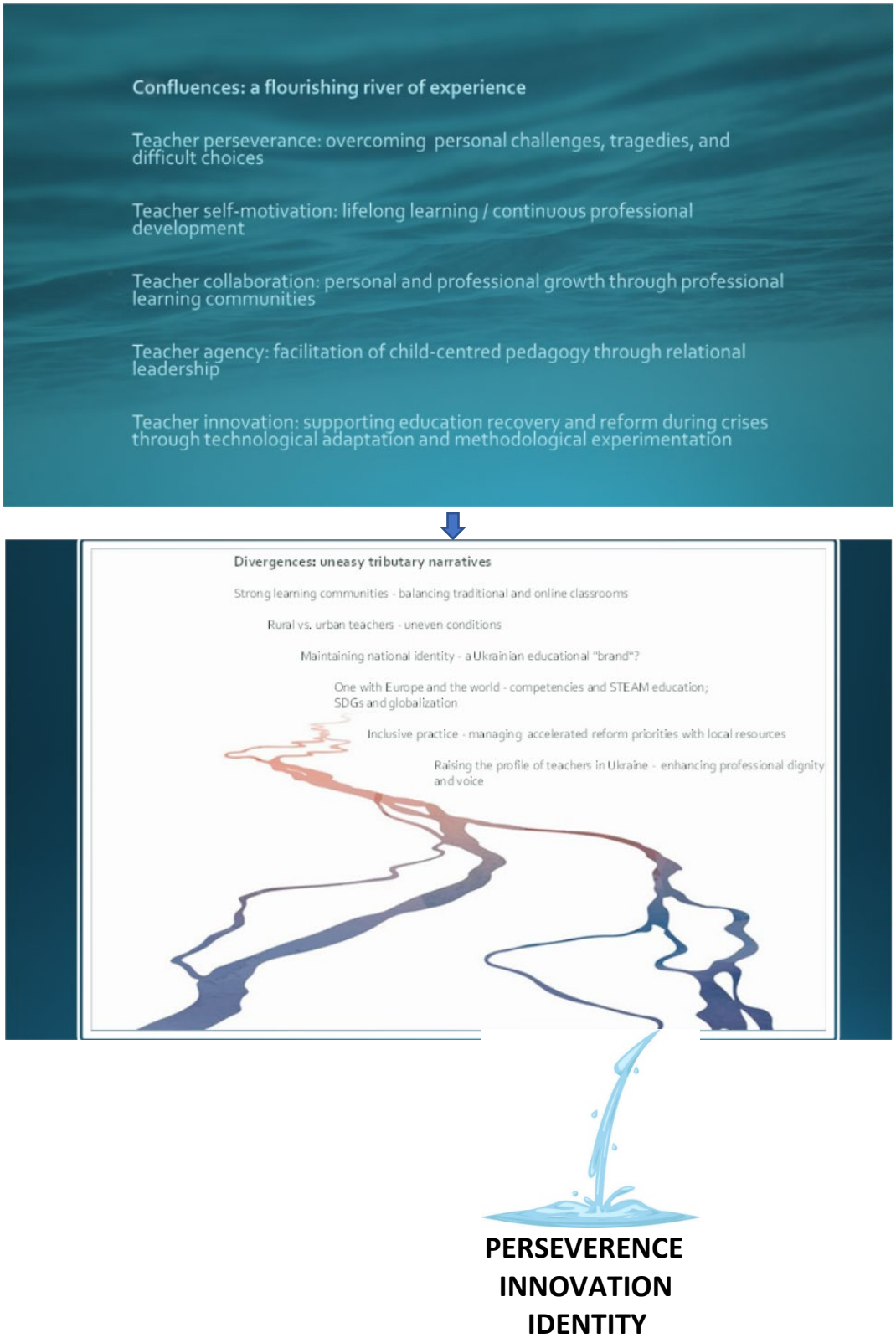
DISSONANCES OR DIVERGENCES (emergent; differences or tensions)

-resolve strengthened by -- positive developments | negative developments
-language usage & national identity -- E | W
-proportion of online and offline learning
-inclusive classroom - issues: preparation/training, support (admin, parents)
-range of pedagogical development:
Self-motivation----------collaborative/community
Local resources----------national resources-------global resources
-rural | urban experiences; working class | middle class
-single school experience | multiple schools experience
-open | closed mindset
-assessment: traditional | innovative



Block 6 – Shared journeys: distillation of a metanarrative

(for full view go to https://bit.ly/3qGTUdO)



Block 7 – Uncovering the shared river journey

Sample section (full document can be found here)

UNCOVERING THE SHARED RIVER JOURNEY – Participants 1-6

CONFLUENCES

- Perseverance: not simply braving, but overcoming personal tragedies, uncertainties, and difficult choices during change, crisis, and conflict through self-motivation/self-determination (lifelong learning and continuous professional development) and collaboration (learning communities, relational leadership, and diverse partnerships)
- Innovation: supporting education reform and recovery through technological adaptation and pedagogical experimentation
- Identity: viewing the professional teacher as a caring nation-builder

DIVERGENCES

- Perseverance: managing differing educational conditions between rural and urban settings, unoccupied and occupied territories; realizing national reform priorities with local resources that varied from region to region
- Innovation: proportioning traditional and online learning
- Identity: decolonizing the curriculum – constructing a national educational identity at the intersection of European and global education policies; raising the profile of teachers in Ukraine by enhancing professional visibility and voice

TRIBUTARIES

Theme	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Stoicism	I had the opportunity to enter several universities.... But my parents did not allow it. They made the decision for me - I had to become a teacher! Why? I don't know, but it was their decision. I did everything not to give in... but I didn't succeed. I also decided that if this was my fate, I would	Work, childcare, institutional studies. It was difficult but I was very diligent - and ashamed if I did not know how to do something.(RN 1988-1994) While I did not receive a red diploma, I did gain knowledge and precious experience. (RN 1994-1995) I taught a course at the Oleksandr	I returned to my workplace on crutches. (RN 2018-2019)	due to housing issues my family and I returned to Volyn and planned to leave the country…unemployment, poor job market. At this time, I knitted and embroidered, and I also completed computer studies. (RN 2002-2005)	I survived a time of personal challenges: at this time…I did not give up attempts for personal and professional growth, work on self-development and improvement of my practical experience (RN the early 2000s))	Did not have a computer at my disposal, neither at home nor at work and so, had to work in Internet cafes (RN Panel2 200602007)

Appendix 6. Participant Information Sheet

University of Glasgow
College of Social Sciences

Participant Information Sheet – DOCTORAL STUDY

Research topic:
Flourishing or Floundering? Exploring Ukrainian elementary school teacher understandings of their professional experience

Principal Investigater: Ulana Pidzamecky
EdD Candidate
University of Glasgow School of Education
xxxxxxxxxxxxx@student.gla.ac.uk

Supervisor: Professor Stephen McKinney
Pedagogy, Praxis & Faith
University of Glasgow School of Education
Stephen.McKinney@glasgow.ac.uk

Invitation
You are being invited to take part in a doctoral research study. This invitation has important information about the reason for the study, what you will be asked to do if you decide to be involved in this research, and the way information about you will be used if you choose to participate. Please read the following information carefully and discuss it with others if you wish. Ask the researcher if there is anything that is not clear or if you would like more information. Take some time to decide whether or not you wish to take part. When you are ready, kindly respond by November 29, 2021, to the email address for the principal investigator, listed above.

Thank you for reading this information and for your consideration to participate.

Purpose of study
This doctoral investigation seeks to investigate Ukrainian elementary school teacher perceptions of professional flourishing within their current educational environment. The research question for this study is: *What does it mean to flourish professionally for Ukrainian elementary school teachers?* In connection with this, I also hope to gain insights into the relationship between professional and personal flourishing: how has this relationship evolved? What evidence, if any, is there of the merger or separation of these constituents of teacher experience? I will also solicit teacher opinions about the relationship between professional

flourishing and continuous professional development, as well as teachers' views about a preferred educational future for the evolving democracy of Ukraine.

Participants

This study will involve twelve (12) elementary school teachers from different regions of Ukraine (six (6) each from eastern and western Ukraine, or, four (4) - western Ukraine, four (4) - eastern Ukraine, along with four economic migrants currently abroad).

Nature of participation

Should you choose to participate, you will be asked to join one (1) focus group facilitated by me, the principal investigator, lasting approximately one and a half (1.5) hours, followed approximately three (3) weeks later by one (1) semi-structured individual interview (lasting approximately one (1) hour). Each of these sessions will be scheduled in coordination with participants and will be conducted using the University of Glasgow official and secure Zoom online meeting platform (designated links to each session will be sent out), and the sessions will be recorded for the purposes of data analysis related to this doctoral study.

To address the research question given above, this study will involve two (2) visually based data collection techniques, namely the 'River of Experience' and autophotography (photo elicitation). You will be asked to produce one 'River of Experience' and AT LEAST one (1) personally relevant photograph related to the research question, which may be presented separately or as a component of your 'river'. During the online focus group, I will provide a brief introduction to my research, followed by a presentation of portions of several sample 'rivers' and photos, to acquaint you with what I will be asking you to produce as part of your participation. (The sample 'rivers' and photos will reflect my own professional teacher flourishing journey). **No special knowledge, skills, or training are required to produce these data artifacts.** You will be instructed to produce your own professional teacher flourishing 'river' and representative photo(s) in the period of time between the focus group and interview.

Please be advised that your participation is entirely voluntary, and you may choose to pause or withdraw your participation at any time in the process, with no prejudice and no reason required. Should you choose to end your participation at any time, there will be no personal or professional repercussions whatsoever. You may contact me at any time during the research process should you wish to pause or withdraw.

Privacy, confidentiality, and data management

Confidentiality will be respected subject to legal constraints and professional guidelines. To protect your privacy and confidentiality, all data will be de-identified, meaning that any *personal* details will be replaced by codes to which only I, the Principal Investigator, retain the legend, and kept in a secure location. In addition, all electronic data collected will be encrypted and stored on the University of Glasgow secure servers/digital storage space (available by password-only access to myself, the Principal Investigator), and paper data will be kept in a secure locked location. All personal data will be securely destroyed by 15/12/2023.

According to the university's data management policy, the *research* data will be transferred to the secure Enlighten research data storage platform, where they will be retained and then disposed of after 10 years. Please be advised that the retained research data may be used for journal articles or conference papers following the conclusion of the study. Data sets suitable for future research will be openly available via the Enlighten data repository. However, all data will retain their confidentiality through de-identification and pseudonymization.

Please be advised, as well, that total anonymity/confidentiality may be impossible to guarantee; for example, in the unlikely event of disclosure of harm or danger to any of the participants. In such an instance, participants will be contacted and consulted.

Possible risks or discomforts

To the best of my knowledge, your participation in this study does not involve any physical or emotional risk to you beyond that of everyday life. In this regard, your participation in this study may involve the following risks: you may feel emotional or upset during the focus group or the interview, insofar as your feelings and experiences related to your professional life during your teaching career will be investigated. If you should become uncomfortable at any time, you will be free not to answer or to skip to the next question.

Possible benefits for me or others

There is potential for participants to benefit professionally from this study by gaining insights into their own and one another's conditions for professional flourishing. Additionally, the opportunity to create visual data artifacts may prove valuable both for personal professional development and pedagogically for application in the classroom (be it physical or online). What's more, by sharing your knowledge, experience, and views about what contributes to and detracts from professional flourishing, you will be contributing valuable new insights that can be used for future scholarly journal articles, academic conference presentations, and future research. Your participation will also provide important evidence of the success and challenges of using visual research methods in educational research. Finally, the opportunity to conduct research with you, as fellow practitioners, on issues related to professional teacher flourishing, can only serve to better inform my own practice and that of my colleagues.

For your information, this study has been approved by the Ethics Committee of the College of Social Sciences, University of Glasgow.

To pursue any complaint about the conduct of the research: contact the College of Social Sciences Ethics Officer, Dr. Muir Houston, email: Muir.Houston@glasgow.ac.uk.

_____End of Participant Information Sheet_____

Appendix 7. Consent Form

University of Glasgow

College of Social Sciences

Consent Form

Research topic
Flourishing or Floundering? Exploring Ukrainian elementary school teacher understandings of their professional experience

Principal Investigater: Ulana Pidzamecky, EdD Candidate
University of Glasgow School of Education
xxxxxxxxxxxxx@student.gla.ac.uk

Supervisor: Professor Stephen McKinney
Pedagogy, Praxis & Faith
University of Glasgow School of Education
Stephen.McKinney@glasgow.ac.uk

Basic consent clauses

Please tick as appropriate

Yes ☐ No ☐ I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

Yes ☐ No ☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Consent on method clauses

Yes ☐ No ☐ I consent to the focus group and interview being audio-visually recorded.

Yes ☐ No ☐ I consent to produce one (1) 'River of Experience' and AT LEAST one (1) personally relevant photograph related to the research question, which may be presented separately or as a component of my 'river'.

Yes ☐ No ☐ I acknowledge that in producing photographs for the purpose of this research, I may find myself photographing other individuals (students, colleagues, or other staff), as well as the classroom or other educational

facilities in which I work. This will require that I seek and gain permission from any such individuals and/or the university in the case of its facilities.

Confidentiality/anonymity clauses

Yes ☐ No ☐ I acknowledge that participants will be referred to by pseudonym.

Yes ☐ No ☐ I understand that complete confidentiality may be impossible to guarantee; for example, in the unlikely event of disclosure of harm or danger to any of the participants. In such an instance, participants will be contacted and consulted.

Clauses relating to data usage and storage

I agree that:

Yes ☐ No ☐ All names and other material likely to identify individuals will be de-identified.

Yes ☐ No ☐ The research material will be treated as confidential and kept in secure storage at all times.

Yes ☐ No ☐ Personal data will be destroyed once the project is complete (that is, by the end of 15/12/2023).

Yes ☐ No ☐ Research data will be retained in secure storage for use in future academic research for 10 years.

Yes ☐ No ☐ The research material may be used in future conferences, as well as publications, both print and online.

Yes ☐ No ☐ I waive my copyright to any data collected as part of this project.

Yes ☐ No ☐ Other authenticated researchers will have access to the research data only if they agree to preserve the confidentiality of the information as requested in this form.

Yes ☐ No ☐ Other authenticated researchers may use my words (direct quotes) in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.

Processing of personal data

Yes ☐ No ☐ I acknowledge the provision of a Privacy Notice in relation to this research project.

Consent

I agree to take part in this research study☐

I do not agree to take part in this research study☐

Name of Participant……

Signature …….

Date …….

Researcher…… Signature ……

Date ……..

…… End of consent form ……

Appendix 8. Privacy Notice for Participation in Research Project:

Privacy Notice for Participation in Research Project:

Research topic
Flourishing or Floundering? Exploring Ukrainian elementary school teacher understandings of their professional experience

Principal Investigater: Ulana Pidzamecky
EdD Candidate
University of Glasgow School of Education
xxxxxxxxxxxxx@student.gla.ac.uk

Supervisor: Professor Stephen McKinney
Pedagogy, Praxis & Faith
University of Glasgow School of Education
Stephen.McKinney@glasgow.ac.uk

Your Personal Data
The University of Glasgow will be what is known as the 'Data Controller' of your personal data processed in relation to your participation in the research project Flourishing or Floundering? Exploring Ukrainian elementary school teacher understandings of their professional experience. This privacy notice will explain how The University of Glasgow will process your **personal data**.

Why we need it
We are collecting basic personal data such as your name and contact details to conduct our research. We need your name and contact details to arrange online research meetups and interviews and to conduct any required follow up on the data you will be providing.

We only collect data that we need for the research project. To protect your privacy and confidentiality, all data will be de-identified, meaning that any personal details will be replaced by codes to which only the researcher retains the legend, kept in a secure location. In addition, any personal data that may later be used for journal articles, conference papers, or future research will be de-identified through pseudonymization. Please see the accompanying **Participant Information Sheet** for more information about participant data privacy and confidentiality.

Legal basis for processing your data
We must have a legal basis for processing all personal data. As this processing is for Academic Research, we will be relying upon **Task in the Public Interest** to process the basic personal data that you provide.

Alongside this, to fulfil our ethical obligations, we will ask for your **Consent** to take part in the study Please see the accompanying **Consent Form**.

What we do with the data and who we share it with
All the personal data you submit is processed only by me, the Principal Investigator. In addition, security measures are in place to ensure that your personal data remains safe: all electronic data collected will be encrypted and stored on the University of Glasgow secure servers/digital storage space (available by password-only access to myself, the Principal Investigator), and paper data will be kept in a secure locked location.

We are aware of the fact that the use of photos generated by participants raises ethical challenges. In producing photographs to illuminate certain experiences, points, positions, or themes, participants may find themselves photographing other individuals (students, colleagues, or other staff), as well as the classroom or other educational facilities in which they work. These potential risks will be mitigated in the following ways: 1/ participants will be advised that they must seek and gain the consent of any person or persons they might wish to photograph; 2/ participants will be advised that they may need to seek and gain permission to photograph any teaching or learning setting and so, will need to find out what is permissible in their context; and 3/ participants will be informed that their photographs will not be used in any publications which may arise from the study, but will only serve as visual aids during the interviews confined to the study.

For further information, please consult the **Consent form** and **Participant Information Sheet** which accompany this privacy notice.

Due to the nature of this research, it is quite possible that other researchers may find the (non-personal, research only) data collected to be useful in answering future research questions. We will ask for your explicit consent for your data to be shared in this way.

Following the completion of the study, upon request, we will provide you with a copy of the study findings, as well as details of any subsequent publications or presentations.

What are your rights?
GDPR provides that individuals have certain rights including: to request access to, copies of and rectification or erasure of personal data and to object to processing. In addition, data subjects may also have the right to restrict the processing of the personal data and to data portability. You can request access to the information we process about you at any time.

If at any point you believe that the information which we process relating to you is incorrect, you can request to see this information and may in some instances request to have it restricted, corrected, or erased. You may also have the right to object to the processing of data and the right to data portability.

Please note that as we are processing your personal data for research purposes, the ability to exercise these rights may vary as there are potentially applicable research exemptions under the GDPR and the Data Protection Act 2018. For more information on these exemptions, please see UofG Research with personal and special categories of data.

If you wish to exercise any of these rights, please submit your request via the webform or contact dp@gla.ac.uk

Complaints
If you wish to raise a complaint on how we have handled your personal data, you can contact the University Data Protection Officer who will investigate the matter.
Our Data Protection Officer can be contacted at dataprotectionofficer@glasgow.ac.uk.
If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law, you can complain to the Information Commissioner's Office (ICO) https://ico.org.uk/.

Who has ethically reviewed the project?
This study has been approved by the Ethics Committee of the College of Social Sciences, University of Glasgow.

How long do we keep it for?
Your **personal** data will be retained by the University only for as long as is necessary for processing and no longer than 15/12/2023. After this time, personal data will be securely deleted.

Your **research** data will be retained for a period of ten (10) years, in line with the University of Glasgow Guidelines. Specific details in relation to research data storage are provided on the **Participant Information Sheet** and **Consent Form** which accompany this notice.

_____End of Privacy Notice_____

References

350.org. River of Life. https://trainings.350.org/resource/river-of-life/

Addy, T. (2017). Conviviality… the art and practice of living together. Implications for work and economy [Maansuola. Kirkkohallitus. Toiminnallinen osasto]. *Haettu, 6.* https://www. maansuola. fi/conviviality-the-art-and-practice-of-living-together-implications-for-workand-economy/

Adebayo, S. B. (2019). Emerging perspectives of teacher agency in a post-conflict setting: The case of Liberia. *Teaching and Teacher Education, 86*, 102928. https://doi.org/10.1016/j.tate.2019.102928

Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional Development in Education, 47*(4), 684-698. https://doi.org/10.1080/19415257.2019.1665573

Alekseenko, T. F., Anischenko, V. M., & Ball, G.O. (Ed.). (2010). *Bila Knyha Natsionalnoi Osvity Ukrainy*. Informatsiyni Systemy.

Amin, M. E. K., Nørgaard, L. S., Cavaco, A. M., Witry, M. J., Hillman, L., Cernasev, A., & Desselle, S. P. (2020). Establishing trustworthiness and authenticity in qualitative pharmacy research. *Research in Social and Administrative Pharmacy, 16*(10), 1472-1482. https://doi.org/10.1016/j.sapharm.2020.02.005

Anderson, G., & Herr, K. (2015). New public management and the new professionalism in education: Framing the issue. *Education Policy Analysis Archives, 23*(84), 1–5. https://doi.org/ 10.14507/epaa.v23.2222

Anderson, R. (2007). Thematic Content Analysis (TCA). Descriptive presentation of qualitative data, 1-4. http://rosemarieanderson.com/wp-content/uploads/2014/08/ThematicContentAnalysis.pdf.

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal Of Emerging Trends In Educational Research And Policy Studies (JETERAPS), 5*(2), 272-281. http://196.44.162.10:8080/xmlui/bitstream/handle/123456789/256/Ensuring%20the%20Quality%20of%20the%20Findings%20of%20Qualitative%20Research%20NEW.pdf?sequence=1&isAllowed=y

Aragioni et al. (2021). Model training program "Creating a good neighbourhood culture. Grades 5-6" for general secondary education institutions [Модельна навчальна програма «Культура добросусідства. 5-6 класи» для закладів загальної середньої освіти]. MESU. https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Etyka.i.kursy.moral.spryam/Kult.dobrosusidstva.5-6-kl.Aradzhyoni.ta.in.14.07.pdf.

Ashton, J., & Newman, L. (2006). An unfinished symphony: 21st century teacher education using knowledge creating heutagogies. *British Journal of Educational Technology, 37*(6), 825-840. https://doi.org/10.1111/j.1467-8535.2006.00662.x

Atieno, O. P. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*, *13*(13). http://oaji.net/articles/2014/457-1393665925.pdf

Babak, S. (2022, April 4). *How can teachers work under occupation?* [*Як працювати вчителям в окупації?*]. Osvitoria. https://osvitoria.media/experience/yak-pratsyuvaty-vchytelyam-v-okupatsiyi/

Bagnall, R. G. (2009). Lifelong learning as an idea for our times: An extended review. *International Journal of Lifelong Education, 28*(2), 277-285. https://doi.org/10.1080/02601370902805395

Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-based methods. *Qualitative Research, 9*(5), 547–570. doi: 10.1177/1468794109343625

Bailey, N. M., & Van Harken, E. M. (2014). Visual images as tools of teacher inquiry. *Journal of Teacher Education, 65*(3), 241-260. doi:10.1177/0022487113519130

Bakalinska, O., Belianevych, O., Honcharenko, O., & Pyvovar, Y. (2020). Ukrainian educational policy on the culture of entrepreneurship in globalization, Europeanization, and glocalization. *Masyarakat, Kebudayaan Dan Politik, 33*(1), 110-121. https://doi.org/10.20473/mkp.V33I12020.110-121

Bakhtin, M. (1986). *Speech genres & other late essays.* In C. Emerson & M. Holquist, (Eds.). University of Texas Press.

Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Towards a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). Jossey-Bass.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy, 18*(2), 215-228. https://doi.org/10.1080/0268093022000043065

Ball, S. J., Maguire, M., Braun, A., & Hoskins, K. (2011). Policy actors: Doing policy work in schools. *Discourse (Abingdon, England), 32*(4), 625-639. https://doi.org/10.1080/01596306.2011.601565

Ballantyne, J., & Zhukov, K. (2017). A good news story: Early-career music teachers' accounts of their “flourishing” professional identities. *Teaching and Teacher Education, 68*, 241-251. https://doi.org/10.1016/j.tate.2017.08.009

Barad, K. M. (2007). *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. Duke University Press. https://doi.org/10.1515/9780822388128

Barbour, R. (2014). *Introducing qualitative research: A student's guide* (2nd ed.). SAGE Publications, Inc. https://doi.org/10.4135/9781526485045

Barkhuizen, G. (2016). Narrative approaches to exploring language, identity and power in language teacher education. *RELC Journal, 47*(1), 25-42. https://doi.org/10.1177/0033688216631222

Barns, I. (2016). Beyond the immanent frame: Re-visioning the good life after neoliberalism. *Zadok Perspectives*, *132*, 4-8. https://search.informit.org/doi/10.3316/informit.466512145617150

Barros, R. (2012). From lifelong education to lifelong learning. discussion of some effects of today's neoliberal policies. *European Journal for Research on the Education and Learning of Adults*, *3(*2), 119-134. http://dx.doi.org/10.3384/rela.2000-7426.rela0071

Baysha, O. (2022). *Democracy, populism, and neoliberalism in Ukraine: On the fringes of the virtual and the real*. Routledge. https://doi.org/10.4324/9781003228493

Baziv, L. (2022, April 23). *Valeriya Kolomiiets, Deputy Minister of Justice of Ukraine - We need to distinguish between conscious collaborators and employees who helped people survive during the occupation* [*Валерія Коломієць, заступниця міністра юстиції України - Треба розрізняти свідомих колаборантів і службовців, які в окупації допомагали людям вижити*]. Ukrinform. https://www.ukrinform.ua/rubric-society/3464564-valeria-kolomiec-zastupnica-ministra-usticii-ukraini.html?fbclid=IwAR25UorpuYXDtRcoHXF_hKjdn5pHqYx-niVmvG-0XfJvAvVm5hzQ80aVCiM

Beck, J., & Young, M. (2005). The assault on the professions and the restructuring of academic and professional identities: A Bernsteinian analysis. *British Journal of Sociology of Education*, *26*(2), 183-199. http://dx.doi.org/10.1080/0142569042000294165

Becker, S., Bryman, A., & Ferguson, H. (2012). *Understanding research for social policy and social work: themes, methods and approaches* (2nd ed.). Policy Press, ProQuest Ebook Central. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=3030259

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107e128. http://dx.doi.org/10.1016/j.tate.2003.07.001

Belenky, M. F., Clínchy, B., Goldberger, N., & Tarule, J. (1986). *Women's ways of knowing.* Basic Books.

Bellah, R.N., Madsen, R., Sullivan, W.M., Swidler, A., & Tipton, S.M. (1985). *Habits of the heart: Individualism and commitment in American life*. University of California Press.

Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review, 6*(3), 185-207. https://doi.org/10.1016/j.edurev.2011.09.001.

Bergan, S. (2021, December 4). *Future challenges for the European Higher Education Area.* University World News. https://www.universityworldnews.com/post.php?story=202111301431115

Berlak, A., & Berlak, H. (1981). *Dilemmas of schooling: teaching and social change.* Methuen.

Berry, B., Doucet, A. & Owens, B. (2020). Teacher leadership in the aftermath of a pandemic: the now, the dance, the transformation. *Independent Report, Educational International*. https://issuu.com/educationinternational/docs/2020_research_covid-19_nowdancetransformation

Bevir, M., & Rhodes, R. A. W. (2005). Interpretation and its others. *Australian Journal of Political Science, 40*(2), 169-187. https://doi.org/10.1080/10361140500129974

Biesta, G., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults, 39*(2), 132-149. https://doi.org/10.1080/02660830.2007.11661545

Bila Tserkva Institute of Continuing Professional Education BTICPE. (2022). Professional development of teachers of professional higher education [Підвищення кваліфікації педагогів фахової передвищої освіти]. https://binpo.com.ua/%d0%b2%d1%96%d0%b4%d0%be%d0%bc%d0%be%d1%81%d1%82%d1%96-2022/

Bill & Melinda Gates Foundation (2014). *Teachers know best: teachers' views on professional development*. http://k12education.gatesfoundation.org/wp-content/uploads/2015/04/Gates-PDMarketResearch-Dec5.pdf.

Binitska K. (2018). Training of future primary school teachers in the countries of Eastern Europe. Eastern Europe: theory and practice: a monograph [Підготовка майбутніх учителів початкової освіти у країнах Східної Європи: теорія і практика: монографія]. FOP Tsyupak.

Black, A. (2004). *Alan Black interviews Irvine Welsh for 3AM*. 3:AM Magazine. https://www.3ammagazine.com/litarchives/2004/feb/interview_irvine_welsh.html

Black, G. F., Davies, A., Iskander, D., & Chambers, M. (2018). Reflections on the ethics of participatory visual methods to engage communities in global health research. *Problemi Di Bioetica, 29*(1), 22-38. https://doi.org/10.1080/11287462.2017.1415722

Bloor, M. (2001). *Focus groups in social research*. SAGE. https://doi.org/10.4135/9781849209175

Bociurkiw, M. (2021, June 2). *Digital Pandemic* [Independently published]. https://www.michaelbociurkiw.com/digital-pandemic

Bockman, J. (2011). *Markets in the name of socialism: The left-wing origins of neoliberalism*. Stanford University Press.

Bockman, J. (2012). The long road to 1989: Neoclassical economics, alternative socialisms, and the advent of neoliberalism. *Radical History Review, 2012*(112), 9-42. https://doi.org/10.1215/01636545-1416151

Bockman, J., & Eayl, G. (2002). Eastern Europe as a laboratory for economic knowledge: The transnational roots of neoliberalism. *The American Journal of Sociology, 108*(2), 310-352. https://doi.org/10.1086/344411

Boje, D. M. (1995). Stories of the storytelling organization: A postmodern analysis of Disney as "Tamara-land". *Academy of Management Journal, 38*(4), 997-1035. https://doi.org/10.5465/256618

Bond, K. (2018). Reflexivity and revelation. *Qualitative and Multi-Method Research, 16*(1), 45–47.

Bondar, T., Pinzenik, O., Fentsyk, O., & Kobal, V. (2021). Pre-service primary school teacher efficacy to implement the New Ukrainian School reform objectives. *Revista Romaneasca pentru Educatie Multidimensionala, 13*(1Sup1), 458-474. https://doi.org/10.18662/rrem/13.1Sup1/406

Bondarenko, V., Semenova, A., & Vysotska, T. (2021). Processes of reforming the educational policy of Ukraine and the countries of the European Union: A comparative analysis. *Eureka, Social and Humanities (Online), 6*, 52-67. https://doi.org/10.21303/2504-5571.2021.002195

Bonfield, C. A., Salter, M., Longmuir, A., Benson, M., & Adachi, C. (2020). Transformation or evolution?: Education 4.0, teaching and learning in the digital age. *Higher Education Pedagogies, 5*(1), 223-246.

Bono, J., Davies, S., & Rasch, R. (2011). Some traits associated with employee flourishing. In K. Cameron & G. Spreitzer (Eds.), *Handbook of positive psychology*. Oxford University Press.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15. https://doi.org/10.3102/0013189X033008003

Bourke, B. (2014). Positionality: Reflecting on the research process. *Qualitative Report, 19*(33), 1-9. https://doi.org/10.46743/2160-3715/2014.1026

Bousquet, M. (2008). *How the university works: Higher education and the low-wage nation*. New York University Press. https://doi.org/10.18574/9780814789926

Bransford J., Brown A. L., Cocking R. R., Donovan M. S., & Pellegrino J. W. (2000). *How people learn: Brain, mind, experience and school* (Rev. ed.). National Academies Press.

Brennan, K., Blum-Smith, S., & Yurkofsky, M. M. (2018). From checklists to heuristics: Designing MOOCs to support teacher learning. *Teachers College Record (1970), 120*(9), 1-48. https://doi.org/10.1177/016146811812000904

Brennetot, A. (2015). The geographical and ethical origins of neoliberalism: The Walter Lippmann colloquium and the foundations of a new geopolitical order. *Political Geography, 49*, 30-39. https://doi.org/10.1016/j.polgeo.2015.06.007

Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Interviewing.* (3rd ed.). Sage.

British Educational Research Association [BERA]. (2018). *Ethical guidelines for educational research* (4th Ed.). London. https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018

Bromley, P., & Fischer, J. (2000). Use of semi-structured and structured focus groups to assess accuracy of recruitment materials. *Journal of College Admission*, (168), 12.

Brooks, J., McCluskey, S., Turley, E., & King, N. (2015). The utility of template analysis in qualitative psychology research. *Qualitative Research in Psychology, 12*(2), 202-222. https://doi.org/10.1080/14780887.2014.955224

Brovko, L. (2022, May 24). *Some schools will open in Ukraine on September 1: where will learning start* [*З 1 вересня в Україні відкриються деякі школи: де розпочнеться навчання*]. Apostrof. https://apostrophe.ua/ua/news/society/science/2022-05-24/s-1-sentyabrya-v-ukraine-otkroyutsya-nekotoryie-shkolyi-gde-nachnetsya-obuchenie/269866

Brown, W. (2003). Neo-liberalism and the end of liberal democracy. *Theory & Event*, *7*(1).

Bruner, J. (1985). Chapter VI: Narrative and paradigmatic modes of thought. *Teachers College Record*, *86*(6), 97-115.

Bruno, W., & Haar, R. J. (2020). A systematic literature review of the ethics of conducting research in the humanitarian setting. *Conflict and Health, 14*(1), 27. https://doi.org/10.1186/s13031-020-00282-0

Budnyk, O., Sydoriv, S., Serman, L., Lushchynska, O., Tsehelnyk, T., & Matsuk, L. (2022). Inclusive education in rural schools of Ukraine or how to ensure quality inclusive education in rural schools in Ukraine? *Revista Brasileira De Educação Do Campo, 7,* e13940-e13940.

Bullough, R. V. (2009). Seeking eudaimonia: The emotions in learning to teach and to mentor. In *Advances in teacher emotion research* (pp. 33-53). Springer.

Bullough, R. V., & Pinnegar, S. (2009). The happiness of teaching (as eudaimonia): Disciplinary knowledge and the threat of performativity. *Teachers and Teaching, Theory and Practice, 15*(2), 241-256. https://doi.org/10.1080/13540600902875324

Bunting, A., & Quirk, J. (2019). *Research as more than extraction? Knowledge production and gender-based violence in African contexts.* openDemocracy. https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/research-more-extraction-knowledge-production-and-gender-based-violence-african-conflicts/

Burgess, R. (1984). *In The Field. An Introduction To Field Research*. Allen and Unwin.

Burke, K. J., & DeLeon, A. (2020). Wooden dolls and disarray: Rethinking United States' teacher education to the side of quantification. *Critical Studies in Education*, *61*(4), 480–495. https://doi.org/10.1080/17508487.2018.1506351

Burnett, G., & Dorovolomo, J. (2007). Teaching in difficult times: Solomon Island teachers' narratives of perseverance. *Journal of Peace, Conflict & Development, 12,* 1-34.

Burns, M., & Lawrie, J. (2015). Where it's needed most: Quality professional development for all teachers. *New York, NY: Inter-Agency Network for Education in Emergencies*, *162*.

Byrne, G. (2017). Narrative inquiry and the problem of representation: 'giving voice', making meaning. *International Journal of Research & Method in Education, 40*(1), 36-52. https://doi.org/10.1080/1743727X.2015.1034097

Cabaroglu, N., & Denicolo, P. (2008). Exploring student teacher belief development: an alternative constructivist technique, snake interviews, exemplified and evaluated. *Personal Construct Theory And Practice*, *5*, 28-40.

Cabinet of Ministers of Ukraine. (2015, December 23). *On approval of the list of qualification categories and pedagogical titles of teachers* [Про затвердження переліку кваліфікаційних категорій і педагогічних звань педагогічних Працівників]. https://zakon.rada.gov.ua/laws/show/1109-2015-%D0%BF#Text

Cabinet of Ministers of Ukraine. (2019). *Some issues of advanced training of pedagogical and scientific-pedagogical workers of August 21, 2019. № 800* [*Деякі питання підвищення кваліфікації педагогічних і науково-педагогічних працівників від 21 серпня 2019 року. № 800*]. https://zakon. rada. gov. ua/laws/show/800-2019-% D0% BF# Text

Caine, V., Estefan, A., & Clandinin, D. J. (2013). A return to methodological commitment: Reflections on narrative inquiry. *Scandinavian Journal of Educational Research, 57*(6), 574-586. https://doi.org/10.1080/00313831.2013.798833

Cammarano, C., & Stutelberg, E. (2020). Seeing through serpent and eagle eyes: Teachers as handlers of memories. *Teachers College Record (1970), 122*(4), 1-24. https://doi.org/10.1177/016146812012200404

Canales, A., & Maldonado, L. (2018). Teacher quality and student achievement in Chile: Linking teachers' contribution and observable characteristics. *International Journal of Educational Development, 60*, 33-50. https://doi.org/10.1016/j.ijedudev.2017.09.009

Carr, D. (1986). Narrative and the real world: An argument for continuity. *History and Theory: Studies in the Philosophy of History, 25*(2), 117-131. https://doi.org/10.2307/2505301

Carr, D. (2006). Professional and personal values and virtues in education and teaching. *Oxford Review of Education, 32*(2), 171-183. https://doi.org/10.1080/03054980600645354

Carter, K. (1993). The place of story in the study of teaching and teacher education. *Educational Researcher, 22*(1), 5-18. https://doi.org/10.3102/0013189X022001005

Carter, K., & Doyle, W. (1987). Teachers' knowledge structures and comprehension processes. In J. Calderhead (Ed.), *Exploring Teachers' Thinking* (pp. 147-160). Holt, Rinehart and Winston.

Cassell, C., & Symon, G. (2004). *Essential guide to qualitative methods in organizational research*. SAGE. https://doi.org/10.4135/9781446280119

Castellanos-Reyes, D. (2020). 20 years of the community of inquiry framework. *Techtrends, 64*(4), 557-560. https://doi.org/10.1007/s11528-020-00491-7

Catterall, M., & Ibbotson, P. (2000). Using projective techniques in education research. *British Educational Research Journal*, *26*(2), 245-256. doi:10.1080/01411920050000971

CEQA. (2023). Certification of pedagogical workers. https://testportal.gov.ua/zagagalna-informatsiya-pedahog/

Chankseliani, M. (2014). Are we using Friedman's roadmap? A comparative analysis of stimuli of private school enrolments in post-Soviet countries. *International Journal of Educational Development*, *38*, 13-21. https://doi.org/10.1016/j.ijedudev.2014.05.005

Chankseliani, M., & Silova, I. (2018). *Reconfiguring education purposes, policies and practices during post-socialist transformations: Setting the stage*. Symposium Books.

Charon, R., & Montello, M. (Eds.). (2002). *Stories matter: the role of narrative in medical ethics*. Routledge.

Chase, S. E. (2008). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 57–94). Sage Publications, Inc.

Chen, M. (2023). Teaching in emergency remote classrooms: Reflections for professional learning. *Educational Research (Windsor)*, 1-18. https://doi.org/10.1080/00131881.2023.2167729

Chetverykova, T., & Kleho, O. (2022). Systems for creating and using video content for distance learning [Системи створення та використання відеоконтенту для реалізації дистанційного навчання]. *Computer-integrated technologies: Education, science, production*, (48), 21-25. http://cit-journal.com.ua/index.php/cit/article/view/363

Chiseri-Strater, E. (1996). Turning in upon ourselves: Positionality, subjectivity, and reflexivity in case study and ethnographic research. In P. Mortensen & G. E. Kirsch (Eds.), *Ethics and responsibility in qualitative studies of literacy* (pp. 115-133). NCTE.

Chiumento, A., Rahman, A., Frith, L., Snider, L., & Tol, W. A. (2017). Erratum to: Ethical standards for mental health and psychosocial support research in emergencies: Review of literature and current debates. *Globalization and Health, 13*(1), 41-41. https://doi.org/10.1186/s12992-017-0264-2

Chopra, R. (2003). Neoliberalism as doxa: Bourdieu's theory of the state and the contemporary indian discourse on globalization and liberalization: Bourdieu and cultural studies. *Cultural Studies (London, England), 17*(3-4), 419-444.

Clandinin, D. J., & Connelly, F. M. (1996). Teachers' professional knowledge landscapes: Teacher stories. stories of teachers. school stories. stories of schools. *Educational Researcher, 25*(3), 24-30. https://doi.org/10.2307/1176665

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: experience and story in qualitative research*. San Francisco.

Clandinin, D. J., Murphy, M. S., Huber, J., & Orr, A. M. (2010). Negotiating narrative inquiries: Living in a tension-filled midst. *The Journal of Educational Research (Washington, D.C.), 103*(2), 81-90. https://doi.org/10.1080/00220670903323404

Clandinin, D. J., & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35-75). Sage.

Clarke, J., & Newman, J. (2010). Summoning spectres: Crises and their construction. *Journal of Education Policy, 25*(6), 709-715. https://doi.org/10.1080/02680939.2010.513745

Class, B. (2022). Revisiting education: On the role of imagination, intuition, and other "Gifts" for open scholars. *Frontiers in Education (Lausanne), 7.* https://doi.org/10.3389/feduc.2022.846882

Cleland, J. (2015). Exploring versus measuring: Considering the fundamental differences between qualitative and quantitative research. In J. Cleland and S. J. Durning (Eds.), *Researching medical education* (pp. 3-14). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118838983.ch1

Cohen, L., & Manion, L. (Eds.). (1994). *Research methods in education* (4th ed.). Longman.

Collier, J. J., & Collier, M. (1986). *Visual anthropology: photography as a research method*. University of New Mexico Press.

Collins, P. H., (1991). *Black Feminist Thought*. Routledge.

Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. *Critical Studies in Education*, *50*(3), 213–229. https://doi.org/10.1080/17508480902998421

Connelly, F. M., & Clandinin, D. J. (1985). Personal practical knowledge and the modes of knowing: Relevance for teaching and learning. *Learning and teaching the ways of knowing*, *84*, 174-198.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher, 19*(5), 2-14. https://doi.org/10.3102/0013189X019005002

Cooper, R., et al., (2021). Understanding teachers' professional learning needs: what does it mean to teachers and how can it be supported? *Teachers and Teaching*, *26* (7–8), 558–576. doi:10.1080/13540602.2021.1900810

Cope, D. G. (2014). Methods and meanings: credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, *41*(1), 89-91. doi:10.1188/14.ONF.89-91

Corlatean, T. (2020). *Risks, discrimination and opportunities for education during the times of COVID-19 pandemic.* Federal Reserve Bank of St. Louis.

Council of Europe. (2018). *Council recommendation on key competences for lifelong learning*. https://eur-lex.europa.eu/legal-ontent/EN/TXT/PDF/?uri=CELEX:32018H0604(01)

Cousin, G. (2013). Reflexivity: The new reflective practice. *International Journal of Practice-Based Learning in Health and Social Care, 1*(2), 3-7. https://core.ac.uk/download/pdf/229874038.pdf

Creed, G. W. (2010). *Domesticating revolution: from socialist reform to ambivalent transition in a Bulgarian village*. Penn State Press.

Creswell, J. W. (2009). Editorial: Mapping the field of mixed methods research. *Journal of Mixed Methods Research, 3*(2), 95-108. https://doi.org/10.1177/1558689808330883

Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Sage.

Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th international student ed.). SAGE Publications.

Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist, 35*(2), 236-264. https://doi.org/10.1177/0011000006287390

Cronin-Furman, K., & Lake, M. (2018). Ethics abroad: Fieldwork in fragile and violent contexts. *PS, Political Science & Politics, 51*(3), 607-614. https://doi.org/10.1017/S1049096518000379

Cunliffe, A. L. (2011). Crafting qualitative research: Morgan and Smircich 30 years on. *Organizational Research Methods, 14*(4), 647-673. https://doi.org/10.1177/1094428110373658

Dale, G., & Fabry, A. (2018). *Neoliberalism in Eastern Europe and the former Soviet Union*. SAGE Publications Ltd. https://doi.org/10.4135/9781526416001

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.

Darling-Hammond, L., Wei, R.C., & Andree, A. (2010). How high-achieving countries develop great teachers. Stanford Center for Opportunity Policy in Education.

David, C. K. (2007). Shaping the future: Education for sustainable evelopment-didactic concept and implementation in elementary school [Zukunft mitgestalten: bildung für eine nachhaltige entwicklung-didaktisches konzept und umsetzung in der grundschule] (Vol. 4). Haupt Verlag AG.

Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education, 33*(4), 423-443. https://doi.org/10.1080/03054980701450746

De Castell, S., & Jenson, J. (2004). Paying attention to attention: New economies for learning. *Educational Theory, 54*(4), 381-397. https://doi.org/10.1111/j.0013-2004.2004.00026.x

Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies, 9*(1), 1-11. https://doi.org/10.1007/s10902-006-9018-1

Delors, J., UNESCO, & International Commission on Education for the Twenty-First Century. (1996). Learning: The treasure within: Report to UNESCO of the International Commission on Education for the Twenty-First Century. UNESCO.

Denicolo, P. (2004). Pictorial ways of eliciting constructs. http://www.pcp-net.org/encyclopaedia/pictorial.html

Denicolo, P., Long, T., & Bradley-Cole, K. (2016). *Constructivist approaches and research methods: A practical guide to exploring personal meanings*. SAGE Publications Ltd. https://doi.org/10.4135/9781526402660

Denzin, N. K. (2017a). The Practices of interpretation. *Qualitative Inquiry Under Fire* (pp. 115-150). Routledge.

Denzin, N. K. (2017b). *The research act: A theoretical introduction to sociological methods*. Transaction Publishers.

Denzin, N. K., & Lincoln, Y. S. (2005). The discipline and practice of qualitative research. In N. K. Denzin and Y. S. Lincoln (Eds.), *The SAGE Handbook Of Qualitative Research* (pp. 1-31).

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems, 49*(1), 5-22. https://doi.org/10.1177/0047239520934018

Dollansky, T. D. (2014). The importance of the beginning teachers' psychological contract: A pathway toward flourishing in schools. *International Journal of Leadership in Education, 17*(4), 442-461. https://doi.org/10.1080/13603124.2013.825012

Dovbnya, V. (2018). The New Ukrainian School: An attempt at philosophical and anthropological comprehension [Нова українська школа: спроба філософсько-антропологічного осмислення]. *Philosophy of Education,* (1), 240-258. https://doi.org/10.31874/2309-1606-2018-22-1-240-258

Dowle, S. E. (2020). Retheorising doctoral completions: exploring the role of critical events, structure and agency [unpublished dissertation]. University of London. https://pure.royalholloway.ac.uk/portal/en/publications/retheorising-doctoral-completions-exploring-the-role-of-critical-events-structure-and-agency(839eb60b-01f7-4549-9440-203d49fe178f).html

Dromantiene, L., Indrašiene, V., Merfeldaite, O., & Prakapas, R. (2013). Teachers' professional development: the case of Lithuania. *Scientific Yearbook of the Kindergarten Pedagogical Department at the University of Ioannina* [*Επιστημονική Επετηρίδα Παιδαγωγικού Τμήματος Νηπιαγωγών Πανεπιστημίου Ιωαννίνων]*, *6*, 202-215. https://ejournals.epublishing.ekt.gr/index.php/jret/article/view/760

Du Gay, P. (1996). *Consumption and identity at work*. SAGE Publications. https://doi.org/10.4135/9781446221945

Dubrovska et al. (2018). On the issue of educating responsibility in primary school children. [До питання про виховання відповідальності у дітей початкової школи]. *Recommended by the Academic Council of the Hryhorii Skovoroda Pereiaslav-Khmelnytskyi State Pedagogical University (Minutes No. 5 of January 23, 2018), 47.* http://ephsheir.phdpu.edu.ua/bitstream/handle/8989898989/3013/%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%202018.pdf?sequence=1#page=47

Dzhurylo, A. (2018). Educational reform in the EU countries and Ukraine: Historical background, current issues and future prospects. *Comparative Pedagogical Studies* [*Порівняльно-педагогічні студії*], (2). https://doi.org/10.31499/2306-5532.2.2018.153407

Easton, L.B. (2008). From professional development to professional learning. *Phi Delta Kappan, 89*(10), 755–761. doi:10.1177/003172170808901014

EdCamp Ukraine. (2021/2023). What we do – influence educational policy. https://www.edcamp.ua/en/vplyvaiemo-na-osvitniu-polityku-en/

Edwards-Groves, C., & Grootenboer, P. (2015). Praxis and the theory of practice architectures: Resources for re-envisioning English education. *The Australian Journal of Language and Literacy, 38*(3), 150-161. https://doi.org/10.1007/BF03651896

Edway (2023). https://edway.in.ua/en/about-us/

Egetenmeyer, R., Schmidt-Lauff, S., & Boffo, V. (2017). *Adult Learning and Education in International Contexts: Future Challenges for its Professionalization*. Peter Lang GmbH.

Elbaz, F. (1991). Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies, 23*(1), 1-19. https://doi.org/10.1080/0022027910230101

El-Serafy, Y., Adam, T., & Hassler, B. (2023). The effectiveness of technology-supported teacher professional learning communities in emergency settings. In S. Gravett & N. Petersen (Eds.), *Future-proofing teacher education: Voices from South Africa and beyond* (pp. 145-157). Taylor & Francis.

Emerson, M., Edwards, T.H., Gazizullin, I., Lücke, M., Müller-Jentsch, D., Nanivska, V., Pyanytskiy, V., Schneider, A., Schweickert, R., Shevtsov, O., & Shumylo, O. (2006). *The prospects of deep free trade between the European Union and Ukraine.* Centre for European Policy Studies.

Emerson, A., et al. (2020). Multimodal learning analytics for game-based learning. *British Journal of Educational Technology*, *51*(5), 1505–1526. doi:10.1111/bjet.12992

England, K. V. L (1994). Getting personal: Reflexivity, positionality, and feminist research. *The Professional Geographer, 46*(1), 80–89. https://www.tandfonline.com/doi/pdf/10.1111/j.0033-0124.1994.00080.x?casa_token=pH6_IQmVOGcAAAAA:BxzunHVi-0yI8Dq7owp3vRus2RHQrYptQMiQwRPQtgHTZzGk2xxCkw4S8zU-WHpKBtLOkQ6IU6t8

Eppler, M. J. (2007). Toward a visual turn in collaboration analysis? *Building Research & Information*, 35(5), 584–587. http://doi:10.1080/09613210701355724

Eriksen, A. (2016). Should eudaimonia structure professional virtue? *Journal of Philosophy of Education, 50*(4), 605-618. https://doi.org/10.1111/1467-9752.12162

European External Action Service EEAS. (2017). *EU-Ukraine Association agreement enters fully into force.* https://eeas.europa.eu/headquarters/headQuarters- homepage/31591/eu-ukraine-association-agreement-enters-fully-force_en

European Parliament and the Council of the EU. (2006, 18 December). *Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*. (2006/962/EC). http://data.europa.eu/eli/reco/2006/962/oj

EU. (2020). *Partnership for good governance*. https://pjp-eu.coe.int/en/web/pgg2/home

Even-Zahav, A., Widder, M., & Hazzan, O. (2022). From teacher professional development to teacher personal-professional growth: The case of expert STEM teachers. *Teacher Development, 26*(3), 299-316. https://doi.org/10.1080/13664530.2022.2052947.

Fabelico, F., & Afalla, B. (2020). Perseverance and passion in the teaching profession: Teachers' grit, self-efficacy, burnout, and performance. *Journal of Critical Reviews*. https://ssrn.com/abstract=3655146

Fawns, T. (2022). An entangled pedagogy: Looking beyond the Pedagogy-Technology dichotomy. *Postdigital Science and Education, 4*(3), 711-728. https://doi.org/10.1007/s42438-022-00302-7

Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (2020). *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field.* Association for the Advancement of Computing in Education.

Fernandes, M. A., Wammes, J. D., & Meade, M. E. (2018). The surprisingly powerful influence of drawing on memory. *Current Directions in Psychological Science: A Journal of the American Psychological Society, 27*(5), 302-308. https://doi.org/10.1177/0963721418755385

Fimyar, O. (2010). Policy why(s): Policy rationalities and the changing logic of educational reform in postcommunist Ukraine. In I. Silova (Ed.), *Post-socialism is not dead: (Re)reading the global in comparative education* (*International Perspectives on Education and Society, 14,*

pp. 61-91). Emerald Group Publishing Limited. https://doi.org/10.1108/S1479-3679(2010)0000014006

Flick, U. (2002). *An Introduction To Qualitative Research*. Sage.

Flikke, G. (2008). Pacts, parties and elite struggle: Ukraine's troubled post-orange transition. *Europe-Asia Studies, 60*(3), 375-396. https://doi.org/10.1080/09668130801947986

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings 1972– 1977* (C. Cordon, L. Marshall, J. Mepham, & K. Soper, Trans.). New York: Pantheon.

Fransson, G., & Grannäs, J. (2013). Dilemmatic spaces in educational contexts–towards a conceptual framework for dilemmas in teachers work [Didaktik, högskolan i gävle, akademin för utbildning och ekonomi, & avdelningen för kultur-, religions- och utbildningsvetenskap]. *Teachers and Teaching*, *19*(1), 4-17. doi:10.1080/13540602.2013.744195

Fraser, N. (2019). The old is dying and the new cannot be born: From progressive neoliberalism to Trump and beyond. Verso.

Freidson, E. (2004). *Professionalism: The Third Logic*. Polity Press.

Frith, H., Riley, S., Archer, L., & Gleeson, K. (2005). Imag(in)ing visual methodologies [Editorial]. *Qualitative Research in Psychology, 2*(3), 187-198. http://dx.doi.org/10.1191/1478088705qp037ed

Gagyi, Á. (2015). A moment of political critique by reform economists in late socialist Hungary: 'Change and reform' and the financial research institute in context. *Intersections. East European Journal of Society and Politics, 1*(2), 59-79. https://doi.org/10.17356/ieejsp.v1i2.72.

Gamrat, C., et al. (2014). Personalized workplace learning: an exploratory study on digital badging within a teacher professional development program. *British Journal of Educational Technology*, *45*(6), 1136–1148. doi:10.1111/bjet.12200

Ganzle, S. (2009). EU governance and the European neighbourhood policy: A framework for analysis. *Europe-Asia Studies, 61*(10), 1715-1734. https://doi.org/10.1080/09668130903278926

Garland, R. (2022, April 27). *How do we count the education impacts of the war in Ukraine?* [blog post]. Norrag. https://www.norrag.org/how-do-we-count-the-education-impacts-of-the-war-in-ukraine/

Garrison, D. R., Anderson, T., & Archer, W. (1999/2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education, 2*(2), 87-105. https://doi.org/10.1016/S1096-7516(00)00016-6

Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The Internet and Higher Education, 13*(1), 5-9. https://doi.org/10.1016/j.iheduc.2009.10.003

Gawlicz, K., & Starnawski, M. (2018). Educational policies in Central and Eastern Europe: Legacies of state socialism, modernization aspirations and challenges of semi-peripheral contexts. *Policy Futures in Education, 16*(4), 385-397. https://doi.org/10.1177/1478210318777415

Gawrich, A., Melnykovska, I., & Schweickert, R. (2010). Neighbourhood Europeanization through ENP: The case of Ukraine. *JCMS: Journal of Common Market Studies*, *48*(5), 1209-1235. doi:10.1111/j.1468-5965.2010.02110.x

Gay, L. R., & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.). Merrill Prentice Hall.

Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of Research in Education, 25*(1), 99-125. https://doi.org/10.3102/0091732X025001099

Geertz, C., & American Council of Learned Societies. (1973). *The interpretation of cultures: Selected essays*. Basic Books.

Gibbs, A. (2012). Focus groups and group interviews. In J. Arthur, M. Waring, R. Coe, & L. Hedges (Eds.), *Research methods and methodologies in education* (pp. 186-192). Thousand Oaks.

Gibson-Graham, J. K. (2006). *The end of capitalism (as we knew it): A feminist critique of political economy* (First University of Minnesota Press ed.). University of Minnesota Press. https://doi.org/10.5749/j.cttts7zc

Gilbert, C. (1995). Studying disaster: A review of the main conceptual tools. *International Journal of Mass Emergencies & Disasters, 13*(3), 231-240. https://doi.org/10.1177/028072709501300302

Gilflores, J., & Alonso, C. G. (1995). Using focus groups in educational research: Exploring teachers' perspectives on educational change. *Evaluation Review, 19*(1), 84-101. https://doi.org/10.1177/0193841X9501900104

Goff, S. L., Kleppel, R., Lindenauer, P. K., & Rothberg, M. B. (2013). Hospital workers' perceptions of waste: A qualitative study involving photo-elicitation. *BMJ Quality & Safety, 22*(10), 826-835. https://doi.org/10.1136/bmjqs-2012-001683

Green, A. (2002). The many faces of lifelong learning: Recent education policy trends in europe. *Journal of Education Policy*, *17*(6), 611-626. doi:10.1080/0268093022000032274

Grissom, J. A., & Condon, L. (2021). *Leading schools and districts in times of crisis*. SAGE Publications. https://doi.org/10.3102/0013189X211023112

Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education, 23*(8), 1302-1316. https://doi.org/10.1016/j.tate.2006.06.006

Guba, E. and Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. Denzin and Y. Lincoln (Eds.), *Handbook Of Qualitative Research* (pp. 105-117) (personal copy). Sage.

Gubrium, J. F., & Holstein, J. A. (1999). At the border of narrative and ethnography. *Journal of Contemporary Ethnography, 28*(5), 561-573. https://doi.org/10.1177/089124199129023550

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. SAGE Publications. https://doi.org/10.4135/9781506374680

Guillemin, M. (2004). Understanding illness: Using drawings as a research method. *Qualitative Health Research, 14*(2), 272-289. https://doi.org/10.1177/1049732303260445

Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed*.), Identity: community, culture, difference* (pp., 2-27). Lawrence & Wishart.

Halsall, J. P., Powell, J. L., & Snowden, M. (2016). Determined learning approach: Implications of heutagogy society based learning. *Cogent Social Sciences, 2*(1), 1223904. https://doi.org/10.1080/23311886.2016.1223904

Hammersley, M., & Traianou, A. (2014). An alternative ethics? Justice and care as guiding principles for qualitative research. *Sociological Research Online, 19*(3), 104-117.

Hargreaves, A. (1999). *Reinventing professionalism: Teacher education and teacher development for a changing world.* Paper presented at International Conference on Teacher Education, Hong Kong.

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education, 16*(8), 811-826. https://doi.org/10.1016/S0742-051X(00)00028-7

Hargreaves, A. (2020, April 7). A complete list of what to- and not to do- for everyone teaching kids at home during the coronavirus crisis. *The Washington Post.* http://atrico.org/wp-content/uploads/2020/05/Hargreaves-Washington-Post_A-complete-list-of-what-to-do-%E2%80%94-and-not-do-%E2%80%94-for-everyone-teaching-kids-at-home-during-the-coronavirus-crisis-The-Washington-Post.pdf.

Harjuniemi, T. (2019). The Economist's depolitisation of European austerity and the constitution of a "euphemized" neoliberal discourse. *Critical Discourse Studies*, *17*(5), 494–509. doi: 10.1080/17405904.2019.1649162

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual studies*, *17*(1), 13-26. https://www.tandfonline.com/doi/pdf/10.1080/14725860220137345?casa_token=kil7-lLnd0kAAAAA:omSjE8w6TPp03RakGcr4qruWe3v8kSwSjGH-7O6NbT47M1219TmXZTc8FGy3D29IYj0-j6I_6NoPrg

Harrington, W. (1997). *Intimate journalism: The art and craft of reporting everyday life*. Sage.

Harvey, D. (2005). *A brief history of neoliberalism*. Oxford University Press. https://doi.org/10.1093/oso/9780199283262.001.0001

Hawkins, J.M., & Allen, R. (Eds.). (1991). *The Oxford Encyclopedic English Dictionary*. Clarendon Press.

Hay, C. (2006). The genealogy of neoliberalism. In *Neoliberalism: National and regional experiments with global ideas* (pp. 73-92). Routledge.

Hay, C. (2011). Interpreting interpretivism interpreting interpretations: The new hermeneutics of public administration. *Public Administration*, *89*(1), 167-182. doi:10.1111/j.1467-9299.2011.01907.x

Heck, D., Ambrosetti, A., & SpringerLink (Online service). (2018). Teacher education in and for uncertain times. Springer Singapore. https://doi.org/10.1007/978-981-10-8648-9

Hedges, L. V. (2017). Design Of Empirical Research. In R. Coe (Ed.), *Research methods and methodologies in education* (2nd ed.) (pp. 25-32). SAGE Publications. https://app.talis.com/glasgow/player#/modules/5f55ffaa3f2b343bc876562b/resources/5f56292f3b6d6d6499f453b5#page-53

Helbardt, S., Hellmann-Rajanayagam, D., & Korff, R. (2010). War's dark glamour: Ethics of research in war and conflict zones. *Cambridge Review of International Affairs, 23*(2), 349-369. https://doi.org/10.1080/09557571003752688

Helle, A. P. (1991). Reading women's autobiographies: A map of reconstructed knowing. In C. Witherell & N. Noddíngs (Eds.), *Stories lives tell: Narrative and dialogue in education* (pp. 48-66). Teachers College Press.

Helsing, D. (2007). Regarding uncertainty in teachers and teaching. *Teaching and Teacher Education, 23*(8), 1317-1333. https://doi.org/10.1016/j.tate.2006.06.007

Henderson, J., Liboiron, M. (2019). Compromise and action: Tactics for doing ethical research in disaster aones. In J. Kendra, S. Knowles, & T. Wachtendorf (Eds.), Disaster research and the second environmental crisis. Environmental hazards. Springer. https://doi.org/10.1007/978-3-030-04691-0_15

Hennig, A. (2016). Three different approaches to virtue in business—Aristotle, Confucius, and Lao Zi. *Frontiers of Philosophy in China, 11*(4), 556-586. https://doi.org/10.3868/s030-005-016-0040-5

Henton, D., Walesh, K., & Melville, J. (1997). *Grassroot leaders for new economy: How civic entrepreneurs are building prosperous communities*. Jossey-Bass.

Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative Inquiry, 3*(3), 274-294. https://doi.org/10.1177/107780049700300302

Higgins, C. (2011). *The good life of teaching: An ethics of professional practice*. Wiley-Blackwell. https://doi.org/10.1002/9781444346534

Hoffman, E., Acosta-Orozco, C., & Alvarado, M. M. (2019). The life-metaphors of experienced teachers: A method to assess core values and flourishing. *Indian Journal of Positive Psychology*, *10*(1), 15-20. https://www.proquest.com/openview/1f6b47b2ced987109f4836c3ccfbeae7/1?cbl=2032133&pq-origsite=gscholar

Holloway, J. (2021). Teachers and teaching: (re)thinking professionalism, subjectivity and critical inquiry. *Critical Studies in Education, 62*(4), 411-421. https://doi.org/10.1080/17508487.2021.1966065

Hollweck, T., & Doucet, A. (2020). Pracademics in the pandemic: Pedagogies and professionalism. *Journal of Professional Capital and Community, 5*(3/4), 295-305. https://doi.org/10.1108/JPCC-06-2020-0038

Hoppers, W. (2009). Inter-ministerial cooperation and institutional development in education: Breaking new grounds or treading old paths? *Comparative Education, 45*(1), 45-63. https://doi.org/10.1080/03050060802661394

Hordern, J. (2018). Is powerful educational knowledge possible? In *Cambridge Journal of Education*, *48*(6), 787-802, doi:10.1080/0305764X.2018.1427218

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher, 20*(4), 12. https://doi.org/10.7748/nr2013.03.20.4.12.e326

Hoyle, E., & Wallace, M. (2007). Educational reform: An ironic perspective. *Educational Management, Administration & Leadership, 35*(1), 9-25. https://doi.org/10.1177/1741143207071383

Hryaban, V. (2006). *The 'Europeanisation' project in the Ukraine.* 9th EASA Biennial Conference: Bristol, UK, September 18th - 21st, 2006, Europe and the World. https://nomadit.co.uk/conference/easa06/paper/366.

Hrynevych, L. (2008). *Qualifications framework in higher education of Ukraine* [PowerPoint slides]. SlidePlayer. https://slideplayer.com/slide/2527206/

Hudima, T., & Malolitneva, V. (2020). Conceptual and legal framework for promotion of education for sustainable development: Case study for Ukraine. *European Journal of Sustainable Development, 9*(2), 42.

Huntington, S. P. (1993). The clash of civilizations? *Foreign Affairs, 72*(3), 22–49. https://doi.org/10.2307/20045621

Hussin, A. A. (2018). Education 4.0 made simple: Ideas for teaching. *International Journal of Education and Literacy Studies*, *6*(3), 92-98.

Huta, V., & Ryan, R. M. (2010). Pursuing pleasure or virtue: The differential and overlapping well-being benefits of hedonic and eudaimonic motives. *Journal of Happiness Studies, 11*(6), 735-762. https://doi.org/10.1007/s10902-009-9171-4

Huta, V., & Waterman, A. S. (2014). Eudaimonia and its distinction from hedonia: Developing a classification and terminology for understanding conceptual and operational definitions. *Journal of Happiness Studies, 15*(6), 1425-1456. https://doi.org/10.1007/s10902-013-9485-0

Hvenmark, J. (2016). Ideology, practice, and process? A review of the concept of managerialism in civil society studies. *Voluntas, 27*(6), 2833-2859. https://doi.org/10.1007/s11266-015-9605-z

Iantaffi, A. (2020*).Travelling along 'rivers of experience.* In P. Reavey (Ed.), *A handbook of visual methods in psychology: Using and interpreting images in qualitative research* (1st ed.) (pp. 24-29). Routledge. https://doi.org/10.4324/9781351032063

Ildefonso, J. M. V. (2012). *What is the role of perseverance in the development of dynamic capabilities?: Abreus case study* (28831414) [Doctoral dissertation, Universidade Catolica Portugesa (Portugal)]. ProQuest Dissertations Publishing. https://www.proquest.com/docview/2606898497?pq-origsite=gscholar&fromopenview=true

Institute of Pedagogy of the National Academy of Sciences of Ukraine. (2022). The world awaits the winged - A. Cimbalar's integrated educational system [Світ чекає крилатих - інтегрована освітня система А. Цимбалару]. https://svitchekaiekrylatykh.com/

Inter-Agency Network for Education in Emergencies INEE. (2004). *Standards: INEE Minimum Standards*. https://inee.org/standards

Intrator, S. M., & R. Kunzman. (2007). The person in the profession: renewing teacher vitality through professional development. *The Educational Forum, 71*(1),16–32. DOI:10.1080/ 00131720608984564

Jayantilal, K., & Lalli, G. S. (2024). Doing qualitative research: Methodological reflections on researching teachers work. *European Journal of Education, 59*(1), n/a. https://doi.org/10.1111/ejed.12575

Johnson, M. (1993). *Moral imagination*. University of Chicago Press.

Jones, W. M., & Dexter, S. (2014). How teachers learn: The roles of formal, informal, and independent learning. *Educational Technology Research and Development, 62*(3), 367-384. https://doi.org/10.1007/s11423-014-9337-6

Kahkonen, S. (2018). *Why Ukraine's education system is not sustainable?* The World Bank. https://www.worldbank.org/en/news/opinion/2018/09/12/why-ukraines-education-system-is-not-sustainable

Kajamaa, A., & Hyrkkö, S. (2022). Change laboratory method for facilitating transformative agency and collective professional learning–Case from a Finnish elementary school. In *Methods for Researching Professional Learning and Development: Challenges, Applications and Empirical Illustrations* (pp. 535-556). Springer International Publishing.

Karpan, I., Chernikova, N., Motuz, T., Bratanich, B., & Lysokolenko, T. (2020). Conceptual principles of education for sustainable development. *European Journal of Sustainable Development*, *9*(2), 99-99.

Kashdan, T. B., Biswas-Diener, R., & King, L. A. (2008). Reconsidering happiness: The costs of distinguishing between hedonics and eudaimonia. *The Journal of Positive Psychology, 3*(4), 219-233. https://doi.org/10.1080/17439760802303044

Katrych, E., & Perebyinis, D. (2019). *Gender equality in Ukraine: men and women in leadership positions* [Electronic resource]. Collection of materials of the International scientific and practical conference Strategies of intercultural communication in language education at modern universities, Kyiv (2019, April 11-12), 338. KNEU. https://ir.kneu.edu.ua/bitstream/handle/2010/30641/SMK_407.pdf?sequence=1

Kaukko, M, & Timm, S. (2022, March). *Translating across words, paradigms, and traditions of education* [blog post]. EERA. https://blog.eera-ecer.de/translating-across-words-paradigms-and-traditions-of-education/

Kelchtermans, G. (1996). Teacher vulnerability: Understanding its moral and political roots. *Cambridge Journal of Education, 26*(3), 307-323. https://doi.org/10.1080/0305764960260302

Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education, 21*(8), 995-1006. https://doi.org/10.1016/j.tate.2005.06.009

Kelchtermans, G. (2009). Who I am in how I teach is the message: Self-understanding, vulnerability and reflection. *Teachers and Teaching, Theory and Practice, 15*(2), 257-272. https://doi.org/10.1080/13540600902875332

Kennett, D. W., Gardner, A., Scott, L., Patterson, M. S., Zhang, L., & Carter, R. A. (2022). Choice and voice: Emerging questions of personalised professional learning. *Practice, 4*(2), 103-109. https://doi.org/10.1080/25783858.2022.2086061

Kerssens, N., & Dijck, J. V. (2021). The platformization of primary education in the Netherlands. *Learning, Media and Technology, 46*(3), 250-263. https://doi.org/10.1080/17439884.2021.1876725

Kezar, A. (2002). Reconstructing static images of leadership: An application of positionality theory. *The Journal of Leadership Studies, 8*(3), 94-109. https://doi.org/10.1177/107179190200800308

Khalil, R., & Moustafa, A. A. (2022). A neurocomputational model of creative processes. *Neuroscience and Biobehavioral Reviews, 137*, 104656-104656. https://doi.org/10.1016/j.neubiorev.2022.104656

Khavenson, T. (2018). Postsocialist transformations, everyday school life, and country performance in PISA: Analysis of curriculum education reform in Latvia and Estonia. In M. Chankseliani and I. Silova (Eds.), *Comparing Post-Socialist Transformations: purposes, policies, and practices in education* (pp. 85-103). Symposium Books.

Khlaif, Z. N., Salha, S., & Kouraichi, B. (2021). Emergency remote learning during COVID-19 crisis: Students' engagement. *Education and Information Technologies, 26*(6), 7033-7055. https://doi.org/10.1007/s10639-021-10566-4

Khondker, H. H. (2005). Globalisation to glocalisation: A conceptual exploration. *Intellectual Discourse*, *13*(2). https://journals.iium.edu.my/intdiscourse/index.php/id/article/download/109/111

King, N. (1998). Template Analysis. In G. Symon & C. Cassell (Eds.), *Qualitative methods and analysis in organizational research: A practical guide* (pp. 118-134). Sage Publications Ltd.

King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research*, (pp. 256-270). SAGE Publications Ltd. https://www.doi.org/10.4135/9781446280119.n21

King, N., Carroll, C., Newton, P., & Dornan, T. (2002). "You can't cure it so you have to endure it": The experience of adaptation to diabetic renal disease. *Qualitative Health Research, 12*(3), 329-346. https://doi.org/10.1177/104973202129119928

Kitchen, H., et al. (2017). Romania. *OECD Reviews of Evaluation and Assessment in Education*. OECD Publishing. https://dx.doi.org/10.1787/9789264274051-en

Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness, 16*(1), 103–121. doi:10.1111/1467-9566.ep11347023

Kitzinger, J., & Barbour, R. (Eds.). (1999). *Developing focus group research: Politics, theory and practice*. Sage.

Klein, H., & Meyers, M. (1998). A set of principles for conducting and evaluating interpretive field studies in information systems. http://www.auckland.au.nz/msis/isworld/MMyers/Klein-Myers.html

Knill, C., & J. Tosun. (2014). Europeanization of national administrations in the Czech Republic and Poland: Assessing the extent of institutional change. In G. S. Drori, M. A. Hollerer, & P. Walgenbach (Eds.), *Global themes and local variations in organization and management: perspectives on glocalization* (pp. 264-277). Routledge.

Knupsky, A., & Caballero, M.S. (2020). Do we know what they are thinking? Theory of mind and affect in the classroom. *Teaching and Learning Inquiry, 8* (1), 108–121. doi:10.20343/teachlearninqu.8.1.8

Kondur, O., Mykhailyshyn, H., Ridei, N., & Katsero, O. (2020). Formation of competences of future educators for requirements education for sustainable development. *Journal of Vasyl Stefanyk Precarpathian National University, 7*(1), 7-14. https://doi.org/10.15330/jpnu.7.1.7-14

Koro-Ljungberg, M. (2016). *Reconceptualizing qualitative research: Methodologies without methodology*. SAGE Publications, Inc. https://doi.org/10.4135/9781071802793

Koshmanova, T., & Ravchyna, T. (2008). Teacher preparation in a post-totalitarian society: An interpretation of Ukrainian teacher educators' stereotypes. *International Journal of Qualitative Studies in Education, 21*(2), 137-158. https://doi.org/10.1080/09518390701256415

Kost, E. Yu. (2020). The goal of the New Ukrainian School concept [Мета концепції Нової Української Школи]. In I. Kushnir et al. (Eds.) *Current problems of education in the context of European integration,* collection of abstracts of the IV Scientific and practical online student conference, April 27, 2020, Mukachevo. COD MSU (pp. 33-36).

Kotišová, J., & van der Velden, L. (2023). The affective epistemology of digital journalism: Emotions as knowledge among on-the-ground and OSINT media practitioners covering the Russo-Ukrainian war. *Digital Journalism*,1-20. https://doi.org/10.1080/21670811.2023.2273531

Koval, L. V. (2019). Historical aspect of the development of professional training of future primary school teachers [Історичний аспект розвитку професійної підготовки майбутніх учителів початкової школи]. http://bdpu.org/wpcontent/uploads/2019 /02/Lyudmyla-Koval.pdf.

Krause, J. (2021). The ethics of ethnographic methods in conflict zones. *Journal of Peace Research, 58*(3), 329-341. https://doi.org/10.1177/0022343320971021

Kraut, R. (2001). Aristotle's Ethics. In E. N. Zalta & U. Nodelman (Eds.), *The Stanford Encyclopedia of Philosophy* (Fall 2022 Edition). https://plato.stanford.edu/archives/fall2022/entries/aristotle-ethics/

Kravchenya, A. (2018). Features of certification of pedagogical workers [Особливості атестації педагогічних працівників. Теорія і методика професійної освіти]. *Theory and methods of professional education*, (14).

Kravtsova, N., Sizova, N., Belinska, T., & Kravchenko, I. (2021). Pedagogical features of the use of information and communication technologies in the development of musical talent of future music teachers [Педагогічні особливості використання інформаційно-комунікаційних технологій у розвитку музичної обдарованості майбутніх учителів музичного мистецтва]. https://library.vspu.net/jspui/bitstream/123456789/8892/1/%D0%94%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%20Acrobat.pdf.

Kremen, V., et al. (2022). On the work of the departments and scientific institutions of the national academy of pedagogical sciences of Ukraine under martial law: Scientific report of the Presidium of the NAPS of Ukraine on March 24, 2022 [Про роботу відділень та наукових установ Національної академії педагогічних наук України в умовах воєнного стану: Наукова доповідь Президії НАПН України 24 березня 2022 р.]. *Bulletin of the National Academy of Pedagogical Sciences of Ukraine, 4*(1). https://doi.org/10.37472/v.naes.2022.4118

Kricfalushii, J., & Lalak, N. V. (2018). Professional and pedagogical culture of primary school teacher as a category of pedagogy [Професійно-педагогічна культура вчителя початкової школи як категорія педагогіки]. http://dspace-s.msu.edu.ua:8080/bitstream/123456789/4494/1/Professional_pedagogical_culture_of_elementary_school_teachers_as_a_category_of_pedagogy.pdf.

Krueger, R. A., & Casey, M. A. (2002). *Designing and conducting focus group interviews*, *18*.

Kruszewska, A., & Lavrenova, M. (2022). The educational opportunities of Ukrainian children at the time of the Russian invasion: Perspectives from teachers. *Education 3*(13), ahead-of-print, 1-14. https://doi.org/10.1080/03004279.2022.2083211

Kryshtanovych, M., Nevmerzhytska, O., Teletska, L., Yankovska, I., & Shosh, K. (2021). Professional competence of future primary school teachers in the context of the covid19 pandemic. *Laplage Em Revista*, 463-469. https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/pt/covidwho-1431241

Kushnir, I. (2019). The development of policy actors involved in the Bologna reform in Ukraine. *Communist and Post-Communist Studies, 52*(2), 117-128. https://doi.org/10.1016/j.postcomstud.2019.04.006

Kushnir, I., & Nunes, A. (2022). Education and the UN development goals projects (MDGs and SDGs): Definitions, links, operationalisations. *Journal of Research in International Education, 21*(1), 3-21. https://doi.org/10.1177/14752409221088942

Kvale, S. (1983). The qualitative research interview: a phenomenological and a hermeneutical mode of understanding. *Journal of Phenomenological Psychology*, *14*(1), 171–96.

Kwong, J. (2000). Introduction: marketization and privatization in education, *International Journal of Educational Development, 20*(2), 87-92. https://doi.org/10.1016/S0738-0593(99)00060-7

La Rosa, M. (2014). *EU: Education policies and third countries. Civilian power or just foreign policy?* [student paper]. Lund University Libraries. http://lup.lub.lu.se/student-papers/record/4451074.

Lane, J. L., Boggs, B. J., Chen, Z., & Torphy, K. T. (2019). Conceptualizing virtual instructional resource enactment in an era of greater centralization, specification of quality instructional practices, and proliferation of instructional resources. *Teachers College Record (1970), 121*(14), 1-36. https://doi.org/10.1177/016146811912101408

Larson, M. S. (2013). *The rise of professionalism: Monopolies of competence and sheltered markets*. Transaction Publishers. https://doi.org/10.4324/9781315134635

Lebovic, S. (2019). Introduction: Social histories of neoliberalism. *Journal of Social History, 53*(1), 1-6. https://doi.org/10.1093/jsh/shz045

Lemke, J. L. (2012). Analyzing verbal data: principles, methods, and problems. In B. J. Fraser, K. G. Tobin, C. J. McRobbie, & SpringerLink (Online service), *Second international handbook of science education* (pp. 1471-1484). Springer. http://static1.1.sqspcdn.com/static/f/694454/12422529/1306519655323/AnalyzingVerbalData-2011.pdf?token=6xvo%2Fw%2FTNAX5NetoYXUwG%2FB2XFo%3D

Lerch, J. C., Bromley, P., & Meyer, J. W. (2022). Global neoliberalism as a cultural order and its expansive educational effects. *International Journal of Sociology, 52*(2), 97-127. https://doi.org/10.1080/00207659.2021.2015665

Levchyk, I., Chaikovska, H., Yankovych, O., Kuzma, I., & Rozhko-Pavlyshyn, T. (2021). Formation of sustainable development competencies in primary school children. *The Journal of Education, Culture, and Society*, 2, 341-360. https://www.ceeol.com/search/article-detail?id=983025

Levy, P. (2023, May 20). *The digital public sphere* [blog post]. Intlekt metadata. https://intlekt.io/blog/

Levy-Feldman, I. (2018). The good teacher for the twenty-first century: a “mentoring teacher” with heutagogical skills. *International Journal of Mentoring and Coaching in Education*, *7*(2), 177-190. https://doi.org/10.1108/IJMCE-10-2017-0067

Lewis, P. J. (2011). Storytelling as research/research as storytelling. *Qualitative Inquiry, 17*(6), 505-510. https://doi.org/10.1177/1077800411409883

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage.

Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed.) (pp.163-188). Sage.

Lindvall, J., & Ryve, A. (2019). Coherence and the positioning of teachers in professional development programs. A systematic review. *Educational Research Review, 27*, 140–154. DOI:10.1016/j.edurev.2019.03.005

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. Jossey-Bass.

Lokshyna, O. (2018). The European dimension of the competence-based school education in Ukraine. *Revista De Pedagogie, LXVI*(1), 47-64. https://doi.org/10.26755/RevPed/2018.1/47

Long, T. (2014). *Work engagement and meaningfulness: The application of personal construct theory in iterative, exploratory research*. SAGE Publications. https://www.doi.org/10.4135/9781446273050

Lymar, Y. M., & Chekan, Y. M. (2019). New professional roles of a teacher in the conditions of the New Ukrainian school [Нові професійні ролі вчителя в умовах Нової Української Школи]. *Innovatsiina pedahohika [Innovative pedagogy]*, *15*, 100-103.

Lysohor, L., Reshetniak, V., Kovalchuk, V., Zhyhaylo, O., Koltok, L., & Lutsiv, S. (2022). Reality of primary education development in the conditions of the new school. *Revista Românească Pentru Educaţie Multidimensională, 14*(1Sup1), 243-257. https://doi.org/10.18662/rrem/14.1Sup1/548

Lysychansk city military administration (2021, October 19). *Lysychansk resident is among top 10 teachers in frontline zone*. https://lis.gov.ua/videogalereya/27002-lisichanka-uvijshla-v-top-10-vchiteliv-prifrontovoji-zoni.html

Lytvynova, S., & Demeshkant, N. (2022, April 7). Distance learning in primary school during the covid 19 pandemic: results of the "SMART KIDS" experiment. *Computers and Society. https://doi.org/10.48550/arXiv.2204.03472*

MacDonald-Vemic, A., & Portelli, J. (2020). Performance power: The impact of neoliberalism on social justice educators’ ways of speaking about their educational practice. *Critical Studies in Education*, *61*(3), 296–312. https://doi.org/10.1080/17508487.2018.1428642

Mack, L. (2010). The philosophical underpinnings of educational research, *Polyglossia, 9*, 5-11.

MacLean, L. M., Meyer, M., & Estable, A. (2004). Improving accuracy of transcripts in qualitative research. *Qualitative Health Research, 14*(1), 113-123. https://doi.org/10.1177/1049732303259804

Mannay, D. (2016). *Visual, narrative and creative research methods: Application, reflection and ethics*. Routledge. https://doi.org/10.4324/9781315775760

Manning-Thomas, N. (2008, November 21). Learning about project activities, outputs and outcomes through a 'River of Life' exercise at the KSinR Synthesis Workshop. https://ictkm.wordpress.com/tag/river-of-life/

Martin, K., Miyashiro, D., Baird, T. (2015). Technology integration in diverse contexts: models of competency-based professional learning in three school districts. In T. Brown & H. van der Merwe (Eds.), *The mobile learning voyage - from small ripples to massive open waters. mlearn 2015. Communications in Computer and Information Science, 560*. Springer. https://doi.org/10.1007/978-3-319-25684-9_2

Marttila, T. (2018). *Neoliberalism, the knowledge-based economy and the entrepreneur as metaphor*. SAGE Publications Ltd. https://doi.org/10.4135/978152641600

Mastrogianakos, J. (2022). Covid-19: A liminal (transformative) experience. *International Journal of English Literature and Social Sciences, 7*(5). https://dx.doi.org/10.22161/ijels.75.38

Matvienko, O., & Popova, L. (2022). Formation of transversal competencies in the process of future primary school teachers' training. *Journal of Vasyl Stefanyk Precarpathian National University, 9*(1), 227-236. https://doi.org/10.15330/jpnu.9.1.227-236

Matviichuk, L., Ferilli, S., & Hnedko, N. (2022). Study of the organization and implementation of E-learning in wartime inside Ukraine. *Future Internet, 14*(10), 295. https://doi.org/10.3390/fi14100295

May, T., & Dawson Books. (2011). *Social research: Issues, methods and process* (4th ed.). McGraw-Hill/Open University Press. https://www.vlebooks.com/Vleweb/Product/Index/155447?page=0

Mazurana, D. E., Jacobsen, K., & Gale, L. A. (2013). *Research methods in conflict settings: A view from below*. Cambridge University Press. https://doi.org/10.1017/CBO9781139811910

McAdam, R., Reid, R. S., & Gibson, D. A. (2004). Innovation and organisational size in Irish SMES: An empirical study. *International Journal of Innovation Management, 8*(2), 147-165. https://doi.org/10.1142/S1363919604001027

McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality, 63*(3), 365-396. https://doi.org/10.1111/j.1467-6494.1995.tb00500.x

McLean, M., & Walker, M. (2015). Professionals and public-good capabilities. *Critical Studies in Teaching and Learning, 3*(2), 60-82. https://doi.org/10.14426/cristal.v3i2.42

McMullin, I. (2019). *Existential flourishing: A phenomenology of the virtues*. Cambridge University Press. https://doi.org/10.1017/9781108617260

Means, A. (2011). Aesthetics, affect, and educational politics. *Educational Philosophy and Theory, 43*(10), 1088-1102. https://doi.org/10.1111/j.1469-5812.2009.00615.x

Meehan, R. J. (2011). *Teacher's journey: The road less traveled*. Tate Publishing.

Meeuwen, P. V., Huijboom, F., Rusman, E., Vermeulen, M., & Imants, J. (2020). Towards a comprehensive and dynamic conceptual framework to research and enact professional learning communities in the context of secondary education. *European Journal of Teacher Education, 43*(3), 405-427. https://doi.org/10.1080/02619768.2019.1693993

Mehrotra, S., & Tripathi, R. (2013). Flourishing at work. In S. Pandey & D. M. Pestonjee (Eds.), *Stress and work: Perspectives on understanding and managing stress* (pp. 239–263). Sage Publications India.

Melnykovska, I., & Schweickert, R. (2008). Bottom-up or top-down: What drives the convergence of Ukraine's institutions towards European standards? *Journal of Southeast European and Black Sea Studies, 8*(4), 445-468. https://doi.org/10.1080/14683850802556426

Mendonça, H., Caetano, A., Ferreira, M. C., Sousa, I. F., & Silva, A. J. (2014). Flourishing at work [Florescimento no trabalho]. In M. M. M. Siqueira (Ed.), *Novas medidas do comportamento organizacional: Ferramentas de diagnóstico e de gestão* [*New measures of organizational behavior: Diagnostic and management tools*] (pp. 172–177). Artmed.

Merriam, S. B., Tisdell, E. J., & Askews and Holts Library Services. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. https://www.vlebooks.com/Vleweb/Product/Index/573588?page=0.

Merriman, K. K. (2017). Leadership and perseverance. In J. Marques & S. Dhiman (Eds.), *Leadership today. springer texts in business and economics.* Springer. https://doi.org/10.1007/978-3-319-31036-7_19

Mertens, D. M. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches.* (2nd ed.). Sage Publications Inc.

Metcalfe, A. S. (2016). Educational research and the sight of inquiry: Visual methodologies before visual methods. *Research In Education*, *96*(1), 78-86. doi:10.1177/0034523716664577

Mezirow, J. (1991). *Transformative dimensions of adult learning.* Jossey-Bass.

Mezirow, J. (1995). Transformative theory of adult learning. In M. Welton (Ed.), *In Defense of the lifeworld*. State University of New York Press.

Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly (American Association for Adult and Continuing Education), 46*(3), 158-172. https://doi.org/10.1177/074171369604600303

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education, 1*(1), 58-63. https://doi.org/10.1177/1541344603252172

Mfutso-Bengo, J., Masiye, F., & Muula, A. (2008). Ethical challenges in conducting research in humanitarian crisis situations. *Malawi Medical Journal, 20*(2), 46-49. https://doi.org/10.4314/mmj.v20i2.10956

Mikulec, B., & Ermenc, K. S. (2016). Qualifications frameworks between global and European pressures and local responses. *SAGE Open, 6*(2), 215824401664494. https://doi.org/10.1177/2158244016644948

Miller, F. A., & Alvarado, K. (2005). Incorporating documents into qualitative nursing research. *Journal of Nursing Scholarship, 37*(4), 348-353. https://doi.org/10.1111/j.1547-5069.2005.00060.x

Miller, J. J. (1990). *Creating spaces and finding voices: Teachers collaborating for empowerment.* State University of New York Press.

Miller, P., & Rose, N. (2008). *Governing the present: Administering economic, social and personal life*. Polity.

Milovanovitch, M., & Lapham, K. (2018). Good intentions cast long shadows: Donors, governments, and education reforms in Armenia and Ukraine. *Comparing Post-Socialist Transformations: Purposes, Policies, and Practices in Education*, 105-25.

Minakov, M. (2022, April 13). *Zelensky versus Putin: the personality factor in Russia's war on Ukraine* [blog post]. Wilson Center. https://www.wilsoncenter.org/blog-post/zelensky-versus-putin-personality-factor-russias-war-ukraine

Minakov, M. (2022, April 14). Ukraine's EU Membership in War Times. *Italian Institute for International Political Studies*. https://www.ispionline.it/en/publication/ukraines-eu-membership-war-times-34626

Ministry of Education and Science of Ukraine MESU. (2016). The New Ukrainian School – Conceptual Principles of Secondary School Reform. https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf.

MESU. (2018). On approval of the concept of teacher education development: Order of the Ministry of Education and Science of Ukraine No. 776 of July 16, 2018 [Про затвердження Концепції розвитку педагогічної освіти: Наказ МОН України № 776 від 16.07.2018 р.]. file:///C:/Users/user/Downloads/5b7bb2dcc424a809787929.pdf.

MESU. (2020, 21 August). About professional development centers for teachers [Про центри професійного розвитку педагогічних працівників]. https://mon.gov.ua/ua/npa/pro-centri-profesijnogo-rozvitku-pedagogichnih-pracivnikiv

MESU. (2021, May 31). Artur Seletskyi: The draft strategy for digital transformation of education and science is aimed at creating a single ecosystem. https://mon.gov.ua/ua/news/artur-seleckij-proyekt-strategiyi-cifrovoyi-transformaciyi-osviti-i-nauki-napravlenij-na-stvorennya-yedinoyi-ekosistemi

MESU. (2022a, March 4). MESU calls on leading education platforms to provide free access for ukrainian education sector – and introduce sanctions against Russia. https://mon.gov.ua/ua/news/mon-zaklikaye-providni-svitovi-osvitni-platformi-nadati-bezkoshtovnij-dostup-dlya-osvityan-ukrayini-ta-vvesti-sankciyi-proti-rfMESU-calls-leading-education-platforms-provide-free-access-ukrainian-education-sector-and-introduce-sanctions-against-rus

MESU. (2022b, March 12). The Ministry of Education and Science of Ukraine has created a national online timetable for students during martial law [Міністерство освіти і науки україни створило всеукраїнський онлайн розклад для учнів під час воєнного стану]. https://mon.gov.ua/ua/news/ministerstvo-osviti-i-nauki-ukrayini-stvorilo-vseukrayinskij-onlajn-rozklad-dlya-uchniv-pid-chas-voyennogo-stanu

MESU. (2022c, March 13). "Learning without borders": an educational project for schoolchildren of 5-11 grades is starting on Ukrainian television [«Навчання без меж»: на українському телебаченні стартує освітній проєкт для школярів 5-11 класів]. https://mon.gov.ua/ua/news/navchannya-bez-mezh-na-ukrayinskomu-telebachenni-startuye-osvitnij-proyekt-dlya-shkolyariv-5-11-klasiv

MESU. (2022d, March 16). *On Monday, the educational process in general secondary education institutions resumed in Ukraine after the forced vacation* [Telegram post] [*У понеділок на території України поновлено освітній процес у закладах загальної середньої освіти після вимушених канікул*]. Telegram. https://t.me/UAmonogram/2692

MESU. (2022e, March 30). Educational materials to support the distance learning process for students in grades 1-4 [Навчальні матеріали для забезпечення дистанційного освітнього процесу для учнів 1-4 класів]. https://mon.gov.ua/ua/news/navchalni-materiali-dlya-zabezpechennya-distancijnogo-osvitnogo-procesu-dlya-uchniv-1-4-klasiv

MESU. (2022f, April 15). The strategy for the development of higher education in Ukraine for 2022-2032 has been published [Опубліковано стратегію розвитку вищої освіти в україні на 2022-2032 роки]. https://mon.gov.ua/ua/news/opublikovano-strategiyu-rozvitku-vishoyi-osviti-v-ukrayini-na-2022-2032-roki

MESU. (2022g, April 16). Educators will receive salaries during a special period [Освітяни отримуватимуть заробітну плату під час особливого періоду]. https://mon.gov.ua/ua/news/osvityani-otrimuvatimut-zarobitnu-platu-pid-chas-osoblivogo-periodu

MESU. (2022h, April 20). Teacher certification 2022: Test content, approximate distribution of tasks and scoring scheme approved [Сертифікація вчителів 2022: Затверджено зміст тесту, орієнтовний розподіл завдань і схему нарахування балів]. https://mon.gov.ua/ua/news/sertifikaciya-vchiteliv-2022-zatverdzheno-zmist-testu-oriyentovnij-rozpodil-zavdan-i-shemu-narahuvannya-baliv

MESU. (2022i, May 24). 43,000 devices for education: MESU and Google have signed a partnership agreement. https://mon.gov.ua/eng/news/43-tisyachi-devajsiv-dlya-osviti-mon-i-google-uklali-ugodu-pro-partnerstvo

Miroshnikova, A. (2022, May 24). *What is happening to schools in the occupied territories?* [*Що відбувається зі школами на окупованих територіях?*] Osvitoria. https://osvitoria.media/experience/shho-vidbuvayetsya-zi-shkolamy-na-okupovanyh-terytoriyah/

Mischler, E. G., & ProQuest. (1991). *Research interviewing: context and narrative* (lst Harvard University Press paperback ed.). Harvard University Press. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=3300745

Moodley, M., & Department of Science and Technology Education (SciTechEd), Faculty of Education, University of Johannesburg, Johannesburg, South Africa. (2019). WhatsApp: Creating a virtual teacher community for supporting and monitoring after a professional development programme. *South African Journal of Education, 39*(2), 1-10. https://doi.org/10.15700/saje.v39n2a1323

Moon, J. (1999). *Reflection in learning and professional development*. Kogan Page. http://dx.doi.org/10.4324/9780203822296.

Moon, K., & Blackman, D. (2017, July 25). A guide to ontology, epistemology, and philosophical perspectives for interdisciplinary researchers. *Integration and Implementation Insights*. https://i2insights.org/2017/05/02/philosophy-for-interdisciplinarity/

Moore, A., & Clarke, M. (2016). 'Cruel optimism': Teacher attachment to professionalism in an era of performativity. *Journal of Education Policy*, *31*(5), 666–677. https://doi.org/10.1080/02680939.2016.1160293

Moore, D. T. (2007). Analyzing learning at work: an interdisciplinary framework. *Learning Inquiry*, *1*, 175-188. https://link.springer.com/article/10.1007/s11519-007-0020-2

Morehouse, R. (2012). *Beginning interpretative inquiry: A step-by-step approach to research and evaluation*. Routledge. https://doi.org/10.4324/9780203818244

Moritani, H. (2018). Reflecting on teacher roles using visual methods. In P. Clements, A. Krause, & P. Bennett (Eds.), *Language teaching in a global age: Shaping the classroom, shaping the world* (pp. 1-7). JALT. https://jalt-publications.org/sites/default/files/pdf-article/jalt2017-pcp-001.pdf.

Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology: knowledge in context: Qualitative methods in counseling psychology research. *Journal Of Counseling Psychology*, *52*(2), 250-260. doi:10.1037/0022-0167.52.2.250

Moss, J., Pini, B., & SpringerLink (Online service). (2016). *Visual research methods in educational research*. Palgrave Macmillan. https://doi.org/10.1057/9781137447357

Munday, J. (2006). Identity in focus: The use of focus groups to study the construction of collective identity. *Sociology*, *40*(1), 89-105. doi:10.1177/0038038506058436

Myasnikova, A. (2022, January 13). *About psychological balance, augmented reality, and charity: usefulness of EdCamps in Myrhorod, Odesa, and Kyiv.* NUS.

https://nus.org.ua/articles/pro-psyhologichnu-rivnovagu-dopovnenu-realnist-i-blagodijnist-korysnosti-z-edcamp-iv-u-myrgorodi-odesi-ta-kyyevi/

Myers, G., & Macnaghten, P. (1999). Can Focus groups be analysed as talk? In R. Barbour & J. Kitzinger (Eds.), *Developing focus group research: Politics, theory, and practice* (pp. 173-185). Sage. https://doi.org/10.4135/9781849208857

Nakonechna, Ye. (2022, June 9). *Starlink Ukraine (Starlink Ukraine) received an operator's license* [*Компанія Starlink Ukraine («Старлінк Юкрейн») отримала ліцензію оператора*. Deutsche Welle. bit.ly/3XbOFyV

Natale, C. F., Bassett, K., Gaddis, L., & McKnight, K. (2013). Creating sustainable teacher career pathways. https://www.pearson.com/content/dam/one-dot-com/one-dot-com/ped-blogs/wp-content/pdfs/CSTCP-21CI-pk-final-WEB.pdf.

National Qualifications Agency. (2022, January 12). The decisions from the meeting minutes of the National Qualifications Agency № 1 (63) dated 12.01.2022 [Рішення до протоколу засідання Національного агентства кваліфікацій № 1 (63) від 12.01.2022]. https://nqa.gov.ua/risenna-nacionalnogo-agentstva-kvalifikacij-za-2022-rik/

Naz, F. (2020). Understanding human well-being: How could Sen's capability approach contribute? *The Forum for Social Economics, 49*(3), 316-331. https://doi.org/10.1080/07360932.2016.1222947

Nazarenko, Yu., & Polishchuk, O. (2021). *Education in pandemic conditions in 2020/2021: analysis of problems and consequences*. Cedos Analytical Center. https://cedos.org.ua/researches/osvita-v-umovah-pandemiyi-analiz-problem-i-naslidkiv/

Nelson, H. L. (1995). Resistance and insubordination. *Hypatia,10*(2), 23-40. https://doi.org/10.1111/j.1527-2001.1995.tb01367.x

Nerland, M. (2012). Professions as knowledge cultures. In K. Jensen, et al. (Eds.) *Professional learning in the knowledge society* (pp. 27-48). Sense.

Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.

Nichols, S. L., & Berliner, D. C. (2007). *Collateral damage: How high-stakes testing corrupts America's schools*. Harvard Education Press.

Nielsen, C. R. (2023, May 20). *Article spotlights on Ukraine: environmental destruction* [blog post]. Hermeneutical Movements. https://cynthiarnielsen.substack.com/p/article-spotlights-on-ukraine-environmental

Nussbaum, M. (1988). Nature, function, and capability: Aristotle on political distribution. In *Oxford Studies in Ancient Philosophy*, *suppi. vol*. (pp. 145-184). https://www.wider.unu.edu/publication/nature-function-and-capability

Nussbaum, M. C. (1997). Capabilities and human rights. In *Fordham Law Review*, *66*(2), 273-300. https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=3391&context=flr

Nussbaum, M. C. (1999). *Sex & social justice*. Oxford University Press.

Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press. https://doi.org/10.1017/CBO9780511841286

Nussbaum, M. C. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, *7*(3), 385-395. https://doi.org/10.1080/14649880600815974

Nussbaum, M. C. (2011). *Creating Capabilities. The Human Development Approach*. Harvard University Press. 10.4159/harvard.9780674061200

Nychkalo, N. (2017). "New Ukrainian school": the present and the view to the future. *Labor et Educatio*, (5), 89-106. https://www.ceeol.com/search/article-detail?id=639001

O'Connor, H., & Madge, C. (2001). Cyber-mothers: online synchronous interviewing using conferencing software'. *Sociological Research Online*, *5*(4). http://www.socresonline.org.uk/5/4/o'connor.html

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education, 24*(1), 117-126. https://doi.org/10.1016/j.tate.2006.11.008

OCHA. (2022, June 15). Overview of the current state of education and science in Ukraine in terms of Russian aggression (as of June 06 - 11, 2022). https://reliefweb.int/report/ukraine/overview-current-state-education-and-science-ukraine-terms-russian-aggression-june-06-11-2022-enuk

OECD. (2017). *OECD Reviews of Integrity in Education: Ukraine 2017*. OECD Publishing. https://dx.doi.org/10.1787/9789264270664-en

OECD. (2019). *TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners*. TALIS, OECD Publishing. https://dx.doi.org/10.1787/1d0bc92a-en

OECD/UNICEF. (2021). *Education in Eastern Europe and Central Asia: Findings from PISA.* PISA, OECD Publishing. https://doi.org/10.1787/ebeeb179-en. https://www.unicef.org/eca/media/17121/file/Education%20in%20Eastern%20Europe%20and%20Central%20Asia%3A%20Findings%20from%20PISA.pdf.

Office of the Attorney General of Ukraine. (2022, April 14). *Juvenile prosecutors: 197 children died in Ukraine as a result of Russia's armed aggression* [*Ювенальні прокурори: через збройну агресію РФ в Україні загинули 197 дітей*] [Telegram post]. Telegram. https://t.me/pgo_gov_ua/3680

Oleksiyenko, A. (2016). Higher education reforms and center-periphery dilemmas: Ukrainian universities between neo-Soviet and neo-liberal contestations. *Globalisation and Higher Education Reforms*, 133-148. http://dx.doi.org/10.1007/978-3-319-28191-9_9

Oleksiyenko, A. V., & Ros, V. (2023). Human agency and legacy-innovation tensions in the internationalization of higher education: Re-orientations managed by internationally-educated

scholars of Central Asia. *International Journal of Educational Development, 97*, 102716. https://doi.org/10.1016/j.ijedudev.2022.102716

Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and opportunities with interview transcription: Towards reflection in qualitative research. *Social Forces, 84*(2), 1273-1289. https://doi.org/10.1353/sof.2006.0023

Oliviera-Silva, L. C., & Porto, J. B. (2021). Subjective well-being and flourishing at work: The impact of professional fulfilment 1. *Revista De Administração Mackenzie, 22*(1), 1-24. https://link.gale.com/apps/doc/A653471171/AONE?u=glasuni&sid=bookmark-AONE&xid=41466991

Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry, 8*(3), 329-347. https://doi.org/10.1177/10778004008003008

Olson, D. R., Britton, B. K., & Pellegrini, A. D. (1990). *Thinking about narrative. Narrative thought and narrative language*. Erlbaum.

Olssen, M., & Peters, M. A. (2005). Neoliberalism, higher education and the knowledge economy. From the free market to knowledge capitalism. *Journal of Education Policy*, *20*(3), 313-345. doi:10.1080/02680930500108718

Olukiun, O., Mkandawire, E., Antilla, J., Alfaifa, F., Weitzel, J., Scheer, V., Olukotun, M., & Mkandawire-Valhmu, L. (2021). An analysis of reflections on researcher positionality. *Qualitative Report, 26*(5), 1411-1426. https://doi.org/10.46743/2160-3715/2021.4613

Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research, 81*(3), 376-407. https://doi.org/10.3102/0034654311413609

Organisation for Economic Co-operation and Development. (1996). *Lifelong learning for all: meeting of the Education Committee at Ministerial level, 16-17 January 1996*. OECD.

Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process/ *Qualitative Report*, *13*(4), 695-705. https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1579&context=tqr

Osvitoria. (2022, March 3). All subjects for grades 5-11 are available on the AUOS platform [На платформі ВШО доступні всі предмети для 5-11-х класів]. https://osvitoria.media/news/na-platformi-vsho-dostupni-vsi-predmety-dlya-5-11-h-klasiv/

Osvitoria University. (2022). Learning together: Effective and safe wartime education [Спільно до навчання: ефективна та безпечна освіта під час війни]. https://osvitoria.university/spilnodonavchannya/

Osvitoria/War Child Holland. (2023). Can't wait to learn. https://primary.org.ua/en/

Otverchenko, I. V. (2015). *A game application or cheat sheet for classes on career guidance: methodological recommendations* [*Ігровий додаток або шпаргалка на заняття з*

профорієнтації : методичні рекомендації] [slide presentation]. SlideShare. https://www.slideshare.net/unbib/ss-94851337

Outhwaite, W. (2008). *European society*. Polity Press.

Ovcharuk, O. (2020, October). Attitude of Ukrainian educators toward the use of digital tools for teaching and professional development: Survey results. *ICTERI Workshops* (pp. 746-755). http://ceur-ws.org/Vol-2732/20200746.pdf.

Paez, Y. (2022, November 8). *Culturally responsive pedagogies outside the classroom: Rehearsing the capacity to aspire to new worlds in contexts of war* [blog post]. Norrag. https://www.norrag.org/culturally-responsive-pedagogies-outside-the-classroom-rehearsing-the-capacity-to-aspire-to-new-worlds-in-contexts-of-war/

Pain, H. (2012). A literature review to evaluate the choice and use of visual methods. *International Journal of Qualitative Methods*, *11*(4), 303–319. doi:10.1177/160940691201100401

Paivio, A. (1971). *Imagery and verbal processes*. Holt, Rinehart, and Winston.

Paivio, A., Rogers, T. B., & Smythe, P. C. (1968). Why are pictures easier to recall than words? *Psychonomic Science*, 11, 137–138.

Palmen, M. (2018, June 21). *Developing careers through transversal competencies* [blog post]. European Commission. https://epale.ec.europa.eu/en/blog/developing-careers-through-transversal-competencies

Parker, G., Van Alstyne, M., & Choudary, S. P. (2017). *Platform revolution: How networked markets are transforming the economy - and how to make them work for you*. W. W. Norton & Company, Inc.

Paul, I., & Kumar, K. (2020). Heutagogy: An effective self-determined approach for teachers' continuous professional development (CPD). *Studies in Indian Place Names*, *40*(3), 6157-6170.

Peck, J., & Theodore, N. (2019). Still neoliberalism? *The South Atlantic Quarterly, 118*(2), 245-265. https://doi.org/10.1215/00382876-7381122

Pedrada. (2022, May 29). 26 thousand teachers are abroad because of the war [26 тисяч учителів перебувають за кордон через війну]. oplatforma.com.ua

Pendlebury, S., & Enslin, P. (2001). Representation, identification and trust: towards an ethics of educational research. *Journal of Philosophy of Education*, *35*(3), 361-370. doi:10.1111/1467-9752.00232

Peterson, C., Park, N., & Seligman, M. E. P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies, 6*(1), 25-41. https://doi.org/10.1007/s10902-004-1278-z

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, *33*(3), 444–458. https://doi.org/10.1080/02796015.2004.12086261

Pidzamecky, U. (2020a). Addressing outbound student mobility in post-soviet Ukraine: a postcolonial perspective on neoliberalism and Europeanization In higher education (unpublished paper).

Pidzamecky, U. P. (2020b). Contemporary education reform and national reinvention in post-independence Ukraine: The national qualifications framework, bridging state and global perspectives. *Indonesian Journal of Learning and Instruction, 3*(2). https://doi.org/10.25134/ijli.v3i2.3682

Pillow, W. (2003). Confession, catharsis, or cure? rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education, 16*(2), 175-196. https://doi.org/10.1080/0951839032000060635

Pittaway, E., Bartolomei, L., & Hugman, R. (2010). 'Stop stealing our stories': The ethics of research with vulnerable groups. *Journal of Human Rights Practice, 2*(2), 229-251. https://doi.org/10.1093/jhuman/huq004

Polit, D.F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th international ed.). Lippincott Williams and Wilkins.

Pope, M., & Denicolo, P. (1990). Adults learning – Teachers thinking. In C. Day, M. Pope, & P. Denicolo (Eds.), *Insights into teachers' thinking and practice.* Routledge. http://bit.ly/39FQBrp

Powell, K. (2015). Breathing photography: Prosthetic encounters in research-creation. *Qualitative Inquiry, 21*(6), 529-538. https://doi.org/10.1177/1077800415581889

Powell, R. A., & Single, H. M. (1996). Focus groups. *International Journal for Quality in Health Care, 8*(5), 499-504. https://doi.org/10.1093/intqhc/8.5.499

Powell, W. W., & Snellman, K. (2004). The knowledge economy. *Annual Review of Sociology, 30*(1), 199-220. https://doi.org/10.1146/annurev.soc.29.010202.100037

Price, S. and Jewitt, C. (2013). Interview approaches to researching embodiment. In *Proceedings of the SIGCHI conference on human factors in computing systems, April 2013* (pp. 2907-2910). doi:10.1145/2470654.2481402

Priestley, M., Biesta, G., & Robinson, S. (2013). Teachers as agents of change: Teacher agency and emerging models of curriculum. *Reinventing the curriculum: New trends in curriculum policy and practice*, 187-206. https://www.researchgate.net/profile/Mark-Priestley-5/publication/263766319_Reinventing_the_Curriculum_New_Trends_in_Curriculum_Policy_and_Practice/links/587fbe2c08ae9275d4ee3902/Reinventing-the-Curriculum-New-Trends-in-Curriculum-Policy-and-Practice.pdf.

Pringle, J. D., & Cole, D. C. (2009). Health research in complex emergencies: A humanitarian imperative. *Journal of Academic Ethics, 7*(1-2), 115-123. https://doi.org/10.1007/s10805-009-9095-y

Przetachnik, J., & Tarpova, S. (2022, June 8). *Russia's war on Ukraine: Timeline of cyber-attacks*. [briefing note]. European Parliament. https://www.europarl.europa.eu/RegData/etudes/BRIE/2022/733549/EPRS_BRI(2022)733549_EN.pdf.

Psychology Today. (2023). Identity. https://www.psychologytoday.com/ca/basics/identity

Punch, F. K. (2009). Introduction to research methods in education. Sage.

Quintane, E., Casselman, R. M., Reiche, B. S., & Nylund, P. A. (2011). Innovation as a knowledge-based outcome. *Journal of Knowledge Management, 15*(6), 928-947. https://doi.org/10.1108/13673271111179299

Racine, R. (2022). *The stoic teacher: ancient mind hacks to help educators foster resiliency, optimism, and inner calm*. Alphabet Publishing.

Radmacher, M. A. (2009). *Courage doesn't always roar*. Conari Press.

Raik, K. (2019). The Ukraine crisis as a conflict over Europe's political, economic and security order. *Geopolitics, 24*(1), 51-70. https://doi.org/10.1080/14650045.2017.1414046

Ratner, C. (2002, September). Subjectivity and objectivity in qualitative methodology. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *3*(3). http://www.qualitative-research.net/index.php/fqs/article/download/829/1801

Ray, J. M. (2009). A template analysis of teacher agency at an academically successful dual language school. *Journal of Advanced Academics*, *21*(1), 110–141. https://doi.org/10.1177/1932202X0902100106

Reker, G. T. (1997). Personal meaning, optimism, and choice: Existential predictors of depression in community and institutional elderly. *The Gerontologist, 37*(6), 709-716. https://doi.org/10.1093/geront/37.6.709

Richardson, L. (2003). Writing: A method of inquiry. In Y. S. Lincoln & N. K. Denzin (Eds.), *Turning points in qualitative research: Tying knots in a handkerchief* (pp. 379-397). Altamira Press. https://bit.ly/3bOm8tS

Richardson, M. J. (2015). Embodied intergenerationality: Family position, place and masculinity. *Gender, Place and Culture: A Journal of Feminist Geography, 22*(2), 157-171. https://doi.org/10.1080/0966369X.2013.855710

Rickman, H. P. (Ed. and Trans.). (1976). *W. Dilthey - Selected Writings.* Cambridge University Press.

Ricoeur, P. (1984). *Time and Narrative*. University of Chicago Press.

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.

Riessman, C., & Speedy, J. (2007). *Narrative inquiry in the psychotherapy professions: A critical review*. SAGE Publications Inc. https://doi.org/10.4135/9781452226552

Riley, H., & Terada, Y. (2019, January 14). *Bringing the science of learning into classrooms*. Edutopia. https://www.edutopia.org/article/bringing-science-learning-classrooms

Riley, T., & Hawe, P. (2005). Researching practice: The methodological case for narrative inquiry. *Health Education Research*, *20*(2), 226-236. https://doi.org/10.1093/her/cyg122

Ritzer, G. (2003). Rethinking globalization: Glocalization/grobalization and something/nothing. *Sociological Theory, 21*(3), 193-209. https://doi.org/10.1111/1467-9558.00185

Ritzer, G. (2004/2006). *The globalization of nothing.* Pine Forge Press.

Rivas, A. (2021). The platformization of education: A framework to map the new directions of hybrid education systems 1. In *The New Digital Education Policy Landscape* (pp. 191-209). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003373018-13/platformization-education-axel-rivas

Rizvi, F. (2007). Postcolonialism and globalization in education. *Cultural Studies, Critical Methodologies, 7*(3), 256-263. https://doi.org/10.1177/1532708607303606

Rizvi, F., & Lingard, B. (2006). Edward Said and the cultural politics of education. *Discourse, 27*(3), 293-308. https://doi.org/10.1080/01596300600838744

Robertson, R. (1992). *Globalization: Social theory and global culture*. Sage. https://doi.org/10.4135/9781446280447

Robertson, R. (2013). Situating glocalization: a relatively autobiographical intervention. In G. S. Drori, M. A. Hollerer, & P. Wagenbach (Eds.), *Global themes and local variations in organization and management: perspectives on glocalization* (pp. 41-52). Routledge.

Robertson, R. (2014). Europeanization as glocalization. In R. Robertson (Ed.), *European glocalization in global context. Europe in a global context* (pp. 6-34). Palgrave Macmillan. https://doi.org/10.1057/9780230390805_2

Robeyns, I., & Byskov, M. F. (2020). The Capability Approach. In E. N. Zalta (Ed.) *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition). https://plato.stanford.edu/archives/fall2021/entries/capability-approach/

Robins, S., & Wilson, E. (2015). Participatory methodologies with victims: An emancipatory approach to transitional justice research. *Canadian Journal of Law and Society, 30*(2), 219-236. https://doi.org/10.1017/cls.2015.17

Rose, G. (2012). *Visual Methodologies: An introduction to researching with visual materials* (3rd ed.). Sage.

Rose, N. S. (1999). *Powers of freedom: Reframing political thought*. Cambridge University Press. https://doi.org/10.1017/CBO9780511488856

Rothmann, S., & Redelinghuys, K. (2020). Exploring the prevalence of workplace flourishing amongst teachers over time. *SA Journal of Industrial Psychology, 46*(1), 1-7. https://doi.org/10.4102/sajip.v46i0.1764

Rouse, L. (2014). A change of view: Using visual methods to explore experience in qualitative research. https://www.oups.org.uk/methods-articles/a-change-of-view-using-visual-methods-to-explore-experience-in-qualitative-research

Rustin, M., & Massey, D. (2015). Rethinking the neoliberal world order. *Soundings*, 110-129. https://doi.org/10.3898/136266215814379709

Rzheutska, L. (2022, May 31). *School during war: how the educational process in Ukraine has changed* [*Школа під час війни: як змінився навчальний процес в Україні*]. [blog post]. Deutsche Welle. https://www.dw.com/uk/shkola-pid-chas-viiny-chy-provalyvsia-navchalnyi-rik-v-ukraini/a-61978671

Sachs, J. (2003). Teacher professional standards: Controlling or developing teaching? *Teachers and Teaching*, *9*(2), 175–186. https://doi.org/10.1080/13540600309373

Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching, Theory and Practice, 22*(4), 413-425. https://doi.org/10.1080/13540602.2015.1082732

Sahlberg, P. (2020, June 4). *Five things not to do when schools re-open*. The Shanker Institute. https://www.shankerinstitute.org/blog/five-things-not-do-when-schools-re-open

Saito, E. (2022). Disruptive hooks, professional learning, and knowledge artefacts: A conceptual discussion. *Professional Development in Education, ahead-of-print* (ahead-of-print), 1-13. https://doi.org/10.1080/19415257.2022.2111322

Salmon, A. (2007). Walking the talk: How participatory interview methods can democratize research. *Qualitative Health Research, 17*(7), 982-993. https://doi.org/10.1177/1049732307305250

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students* (7th ed.). Pearson Education Ltd.

Saunders, M. N., & Townsend, K. (2018). Choosing participants. *The Sage handbook of qualitative business and management research methods (pp. 480-494).* SAGE Publications Inc. https://www.academia.edu/download/55345777/SAGE_HANDBOOK_Choosing_participants_Saunders___Townsend_pre_publication.pdf.

Savage, G. (2017). Neoliberalism, education and curriculum. In *Powers of Curriculum: Sociological Perspectives on Education* (pp. 143-165). Oxford University Press.

Savage, G. C. (2011). When worlds collide: Excellent and equitable learning communities? Australia's 'social capitalist' paradox? *Journal of Education Policy, 26*(1), 33-59. https://doi.org/10.1080/02680939.2010.493229

Scauso, M. S. (2020). Interpretivism: Definitions, trends, and emerging paths. In *Oxford Research Encyclopedia of International Studies*. https://doi.org/10.1093/acrefore/9780190846626.013.522

Schatzki, T. R. (2005). Peripheral vision: The sites of organizations. *Organization Studies, 26*(3), 465-484. https://doi.org/10.1177/0170840605050876

Schein, E. H. (1980). *Organizational psychology* (3rd ed.). Prentice-Hall.

Schimmelfennig, F., & Sedelmeier, U. (2004). Governance by conditionality: EU rule transfer to the candidate countries of Central and Eastern Europe. *Journal of European Public Policy, 11*(4), 661-679. https://doi.org/10.1080/1350176042000248089

Schmidt-Lauff, S., Semrau, F., & Egetenmeyer, R. (2018). Academic professionalization and transnationalization–comparative studies in adult and lifelong learning (COMPALL). In *Transnational Perspectives on Innovation in Teaching and Learning Technologies* (pp. 141-154). Brill. https://doi.org/10.1163/9789004366077_007

Schokkaert, E. (2008). The capabilities approach. http://dx.doi.org/10.2139/ssrn.1084821

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed.). Sage Publications. https://pesquisa.bvsalud.org/portal/resource/pt/cla-2477

Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. Routledge. https://doi.org/10.4324/9780203854907

Sclater, S. D. (2003). What is the subject? *Narrative Inquiry NI, 13*(2), 317-330. https://doi.org/10.1075/ni.13.2.05day

Seaman, M., & Joy, E. A. (Eds.). (2016). *Fragments for a history of a vanishing humanism.* The Ohio State University Press. https://kb.osu.edu/bitstream/handle/1811/77590/SeamannJoy_finalforprinter_296.pdf?sequence=1.

Sen, A. (1979). *Equality of what? Stanford University: Tanner lectures on human values*. https://tannerlectures.utah.edu/search/index.php?q=Sen+1979&gcse_action=site

Sen, A. (1985). *Capabilities and commodities*. North-Holland.

Sen, A. (1989). Development as Capability Expansion. *Journal of Development Planning, 19*, 41–58.

Sen, A. (1993). Capability and well-being. In M. Nussbaum & A. Sen (Eds.), *The quality of life* (Oxford, online edition), (pp. 30-53). Oxford Academic. https://doi-org.ezproxy.lib.gla.ac.uk/10.1093/0198287976.003.0003

Sen, A. (1999). Development as freedom. In J. T. Roberts, & A. Hite (Eds., 2007), *The globalization and development reader: Perspectives on development and global change* (p. 525). Blackwell Pub.

Sen, A. (2002). *Rationality and freedom*. Belknap Press. https://doi.org/10.2307/j.ctv1dv0td8

Sethuraman, S. (2022, March 2). *Ukrainian teacher takes class for her students in the bunker during invasion.* Upworthy. https://scoop.upworthy.com/ukrainian-teacher-takes-class-for-her-students-in-the-bunker-during-invasion

Sexton, R., & Denicolo, P. M. (1997). Formative critical incidents in early professional life. In P. M. Denicolo & M. Pope (Eds.), *Sharing Understanding and Practice* (pp. 133-143). EPCA Publications.

Shandra, A. (2017). *Ukraine's education reform is a big step forward (beyond the language scandal)*. Euromaidan Press. http://euromaidanpress.com/2017/12/07/ukraines-education-reform-is-a-big- step-forward-beyond-the-language-scandal/

Shanskova, T., Konovalchuk, I., Rudnytska, N., Kolesnyk, N., & Maksymets, S. (2021). Economic, psychological, pedagogical and methodological basis of professional training of future teachers of primary classes in the context of ideas of a New Ukrainian School. *Financial and credit activity-problems of theory and practice, 3*(38)**.** http://eprints.zu.edu.ua/33037/1/%D0%A1%D1%82%D0%B0%D1%82%D1%82%D1%8F%202021.pdf.

Shareski, D. (2021, October 27). *I think 2 things are true: Teachers are overwhelmed and tired and teachers still need and want to learn. To that end, how do we design professional learning that equally honors both of those truths?* [Tweet]. Twitter. https://twitter.com/shareski/status/1453388175951294479?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1453388175951294479%7Ctwgr%5E%7Ctwcon%5Es1_&ref_url=http%3A%2F%2Fideasandthoughts.org%2F2021%2F10%2F28%2Ftwo-things-are-true%2F

Sharov, S., Liapunova, V., & Sharova, T. (2019). Analysis of the opportunities of the prometheus platform for the professional development of future teachers. *TEM Journal, 4,* 1469-1476. https://www.ceeol.com/search/article-detail?id=812810

Shaw, B. (1903). *Man and superman: A comedy and a philosophy*. A. Constable.

Shevchuk I. (2019). The teacher's *"new roles". Methodological dialogues.* [*«Нові ролі» педагога. Методичні діалоги*]. Online newspaper of the Vinnytsia Regional Cultural Center. http://metoddialogu.blogspot.com

Shuhidan, S. M., Hashim, H., Abd Hakim, A. A., Shuhidan, S. M., & Mannan, E. F. (2021, December). COVID-19: digital literacy and heutagogy learning approach in the ODL environment. In *4th International Conference on Language, Literature, and Education* (ICLLE-4 2021) (pp. 250-256). Atlantis Press. https://www.atlantis-press.com/article/125965272.pdf

Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies, 36*(2), 257-271. https://doi.org/10.1080/0022027032000148298

Singh, M. N. (2021). Inroad of digital technology in education: Age of digital classroom. *Higher Education for the Future, 8*(1), 20-30. https://doi.org/10.1177/2347631120980272

Singh, M., Kenway, J., & Apple, M. W. (2007). Globalizing education: Perspectives from above and below. In M. W. Apple, J. Kenway, & M. Singh (Eds.), *Globalizing education: Politics, pedagogies, and politics* (pp. 1–29). Peter Lang Publishing.

Slater, G. B. (2015). Education as recovery: Neoliberalism, school reform, and the politics of crisis. *Journal of Education Policy, 30*(1), 1-20. https://doi.org/10.1080/02680939.2014.904930.

Slobodian, Q. (2018). *Globalists: The end of empire and the birth of neoliberalism*. Harvard University Press. https://doi.org/10.4159/9780674919808

Slobodian, Q. (2020). *Globalists: The end of empire and the birth of neoliberalism*. Cambridge, MA: Harvard University Press.

Smith, J. (1993). *After the demise of empiricism: The problem of judging social and educational inquiry*. Ablex.

Snyder, T. (2022, June 9). *Historians and the war: A discussion with Prof. Timothy Snyder* [webinar]. Canadian Institute of Ukrainian Studies. https://youtu.be/Jp5MT4dJ1dw

Soderstrom, M., & Stahl, J. (2012). Editors' introduction: genealogies of neoliberalism. *Radical History Review*, *2012*(112), 1-8. https://read.dukeupress.edu/radical-history-review/article-pdf/2012/112/1/467989/RHR112_01Intro_FPP.pdf.

Solonenko, I. (2010). *The EU's 'transformative power' towards the Eastern neighbourhood: the case of Ukraine.* (SPES Policy Papers). Institut für Europäische Politik e.V. (IEP). https://nbn-resolving.org/urn:nbn:de:0168-ssoar-392119

Somerville, M. J. (2008). 'waiting in the chaotic place of unknowing': Articulating postmodern emergence. *International Journal of Qualitative Studies in Education, 21*(3), 209-220. https://doi.org/10.1080/09518390801998353

Sonevytsky, M. (2022). What is Ukraine? Notes on epistemic imperialism. *Topos*, (2), 21-30. https://doi.org/10.24412/1815-0047-2022-2-21-30

Sorochan, T. (2018). Transformation of educators' professionalism in the system of post-graduate teacher education. *Education. Modern Discourses (Online),* (1), 192-199. https://doi.org/10.32405/2617-3107-2018-1-19

Spencer, S. (2011). *Visual research methods in the social sciences: Awakening visions* (1st ed.). Routledge. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=668213

Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of Teacher-Student relationships. *Educational Psychology Review, 23*(4), 457-477. https://doi.org/10.1007/s10648-011-9170-y

Stanford, B. H. (2001). Reflections of resilient, persevering urban teachers. *Teacher Education Quarterly, 28*(3), 75-87. https://www.jstor.org/stable/pdf/23478305.pdf?casa_token=d95nBSOruBgAAAAA:Go7ec2cp

hWNGSWs1Fp8UO4R2gJNcRCCtNUK9mp-axj-x0GdkROWu-JBd9eH57llRuJRKEa8xTW-gFK0Rdz3b0PUXxTG9UO5JpA41owZ7JJhWFyr1IIz4

Stanley, L., & Temple, B. (2008). Narrative methodologies: Subjects, silences, re-readings and analyses. *Qualitative Research: QR, 8*(3), 275-281. https://doi.org/10.1177/1468794106093622

State Education Quality Service of Ukraine (SEQS). (2021, December 9). Teachers' certification results for 2021. https://sqe.gov.ua/pidsumki-sertifikacii-pedagogichnikh/

State Service of Education Quality of Ukraine (SEQS). (2023). Certification. https://sqe.gov.ua/en/diyalnist-en-translation/teachers-evaluation-certification/

Steinhardt, I. (2019, June 12). *Qualitative content analysis. Inductive and deductive coding* [blog post]. Hypotheses. https://sozmethode.hypotheses.org/category/qualitative-inhaltsanalyse

Stepanets, N. M., Herasymenko, V. A., & Temchenko, O. V. (2023, July). The New Ukrainian School in conditions of war [Нова Українська Школа в Умовах Війни]. In *The 28th International scientific and practical conference "Science and development of methods for solving modern problems"* (July 18–21, 2023) (pp. 159-162). Melbourne, Australia. International Science Group. https://isg-konf.com/wp-content/uploads/2023/07/SCIENCE-AND-DEVELOPMENT-OF-METHODS-FOR-SOLVING-MODERN-PROBLEMS.pdf#page=160

Stewart, C. (2014). Transforming professional development to professional learning. *Journal of adult education*, *43*(1), 28-33.

Stiles, D. R. (1995). The art of organizations: Picturing UK and North American business school strategies in four dimensions. [PhD thesis]. University of Cardiff.

Stoten, D. W. (2020). Practical heutagogy: Promoting personalized learning in management education. *Adult Learning (Washington, D.C.), 31*(4), 161-174. https://doi.org/10.1177/1045159520905364

Stracke, C. M., Burgos, D., Santos-Hermosa, G., Bozkurt, A., Sharma, R. C., Swiatek Cassafieres, C., dos Santos, A. I., Mason, J., Ossiannilsson, E., Shon, J. G., Wan, M., Obiageli Agbu, J., Farrow, R., Karakaya, Ö., Nerantzi, C., Ramírez-Montoya, M. S., Conole, G., Cox, G., & Truong, V. (2022). Responding to the initial challenge of the COVID-19 pandemic: Analysis of international responses and impact in school and higher education. *Sustainability, 14*(3), 1876. https://doi.org/10.3390/su14031876

Sukhomlynskyi, V. O. (1967, 1976). *One hundred tips for the teacher. Selected works.* Natsionalna Shkola.

Sullivan, N. [@Nikki Sullivan]. (2024, January 15). *Cohort 2 of Coaching with @WALKTHRUs 5!* [Tweet]. Twitter. https://twitter.com/NikkiSullivan/status/1746846542718226578

Surgova, S., & Faichuk, O. (2020). VO Sukhomlynsky educational system as a forming basis for personality moral qualities (on the occasion of the 100th birthday). *Педагогика*, *92*(4), 569-577. https://www.ceeol.com/search/article-detail?id=857842

Sutrisno, A., Nguyen, N. T., & Tangen, D. (2014). Incorporating translation in qualitative studies: Two case studies in education. *International Journal of Qualitative Studies in Education, 27*(10), 1337-1353. https://doi.org/10.1080/09518398.2013.837211

Swanson, C., Earl Rinehart, K., & Mills, J. (2018). Focusing on teachers as learners in professional learning communities. *Teachers and Curriculum, 18*(1), 1-5. http://dx.doi.org/10.15663/tandc.v18i1.322

Taylor, A. S. (2011). Creating capabilities: The human development approach [review]. *Teachers College Record,* ID Number 16460. https://www.tcrecord.org

Teece, D. J. (2007). Explicating dynamic capabilities: The nature and microfoundations of (sustainable) enterprise performance. *Strategic Management Journal, 28*(13), 1319-1350. https://doi.org/10.1002/smj.640

Telling, K., & Serapioni, M. (2019). The rise and change of the competence strategy: Reflections on twenty-five years of skills policies in the EU. *European Educational Research Journal, 18*(4), 387–406. https://doi.org/10.1177/1474904119840558

Temple, B., & Young, A. (2004). Qualitative research and translation dilemmas. In *Qualitative Research: QR*, *4*(2), 161-178. doi:10.1177/1468794104044430

Tereshchenko et al. (2022). International financial support for the organization of the educational process in the context of martial law in Ukraine [Міжнародна фінансова підтримка організації освітнього процесу в умовах запровадження воєнного стану в Україні]. *Ukrainskyi Socium, 2*(81), 169-180. https://ukr-socium.org.ua/uk/archive/2-81-2022/mizhnarodna-finansova-pidtrymka-orhanizatsii-osvitnoho-protsesu-v-umovakh-zaprovadzhennia-voiennoho-stanu-v-ukraini/

Thanh, N. C., & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science*, *1*(2), 24-27. https://www.academia.edu/download/39296289/70380008.pdf.

Thomas, M. E. (2009). *Auto-photography*. Ohio State University.

Thorpe, R., & Holt, R. (Eds.). (2008). *The SAGE Dictionary of Qualitative Management Research.* SAGE Publications Ltd. https://doi.org/10.4135/9780857020109

Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, *48*(4), 388-396. doi:10.1111/j.1365-2648.2004.03207.x

Tomas, L., Rigano, D., & Ritchie, S.M. (2016). Students' regulation of their emotions in a science classroom. *Journal of Research in Science Teaching*, *53*, 234–260. https://doi.org/10.1002/tea.21304

Tooley, J., Dixon, P., Shamsan, Y., & Schagen, I. (2009). The relative quality and cost-effectiveness of private and public schools for low-income families: A case study in a developing country. *School Effectiveness and School Improvement: an international journal of research, policy and practice, 21*(2), 117-144. https://doi.org/10.1080/09243450903255482

Tsui, A. B. M., & Tavares, N. J. (2021). The technology cart and the pedagogy horse in online teaching. *English Teaching & Learning, 45*(1), 109-118. https://doi.org/10.1007/s42321-020-00073-z

Tucker, M. S. (2014). Fixing our national accountability system. *National Center on Education and the Economy,* 5–25. https://files.eric.ed.gov/fulltext/ED556313.pdf.

Tuijnman, A., & Boström, A. K. (2002). Changing notions of lifelong education and lifelong learning. *International review of education*, *48*(1-2), 93-110. https://doi.org/10.1023/A:1015601909731

Turban, D. B., & Yan, W. (2016). Relationship of eudaimonia and hedonia with work outcomes. *Journal of Managerial Psychology, 31*(6), 1006-1020. https://doi.org/10.1108/JMP-07-2015-0271

Twinn, D. S. (1998). An analysis of the effectiveness of focus groups as a method of qualitative data collection with Chinese populations in nursing research. *Journal of Advanced Nursing, 28*(3), 654-661. https://doi.org/10.1046/j.1365-2648.1998.00708.x

Tymoshenko, A. (2021, August 15). *All about NUS textbooks: what do you need to know about different primary school programs?* [*Усе про підручники НУШ: що треба знати про різні програми початкової школи?*] Osvitoria. https://osvitoria.media/opinions/use-pro-pidruchnyky-nush-shho-treba-znaty-pro-rizni-programy-pochatkovoyi-shkoly

Ukrainian Institute of Education Development (UIED). (2021). Edway. https://uied.org.ua/stvoreno-naczionalnu-platformu-mozhlivostej-profesijnogo-rozvitku-pedagogichnih-praczivnikiv-edway/

UNESCO Institute for Statistics. (2020, September). Trained teachers in primary education (% of total teachers) – Ukraine. https://data.worldbank.org/indicator/SE.PRM.TCAQ.ZS?locations=UA

UNESCO-UNEVOC. (2023). Transversal skills. https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/show=term/term=Transversal+skills#start

UNICEF. (2020). Education in emergencies. https://www.unicef.org/education/emergencies

UNICEF. (2022a). Education under attack. https://www.unicef.org/education-under-attack

UNICEF. (2022b). More than half of Ukraine's children displaced after one month of war. https://www.unicef.org/press-releases/more-half-ukraines-children-displaced-after-one-month-war#:~:text=This%20includes%20more%20than%201.8,UNICEF%20Executive%20Director%20Catherine%20Russell

United Nations. (2004). *Basic Facts about the United Nations*. United Nations Publications. https://www.un-ilibrary.org/content/books/9789211558128

Vachudová, M. A. (2005). *Europe undivided: Democracy, leverage, and integration after communism*. Oxford University Press. https://doi.org/10.1093/0199241198.001.0001

Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal, 44*(3), 519-558. https://doi.org/10.3102/0002831207306859

van der Haar, G., Heijmans, A., & Hilhorst, D. (2013). Interactive research and the construction of knowledge in conflict-affected settings. *Disasters, 37*(s1), S20-S35. https://doi.org/10.1111/disa.12010

van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education, 22*(4), 408-423. https://doi.org/10.1016/j.tate.2005.12.001

Varaki, B. S. (2007, January). Narrative inquiry in educational research. *Forum: Qualitative Social Research, 8*(1).

Veritas, V. (2022, May 19). *What is happening with Starlink in Ukraine now?* [blog post]. Groundstation. https://www.groundstation.space/startlink-in-ukraine-may/

Verkhovna Rada. (2020). Law of Ukraine about complete general secondary education [Закон України Про повну загальну середню освіту]. *Information of the Verkhovna Rada (VVR), 2020, No. 31, Article 226*. https://zakon.rada.gov.ua/laws/show/463-20#Text

Waring, T., & Wainwright, D. (2008). Issues and challenges in the use of template analysis: two comparative case studies from the field. In *Electronic Journal of Business Research Methods*, *6*(1), 85-93. https://academic-publishing.org/index.php/ejbrm/article/view/1228

Warr, D. J. (2005). "It was fun... but we don't usually talk about these things": Analyzing sociable interaction in focus groups. *Qualitative Inquiry*, *11*(2), 200-225. https://doi.org/10.1177/1077800404273412

Warr, P. (2007). *Work, happiness, and unhappiness*. Erlbaum.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge. https://doi.org/10.4324/9780203946268

Wells, T. R. (2013). Reasoning about development: essays on Amartya Sen's capability approach. https://philarchive.org/archive/WELRAD-2

Wessels, K. R., Bakker, C., Wals, A. E. J., & Lengkeek, G. (2022). Rethinking pedagogy in the face of complex societal challenges: Helpful perspectives for teaching the entangled student. *Pedagogy, Culture & Society,* ahead-of-print, 1-18. https://doi.org/10.1080/14681366.2022.2108125

Widdershoven, G. (1993). Hermeneutic perspectives on the relationship between narrative and life history. In R. Josselson & A. Lieblich (Eds.), *The narrative study of lives, 1* (pp. 1-20). Sage.

Will, V., Eadie, D., & Macaskill, S. (1996). Projective and enabling techniques explored. *Marketing Intelligence and Planning*, *14*, 38-43. https://pdfs.semanticscholar.org/3de4/3ea79ba453b3a3f997408a20d0325a3bcbe6.pdf.

Williams, E. N., & Morrow, S. L. (2009). Achieving trustworthiness in qualitative research: a pan-paradigmatic perspective. *Psychotherapy Research*, *19*(4-5), 576-582. doi:10.1080/10503300802702113

Williamson, B., & Hogan, A. (2020). Commercialisation and privatisation in/of education in the context of Covid-19. https://eprints.qut.edu.au/216577/

Willis, J., Adie, L., & Klenowski, V. (2013). Conceptualising teachers' assessment literacies in an era of curriculum and assessment reform. *Australian Educational Researcher, 40*(2), 241-256. https://doi.org/10.1007/s13384-013-0089-9

Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education, 24*, 173-209. https://doi.org/10.2307/1167270

Wilson-Strydom, M., & Walker, M. (2015). A capabilities-friendly conceptualisation of flourishing in and through education. *Journal of Moral Education, 44*(3), 310-324. https://doi.org/10.1080/03057240.2015.1043878

Winthrop, R. (2018). *Leapfrogging inequality: Remaking education to help young people thrive*. Brookings Institution Press.

Winthrop, R. (2020a, March 31). *COVID-19 and school closures: what can countries learn from past emergencies?* Brookings Institute. https://www.brookings.edu/research/covid-19-and-school-closures-what-can-countries-learn-from-past-emergencies/

Winthrop, R. (2020b, April 9), *Perspectives in Education during the Pandemic*, [webcast]. https://www.facebook.com/100003938622423/videos/1618265101648095

Wolbert, L. S., de Ruyter, D. J., & Schinkel, A. (2015). Formal criteria for the concept of human flourishing: The first step in defending flourishing as an ideal aim of education. *Ethics and Education, 10*(1), 118-129. https://doi.org/10.1080/17449642.2014.998032

Wolczuk, K. (2008). Ukraine and its relations with the EU in the context of the European Neighbourhood Policy. *Ukraine: Quo Vadis*, 108, 87-118. https://www.jstor.org/stable/pdf/resrep07049.7.pdf

Wood, E. J. (2013). Reflections on the challenges, dilemmas. *Research methods in conflict settings: a view from below*. Cambridge University Press.

Wright, T. A., & Huang, C. (2012). The many benefits of employee well-being in organizational research. *Journal of Organizational Behavior, 33*(8), 1188-1192. https://doi.org/10.1002/job.1828

Wynnyckyj-Yusypovych, O. (2021, October 6). Innovative activities in teacher education institutions [Інноваційна діяльність у закладах педагогічної освіти]. [Facebook post]. https://www.facebook.com/hashtag/%D0%BB%D0%B8%D1%86%D0%B5%D0%BC%D0%B4%D0%BE%D0%B4%D0%B8%D1%82%D0%B8%D0%BD%D0%B8

Yadav, D. (2022). Criteria for good qualitative research: A comprehensive review. *The Asia-Pacific Education Researcher, 31*(6), 679-689. https://doi.org/10.1007/s40299-021-00619-0

Yang, S., Carter, R. A., Zhang, L., Emerling, C. R., & Hunt, T. L. (2021). A path forward: Professional development as a means to support personalised learning. *Journal of Education for Teaching: JET, 47*(2), 296-299. https://doi.org/10.1080/02607476.2021.1885286

Yanow, D., Schwartz-Shea, P., & ProQuest (Firm). (2015). Interpretation and method: Empirical research methods and the interpretive turn (2nd ed.). Routledge. https://doi.org/10.4324/9781315703275

Yavorsky, R. (2022, June 5). *Retrograde teachers prevent the reform and de-Russify the school course of foreign literature, - co-author of the of the State Standard of Secondary Education, Tereshchenko* [*Ретроградні вчителі заважають реформувати та дерусифікувати шкільний курс зарубіжної літератури, – співавтор Держстандарту середньої освіти Терещенко*]. Espreso. https://espreso.tv/retrogradni-vchiteli-zavazhayut-reformuvati-ta-derusifikuvati-shkilniy-kurs-zarubizhnoi-literaturi-spivavtor-derzhstandartu-serednoi-osviti-tereshchenko

Yin, R. K. (2011). *Applications of case study research*. Sage.

Yu, Z., & Li, M. (2022). A bibliometric analysis of community of inquiry in online learning contexts over twenty-five years. *Education and Information Technologies, 27*(8), 11669-11688. https://doi.org/10.1007/s10639-022-11081-w

Yurchenko, O. (2021a, 17 August). *30 years of independence: significant events in education* [*30 років незалежності: знакові події в освіті*]. Osvitoria. https://osvitoria.media/experience/znakovi-podiyi-v-osviti-za-29-rokiv-nezalezhnosti-ukrayiny/

Yurchenko, O. (2021b, June 19). *Education is a new national idea: premiere of a documentary about education* [*Освіта — нова національна ідея: прем'єра документалки про освіту*]. Osvitoria. https://osvitoria.media/experience/osvita-nova-natsionalna-ideya-prem-yera-dokumentalky-pro-osvitu/

Yurtseven Avci, Z., O'Dwyer, L. M., & Lawson, J. (2020). Designing effective professional development for technology integration in schools. *Journal of Computer Assisted Learning, 36*(2), 160-177. https://doi.org/10.1111/jcal.12394

Zabolotna, O. (2022, May 17). *War ... education: complex syntax or prepositions do matter* [webinar]. Ukrainian Educational Research Association, https://www.uera.org.ua/en/node/206

Zastrozhnikova, I. V., & Ulyanchenko, Y. O. (2019). The current state of state regulation of educational innovations in Ukraine [Сучасний стан державного регулювання освітніх новацій в Україні]. *Current problems of public administration 2*(56)/2019, 193-198. http://elar.tsatu.edu.ua/handle/123456789/9415

Zeichner, K. (2010). Competition, economic rationalization, increased surveillance, and attacks on diversity: Neo-liberalism and the transformation of teacher education in the U.S. *Teaching and Teacher Education*, *26*(8), 1544–1552. https://doi.org/10.1016/j.tate.2010.06.004

Zelvys, R. (2015). Two decades of changes in teacher training in Central and Eastern Europe: The old heritage and new challenges. In *Professional Development of Teacher Educators: Bringing Together Policy, Practice and Research*. *Proceedings of the 4th ATEE Winter Conference* (pp. 165-172). https://www.researchgate.net/profile/Anja-Swennen/publication/283014292_Professional_Development_of_Teacher_Educators_Bringing_Together_Policy_Practice_and_Research/links/56264ff608aed3d3f1383334/Professional-Development-of-Teacher-Educators-Bringing-Together-Policy-Practice-and-Research.pdf#page=173

Zembylas, M. (2002). "Structures of feeling" in curriculum and teaching: Theorizing the emotional rules. *Educational Theory, 52*(2), 187-208. https://doi.org/10.1111/j.1741-5446.2002.00187.x

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching, Theory and Practice, 9*(3), 213-238. https://doi.org/10.1080/13540600309378

Zhang, L., Basham, J. D., & Yang, S. (2020). Understanding the implementation of personalized learning: A research synthesis. *Educational Research Review,* 31, 100339. https://doi.org/10.1016/j.edurev.2020.100339

Zhernovnykova, O. A., Nalyvaiko, O. O., & Nalyvaiko, N. A. (2019). Formation of information and digital competence of future teachers in the context of the development of the New Ukrainian School. http://repo.knmu.edu.ua/handle/123456789/23212