

DOI <https://doi.org/10.32405/2308-3778-2024-28-2-134-142>

УДК 37.014:005.931.1

ORCID: <http://orcid.org/0000-0002-0802-1565>

*Halina Pastushenko,
Institute of Biomedical Technologies
Open International University of Human Development "Ukraine",
Kyiv*

MANAGEMENT OF EDUCATIONAL INSTITUTIONS IN TIMES OF CRISIS

Abstract. *The article emphasizes that one of the main tasks in managing an educational institution during a crisis is ensuring the continuity of the educational process and the safety of all participants in the educational environment.*

The purpose of this publication is to describe the needs and demands of society on the educational system of Ukraine under martial law and to identify the specific features of managing the educational system at various levels of management to enable effective adjustments and improvements. Accordingly, the research tasks include determining characteristics of management of educational institutions during wartime in Ukraine, identifying effective management styles and methods, and providing practical advice for supporting teaching staff in times of crisis. The research is conducted through theoretical methods, including analysis and synthesis of psychological and pedagogical sources, comparison, classification, systematization, and generalization of theoretical principles.

Moreover, the research examines the work system of educational institutions to overcome learning losses during the pandemic and current wartime realities. It highlights that many modern educational institutions respond promptly to students' demands by providing secure shelter, full-day licensed schooling, extracurricular activities through creative studios, integrated learning programs, dual diploma programs, psychological and tutoring support, 24-hour video surveillance, and security measures to ensure safety. Depending on specific circumstances, the primary learning mode is either online or blended. The article recommends conducting various activities during online learning, prioritizing creative interaction with students, tasks focused on psychological relief, and emotional regulation. Educational workloads for students should be optimized and reduced by nearly half, homework minimized, and class schedules kept flexible and adjustable to accommodate the situation. For example, class start times may shift due to night alerts, considering students' physical and emotional conditions. Ukraine is successfully implementing many educational projects, demonstrating the dedication and intensive efforts of educators under martial law.

Key words: *educational institutions, management, martial law, crisis events, COVID-19 pandemic.*

© Галина Пастушенко, 2024

Introduction. Modern society constantly faces crises that can be of natural, technological, economic, political, or social origin. During periods of crisis, particularly amidst armed conflicts and economic instability, managing educational institutions becomes challenging and demands high adaptability, efficiency, and flexibility from institutional leaders. Crisis events affect the functioning of educational institutions, necessitating swift responses to new educational issues and creating effective strategies for implementing processes.

While armed conflicts pose significant obstacles to ensuring continuous education, it is essential at this stage to prioritize the right to education for both children and adults. Guaranteeing the right to education during wartime is a critical issue requiring coordinated efforts from authorities and society.

Today, society and educators strive to understand how to efficiently and promptly compensate for educational losses incurred due to the pandemic and under wartime conditions.

Therefore, a strategy for compensating educational losses must be developed at all levels of educational monitoring: the state, which sets policies and allocates resources; the community, which supports local initiatives and provides feedback; the educational institution, which implements strategies and supports students and staff; and the classroom, where teachers and students interact directly.

Aim and tasks. The purpose of this research is to describe the needs and demands of society on Ukraine's educational system under martial law and to identify the specific features of managing the educational system at various levels of administrative activity for its appropriate adjustment and improvement.

The following tasks will contribute to achieving this purpose: identifying the characteristics of managing an educational institution during military actions in Ukraine; highlighting effective management styles and methods during crisis events; and providing practical advice to support the teaching staff during challenging times of change.

Research methods. The research uses theoretical methods: analysis and synthesis of psychological and pedagogical sources, comparison, classification, systematization, and generalization of theoretical principles.

Research results. One of the primary tasks of managing an educational institution during a crisis is to ensure the continuity of the educational process and the safety of all participants by creating a secure learning environment. Accordingly, the first step is to develop a crisis management plan, which should include evacuation measures, protection for students and staff, quick communication systems, and a contingency plan for potential school closures. In critical moments, transparency in decision-making is essential to ensure support and trust from the staff.

The COVID-19 pandemic, for instance, highlighted the crucial role of digitalization in education. Quarantine restrictions required school leaders to adapt curricula and teaching methods to remote formats swiftly. This process demanded the integration of digital technologies, training for teachers in new tools, and support for students and parents in mastering online learning. School management also needed to organize technical support to maintain uninterrupted connectivity and provide access to learning materials, thereby minimizing the pandemic's negative impact.

Consequently, managing educational institutions during crises is multifaceted, including ensuring safety, adapting the educational process, supporting psychological well-being, effective communication, and leadership. Leaders must respond quickly and appropriately to changes, develop new problem-solving approaches, and act in the best interests of every participant in the educational environment. This approach enables an institution to overcome crises and ensures the educational process's resilience, creating a foundation for the development of future generations even in uncertain times. Effective communication and strong leadership are essential in these

challenging times, providing reassurance and confidence to all involved.

According to scientific research presented by V. Statyvka, it has been shown that educators, parents, and students have reported educational losses during quarantine. Regarding interruptions in learning due to military actions, the inability to study during air raid alerts, and the need to stay in shelters, 9 % of surveyed parents, 0.5 % of educators, and 10 % of surveyed students indicated these challenges. Issues with joining online classes or educational platforms due to internet connection problems were reported by 28 % of surveyed parents, 23.5 % of educators, and 46.5 % of students. The inability to study due to frequent relocations was noted by 2.5 % of surveyed parents, 19 % of educators, and 1.5 % of students. Additionally, 22.5 % of parents and 12.3 % of students emphasized that remote learning provides a poor quality of education. The discouraging results of online learning are further supported by scientific research [19].

A specific function of the education system during wartime, which requires managerial attention, is ensuring students' social and physical protection. Therefore, many modern institutions are responding promptly to students' demands for reliable and comfortable shelters, access to their generators and Starlinks, the need for licensed full-day programs, a wide variety of hobby clubs and creative studios, the integration of educational activities with research, creativity, and technology, advanced foreign language studies, dual degree programs, the integration of STEM education, and psychological and tutoring support. Such educational measures can facilitate quicker integration into society and foster new friendships for vulnerable groups of students,

The analysis of recent studies and state documents, in which authorities support educators in maintaining educational quality during martial law, reveals that in times of war, an educational institution functions as a place of learning and a center for psychological support for students. Therefore, interactions during and outside of classes should be as comfortable as possible for them. The primary forms of instruction are blended or remote, with recommendations to conduct various activities to balance students' emotional and mental well-being. Course load should be optimized, while the remaining time is dedicated to asynchronous activities, such as working with online resources (e.g., "Na Urok", International Ukrainian School, All-Ukrainian Online School, "ThinkGlobal Online", YouTube channel "Osvitoria"). Homework should be minimized, and the schedule should be flexible and adjusted according to the situation, allowing changes to the start time of the first lesson in response to nighttime alarms and students' physical and mental condition. In cases of internal displacement, newly arrived students join classes for whom individual introductions, conversations, and familiarization with the school should be organized. Many educational projects have been successfully implemented in Ukraine, reflecting educators' purposeful and intensive efforts during wartime.

A specific feature of management activities is that they aim to ensure the systematic, holistic

functioning of the educational and management systems. To maintain the integrity of the structural components of the governing subsystem, it is necessary to ensure a systematic approach to the content of management activities. This system includes activities for establishing predictive, pedagogical, psychological, organizational, legal, human resources, financial-material, ergonomic, and medical conditions to achieve the educational institution's goals.

The content of management activities can be viewed not only as a system of key management tasks (the creation of the nine groups of conditions mentioned above) but also as a system of specific types of management activities – management functions. In modern management theory, there are several approaches to structuring management functions. The approach developed by A. Fayol, which remains relevant, asserts that to manage is to forecast, plan, organize, direct, coordinate, and control. Therefore, a systematic approach to management ensures the unity and integrity of all management functions. However, in today's context, functions related to strategic tasks within each management cycle are not always entirely achievable.

In times of military conflict, practices for psychological and pedagogical support for participants in the educational process are essential. Such practices include “Stress as a Resource”, “Psychological Support and Guidance for Adults and Children in Crisis Situations: Workshop”, “Features of Organizing Distance Learning During Martial Law”, “First Psychological Aid for Participants in the Educational Process During and After Military Actions”, “Self-Help in Stressful Conditions”, “Palms of Peace” and others [16].

In the field of higher education, the key document representing the strategic priorities of Ukraine's higher education system at the present stage is the “Strategy for the Development of Higher Education in Ukraine for 2022–2032” and Operational Implementation Plan for 2022–2024 (Cabinet of Ministers Order No. 286, dated February 23, 2022). The main characteristics of the education system to be developed by 2032 include effective management within the higher education system; the trust of citizens, the state, and businesses in the educational, scientific, and innovative activities of higher education institutions; assurance of high-quality educational and scientific activities; competitive higher education accessible to diverse population groups; the internationalization of Ukraine's higher education; and the appeal of higher education institutions for both study and academic careers.

Despite losses, the higher education system is functioning, as timely restructuring has enabled education management to operate at three levels: the Ministry of Education and Science of Ukraine, institutional administrations, and the professional activity of educators.

In wartime, the forms and methods of achieving objectives may change. Still, the strategic goals remain the same: the outcome is to create “a modern, efficient system of higher education that

meets the needs of citizens, the economy, and society, has a strong reputation, and is competitive in both the domestic and global education service markets” [14].

Researchers examining the state of higher education during wartime note that it has suffered significant losses due to infrastructure destruction and human capital loss. Students and faculty report a decline in their psycho-emotional well-being, with high rates of depression (84.3 %), exhaustion (86.7 %), loneliness (51.8 %), nervousness (84.4 %), and anger (76.9 %) [13]. All of these factors have inevitably affected the quality of educational services.

A significant cause of these losses is the crisis in remote learning, intensified by power outages, lack of stable internet access, absence of heating, and limited faculty adaptation to online teaching.

An important direction in educational management is creating and developing measures to support educational institutions’ teaching staff, as new educational system challenges require qualified educators. Consequently, organizational and psycho-emotional support for teachers remains a crucial issue for managing education in Ukraine [17].

At present, without waiting for an end to military aggression, the state is focusing on restructuring and rebuilding the education system, which includes restoring damaged educational infrastructure, reintegrating students and teachers into the formal education system, and providing them with adequate learning materials. Post-war reforms in the education system should eliminate barriers and inequalities that arose during crisis events.

Discussion. The management of educational institutions in times of crisis requires a flexible approach focused on adaptation, support, and innovation. Research by leading scholars, such as M. Fullan, P. Senge, E. Schein, K. Robinson, A. Schleicher, and J. Kotter, demonstrates that successfully overcoming crises depends on the ability of educational leaders to leverage modern technologies, cultivate organizational culture, motivate staff, and engage all participants in the educational process in change initiatives.

Numerous scholars from various countries have dedicated their research to this issue, offering effective management strategies, crisis management methods, and approaches to ensuring the educational process amid unpredictable changes. For instance, M. Fullan, a Canadian education researcher and practitioner known for his work on educational reform and leadership, has explored change management in crises. His work underscores the importance of adaptive leadership and strategies that maintain stability in educational institutions during crises and use crises as opportunities for innovation. M. Fullan emphasizes the need to motivate and involve staff in implementing decisions, creating a “culture of change” that fosters flexibility and adaptability to external challenges. His management approaches highlight the necessity of using crises as catalysts for positive change, ensuring the resilience of educational institutions to future challenges [1].

P. Senge, known for his research in organizational learning and systems thinking, focused on creating educational organizations that can learn and adapt to crises [18].

A. Schleicher, the Director for Education and Skills at the OECD, has studied the impact of crises on global educational systems. His work examines the effects of the COVID-19 pandemic on education and analyzes the management strategies applied by different countries to maintain educational quality during quarantine. A. Schleicher advocates using digital tools and developing remote learning skills as a practical approach to crisis management [20].

Conclusion. In connection with Russia's armed aggression against Ukraine, numerous steps have been taken to organize the management of educational institutions; however, these steps will require ongoing coordination and adaptation. The research outlines several approaches for educators to adapt to managing the educational process under martial law, though each educator interprets and applies these approaches uniquely, considering specific circumstances. Research demonstrates that a crisis can be perceived as a challenge and an opportunity to improve and develop education, fostering new, more effective management and teaching approaches. Implementing crisis-response strategies that emphasize systemic thinking, innovation, and support helps ensure the resilience of educational institutions and enables the formation of an effective management model amid instability.

We understand that educators are facing unprecedented challenges in sustaining the educational process in our country during these difficult times of crisis. Therefore, another essential direction in managing education is establishing and developing a support system to provide socio-economic and organizational aid to educators.

In conclusion, we stated that the educational system continues to function despite the destructive impact of war. At the same time, valuable new experiences are being formed in delivering quality education under wartime conditions. Sharing these experiences with the broader educational community is crucial, as it fosters a sense of connection and solidarity among educators facing similar challenges.

Список використаних джерел

1. Bates R. A., Hatcher T., Holton E. F., Chalofsky N. Redefining human resource development: an integration of the learning, performance, and spirituality of work perspectives. *Academy of human resource development (AHRD) Conference Proceedings* (Tulsa, Oklahoma, February 28 – March 4, 2001). Vol. 1-2. Baton Rouge, LA, 2001. P. 205–207.
2. Sánchez-López, I., Pérez-Rodríguez, A., & Fandos-Igado, M. Com-educational plat-forms: Creativity and community for learning. *Journal of New Approaches in Educational Research*, 2019. № 8(2), 214-226. <https://doi.org/10.7821/naer.2019.7.437>
3. Woldeab D., Yawson R. M., Osafo E. A systematic meta-analytic review of thinking beyond the comparison of online versus traditional learning. *e-Journal of Business Education & Scholarship of Teaching*. 2020. June 30. Vol. 14. P. 1–24.

4. Wortham D. G., Forgety Grimm L. School interrupted: Recovering learning losses related to COVID-19. *Journal of Cases in Educational Leadership*. 2022. № 25(2). P. 124–135. <https://doi.org/10.1177/15554589221078273>
5. Баженов Є. Державна наукова установа «Інститут модернізації змісту освіти» як центр експериментальної педагогіки. *Освіта України в умовах воєнного стану. Інноваційна та проєктна діяльність*. Київ-Чернівці «Букрек». – 2022, сс. 8-12.
6. Барановська О. Індивідуалізація та диференціація навчання як засіб компенсації освітніх втрат учнів початкової школи. *Проблеми сучасного підручника*. 2023. № 29. С. 14–23. <https://doi.org/10.32405/2411-1309-2022-29-14-23>
7. Безлюдна Н.В., Бойченко В.В., Бялик О.В. Управління закладами освіти: теорія, історія, практика. Колективна монографія, Умань: Візаві.- 2020, 290 с. Режим доступу: http://eprints.zu.edu.ua/32275/1/визаві_текст_2020%20ВІЗАВІ.pdf (дата звернення: 01.09.2024)
8. Бичко Г., Терещенко В. Навчальні втрати: сутність, причини, наслідки та шляхи подолання / Український центр оцінювання якості освіти. URL : <http://surl.li/gkswk> (дата звернення: 01.09.2024)
9. Виклик для освіти. Як війна змінила систему навчання в Україні. *Нова доба*. 2023, травень 3. URL : <http://surl.li/hqclr> (дата звернення: 01.09.2024)
10. Дослідження якості організації освітнього процесу в умовах війни у 2022/2023 навчальному році. 2023. / Державна служба якості освіти України. URL : <http://surl.li/gterp> (дата звернення: 01.09.2024)
11. Круть І. Що таке освітні втрати? Освітні втрати та освітні розриви: у чому різниця та як долати? *Медіа Освіторія*. 2023. URL : <http://surl.li/hqcca> (дата звернення: 01.09.2024)
12. Малихін О., Арістова Н., Рогова В. Мінімізація освітніх втрат учнів закладів загальної середньої освіти в умовах воєнного стану: змішане навчання. *Український Педагогічний журнал*. 2022. №3. С. 68–76. <https://doi.org/10.32405/2411-1317-2022-3-68-76>
13. Ніколаєв Є, Рій Г., Шемелинець І. Вища освіта в Україні: зміни через війну: аналітичний звіт. Київ: Київський університет імені Бориса Грінченка, 2023. URL: <https://elibrary.kubg.edu.ua/id/eprint/46207/1/HigherEd-in-Times-of-War%20%281%29.pdf> (дата звернення: 01.09.2024)
14. Поєдинок О. Вища освіта в умовах воєнного стану, якість процесу, ефективність та конкурентоспроможність результату. Онлайн-освіта в умовах воєнного стану. Публікації лекторів 27.12.2022. URL: <https://www.hsa.org.ua/blog/vyshha-osvita-v-umovah-voennogo-stanu-yakist-protsesu-efektyvnist-ta-konkurentospromozhnist-rezultatu-olga-poyedynok>. (дата звернення: 01.07.2024)
15. Пометун О. І. Ефективне функціонування освітнього середовища в умовах дистанційного навчання – шлях запобігти освітніх втрат. 2023. URL: <http://surl.li/hoyul> (дата звернення: 01.09.2024).
16. Профспілка працівників освіти і науки України (2023). Особливості організації роботи вчителів в умовах воєнного стану. URL: <https://pon.org.ua/novuvy/9391-zapytuvaly-vidpovidaemo-osoblyvosti-organizacii-roboty-vchyteliv-v-umovakh-voennogo-stanu.html>. (дата звернення: 15.07.2024)
17. Рогова В. Б. Інноваційна експериментальна діяльність у системі Освіти України в умовах воєнного стану. *Освіта України в умовах воєнного стану. Інноваційна та проєктна діяльність*. Київ-Чернівці: «Букрек». – 2022, сс. 7-8.
18. Сендже П. П'ята дисципліна. Майстерність та практика зростання організації / перекл. з англ. М. Хандога. Київ : Лабораторія, 2024.
19. Статівка В.І. Особливості управління навчальним процесом в умовах воєнного стану як складова професійної діяльності педагога. *Педагогічні науки: теорія, історія, інноваційні технології*, 2023, № 3 (127). URL: <https://pedscience.sspu.edu.ua/wp-content/uploads/2023/09/%D1%81%D1%82%D0%B0%D1%82%D1%96%D0%B2%D0%BA%D0%B0.pdf> . (дата звернення: 15.07.2024)
20. Шлейхер А. Найкращий клас у світі: як створити освітню систему 21-го століття / перекл. з англ. Г. Лелів. Львів : Літопис, 2018. 296 с. URL: <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/yakist-osviti/shlyaykher-naykrashchiy-klas-u-sviti-yak-stvoriti-sistemu-osviti-21-go-stolittya.pdf>. (дата звернення: 01.09.2024)

References

1. Bates, R. A., Hatcher, T., Holton, E. F., & Chalofsky, N. (2001). Redefining human resource development: an integration of the learning, performance, and spirituality of work perspectives. O. A. Aliaga (Ed.). *Academy of human resource development (AHRD) Conference Proceedings: Vol. 1-2*. (Tulsa, Oklahoma, February 28 – March 4, 2001) (pp. 205–207). Baton Rouge, LA.

2. Sánchez-López, I., Pérez-Rodríguez, A., & Fandos-Igado, M. (2019). Com-educational platforms: Creativity and community for learning. *Journal of New Approaches in Educational Research*, 8(2), 214-226. <https://doi.org/10.7821/naer.2019.7.437>
3. Woldeab, D., Yawson, R. M., & Osafo, E. (2020, June 30). A systematic meta-analytic review of thinking beyond the comparison of online versus traditional learning. *e-Journal of Business Education & Scholarship of Teaching*, 14(1), 1–24.
4. Wortham, D. G., & Forgety Grimm, L. (2022). School interrupted: Recovering learning losses related to COVID-19. *Journal of Cases in Educational Leadership*, 25(2), 124–135. <https://doi.org/10.1177/15554589221078273>
5. Bazhenkov, Ye. (2022). Derzhavna naukova ustanova «Instytut modernizatsii zmistu osvity» yak tsentr eksperymentalnoi pedahohiky [State scientific institution “Institute of Education Content Modernization” as a center of experimental pedagogy. Education of Ukraine under martial law]. *Osvita Ukrainy v umovakh voiennoho stanu. Innovatsiina ta proiektna diialnist* (pp. 8-12). Kyiv-Chernivtsi: “Bukrek”.
6. Baranovska, O. (2023). Indyvidualizatsiia ta dyferentsiatsiia navchannia yak zasib kompensatsii osvitnikh vtrat uchniv pochatkovoї shkoly [Individualization and differentiation of learning as a means of compensating for educational losses of primary school students]. *Problemy suchasnoho pidruchnyka*, 29, 14–23. <https://doi.org/10.32405/2411-1309-2022-29-14-23>
7. Bezliudna, N. V., Boichenko, V. V., & Bialyk, O. V. (2020). *Upravlinnia zakladamy osvity: teoriia, istoriia, praktyka* [Management of educational institutions: Theory, history, practice]. Uman: Vizavi. Retrieved from http://eprints.zu.edu.ua/32275/1/vizavi_text_2020%20VIZAVI.pdf
8. Bichko, G., & Tereshchenko, V. (2023). *Navchalni vtraty: sutnist, prychny, naslidky ta shliakhy podolannia* [Educational losses: Essence, causes, consequences and ways of overcoming]. Retrieved from https://testportal.gov.ua/wp-content/uploads/2023/04/Learning-losses_Ukraine.pdf
9. Vyklyk dlia osvity. Yak viina zminyla systemu navchannia v Ukraini [A challenge for education. How the war has changed the education system in Ukraine]. (2023, May 3). *Nova doba*. Retrieved from <https://novadoba.com.ua/403870-vyklyk-dlya-osvity-yak-vijna-zminyla-systemu-navchannya-v-ukrayini.html>
10. *Doslidzhennia yakosti orhanizatsii osvitnoho protsesu v umovakh viiny u 2022/2023 navchalnomu rotsi* [Study of the quality of the organization of the educational process in the conditions of war in the academic year 2022/2023]. (2023). Retrieved from <https://sqe.gov.ua/wp-content/uploads/2023/04/yakist-osvity-v-umovah-viiny-web-3.pdf>
11. Krut, I. (2023). Shcho take osvitni vtraty? Osvitni vtraty ta osvitni rozryvy: u chomu riznytsia ta yak dolaty? [What are educational losses? Educational losses and educational gaps: What is the difference and how to overcome them?]. *Media Osvitornia*. Retrieved from <https://osvitoria.media/experience/osvitni-vtraty-ta-osvitni-rozryvy-u-chomu-riznytsya-ta-yak-dolaty/>
12. Malykhin, O., Aristova, N., & Rohova, V. (2022). Minimizatsiia osvitnikh vtrat uchniv zakladiv zahalnoi serednoi osvity v umovakh voiennoho stanu: zmishane navchannia. [Minimization of educational losses among general secondary schoolchildren amid martial law: blended learning]. *Ukrainskyi Pedahohichnyi zhurnal*, 3, 68–76. <https://doi.org/10.32405/2411-1317-2022-3-68-76>
13. Nikolaev, E., Riy, G., & Shemelinets, I. (2023). *Vyshcha osvita v Ukraini: zminy cherez viinu: analitychnyi zvit* [Higher education in Ukraine: Changes due to the war: Analytical report]. Kyiv: Kyivskyi universytet imeni Borysa Hrinchenka. Retrieved from <https://osvitanalityka.kubg.edu.ua/wp-content/uploads/2023/03/HigherEd-in-Times-of-War.pdf>
14. Poiedynok, O. (2022, December 27). Vyshcha osvita v umovakh voiennoho stanu, yakist protsesu, efektyvnist ta konkurentospromozhnist rezultatu. Onlain-osvita v umovakh voiennoho stanu [Higher education under martial law, quality of the process, efficiency and competitiveness of the result. Online education under martial law]. *Vyshcha shkola advokatury NAAU*. Retrieved from <https://www.hsa.org.ua/blog/vyshha-osvita-v-umovah-voyennogo-stanu-yakist-protsesu-efektyvnist-ta-konkurentospromozhnist-rezultatu-olga-poyedynok>
15. Pometun, O. I. (2023). Efektyvne funktsionuvannia osvitnoho seredovyscha v umovakh dystantsiinoho navchannia – shliakh zapobihy osvitnikh vtrat [Effective functioning of the educational environment in the context of distance learning is a way to prevent educational losses]. *Orhanizatsiia bezpechnoho osvitnoho seredovyscha – vyklyk suchasnosti: perspektyvy ta rishennia* (pp. 294-298). Ternopil: TOKIPPO. Retrieved from <https://lib.iitta.gov.ua/735017/>
16. Rohova, V. B. (2022). Innovatsiina eksperymentalna diialnist u systemi Osvity Ukrainy v umovakh voiennoho stanu [Innovative experimental activity in the education system of Ukraine in the

conditions of martial law]. *Osvita Ukrainy v umovakh voiennoho stanu. Innovatsiina ta proiektna diialnist* (pp. 7-8). Kyiv-Chernivtsi: "Bukrek".

17. Trade Union of Education and Science Workers of Ukraine (2023). *Osoblyvosti orhanizatsii roboty vchyteliv v umovakh voiennoho stanu* [Peculiarities of the organization of teachers' work under martial law]. Retrieved from <https://pon.org.ua/novyvy/9391-zapytuvaly-vidpovidaemo-osoblyvosti-organizacii-roboty-vchyteliv-v-umovakh-voennogo-stanu.html>

18. Senge, P. (2024). *Piata dystsyplina. Maisternist ta praktyka zrostannia orhanizatsii* [The Fifth Discipline: The Art & Practice of The Learning Organization] / translated M. Khandoha. Kyiv: Laboratoriia.

19. Stativka, V., & Zakharova, I. (2023). Osoblyvosti upravlinnia navchalnym protsesom v umovakh voiennoho stanu yak skladova profesiinoi diialnosti pedahoha [Peculiarities of managing the educational process in the conditions of martial law as a component of the teacher's professional activity]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii*, 3(127). Retrieved from <https://pedscience.sspu.edu.ua/wp-content/uploads/2023/09/%D1%81%D1%82%D0%B0%D1%82%D1%96%D0%B2%D0%BA%D0%B0.pdf>

20. Schleicher, A. (2018). *Naikrashchiy klas u sviti: yak stvoryty osvitu systemu 21-ho stolittia* [World Class: How to build a 21st-century school system] / translated H. Leliv. Lviv: Litopys. Retrieved from <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/yakist-osviti/shlyaykher-naykrashchiy-klas-u-sviti-yak-stvoriti-sistemu-osviti-21-go-stolittya.pdf>.

Галина Пастушенко,
*Інститут біомедичних технологій Відкритого
міжнародного університету розвитку людини «Україна»,
м. Київ*

УПРАВЛІННЯ ЗАКЛАДАМИ ОСВІТИ В ПЕРІОД КРИЗОВИХ ПОДІЙ

Анотація. У статті наголошується на тому, що одним з головних завдань управління закладом освіти в умовах кризи є забезпечення безперервності освітнього процесу та забезпечення безпеки всіх учасників освітнього середовища.

Метою публікації є опис потреб і вимог суспільства до освітньої системи України в умовах воєнного стану та виявлення особливостей управління освітньою системою на різних щаблях управлінської діяльності задля доцільного її коригування й удосконалення. Тож завдання означеної праці полягатимуть у визначенні особливостей управління закладом освіти в умовах воєнних дій в Україні; виділення ефективних стилів і методів менеджменту в період кризових подій; виокремлення практичних порад для підтримки педагогічного колективу в складний час змін. Дослідження здійснювалося шляхом використання комплексу теоретичних методів: аналізу і синтезу психолого-педагогічних джерел, порівняння, класифікації, систематизації й узагальнення теоретичних положень.

Також у статті проаналізовано систему роботи освітніх закладів щодо подолання освітніх втрат, що відбулись як в умовах пандемії, так і за воєнних реалій. Наголошено, що чимало сучасних закладів освіти оперативно реагують на запит користувачів освітніх послуг, маючи надійне укриття, ліцензовану школу повного дня, позашкільну діяльність у вигляді творчих студій, використання інтегрованого навчання та за програмами подвійного диплома, забезпечення психологічної та тьюторської підтримки, цілодобового відеоспостереження й охорони, що дбають про безпеку тощо. Залежно від конкретних умов основною формою навчання є дистанційна або змішана. Рекомендовано проводити різноманітні види занять під час онлайн-навчання, надавати перевагу творчому спілкуванню з дітьми, виконанню завдань, що розраховані на психологічне розвантаження, урегулювання емоційного стану. Навчальне навантаження здобувача освіти має бути оптимізованим, зниженим майже вдвічі; домашнє завдання зведеним до мінімуму, а розклад занять гнучким і регульованим залежно від ситуації, тобто допускається зміна часу першого заняття через нічні тривоги і відповідно фізичний і психологічний стан дітей. Нині в Україні успішно реалізується велика кількість освітніх проєктів, які підтверджують цілеспрямованість та інтенсивну пошукову діяльність педагогів в умовах воєнного стану.

Ключові слова: освітні заклади, управлінська діяльність, воєнний стан, кризові події, пандемія COVID-19.

Стаття надійшла до редакції 20.08.2024.
Стаття прийнята до публікації 10.09.2024.