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Building a conceptual model for pedagogy of partnership in the New Ukrainian School

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers.

The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow.

Paulo Freire (Brazilian educator and philosopher)

Introduction

The professionalism and competence of quality teaching practice in higher education institutions is becoming more significant since they try to respond to an increasingly diverse and perceptive student community's issues concerning standards and quality in the global context. In the past several decades there are growing appeals for innovative research-based pedagogy that designs relationship-centred education as well as provides cutting edge professional development of the 21st century educators. The next decade is likely to witness a considerable rise in enga-

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ging students and staff effectively as partners in learning and teaching, and Pedagogy of Partnership (PoP) is arguably one of the most important issues facing higher education in the 21st century. Partnership learning communities are recognized as being the most imperative for “the teacher-of-the-students and the students-of-the-teacher” relationship, identities, processes and structures, and might ultimately result in the transformation of effective learning experiences.

Over recent years, higher education policy initiatives have emphasized the importance of students’ active engagement in their learning, and the benefits to be gained when students play an active role in shaping and enhancing their learning experiences as well as proposed a new conceptual model for exploring the different ways in which students can be partners in learning and teaching, including through active learning; subject-based research and inquiry; scholarship of teaching and learning; and, curriculum design and pedagogic consultancy¹.

The purpose of the research is to further extend current knowledge of “student engagement” as a core aim of the New Ukrainian School (NUS) paradigm for the future of Ukraine’s higher education.

Objectives of the research are:

- to analyze and systematize, targeted in scientific and methodological literature, theoretical approaches to concept of PoP;
- to analyze the basic principles of partnership and cooperation;
- to identify and outline a conceptual model for PoP in the NUS.

Materials and methods

To judge the validity of our study we’d rather provide a clear and precise description of the research methods as followed: theoretical analysis and synthesis, generalization of the body of specialized and documentary evidence, pedagogical and empirical (conversation, interview with the participants of the initial educational process, namely, with students,

¹ M. Healey, A. Flint, K. Harrington, *Engagement through partnership: students as partners in learning and teaching in higher education*, p. 3, https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf (18.04.2018).

teachers, parents, which helped to study the state of the problem in the practice of the modern school).

Presentation of the main theses

Noteworthy, reform of Ukraine's education system is an important part of the large-scale reform process in the country and aims at improving the quality of education, opening up further prospects for continuous education, enhancing equality of opportunities, and fostering competitiveness of the young people in the labor market and employment, including in the public sector. The possibilities for the young people, including from national minorities, to fully realize their potential and aspirations will be significantly broadened. According to the Law of Ukraine *On Education*, "A goal of the education is comprehensive development of the human being as a personality and as the supreme value of the society, development of its talents, intellectual, creative and physical abilities, formation of values and competences necessary for successful self-realization, raising responsible citizens capable to make a conscious choice and channel their activities for the good of other people and the society, and enriching the intellectual, economic, creative, cultural potential of the Ukrainian people on this basis, improving an educational level of the people in order to ensure Ukraine's sustainable development and its European choice"².

Recent theoretical developments have revealed that PoP is a key concept shaping curriculum transformation at the University. It also teaches learners substantial toolkits to improve their communication and interpretive skills and be competent in seeking mutual understanding and collaboration. The PoP values the asking of open questions above the provision of closed answers and the development of wisdom above the transmission of knowledge. It strives for raising the consciousness of students as actors in their own future and, eventually, developing graduates who are active citizens and life-long, life-wide learners. The PoP

² *The Law of Ukraine on Education (Adopted by the Verkhovna Rada on 5 September 2017)*, p. 5, [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF\(2017\)047](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF(2017)047) (21.08.2018).

underpins Paulo Freire's vision of PoP as pedagogy of the oppressed, of indignation, of hope, and of the Heart)³ not least because the PoP seeks to build on his idea that leaders or teachers should not seek to speak to or for people but with them. It thus promotes democratic engagement, meaningful dialogue and co-operative working⁴.

Partnership in learning and teaching is a large and complex area, both conceptually and in practice and respectively it has been discussed by a great number of authors in literature. A series of recent studies of V. Sukhomlynsky, Sh. Amonashvili, I. Volkov, I. Ivanov, A. Makarenko, E. Ilyin, V. Karakovsky, S. Lysenkov, V. Shatalov, A. and B. Nikitin, M. Shchetynin's works, concerning partnership learning, has indicated that the quality of students' learning is critical for current ways of working and the researchers' idea was stressing on making "a student-teacher" partnership and its substantial mutual benefits. In-depth analysis of PoP suggests that all the researchers considerably contributed to the topic under study, focusing on the definite aspects of the PoP. The content of the partnership in the educational space is disclosed in the research: Amonashvili's focusing on peculiarities of humane pedagogy; O. Kokhanova's stressing on psychology of partnership in learning and teaching; S. Maksymenko's emphasizing on psychological problems of Ukraine's education modernization; V. Morhun's delving into the problem of PoP and psychology of tolerance; H. Tataryntseva's insight on methodological approaches to the definition of "partnership" and N. Shyhonska's focus revolved around the problem of philosophical, psychological, sociological and pedagogical aspects of the "professional partnership", etc.

For example, research has provided evidence for embedded sustainable partnership in the NUS that will sustain a strong sense of community among teachers and students. The key to achieving the development of such partnership learning communities are traced in NUS formula and its nine key elements are seen to encourage their development: new educational content based on enabling the competencies necessary for suc-

³ P. Freire, *Pedagogy of Indignation*, Routledge, Abingdon 2015, Series in Critical Narrative.

⁴ *The pedagogy of partnership (Academic practice)*, <https://www.newman.ac.uk/about-us/academic-practice/the-pedagogy-of-partnership> (5.06.2017).

successful self-fulfillment in society. Teaching based on partnerships between the pupil, the teacher and parents: motivated teaching staff who enjoy freedom of creativity and professional development; a cross-cutting educational process that informs values; decentralization and effective administration that will bring real autonomy to schools; teaching based on partnerships between the pupil, the teacher and parents; a focus on pupil's needs in the educational process, i.e. child-centered education; a new school structure that allows mastering the new content and acquiring life competencies; fair allocation of public funds that ensures equal access to quality education for all children; a contemporary educational environment that will provide necessary conditions, means, and technology for education of pupils, teachers, and parents, not only in the premises of the educational establishment⁵.

It should be noted that building partnership learning communities requires critical reflection on its psychological aspect and we should acknowledge the dual role of staff and students as both scholars and colleagues engaged in a process of learning and inquiry. Therefore, the core principles of such approach are as followed: respect for personality; benevolence and a positive attitude; confidence in relationships; dialogue, interaction, mutual respect; distributed leadership (proactive behaviors, the right of choice and taking responsibility for it, horizontality of connections); principles of social partnership (equality of parties, in being keen to accept responsibilities, obligation to fulfill agreements)⁶.

In order to identify and build a conceptual model for PoP in the NUS, the authors of the given research attempted to map the territory of the primary school. Since the main objective of the NUS is to facilitate discovering and developing each child's abilities, talents and potential based on a partnership between the teacher, the pupil and the parents, it was decided that the best method to illustrate the diversity of strategic and sustainable practices in the aforesaid area is to highlight the following: a primary school teacher's awareness and readiness – engaging through

⁵ Ministry of Education and Science of Ukraine, *The New Ukrainian School. Conceptual Principles of Secondary School Reform (2016)*, p. 7, <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf> (14.09.2018).

⁶ *Ibidem*, p. 14.

the PoP in the conditions of the NUS; dialogue enhancement – improving teaching and the classroom experience; innovative reconsideration – changed understandings of learning and teaching through experiencing different viewpoints in the primary school.

A primary school teacher’s awareness and readiness to engagement through the PoP in the conditions of the NUS

It is notable that of Ukraine’s aspirations for eurointegration stipulate the necessity to foster engaged student learning and engaging learning and teaching enhancement, greatly increasing the demand for teachers who are able to perform their professional duties at a high level, develop their critical thinking and problem-solving skills-to form the student’s creative personality, that ultimately requires active engagement and responsibility of all involved. Thus, there is an urgent need to improve the system of professional training of prospective teachers for PoP. At this point it is imperative to acknowledge that while concentrating on partnership in learning and teaching, we face a challenge to yielding effective learning outcomes. It is also relevant to state that the notion “professional activity” is inextricably linked with the notion of “professional readiness”. Therefore, professional readiness is not only individuality’s personal trait or feature, but it is an essential condition for developing a person’s abilities.

Those embedded within learning, teaching and research, on the other hand, may involve a closer focus on attitudes and inter-personal factors of learning relationships. Many of the practices illustrate more than one way in which students are engaged in partnership. The PoP is realized through certain ideas of designing and delivering engaging student learning experiences; making higher education more accessible and inclusive; aligning with personal beliefs and values about learning and teaching; developing a sense of community and belonging; developing student and staff knowledge and capabilities; addressing some of the challenges currently facing higher education; offering a constructive alternative to consumerist models of higher education; aligning with national policy imperatives which place engagement and partnership as key

to quality enhancement; as an ethical responsibility to students and staff; and, eventually, as a response to the current multi-faceted challenges facing HE⁷.

To significantly expand pedagogue's capabilities and optimize management processes we outlined another complex goal of PoP that involves a teacher's determination to efficiently solve educational tasks, through pedagogical experiments and their analysis. This idea implies readiness for innovation, which is achieved through a teacher's engagement in creative classes, his/her developing a model of innovation and responding to changes. The idea of support includes a teacher's ability on the one hand, to systematize and process the information properly, on the other to standardize it. This is achieved through the help of solving logic exercises and tasks, modeling and designing. The idea of enhancing free choice involves the teacher's democratic and teacher-centered approach to a child's development, which can be achieved by analyzing teachers' experience, participating in trainings. The precondition of this idea is the ability to "reach" students, formed by playing managerial situations in business games and trainings. The next idea – the idea of prediction is based on such personality traits as predictability, strategic vision of teaching activity, responsibility, which is accompanied by the ability to strategic planning. In such learning experiences, pedagogues have opportunities to apply science concepts and skills to form such qualities as stimulation of pedagogical activity, drawing up perspective plans of pupils' development, self-development, and participation in strategic planning. Involving large-scale blocks of partnership of learning and teaching is aimed at a teacher's cultivating knowledge on the material and his/her individual self-developing, the ability to systematize, integrate, and to be technology-savvy to integrate in the educational process, that is achieved through blended learning, mind mapping, and skills to critically analyze literature and the Internet, etc. The notion of authenticity is realized through awareness, creativity, and openness, ability to successfully solve creative tasks, independence of judgments, focus on crea-

⁷ M. Healey, A. Flint, K. Harrington, *Engagement through partnership: students as partners in learning and teaching in higher education. The context and case for partnership*, p. 17–19, <https://www.heacademy...>, op. cit. (25.07.2018).

tive achievements, interactive technologies interactive technologies, and emulate other pedagogues' experiences. It is interesting to note that a teacher's immediate priority to innovate, master and influence will transform learning, while following the technology, pedagogy and content knowledge model, as well as applying technological pedagogical knowledge and pedagogical content knowledge⁸. And the final conception of a teacher's own self-assessment is possible provided that the teacher develops his skills of reflection, empathy as well as the ability of self-knowledge, while trainings and "virtually conducting" behavioral patterns, so-called "walking in the student's shoes", reciprocity and role games. Further analysis of theoretical discourse around teacher's involvement in "students as partners" and "student engagement" learning process discovered essential components of a teacher's readiness for educational cooperation: personal readiness (humanism, communicativeness, erudition, integrity, purposefulness, etc.); theoretical conceptualizations of pedagogical principles of PoP; readiness for innovations; ability to organize subject-subject interaction with students; ability simulative and reflexive skills.

Dialogue enhancement – improving teaching and the classroom experience

Dialogic pedagogy is a theory and practice of teaching in which dialogue is central. Teachers and students are in an equitable relationship and listen to multiple points of view. According to B. Lomov, pedagogical activity is based on the laws of communication. Although communication and activity are relatively independent processes, according to the scholar, the main difference between these forms of activity is that the first (communication) implements student teachers' subject knowledge, and in the second – student-teacher relationship principle. A series of recent studies in psychology and pedagogy have indicated that the partnership in teaching and learning is mediated through communication as

⁸ M. Anderson, *Technological, Pedagogical and Content Knowledge*, <https://ictevangelist.com/technological-pedagogical-and-content-knowledge/> (31.03.2018).

an integral part of both reciprocity and a process of shaping individuality, his/her character, moral values and worldview.

Pedagogical communication is defined as the professional communication between a teacher (a teacher's staff) with students in the process of teaching and educating both in-school and out-of-school. Pedagogical communication is poly-functional interaction, focused on reaching manifold simultaneous goals using different communication techniques such as: co-developing reciprocity, joint professional development for staff and students, power relationship, self-awareness, empathy, self-affirmation, self-esteem, reward and recognition, etc. Analyzing the core constructs of pedagogical communication, we can state that it is the dialogic interaction fostering students' awareness of their self-worth, the significance of their "Ego" as well as their uniqueness and self-sufficiency, the formation of an adequate self-esteem and aspirations. Altogether, the present findings confirm that this component is fully compliant with engagement through a personality-role-based communication into educational process, in which students are given the opportunity to try themselves not only as actors, but rather co-designers and co-managers. Therefore, the broader literature on PoP identifies a number of critical factors for successful partnerships, developing a shared vision and values; sharing knowledge; regular communication between teacher-student; and joint decision-making and accountability.

**Innovative reconsideration – changed understandings of learning
and teaching through experiencing different viewpoints
in the primary school**

Our results cast a new light on teacher-student partnership, since in a modern school the dominant model of such partnership is far from being unambiguous. The teacher is both formally and informally aligned with a pupil's system, being socially and consciously responsible before society and student's family. These relationships form the grounds of pedagogy based on love, respect, freedom, recognizing the students' value, their individual characteristics and inner world.

In line with previous studies it is worth mentioning Socratic teaching method. Once refusing to capacity of teaching something to someone, Socrates looks for calling attention to this: which method should, then, be employed in order to his interlocutor may be able to have conditions to be well guided and, thus, to arrive to the knowledge of truth as well as to the practice of virtue. This method, that is, *ἐλεγκτικός*, is put by Socrates such as an axis around which gravitate his ruminations, driven to that individual should know and practice, as in relation to itself (thence the ethical or moral character of his speculation), as in relation to society of which he or she is part (thence follows the political or civic nature of his reflection). On this consists the Socratic philosophical and pedagogical mission: to employ the adequate method, that is, refutation, as to rout knowledge presumption as to drive the individual to that he or she intends to know in essence, not only in appearance; just like that one could be safe in order to offer to individual an education which will be able to become it beautiful and good⁹.

In his analysis of humanistic pedagogics, a scholar Amonashvili concluded that the education of nobility and magnanimity in the younger generation is the first and foremost term on the contrary to coercive system of schooling. He traces the advances in constructing the educational process on the basis of these moral ideas of loving your neighbor; treating the people the way you want to get along with you; being kind-speaking; showing compassion and assistance as well as loving the beauty and create beauty. Such principles of humanistic pedagogics foster love, heartiness, understanding of their requests, through collaboration and co-creation. To paraphrase the author, sticking to the axiomatic norms of humanistic pedagogics we can conclude that love is brought up by love, kindness – by kindness, nobility – by nobility, personality – by personality, etc¹⁰. The autor's focus revolves around the problem of a teacher's constant development of a learner's natural forces while communicating at classes. At the same time, he takes into account the

⁹ G. Batista, *Socrates: Philosophy applied to Education – Search for Virtue*, <https://www.atiner.gr/journals/education/2014-1-X-Y-Batista.pdf> (27.12.2018)

¹⁰ Sh. Amonashvili, *On the system and the experience of educational work with preschool children on the basis of humanistic pedagogics principles*, "Pedagogicheski zhurnal" 2016, No. 3, p. 362.

following regularity of the natural development process: the development of the internal forces is possible only in conditions of difficulties overcoming. The researcher claims that the learner's freedom needs satisfaction, thus, establishes the so-called principle of free choice. He provides several reasons for providing pedagogical and psychological possibilities that wouldn't make students feel as if they imposed somebody's will. So, his approach is based on the nature of the development, maturation and freedom as a psychological basis for the process of humanistic pedagogics, thus meaning that the teacher is constantly looking for creative and appropriate forms and methods of relationships with learners¹¹.

We can't but mention a widely-recognized scholar-innovator V. A. Sukhomlinsky known to be a humanistic educator whose aim of education was student-centered learning that does have a slight relevance to the above-mentioned problem of PoP. The dominant of his pedagogical approach was to admit student's uniqueness and diversity, to encourage students and draw their attention to prior experience. The then innovator emphasized is on the student's role in actively engaging in learning and teaching. Taking advantage of Sukhomlinsky's holistic educational philosophy we concluded that it has five core elements: moral, aesthetic, intellectual, health and respectively professional education. There was a significant positive impact of Sukhomlinsky's legacy on moral education, which involved students' admiring beauty in nature, in art and in human relations, and encouraging students to be environmentally-friendly¹².

We made an attempt to cover and highlight successful PoP in practice and develop understanding of partnership in connection with scholarship, practice, teaching and learning environment and found it quite valuable to share all experiences of partnership. To our best knowledge, the importance of PoP cannot be stressed too much, especially its considerable impact on students, staff, institutions in particular and society in general. We believe that the problem under study calls for opening up to the possibilities and exploring the potential that partnership can offer.

¹¹ Ibidem, p. 365–366.

¹² V. Sukhomlinsky, *Selected Works*, Vol. 2 – 5, Kiiiv 1976.

Conclusion

Our work has led us to conclude the PoP, in our opinion, provides an opportunity to provide conditions for the development of the student's creative personality, the implementation of the tasks of the concept of the NUS, the creation of positive motivation of students for educational and cognitive activities, the need for self-knowledge, self-realization and self-improvement, the introduction of a modern approach to constructing a lesson, creating optimal conditions for developing the student's creative abilities at lessons, developing social and civic competencies of the student, etc. In exploring and unpicking the nature of PoP when put into practice and policy, we argue that PoP underpins a sophisticated and efficient approach and can be a helpful spur and an excellent opportunity to step back and reconsider the nature of the complexity of creating favorable conditions for both teachers and pupils' benefits. Many experts now contend that learning by doing and sensitivity to feelings are the keys to academic progress. Building upon the positive outcome of our in-depth analysis of PoP as the development of wisdom above the transmission of knowledge brought us to the conclusion that it involves constructive integration of modern pedagogical technologies and techniques aimed at developing a proactive creative personality, whose core objective is life-long learning. Even though PoP practices have their own challenges, we can state that PoP is basically a long-run process of teaching and learning, and an ethos, fostering this process, rather than a specific outcome. There is potential for a convergence and coherence of pedagogues as well as learners and their parents.

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Summary

The professionalism and competence of quality teaching practice in higher education institutions is becoming more significant since they try to respond to an increasingly diverse and perceptive student community's issues concerning standards and quality in the global context. In the

past several decades there are growing appeals for innovative research-based pedagogy that designs relationship-centred education as well as provides cutting edge professional development of the 21st century educators. The aim of our research is to further extend current knowledge of “student engagement” as a core aim of the NUS paradigm for the future of Ukraine’s higher education. The research has provided evidence for embedded sustainable partnership in the NUS that will sustain a strong sense of community among teachers and students. The key to achieving the development of such partnership learning communities are traced in NUS formula and its nine key elements are seen to encourage their development. In order to identify and build a conceptual model for PoP in the NUS, the author of the given research attempted to map the territory of the primary school. The paper has led us to conclude the PoP, in our opinion, provides an opportunity to provide conditions for the development of the student’s creative personality, the implementation of the tasks of the concept of the NUS, the creation of positive motivation of students for educational and cognitive activities, the need for self-knowledge, self-realization and self-improvement, the introduction of a modern approach to constructing a lesson, creating optimal conditions for developing the student’s creative abilities at lessons, developing social and civic competencies of the student.

keywords: the New Ukrainian School, Pedagogy of Partnership, primary education, a primary school teacher, psychological aspect, student-teacher, engagement, effective learning experiences

słowa kluczowe: nowa szkoła ukraińska, pedagogika partnerstwa, szkolnictwo podstawowe, nauczyciel szkoły podstawowej, aspekty psychologiczne, uczeń-nauczyciel, zaangażowanie, efektywne doświadczenia edukacyjne