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ЦАРЬОВА ЄВЕЛІНА

ДНЗ «Хмельницький центр професійно-технічної освіти сфери послуг» (м. Хмельницький)

ASSESSING PEDAGOGICAL COMPETENCE IN UKRAINIAN VOCATIONAL COLLEGES: THEORETICAL PRINCIPLES FOR WARTIME AND POSTWAR CONTEXTS

The assessment of pedagogical competence is a cornerstone of educational quality assurance. In vocational colleges, where the task is to prepare skilled workers for dynamic and demanding labour markets, the role of competent teachers is particularly crucial. In Ukraine, the war has created extraordinary challenges for educators, including displacement, infrastructure damage, disruption of educational processes, and the psychological strain on both staff and students. These circumstances require a reassessment of theoretical principles for evaluating pedagogical competence in vocational colleges. Moreover, the postwar reconstruction phase will necessitate frameworks that not only measure current competencies but also support resilience, professional growth, and long-term alignment with European and global standards.

Pedagogical competence can be understood as the integrated system of knowledge, skills, attitudes, and personal qualities that enable educators to fulfil their professional roles effectively. In vocational education, it encompasses not only subject expertise and methodological skills but also the capacity to mentor students, foster their professional identity, and adapt to shifting social realities. Traditionally, three core dimensions are highlighted: cognitive-knowledge competence, which covers 1) subject mastery and pedagogical theory; 2) practical-activity competence, which includes classroom management, learner-centred methods, and digital tools; and 3) personal-social competence, which involves communication, empathy, ethical responsibility, and collaboration. In wartime conditions, however, a fourth dimension becomes essential – adaptive-resilience competence, which refers to the ability to sustain teaching under crisis, respond to trauma, and innovate despite limited resources.

The development of assessment frameworks for pedagogical staff in Ukrainian vocational colleges should be guided by several theoretical principles. First, *contextualisation* is crucial, as evaluation criteria must reflect the wartime realities of disrupted communication, displacement, and scarce resources. For example, a teacher who ensures continuity of learning through improvised digital tools or community-based instruction should be recognised as demonstrating high competence. Second, a *holistic approach* is necessary to capture the full spectrum of professional performance, including resilience, creativity, and social responsibility. The European Framework for the Digital Competence of Educators (DigCompEdu) illustrates how assessment can integrate technical, pedagogical, and ethical dimensions (Redecker & Punie, 2017). Third, *formative orientation* is vital, since in crisis conditions assessment should serve primarily as a developmental mechanism, offering constructive feedback and opportunities for professional growth. Finland's reliance on peer mentoring and formative evaluation provides an instructive model in this regard (Tynjälä et al., 2021). Fourth, *flexibility and adaptability* are indispensable in ensuring that assessment can function across hybrid, online, or emergency teaching formats, as seen in OECD countries that expanded digital micro-credentialing for teachers during the COVID-19 pandemic. Fifth, *equity and inclusivity* must be embedded in assessment, particularly in situations where access to technology and professional development is uneven. UNESCO's initiatives in conflict-affected regions show the importance of designing frameworks that do not disadvantage teachers operating with fewer resources (UNESCO International Institute for Educational Planning, 2018). Finally, *continuity and sustainability* should guide evaluation, linking short-term assessment with long-term modernisation and integration into European quality assurance systems. Germany's Berufskolleg model, which ties evaluation to continuous professional development, demonstrates the value of such sustainable approaches (Grund & Brock, 2020).

International experiences offer valuable insights for Ukraine. In Kosovo, postwar teacher assessment frameworks placed emphasis on civic values, social cohesion, and trauma-informed pedagogy, highlighting the broader role of educators in rebuilding society (Sommers & Buckland, 2004). Israel provides an example of

integrating adaptability and crisis-response skills into formal teacher evaluation, with structured training in resilience and emergency education (Hardaker et al., 2015). Across the European Union, competency-based assessment frameworks such as DigCompEdu and the European Qualifications Framework (EQF) (European Commission, 2017) link teacher competence to labour market needs, a model that aligns well with Ukraine's aspirations for closer European integration. In Canada, particularly in Ontario, teacher assessment combines self-reflection, peer mentoring, and supervisory evaluation (Kutsyuruba et al., 2019), ensuring both accountability and developmental support – an approach that can inspire Ukraine to adopt more participatory and formative methods.

As Ukraine transitions to reconstruction, competency assessment in vocational colleges will play a vital role in strengthening education and supporting national recovery. Priorities should include institutionalising resilience and adaptability as core teacher competencies, expanding the use of digital tools for assessment, and aligning frameworks with European standards to promote international recognition of Ukrainian qualifications. Equally important is embedding assessment in continuous professional development systems to ensure that evaluation leads directly to concrete support, while also linking teacher competence to broader recovery goals, recognising educators as key agents of social cohesion and democratic development.

Therefore, the assessment of pedagogical competence in Ukrainian vocational colleges requires a paradigm shift in light of wartime and postwar realities. Grounding evaluation in the principles of contextualisation, holism, formative orientation, flexibility, inclusivity, and sustainability can help Ukraine design a system that is both responsive to crisis and orientated toward long-term modernisation. International experience demonstrates that competence assessment can serve as more than an evaluative mechanism: it can be a strategic instrument for rebuilding education, fostering resilience, and ensuring that vocational colleges continue to prepare skilled, adaptive, and socially responsible citizens for the future.

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ЦІСАРУК ІРИНА

Кременецька обласна гуманітарно-педагогічна академія
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ПРОФЕСІЙНЕ САМОВИЗНАЧЕННЯ СТУДЕНТСЬКОЇ МОЛОДІ В УМОВАХ ТРАНСФОРМАЦІЇ ОСВІТНЬОГО СЕРЕДОВИЩА

Сучасний етап розвитку суспільства характеризується глобалізаційними процесами, цифровізацією, зростанням мобільності та динамічністю соціально-економічних змін. Це безпосередньо впливає на систему освіти, яка змушена адаптуватися до нових умов і забезпечувати підготовку конкурентоспроможних фахівців. У такому контексті особливого значення набуває проблема професійного самовизначення студентської молоді, оскільки воно виступає ключовим чинником становлення особистості, її соціалізації та подальшої реалізації в професійній діяльності.

Трансформація освітнього середовища, що проявляється у впровадженні цифрових технологій, нових педагогічних підходів, інтеграції формальної та неформальної освіти, створює як додаткові можливості для професійного зростання здобувачів вищої освіти, так і нові виклики. Важливою умовою стає