

INCLUSION OF THE CONCEPT OF TRAUMA-INFORMED CARE IN EDUCATION AS AN INNOVATIVE COMPONENT OF THE PRIMARY SCHOOL TEACHER TRAINING CURRICULUM IN UKRAINE

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Abstract

A priority in education in Ukraine is the development and implementation of a comprehensive process for the revision of the teacher training curriculum, due to current circumstances, namely martial law and the war. Programmes and initiatives implemented at both state and regional levels by national and international organisations are insufficient to adequately address pressing issues: lack of clear guidelines for education reform or of a comprehensive approach to address the impact of trauma on education, for both learners and personnel.

This study proposes that a trauma-informed approach in education, as an innovative component of the teacher training curriculum, presents a pertinent response to address the challenges facing Ukraine's education system. The study analyses and systematises the current conceptualisation of trauma-informed care in the field of education in Ukraine, its implementation, and its integration in teacher training curricula. The study proposes the addition of trauma-informed care as a topic in teacher training based on Urie Bronfenbrenner's bioecological model. This model aims to develop practitioners' ability to systematically analyse individual circumstances and to construct a coherent support strategy, drawing on both environmental and individual resources.

Keywords: trauma-informed care, bioecological model of development, teacher professional development, innovation in education, teacher training.