

THE DEVELOPMENT OF A PROFESSIONAL COMMUNITY AS A MECHANISM FOR ATTRACTING, MOTIVATING AND ENGAGING ACADEMIC STAFF IN ACADEMIC ENTREPRENEURSHIP

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INTRODUCTION

The relevance of the issue of entrepreneurship and the utilisation of its potential in the educational sphere necessitates an interdisciplinary approach that defines its role in ensuring the socio-economic advancement of society. Among the key factors driving contemporary universities to foster academic entrepreneurship and to establish it as one of their fundamental institutional values are the following: the orientation toward introducing innovation across all areas of university activity; the positioning of the university before internal and external stakeholders as a centre for societal development and the knowledge economy; the increase of financial revenues through the commercialization of research outcomes, the transfer of knowledge, technologies, and inventions; the strengthening of competitive advantages in the educational services market by attracting talented students and highly qualified academic and research staff; the improvement of processes for developing key competencies among students, essential for successful professional and social realization regardless of the specific occupational environment or chosen field; and the alignment of educational and research activities with the current demands of the labour market and the expectations of employers¹.

The modern university is conceived as an educational, social, cultural, scientific, and innovative centre that directs its resources toward the development of human capital, the nurturing of talent, and the preparation of future leaders and highly qualified specialists in accordance with labour market demands, societal expectations, and the needs of consumers of educational services. A decisive role in the functioning of universities as multifunctional institutions belongs to academic staff, who carry out a wide range of professional tasks, thereby necessitating their continuous professional development and readiness to meet new challenges of the professional environment. In this context, the professional advancement of academic staff,

¹ Meyers A. D., Pruthi S. Academic entrepreneurship, entrepreneurial universities and biotechnology. *Journal of Commercial Biotechnology*. 2011. № 17. P. 349–357.

the renewal of their knowledge in line with trends in the international higher education space, and their preparation for contemporary challenges emerge as one of the key issues in the development of universities.

Within the framework of our study, emphasis is placed on the system of professional development, which creates conditions for preparing academic staff for the implementation of academic entrepreneurship. It is significant to highlight that current Ukrainian legislation defines the content and specific features of professional development for academic staff. The Law of Ukraine “On Professional Development of Employees” stipulates that “state policy in the field of professional development of employees is formed according to the principles of accessibility of professional development for employees; free choice by the employer of forms and methods of ensuring professional development of employees, taking into account the specifics of their work; observance of the interests of both employer and employee; and continuity of the professional development process”². Article 59 of the Law of Ukraine “On Education” specifies that “the professional development of academic staff involves continuous self-education, participation in professional training programs, and any other types and forms of professional growth. Educational institutions employing pedagogical and academic staff facilitate their professional development and qualification enhancement”³. The Professional Standard “Lecturer of Higher Education Institution” states that the purpose of the activity of academic staff in higher education institutions is “the formation of professional, worldview, and civic competencies, as well as moral and ethical values among students of higher education”⁴. This document defines and characterises the labour functions, competencies, knowledge, skills, communication, responsibility, and autonomy of a higher education lecturer⁵.

The system of professional development within the modern university encompasses a wide range of opportunities, resources, instruments, and technologies, the effective utilisation of which determines the quality of academic staff preparation for fulfilling their professional functions in the academic environment. At the same time, this system facilitates their

² Про професійний розвиток працівників: Закон України від 12.01.2012 № 4312-VI. URL: <https://zakon.rada.gov.ua/laws/show/4312-17#Text>

³ Про освіту: Закон України від 05.09.2017 № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

⁴ Професійний стандарт «Викладач закладу вищої освіти». Наказ Міністерства освіти і науки України № 1466 від 16.10.2024 р. URL: <https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vykladach-zakladu-vyshchoi-osvity1466>

⁵ Професійний стандарт «Викладач закладу вищої освіти». Наказ Міністерства освіти і науки України № 1466 від 16.10.2024 р. URL: <https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vykladach-zakladu-vyshchoi-osvity1466>

professional and personal advancement, which significantly influences the overall development of the university as well as the effectiveness of its educational, scientific, and innovative activities.

The issue of professional development of academic staff remains at the centre of ongoing scholarly debates, encompassing its various dimensions. Researchers highlight the specific theoretical, methodological, comparative, organizational, and methodological aspects of academic staff development^{6 7 8 9 10}. Theoretical and methodological contributions of scholars in this field, together with the practical experience of higher education institutions, provide the foundation for identifying effective tools necessary for building a coherent system of professional development. Within such a system, the preparation of academic staff for the implementation of academic entrepreneurship is ensured.

1. The use of community of practice principles in developing a professional community for the involvement of academic staff in academic entrepreneurship

At the beginning of the 21st century, particular attention of the scholarly community has been directed toward the issue of ensuring and improving the practice of professional development. Various forms, models, and methods of professional training for employees in the educational sector are examined and analysed, often in their integrated application, with the aim of enhancing the competitiveness of academic staff in the educational services market through the updating of knowledge, the improvement of existing skills, and the development of new ones. Within the framework of this study, which focuses on the preparation of academic staff in modern universities for academic entrepreneurship, it is considered essential to explore the development of a professional community designed to attract, motivate, and

⁶ Pham D. H. The professional development of academic staff in higher education institution. *Journal of Teacher Education for Sustainability*. 2021. Vol. 23, no 1. P. 115–131.

⁷ Сиско Н. М. Системний підхід до професійного розвитку викладачів закладів професійної (професійно-технічної) освіти. *Науковий вісник Мукачівського державного університету. Серія: Педагогіка та психологія*. 2019. № 1. С. 107–110.

⁸ Lourenço M. Internationalizing teacher education curricula: opportunities for academic staff development. *On the Horizon*. 2018. Vol. 26, no 2. P. 157–169.

⁹ Asio J. M. R., Jimenez, E. Professional development, organizational climate, supervisory rapport and overall satisfaction of employees: An attitudinal study. *International Journal of Scientific Research in Multidisciplinary Studies*. 2020. Vol. 6, no 4. P. 34–40.

¹⁰ Gao Y., Wong S. L., Md. Khambari M. N., Noordin N. A bibliometric analysis of online faculty professional development in higher education. *Research and Practice in Technology Enhanced Learning*. 2022. Vol. 17, no 1. 17. URL: <https://link.springer.com/article/10.1186/s41039-022-00196-w>

engage academic staff in academic entrepreneurship, with its functioning grounded in a collegial approach.

As Scott observes, “a community can be defined as a set of meaningful social connections within a group of any size, whose members share something in common. A community is social. It is a network of certain types of relationships. A community operates within specific boundaries, either agreed upon by members, implicit, or formally established. Each community establishes traditions and patterns of behaviour, which may be implicit or codified as rules. A community is characterised by the presence of a particular bond among its members (for example, location, interests, origin or identity, situations, or experiences). Thus, a community is a social institution, that is, a stable structure and a coherent set of procedures and norms that ensure social order and meaning”¹¹. “The essence of community continues to be debated. A modern community is shaped by cognitive and symbolic structures that are not necessarily reinforced by interactive spaces or social proximity. A community may emerge as a result of figurative or virtual connections”¹². It is logical to conclude that “a community is understood as a group of people united by common social, economic, political, or professional interests, who share a common history, reside within a specific territory, or belong to a broader society. In other words, a community is any group of individuals who share something in common – this may be their place of residence or work, their identity (external, such as race, or internal, such as religion), their affinity for certain activities, or their shared experiences and values”¹³.

The monograph “Cultivating Communities of Practice: A Guide to Managing Knowledge” is considered a foundational work in the study of professional communities. It provides models and strategies for building and sustaining communities of practice as a key element of organisational and academic development¹⁴. In this work, the authors identify several principles underlying the construction and development of a community of practice. These include: the principle of designing the community for sustainable development; the principle of integrating the internal potential of the community with external environmental opportunities; the principle

¹¹ Scott W. R. *Institutions and organizations*. Thousand Oaks: Sage, 2001. 255 p. P. 34.

¹² Douglas H. Types of community. *International encyclopedia of civil society*. Springer, 2010. P. 539–544. P. 541.

¹³ Омеляненко В. А., Підоричева І. Ю., Омеляненко, О. М. Інфраструктурна складова розвитку інтелектуального капіталу локальних спільнот. *Цифрова економіка та економічна безпека*. 2024. Т. 1, № 10. С. 38–45. P. 39.

¹⁴ Wenger E., McDermott R., Snyder W. M. Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*. Harvard Business School Publishing, 2002. P. 49–64.

of diversifying participation in community activities; the principle of cultivating shared values; the principle of combining the familiar with the exciting; and the principle of establishing a rhythm for community activities¹⁵.

In line with the ideas and principles of existentialism, a community of practice is characterised by its organic and natural mode of development; therefore, the principle of designing the community for sustainable growth entails the possibility of monitoring its progression. Contemporary studies emphasise that each new member joining a community of practice enriches it with their own knowledge, ideas, and experience, thereby contributing to the introduction of change within the community¹⁶. Moreover, when such a community operates within a particular organisation (in our case, a university), these changes extend to the organisation's activities as well.

Scholars emphasize that, according to the principle of designing a community for sustainable development, such a community evolves on the basis of existing relationships among employees who have prior experience of collaboration, share common values, and express a willingness to continue cooperation within new projects or activities. This involves the formation of a shared purpose, the organisation of meetings, and the maintenance of records of these meetings with the documentation of ideas and outcomes, all of which contribute to the further development of the community, the strengthening of member cohesion, and collective problem-solving¹⁷. This approach aligns with the ideas of social constructivism.

Concerning the principle of integrating the internal potential of the community with the external opportunities of the environment, it is essential to understand both the advantages and limitations that characterise the community, as well as to envision its contribution to the overall development of the organisation, the university as a whole (theory of academic capitalism). In this context, Kinakh refers to the environmental approach and its application in the process of forming professional-pedagogical entrepreneurship among teachers, noting that “the internal (endogenous) factors of entrepreneurship include: organisational structure, resources, contractors (suppliers, consumers, competitors, intermediaries, and other contact audiences), interpersonal relations, and intrapersonal processes. Overall, this level of factors is determined both by an individual's readiness for entrepreneurship and by the quality of the organisational structure built with its resource provision, contractors, and

¹⁵ Wenger E., McDermott R., Snyder W. M. Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*. Harvard Business School Publishing, 2002. P. 49–64.

¹⁶ Ibid.

¹⁷ Ibid.

communication networks”¹⁸. Extrapolating the author’s findings to the context of our study, it should be emphasised that the development of academic entrepreneurship depends significantly on the conditions provided by the university, as well as on the community’s ability to recognise and utilise the opportunities available in the environment in which it operates for the implementation of innovative ideas and the introduction of change. This implies the application of an integrative approach to achieve a defined common goal. It encompasses not only infrastructure, material, and financial resources, but also the possibility of drawing on expert experience through their involvement at specific stages of collective activity¹⁹.

In the process of a community of practice development, it is essential to take into account the principle of diversification of participation in its activities. This highlights the idea that participation may vary in terms of purpose (such as the desire to realize one’s potential, establish relationships with other members, or improve personal skills), functionality (roles of leader, assistant, task executor, idea generator, critic, observer, etc.), intensity of collaboration (proactive, moderate, or peripheral), time frames (short-term or long-term projects and activities), and regularity of interaction (daily, weekly, or monthly), among other factors.

It is noteworthy that, in accordance with the person-centred approach, each participant and their contribution to the development of a community of practice are of great importance. From the standpoint of pragmatism, during the implementation of various projects or activities, the community may evolve depending on the degree of interest in the topic, the presence or absence of relevant knowledge, skills, and competencies, professional connections, and personal qualities such as courage, initiative, and leadership. The primary task of the coordinator or facilitator in the process of forming and developing a community of practice is to recognise the potential of its members and to engage all participants in interaction, taking into account their preferences, interests, capacities, expectations, and values²⁰.

The formation of a community of practice is voluntary. Accordingly, the unification of members within such a community must be grounded in shared values, which themselves evolve from the initial stage: “the joint resolution of current problems and needs of its participants to the formation of a corpus

¹⁸ Кінах Н. В. Середовищний підхід до формування професійно–педагогічного підприємництва вчителя. *Перспективи та інновації науки (Серія «Педагогіка», Серія «Психологія», Серія «Медицина»)*. 2022. Т. 4, № 9. С. 156–166.

¹⁹ Wenger E., McDermott R., Snyder W. M. Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*. Harvard Business School Publishing, 2002. P. 49–64.

²⁰ Ibid.

of knowledge that community members can draw upon when necessary”²¹. This process is consistent with the ideas of the axiological approach.

Justifying the principle of combining the familiar with the exciting, scholars argue that the synthesis fosters the further development of relationships among members of a community of practice, which are essential for ensuring stability, while simultaneously cultivating a sense of belonging to a community engaged in a new venture²². From the perspective of preparing academic staff for academic entrepreneurship through the potential of communities of practice, this principle is one of the key elements, since the very essence of academic entrepreneurship presupposes the integration of the knowledge and experience of academic staff, tested concepts and practices, and a creative approach involving the search for non-standard solutions, thereby ensuring synergy between reliability and innovativeness.

According to researchers, establishing the rhythm of community activity is of great importance: “A community is founded on a network of strong relationships among its members, yet the pace of their interaction largely depends on the rhythm of community events. Regular meetings, teleconferences, website activity, and informal gatherings shift in accordance with the heartbeat of the community. When this rhythm is strong and steady, the community experiences movement and vitality. If the rhythm is too fast, the community feels ‘out of breath’, and people stop participating because they are overloaded. When the rhythm is too slow, the community feels passive”²³. In other words, according to this principle, the functioning of a community of practice is grounded in the regularity and predictability of meetings, discussions, and interactions.

As Romanyshyn, who studies innovative models in higher and corporate education, notes, “the concept of communities of practice views learning as a social experience (the theory of social learning) and focuses on learners, employees, and professionals with a shared interest in a topic or problem under study or consideration. Together they exchange ideas, seek solutions, and develop skills over an extended period of time. This may involve face-to-face communication and knowledge exchange, or the organisation of communities of practice in the form of virtual learning communities and collaborative work through modern social software tools”²⁴.

²¹ Wenger E., McDermott R., Snyder W. M. Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*. Harvard Business School Publishing, 2002. P. 49–64. P. 59.

²² Ibid. P. 49–64.

²³ Ibid.

²⁴ Романишин Ю. Інноваційні моделі навчання у вищій школі та в корпоративному середовищі організаційного навчання. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: педагогіка*. 2025. № 1. С. 58–70. P. 65.

The analysis of community of practice principles demonstrates their critical role in shaping professional communities that foster the involvement of academic staff in academic entrepreneurship. By grounding such communities in sustainable design, integration with external opportunities, diversified participation, shared values, the balance of familiarity and novelty, and a consistent rhythm of interaction, universities can create environments that are both stable and innovative. These principles highlight the organic and voluntary nature of communities of practice, where each participant's contribution enriches collective knowledge and strengthens cohesion.

Moreover, the integration of existentialist, constructivist, axiological, and pragmatic perspectives underscores that communities of practice are not static entities but dynamic structures capable of adapting to changing organisational and societal contexts. Their effectiveness lies in the ability to combine tested practices with creative approaches, thereby generating synergy between reliability and innovation. In the context of academic entrepreneurship, this means that communities of practice serve not only as platforms for professional development but also as catalysts for institutional transformation, enabling universities to harness collective expertise, expand opportunities, and implement innovative solutions.

Ultimately, the cultivation of communities of practice provides a collegial and value-driven framework through which academic staff can be motivated, engaged, and empowered to contribute to entrepreneurial initiatives. This positions the university as a dynamic learning organisation, where professional growth, collaborative problem-solving, and academic entrepreneurship are mutually reinforcing processes.

2. Exploring the potential of the professional learning community as a model for developing academic staff toward academic entrepreneurship

For our study, the contributions of theorists and practitioners who examine the professional learning community are also of great importance. This concept is viewed from the perspective of social learning theory as one of the formats of continuous professional development for educators^{25 26 27 28}.

²⁵ Andrews D., Lewis M. Transforming practice from within: The power of the professional learning community. *Professional learning communities: Divergence, depth and dilemmas*; L. Stoll, & K. S. Louis (eds). Maidenhead: Open University Press, 2007. P. 132–148.

²⁶ Creating and sustaining effective professional learning communities. Research Report 637 / R. Bolam et al. London: DfES and University of Bristol, 2005. 222 p.

²⁷ Christensen A. A. A global measure of professional learning communities. *Professional development in education*. 2025. Vol. 51, no 2. P. 214–230.

²⁸ Huyen N. T. T., Nga D. T., Thao D. T. P. A Comprehensive Analysis of Teacher Professional Learning Communities: A Scopus Based Review (2019-2024). *International Journal of Learning, Teaching and Educational Research*. 2024. Vol. 23, no 8. P. 158–179.

The results of the conducted studies confirm that the effectiveness of a professional learning community is substantiated by the presence and adherence to shared values and vision, collegial responsibility, the organization of collaboration, the comprehensive integration of principles of individual and collective professional learning, the reflexivity of participants' experiences, openness and partnership, as well as the establishment of mutual trust, respect, and support, all of which correspond to the principles of social capital theory²⁹. The importance of these communities is manifested not only in ensuring opportunities for lifelong professional development but also in contributing to the formation of the corporate culture within educational institutions.

There are various perspectives and approaches to interpreting the category of "professional learning community". For example, well-known definitions describe a professional learning community as a dynamic, collective platform where educators engage collegially in dialogue, reflection, and shared practice with the dual purpose of improving student learning outcomes and enhancing their own professional competence³⁰; or as "a group of individuals who share experiences and critically analyse their own practice on a continuous, reflective, collegial, inclusive, learning-oriented, and developmental basis"³¹. These communities are characterised by a spirit of collaboration, the collegial nature of efforts aimed at achieving results, the interactivity of the professional environment and the constructive nature of interaction, a focus on attaining high quality and meeting standards, the promotion of corporate culture, mutual encouragement and motivation, all of which serve as the foundation for the formation of professional identity, autonomy, and a sense of belonging to the professional community.

According to Kesner, "professional networks and communities create an optimal environment for the development of innovative thinking among educators, providing conditions for the joint construction of knowledge, collaborative reflection, mutual learning, and experimentation"³². The author distinguishes between different types of professional communities, noting that their effectiveness depends precisely on the type chosen:

²⁹ Creating and sustaining effective professional learning communities. Research Report 637 / R. Bolam et al. London: DfES and University of Bristol, 2005. 222 p.

³⁰ Huyen, N. T. T., Nga, D. T., & Thao, D. T. P. (2024). A Comprehensive Analysis of Teacher Professional Learning Communities: A Scopus Based Review (2019–2024). *International Journal of Learning, Teaching and Educational Research*, 23(8), 158-179.

³¹ Stoll L., Bolam R., McMahon A., Wallace M., Thomas S. Professional Learning Communities: a Review of the Literature. *Journal of Educational Change*. 2006. Vol. 7, no 4. P. 221–258. P. 223.

³² Кеснер Ю. П. Формування інноваційного мислення педагогів: професійні мережі та спільноти. *Українське суспільство у перспективах розвитку: історичний, соціально-політичний, освітньо-педагогічний аспекти*: матеріали VI Всеукр. міжгалуз. наук.-практ. онлайн-конф. Київ: Інститут обдарованої дитини НАПН України, 2025. С. 644–656. С. 654.

“The effectiveness of professional communities as an environment for fostering innovative thinking depends on their type (formal/informal, offline/online/hybrid, local/regional/national/international, disciplinary/interdisciplinary/problem-based) as well as on the organizational and pedagogical conditions of their functioning”³³.

In exploring the essence of professional learning communities, Masterkova identifies factors that influence educators’ decisions regarding participation in such communities. Primarily, these include an interest in acquiring new knowledge, an awareness of the need to deepen previously obtained knowledge or to seek new information for future application, the improvement of skills and competencies required for the performance of specific professional tasks, as well as the further development of social skills³⁴.

Participation in a professional learning community opens new opportunities for uniting specialists in the search for effective methods and innovative ways of overcoming challenges faced by educators in the professional environment. Equally important is the consolidation of specialists within professional learning communities for the purpose of reflecting on professional experience, analysing personal strengths and weaknesses, and receiving critical feedback and responses in an environment founded on respect for the individual, the professional, and the human being; the value of knowledge exchange; constructive professional and social collegial support; and trust. The author notes that the main tasks achievable through engagement in a professional learning community include “the generalisation of analytical approaches to measuring professional achievements in accordance with professional standards; the identification of existing difficulties in striving for self-improvement and the search for optimal ways to overcome them; and the possibility of disseminating one’s own pedagogical experience within the digital environment”³⁵.

The synthesis of theoretical and empirical perspectives demonstrates that professional learning communities constitute a vital model for continuous professional development and for fostering academic entrepreneurship within educational institutions. Grounded in social learning theory and aligned with the principles of social capital, these communities derive their effectiveness from shared values and vision, collegial responsibility, collaborative organization, reflexivity, openness, and mutual trust.

³³ Кеснер Ю. П. Формування інноваційного мислення педагогів: професійні мережі та спільноти. *Українське суспільство у перспективах розвитку: історичний, соціально-політичний, освітньо-педагогічний аспекти*: матеріали VI Всеукр. міжгалуз. наук.-практ. онлайн-конф. Київ: Інститут обдарованої дитини НАПН України, 2025. С. 644–656. С. 654.

³⁴ Мастеркова Т. Діяльність педагогічних професійних спільнот: можливості та виклики. *Молодь і ринок*. 2025. № 10/242. С. 181–185.

³⁵ Там само. С. 181–185. С. 183.

Definitions offered by scholars highlight their dual purpose: improving student learning outcomes while simultaneously enhancing educators' professional competence. The typological diversity of professional communities (formal or informal, offline, online, or hybrid, local to international, disciplinary or interdisciplinary) underscores that their success depends not only on structural type but also on the organisational and pedagogical conditions under which they operate.

Additionally, the motivational factors identified by researchers, such as the pursuit of new knowledge, the deepening of existing expertise, the refinement of professional skills, and the development of social competencies, reveal why educators choose to engage in these communities. Participation provides opportunities for collaborative problem-solving, innovative thinking, and reflective practice, while also cultivating respect, collegial support, and trust.

Finally, professional learning communities serve as dynamic platforms that unite educators in the co-construction of knowledge, the dissemination of pedagogical experience, and the advancement of professional identity. Their role extends beyond individual growth to the shaping of institutional culture, thereby positioning them as essential mechanisms for sustaining innovation, quality, and collective progress in modern education.

3. The development of a professional community aimed at fostering academic staff involvement in academic entrepreneurship, grounded in the integrated framework of communities of practice and professional learning communities

Drawing upon the scholarly work on the development of communities of practice^{36 37 38} and community of professional learning^{39 40 41 42}, we substantiate the rationale for establishing a professional community as an

³⁶ Douglas H. Types of community. *International encyclopedia of civil society*. Springer, 2010. P. 539–544.

³⁷ Scott W. R. Institutions and organizations. Thousand Oaks: Sage, 2001. 255 p.

³⁸ Wenger E., McDermott R., Snyder W. M. Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*. Harvard Business School Publishing, 2002. P. 49–64.

³⁹ Кеснер Ю. П. Формування інноваційного мислення педагогів: професійні мережі та спільноти. *Українське суспільство у перспективах розвитку: історичний, соціально-політичний, освітньо-педагогічний аспекти*: матеріали VI Всеукр. міжгалуз. наук.-практ. онлайн-конф. Київ: Інститут обдарованої дитини НАПН України, 2025. С. 644–656.

⁴⁰ Мастеркова Т. Діяльність педагогічних професійних спільнот: можливості та виклики. *Молодь і ринок*. 2025. № 10/242. С. 181–185.

⁴¹ Andrews D., Lewis M. Transforming practice from within: The power of the professional learning community. *Professional learning communities: Divergence, depth and dilemmas*; L. Stoll, & K. S. Louis (eds). Maidenhead: Open University Press, 2007. P. 132–148.

⁴² Huyen N. T. T., Nga D. T., Thao D. T. P. A Comprehensive Analysis of Teacher Professional Learning Communities: A Scopus Based Review (2019-2024). *International Journal of Learning, Teaching and Educational Research*. 2024. Vol. 23, no 8. P. 158–179.

association of academic staff who work and learn together in a supportive, constructive, and positive environment, sharing common visions, values, responsibilities, and equal participation, with the aim of preparing for academic entrepreneurship.

Drawing on the reviewed research base, we argue for an algorithm of professional community formation that, in our conviction, must include several stages: initiation, development, and sustainable functioning.

At the stage of initiation of a professional community development, it is essential to define the rules of conduct, norms, and attitudes of all participants, which are discussed during meetings and may be revised in the course of its functioning⁴³. Participants engage in dialogue to determine the overall purpose of the professional community. At this stage, academic staff involved in the community demonstrate a general awareness of the idea of academic entrepreneurship and of the learning opportunities that contribute to readiness for its implementation; however, the exchange of ideas remains limited. At this stage, academic staff use individual reflection under the guidance of a coordinator or facilitator, in both written and oral formats, employing various methods (discussion, conversation, journaling, narrative) to assess progress in professional learning and readiness to participate in innovative interdisciplinary projects.

At the stage of a professional community development, professional and social relationships among participants are formed and strengthened in accordance with established norms of conduct and professional ethics. These relationships are grounded in principles of openness, respect, trust, and expertise, while also taking into account participants' capacities and readiness to assume risks⁴⁴. Members work collaboratively to define long-term goals and short-term objectives, which justify the selection or design of tools for assessing and measuring progress in achieving them. Idea exchange occurs during regular meetings and task performance. At this stage, the potential of collegial reflection is employed to analyse the interconnections between science, education, and the economy; to identify promising ideas and commercialise them; to apply economic models and strategic thinking in implementing entrepreneurial initiatives; to effectively present start-ups; to design project roadmaps; to manage risks; to build marketing strategies; and to scale business activities.

The stage of sustainable functioning of a professional community is characterised by the consolidation of relationships among its members, the

⁴³ Wilson L., Lowe T. The learning communities handbook. Collective improvement in complex environments. Newcastle University, 2021. 52 p.

⁴⁴ DuFour R. Learning by doing: A handbook for professional learning communities at work TM. Solution Tree Press, 2013. 31 p.

establishment of behavioural and communicative norms based on trust, respect, openness, and a developed readiness to accept risk and assume responsibility for decisions made⁴⁵. Participants work towards achieving defined goals and demonstrate readiness to pursue even more complex objectives. They actively engage in educational activities aimed at building a system of knowledge about the history and international trends in the development of academic entrepreneurship, models of its institutionalisation, the application of classical economic theories, contemporary approaches to entrepreneurial motivation, sources of funding, mechanisms for supporting start-ups, intellectual property protection, the use of university infrastructure, project life cycles, business planning, market analysis, budget management, effective presentation strategies, and the scaling of innovative projects. The stage of sustainable functioning of a professional community also presupposes the continuity of reflection, which is critically important for further knowledge acquisition and orientation towards continuous professional development, an aspect significant not only for the systemic growth of the community itself but also for the university as a whole.

In the context of our study, it is important to address the interpretation of the concepts of “facilitation” and “facilitator,” since, according to the results of previous research⁴⁶, the facilitator plays a significant role in the development of a professional community. The facilitator is intended to support the creation of a constructive learning environment in which each participant understands the goals and tasks of professional learning, performs a coordinating function in the organisation of learning, and establishes monitoring of progress. As Trambovetska notes, facilitation is “the accompaniment of a group process aimed at effective communication, clarification, and the achievement of established goals. In the facilitation of the learning process, the key elements are the organisation of the learning space, the involvement and support of participants in revealing their potential as individuals and as a group, as well as assisting participants in achieving their learning objectives”⁴⁷.

According to Volkova and Stepanova, the main tasks of the facilitator include monitoring the course of educational meetings, events, and activities; fostering constructive communication and collaboration; making adjustments to the organisation of the professional community’s activities when necessary;

⁴⁵ Wilson L., Lowe T. *The learning communities handbook. Collective improvement in complex environments.* Newcastle University, 2021. 52 p.

⁴⁶ *Handbook for Leaders and Facilitators of Professional Learning Communities* / T. B. Shapiro et al. Tel Aviv: The MOFET Institute, 2024. 22 p.

⁴⁷ Трамбовецька Н. (2017). Тобто. Абетка неформальної освіти, фасилітації і тренерства. Київ: Інша освіта. 53 с. Р. 44.

providing feedback; and encouraging constructive criticism⁴⁸. The key characteristics of a facilitator are described as “reflection, empathy, sensitivity to the emotional state of the group, authenticity, striving for self-development and self-actualisation, assertiveness, attractiveness, tolerance, congruence, creativity, openness to new ideas, activity, communicative and leadership qualities. The readiness of a teacher for facilitation is considered a multi-component construct that integrates various aspects of personality and requires a qualitatively new system of psychological preparation for educators”⁴⁹.

When examining the formation and functioning of a professional community, as well as the use of facilitation in these processes, through the lens of the concept of lifelong learning and adult education theory, it is appropriate to refer to Brookfield’s book “Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices” (1986)⁵⁰. In this work, the author rightly emphasises the need to take into account six principles that ensure its effectiveness. These include the principles of voluntary participation in learning, respect for participants, collegiality, practical orientation, reflexivity, and autonomy

Taking into account the results of the reviewed scholarly works, we can assert that at the stage of initiation of a professional community development, the facilitator brings together proactive academic staff who demonstrate a high level of motivation for professional development with the aim of fostering readiness for the implementation of academic entrepreneurship. These individuals, in turn, promote the idea of establishing a professional community to further engage colleagues. At this stage, surveys (questionnaires) are conducted among the participants of the professional community to identify their level of motivation, existing knowledge, skills, and competencies, which provides the foundation for determining the substantive content of preparation for academic entrepreneurship.

At the stages of development and sustainable functioning of a professional community, the facilitator performs a number of functions. These include:

- preservation and further development of social capital, encompassing the establishment of constructive professional and social relationships among community members, trust, collegial responsibility, and shared values, all of which are essential both for collective professional learning and for the advancement and implementation of innovative ideas;

⁴⁸ Волкова Н. П., Степанова А. А. Фасилітатор як важлива рольова позиція сучасного викладача вишу. *Вісник Університету імені Альфреда Нобеля. Серія: Педагогіка і психологія*. 2018. № 1. С. 228–234.

⁴⁹ Березка С. В. Педагогічна фасилітація у ЗВО: теоретичні аспекти підготовки особистості викладача. *Теорія і практика сучасної психології*. 2019. Т. 4, № 2. С. 5–9.

⁵⁰ Brookfield S. *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. McGraw–Hill Education, 1986. 375 p.

- preservation, strengthening, and development of the personal capital of each member, reflecting their sense of belonging to the professional community, their contribution to its development, and the assurance of its stable functioning;
- facilitating the creation of a constructive environment oriented toward prioritising the substantive content of professional learning (physical space, scientific and methodological support, didactic tools) and the achievement of defined goals;
- ensuring balanced interaction among members of the professional community, as well as between the professional community and the academic environment of the university;
- ensuring harmony in the realisation of rights and responsibilities of community members, coherence, and collegial responsibility for the tasks, projects, and overall activities of the community⁵¹.

The interest of academic staff in participating in a professional community for the purpose of preparing for academic entrepreneurship may be driven by the prospects of acquiring the knowledge, skills, and competencies necessary for generating ideas, initiating start-ups, securing funding for their implementation, and thereby improving personal well-being. A significant factor is the opportunity to engage in a professional community as a form of continuous professional development, with subsequent recognition of its outcomes, which not only corresponds to the requirements of the Professional Standard “Lecturer of Higher Education Institution”⁵², but also aligns with the current regulatory documents of modern universities and contributes to further career advancement. For beginners, the possibility of collaborating with faculty members who have successful experience in initiating and implementing entrepreneurial ideas may be of particular interest. For experts, membership in a professional community opens opportunities to share their own experience and act as mentors in order to foster the entrepreneurial skills of novices.

Collaboration with representatives of different departments within a single university, as well as with academic staff working in various higher education institutions, expands opportunities for participation in diverse international programs and for the use of infrastructure and resources aimed at implementing innovative projects. Equally important is the method of engaging academic staff through public recognition and the dissemination of

⁵¹ Handbook for Leaders and Facilitators of Professional Learning Communities / T. B. Shapiro et al. Tel Aviv: The MOFET Institute, 2024. 22 p.

⁵² Професійний стандарт «Викладач закладу вищої освіти». Наказ Міністерства освіти і науки України № 1466 від 16.10.2024 р. URL: <https://mon.gov.ua/npa/prozatverdzhennia-profesiinoho-standartu-vykladach-zakladu-vyshchoi-osvity1466>

achievements, which becomes possible as a result of active involvement in the activities of a professional community and the establishment of long-term relationships with like-minded colleagues. In our view, a significant factor is the organisation of the professional community's activities on the basis of diverse organisational forms of professional learning and corresponding methods. Appropriate formats include lecture-discussions, seminars, workshops, project-based activities, trainings, as well as teamwork, problem-based learning, mentoring partnerships, case-study technology, and role-playing games etc.

In substantiating the problem of a professional community development with the aim of attracting, motivating, and engaging academic staff in academic entrepreneurship, it is appropriate to refer to adult learning theory. Stimulation of professional learning is one of the instruments of influencing the individual, intended to foster the development of their mental and psychological states, which in turn encourage the activation of new knowledge acquisition and the improvement of professional activity through the use of available resources.

As scholars rightly observe, “external stimulation leads to the reorientation of a specialist's motivational and value sphere. Therefore, through targeted changes in the motivational and value sphere of the teacher, it is possible to effectively influence the formation of their aspiration for professional self-improvement”⁵³. According to Lanzi, the value of professional learning is defined as “the sum of instrumental values (salary, test results, certificates, etc.), intrinsic values (achievement in activity, autonomy, and well-being), and positional values (stable social relations, access to positional goods, etc.)”⁵⁴.

Researchers distinguish various types of non-material encouragements according to social, moral, and psychological methods applied to influence the individual. Social methods include recognition of the achievements of an employee who belongs to a particular social group (in our case, to the academic community of the university, a professional community of specialists in a specific discipline or field of knowledge, or a professional community whose activities are aimed at preparing academic staff for academic entrepreneurship). The group of moral methods of non-material encouragements is associated with a person's need for respect from colleagues,

⁵³ Попова О. В., Жуков, В. П. Стимулювання викладачів ЗВО до вдосконалення їхньої професійно-педагогічної компетентності. *Освіта дорослих: світові тенденції, українські реалії та перспективи. До 220-річчя з дня заснування університету*: збірник матеріалів III Міжнар. наук.-практ. конф. Харків: Харківський національний педагогічний університет імені Г. С. Сковороди, 2024. С. 133–137. Р. 135.

⁵⁴ Lanzi D. Capabilities, human capital and education. *The Journal of Socio-Economics*. 2007. Vol. 36, no 3. P. 424–435. P. 425–426.

for recognition as an employee, and as a morally approved individual. The primary method of positive recognition is words of gratitude, especially in the presence of colleagues. Other distinctions and valuable gifts may be used as supplements. Moral methods of non-material encouragements are more closely connected than the previous ones with the personal qualities of the employee and the characteristics of their established system of moral and ethical values⁵⁵. Concerning psychological methods of stimulation, according to Poplavska and Hamal, these include “a comfortable climate within the collective, which ensures normal communication and serves as an excellent stimulus for an employee’s sense of satisfaction with work. The psychological motivation of employees is largely based on the individual’s aspiration for self-realisation and is closely connected with the formation of an internal sense of satisfaction from working within the organisation and with this particular group of people. Praise is approval, information regarding the correctness of an action, and a positive evaluation of that action. Criticism is analysis, evaluation, and judgment of a phenomenon of any human activity”⁵⁶.

Concerning the involvement of academic staff in professional communities, we extrapolate the findings of researchers in the fields of economics and public administration who study the development of territorial communities and emphasise the necessity of applying the principles of the “C.L.E.A.R” framework. These principles include: “Can do” – the capacity for participation (the public possesses the resources, knowledge, and skills required for participation, such as the ability to speak publicly, write, organize events, encourage support, and confidence in using these skills); “Like to” – the desire to participate (the public has a sense of community and belonging, which fosters focus, commitment, and strengthens participation); “Enabled to” – the creation of opportunities for participation (the public has access to opportunities; networks of volunteer and civic groups and organizations operate to support and guide participation); “Asked to” – being invited to participate (mobilizing individuals to engage, since their contribution is expected); “Responded to” – response and consideration of viewpoints (the public sees examples that their opinions are taken into account; they feel listened to, even if not necessarily agreed with, their perspectives are acknowledged and considered)⁵⁷.

Thus, for the successful engagement of academic staff in professional communities to prepare them for academic entrepreneurship, it is advisable

⁵⁵ Поплавська А. П., Гамаль О. Г. Психологічний аналіз методів нематеріального стимулювання персоналу. *Проблеми сучасної психології*. 2016. № 2. С. 97–103. Р. 99.

⁵⁶ Там само.

⁵⁷ Омеляненко В. А., Омеляненко О. М. Огляд потенціалу використання теорій інноваційних спільнот для розвитку територіальних громад. *Проблеми економіки*. 2023. Т. 3, № 57. С. 134–141. Р. 139.

to apply the principles of “Asked to” and “Enabled to”. These principles imply the search for like-minded colleagues, their consolidation, and the effective management of activities, taking into account the theoretically grounded characteristics of communities of practice and professional learning communities, as well as the creation of appropriate conditions for professional community functioning.

To ensure the sustainable functioning of a professional community and the use of diverse forms and methods of professional learning aimed at preparing academic staff for academic entrepreneurship and its implementation, it is necessary to involve both experts, academic staff with a certain level of knowledge about academic entrepreneurship, relevant skills and competencies, and clear convictions, which corresponds to the principle of “Can do”, and beginners, who demonstrate a desire to explore the new field of academic entrepreneurship and to realize their own potential, which aligns with the principle of “Like to”. The final principle, “Responded to”, within the C.L.E.A.R framework, is synchronised with the concept of collegial learning, which presupposes the creation of opportunities for all willing participants to demonstrate initiative and leadership qualities.

In order to ensure the effectiveness of activities related to attracting, motivating, and engaging academic staff in professional communities for their subsequent preparation for academic entrepreneurship, it is important to remember that these processes must take into account various factors. First, it should be considered that each university teacher is situated at their own stage of professional development (for example, the stage of entry into the profession, the manifestation of enthusiasm, the development of competencies, sustainable activity, or the stage of disillusionment), which are described in detail in the works of both foreign and domestic scholars⁵⁸⁵⁹. Second, it is essential to take into account the personal characteristics of the individual, which reflect their ability to clearly define goals, identify and utilise resources to introduce positive changes in their personal and professional life. In other words, to realise intentions for improving their own future by demonstrating commitment to their chosen path, their individual educational and professional trajectory. Third, it must be remembered that an important factor is personal autonomy, which is grounded in the competence of the academic staff and their confidence in applying it to achieve success. Fourth, among the factors to be considered is

⁵⁸ Guskey T., Huberman M. *Professional development in education: new paradigms and practices*. New York: Teachers College Press, 1995. 452 p.

⁵⁹ Муқан Н. В., Гаврилюк, М. В. Професійний розвиток педагога: етапи та їх характеристика. *Наукові записки Інституту психології імені Г. С. Костюка АПП України*. 2007. № 34. С. 321–328.

the capacity for reflection, through which the individual critically evaluates their strengths and challenges, seeks pathways for improvement, and makes decisions regarding further personal and professional development.

Thus, the development of professional communities in higher education emerges as a strategic response to the growing need for preparing academic staff for academic entrepreneurship. Such communities function as supportive, constructive, and collaborative environments where shared visions, values, and responsibilities foster equal participation and collective growth. Their development follows a clear algorithm encompassing initiation, development, and sustainable functioning, each stage characterised by specific tasks, relationships, and learning processes.

The facilitator plays a pivotal role throughout these stages, ensuring effective communication, coordination, and monitoring, while also fostering reflection, collaboration, and constructive feedback. By uniting proactive staff at the initiation stage, guiding the consolidation of professional and social relationships during development, and sustaining trust, openness, and responsibility in the phase of stable functioning, the facilitator becomes the cornerstone of community success.

Motivation for participation is driven by both intrinsic and extrinsic factors: the acquisition of entrepreneurial knowledge and skills, opportunities for start-up creation and funding, career advancement through continuous professional development, and recognition of achievements. Collaboration across departments and institutions further enhances access to international programs, infrastructure, and resources, while diverse organisational forms of learning (seminars, workshops, project activities, mentoring, and role-playing) ensure dynamic engagement.

Adult learning theory provides the conceptual foundation for these processes, emphasising stimulation as a means of activating knowledge acquisition and professional improvement. Non-material incentives (social, moral, and psychological) reinforce motivation, while the C.L.E.A.R framework offers practical principles for engagement: Can do (capacity), Like to (desire), Enabled to (opportunity), Asked to (invitation), and Responded to (acknowledgment). Together, these principles ensure inclusivity, balance between experts and beginners, and the cultivation of collegial learning that empowers initiative and leadership.

Finally, the effectiveness of professional communities depends on recognising the diversity of academic staff: their stage of professional development, personal characteristics, autonomy, and reflective capacity. By integrating facilitation, motivation, adult learning principles, and structured engagement frameworks, professional communities can become sustainable ecosystems that not only prepare staff for academic entrepreneurship but

also contribute to the systemic growth of universities and the advancement of innovative educational practices.

CONCLUSIONS

The comprehensive analysis shows that professional community development in higher education, grounded in the principles of communities of practice and professional learning communities, plays a decisive role in preparing academic staff for academic entrepreneurship. This community is not static association but dynamic, value-driven structure that integrate principles of social learning, collegial responsibility, and facilitation into sustainable ecosystems of professional growth. Its strength lies in balancing tradition and innovation, combining tested practices with creative approaches, and fostering environments where collaboration, reflection, and shared responsibility become the foundation for institutional transformation.

The chapter highlights that the success of professional communities depends on several interconnected dimensions. First, the principles of communities of practice (voluntariness, shared values, diversified participation, and rhythm of interaction) ensure cohesion and adaptability. Second, professional learning communities provide a model for continuous development, grounded in social capital and reflexivity, while simultaneously enhancing both student outcomes and educators' competence. Third, the structured algorithm of initiation, development, and sustainable functioning, supported by the facilitator's pivotal role, guarantees that communities evolve from initial motivation to long-term stability and innovation.

Motivation emerges as a central factor, driven by intrinsic aspirations for knowledge, skills, and self-realisation, as well as extrinsic opportunities for recognition, career advancement, and entrepreneurial success. Adult learning theory and non-material encouragements reinforce this motivation, while the C.L.E.A.R framework offers practical principles: Can do, Like to, Enabled to, Asked to, Responded to, that ensure inclusivity, balance between experts and beginners, and the cultivation of initiative and leadership.

In due course, professional communities in higher education embody the essence of a dynamic learning organisation. They unite academic staff in collegial networks, foster interdisciplinary collaboration, and create conditions for innovation, entrepreneurship, and institutional growth. By integrating facilitation, motivation, adult learning principles, and structured engagement, universities can transform professional communities into sustainable platforms that not only prepare educators for academic entrepreneurship but also advance the quality, culture, and competitiveness of higher education in a rapidly changing global context.

SUMMARY

This chapter presents a comprehensive analysis of professional community development in higher education, emphasising its decisive role in preparing academic staff for academic entrepreneurship. Grounded in the principles of communities of practice and professional learning communities, such communities are conceptualised as dynamic, value-driven structures that integrate social learning, collegial responsibility, and facilitation into sustainable ecosystems of professional growth. Their strength lies in balancing tradition and innovation, combining established practices with creative approaches, and fostering environments where collaboration, reflection, and shared responsibility serve as the foundation for institutional transformation. The study highlights several interconnected dimensions of success: the principles of communities of practice (voluntariness, shared values, diversified participation, rhythm of interaction), the model of professional learning communities (social capital, reflexivity, mutual trust), and the structured algorithm of initiation, development, and sustainable functioning, supported by the facilitator's pivotal role. Motivation is identified as a central factor, shaped by intrinsic aspirations for knowledge and self-realisation, as well as extrinsic opportunities for recognition, career advancement, and entrepreneurial success. Adult learning theory and non-material incentives reinforce this motivation, while the C.L.E.A.R framework (Can do, Like to, Enabled to, Asked to, Responded to) ensures inclusivity, balance between experts and beginners, and the cultivation of initiative and leadership. Professional communities in higher education are portrayed as dynamic learning organisations that unite academic staff in collegial networks, foster interdisciplinary collaboration, and create conditions for innovation, entrepreneurship, and institutional growth. By integrating facilitation, motivation, adult learning principles, and structured engagement, universities can transform professional communities into sustainable platforms that not only prepare educators for academic entrepreneurship but also advance the quality, culture, and competitiveness of higher education in a rapidly changing global context.

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