

HEADMASTERS' ATTITUDES TOWARDS CAREER MANAGEMENT OPPORTUNITIES FOR PRE-SCHOOL EDUCATION TEACHERS

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ABSTRACT

In an ever-changing world, the goals of education and the expectations of education policy makers, society and parents for the education system are also changing. Pre-school educational institutions need teachers with professional excellence and leadership skills who are constantly improving their competencies. In this context, the management of a teacher's career is becoming a particularly important issue. In the management of a teacher's career, not only the motivation of the teacher himself but also the role of the headmaster is very important in creating conditions and providing opportunities for the development of a teacher's career. The article reveals the attitude of headmasters in pre-school educational institutions to the possibilities of pedagogue career management. It presents the results of qualitative research (interviews with headmasters in pre-school institutions), which revealed that headmasters understand the importance of teachers' career management both for the teacher himself and for the quality of the institution's activities. Some headmasters take care of a teacher's career, creating conditions for improving competencies, and providing financial and psychological support. However, not all headmasters in pre-school institutions create favourable conditions for the development of a teacher's career by delegating this function to the teacher himself.

KEY WORDS: *teachers' career management, pre-school education institution, teachers, headmasters of pre-school education institutions.*

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Introduction

Lithuania's progress strategy 'Lithuania 2030' expresses the desire to create a smart society, which requires changes in key areas of society and institutional governance. Education plays a key role in the implementation of this mission, so the focus of its implementation is on the teacher, because only a competent teacher who is satisfied with his career choice constantly strives to improve his competencies and has a positive attitude towards society. Such a teacher can make a significant contribution to building a cohesive and cultured community. Thus, there is a search today, both at research and practical levels, to attract young people to choose the teaching profession, and to help existing teachers improve their competencies and manage their careers successfully. The teaching profession requires continuous professional development, so career management is an integral part of professional activity (Celik, 2017).

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A. Valickas, G. Chomentauskas *et al.* (2014) note that a successful career is a kind of confirmation of professional development, which a person achieves not only by taking purposeful and responsible professional responsibility for the activity, but also by anticipating his or her professional development plan, and steps to implement it. B. Celik (2017), based on her research, notes the links between a teacher's successful career and satisfaction with professional activity and personal life. Satisfaction with professional activity satisfies not only material needs, but also social meaning, gives greater self-confidence, and promotes self-realisation. On one hand, a teacher's career can develop independently, the requirements for professional activity are defined in documents regulating the teacher's activity established in certification procedures (Bilbokaitė, Šedeckytė-Lagunavičienė, 2020); and on the other hand, a teacher must be able to develop his or her career growth prospects. In this way, a headmaster in the institution has an essential role in creating conditions for the successful professional career of a teacher and its improvement (Semionova, 2019).

Career management opportunities for pre-school teachers are determined not only by the needs of teachers themselves, but also by many external and internal factors: documents regulating teachers' activities and certification procedures, organisational prospects and development, micro-socium, working conditions, incentive system, cooperation with other institutions, implementation of a quality system, and the activation of innovative activities in the organisation (Nishanti, 2016). In this way, career management is important not only for the educator himself but also for the organisation as a whole, because the more it is managed the more successfully the institution will achieve its essential goals. A teacher's career is determined not only by efforts to manage it, but also by the role of the headmaster in creating and ensuring the right conditions for the teacher to develop his career and be satisfied with his professional and social activities.

Aspects of career management in Lithuania have been studied by N. Petkevičiūtė (2013) and A. Valickas (2014) *et al.*, who analysed features of career management. J. H. Greenhaus, G. A. Callanan, V. M. Godshalk (2018) *et al.*, R. Fessler and E. Rice (2010), J. Hooney, A. G. Watts and D. Andrews (2015), and B. Celik (2017) and others analysed the possibilities for a teacher's career and its management in a pre-school educational institution. However, the problem of pre-school teacher career management is a very little-researched problem, especially the analysis of managers' attitudes towards teacher career management. It is important to analyse the career management opportunities of pre-school teachers and the attitudes of managers towards their management. Therefore, the object chosen in this article is: the management of a teacher's career in a pre-school institution from the point of view of managers.

The purpose of the article: to reveal the attitude of headmasters in pre-school educational institutions to the possibilities of pedagogical career management.

Methods used: analysis of scientific literature, comparative analysis, systematic analysis, semi-structured managerial interview, qualitative analysis of content data.

1. Theoretical assumptions of career management for pre-school teachers

According to statements on the theory of professional career construction, the individual constructs his/her professional career, constantly adapting to the changing circumstances of the social context (Navaitienė, 2014). Thus, an educator seeks to develop his/her career in constantly changing conditions. Therefore, the motivation of a teacher is important first and foremost in the management of a professional career, but external factors are no less important: education policy, the attestation procedure, and support of the headmaster of the institution.

First, when analysing career management, it is important to define what a career is. Most authors, when defining a career, emphasise the employee's formal activities and positions (Sullivan, Baruch, 2009; Hess, Jensen, Dries, 2012), others look at careers more broadly, linking them not only to work, but also to all human activities (Collin, 2006; Pavulens, 2015), emphasising the coherence between professional activity and social life (Suutari, Tornikoski, Mäkel, 2012; Nishanthi, 2016). S. Sullivan and Y. Baruch (2009) describe a career as a way of life that integrates aspects of professional and social activity, which includes the transition to professional activity and the associated higher professional and social status and social progress (Swan-

son, Foad, 2019). Approval of the description of the teacher training model (2017) distinguishes between horizontal and vertical careers. Horizontal careers are defined as professional activities in the same or similar activities, while vertical careers are associated with more complex changing professional activities and higher positions and integral activities in the organisation. J. L. Swanson and N. Fouad (2019) emphasise that a horizontal career is especially important for teachers, as it means a conscious deepening of the understanding of functions and a constant need to improve competencies. T. Hooley, A. G. Watts *et al.* (2015) distinguish three dimensions in the career of a teacher: personal, social and organisational. At a personal level, the educator forms a vision of his/her activity, evaluates the career process and results, realises himself/herself, and expresses job satisfaction. The social aspect of a career is related to the image of the profession and its perception in society. The organisational aspect is closely related to the improvement of competencies, professional development, work conditions, career advancement, and changes in material remuneration (Semionova, 2019).

T. Hooley, A. G. Watts *et al.* (2015) identified four indicators of effective pedagogical career management: pedagogical knowledge and adequate understanding of the professional and social environment, goals that meet pedagogical values, abilities, interests and identifying desired lifestyles, implementing appropriate career strategies, and receiving ongoing feedback. Other scholars (De Vos, Cambre, 2016; Greenhaus, Callanan, Godshalk, 2018) believe that career management is a combination of personal career planning, the implementation of this plan strategy, and active career choice (Swanson, Foad, 2019). An educator designs his or her career based on his or her needs, expectations, attitudes, and the conditions created by the organisation for career management. M. L. Semionova (2019) emphasises that the essential factor determining the successful career management of a teacher is the harmony of the teacher's personal plans and goals with the goals and conditions of the organisation to realise them. According to the researcher, the leaders of the organisation must pay individual attention to the employee, discuss plans with him/her, create conditions for the implementation of career plans, perform assessments, and provide assistance in determining career directions (Celik, 2017). Summarising the insights of these researchers, it can be stated that career management includes the personal level, the person's understanding of themselves and the profession, and the external level, the ability of organisations to determine the conditions and make suggestions for career development (Greenhaus, Callanan, Godshalk, 2018).

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J. H. Greenhaus, G. A. Callanan *et al.* (2018) singled out the tasks of a teacher's career management: career planning, competence development, strengthening the teacher's motivation for professional activity, involving the teacher in a career development strategy, the analysis of personal and professional qualities, professional experience and the evaluation of results, and control over the implementation of an individual career development plan for a teacher. As the analysis of career management tasks shows, if one teacher is

not able to do it, the active involvement of the leader is necessary, helping to create a plan for the personal and professional growth of the teacher. The role of the headmaster has been emphasised by other researchers (Greenhaus, Kossek, 2014), highlighting the main factors of pedagogical career management: the active participation of leaders in the career management of teachers, the assessment of competencies, the combination of activities and human resources, career plans, strategies and implementation, the assessment of progress, the support and encouragement of headmasters, and the creation of appropriate conditions. Ensuring career management opportunities requires very close cooperation between the teacher and the headmaster: only in this way will career management be effective, i.e., a teacher will feel satisfaction in both his/her professional activity and personal life, will maintain a harmony between work and rest, and will achieve the goals set (Greenhaus, Kossek, 2014). Thus, headmasters should encourage teachers to develop a career management programme, because having it benefits both the educator and the organisation (Hooley, Barham, 2015). A headmaster, in turn, is responsible for promoting the career management programme for each teacher, and ensuring the conditions for its implementation, as research shows that 39% of teachers remain in the same institution for career opportunities (Dixon, 2017). According to the aforementioned authors, some headmasters envisage their role in the management of a teacher's career, at least formally, while others do not do so at all (Lent, Brown, 2013).

As has already been mentioned, successful career management requires a headmaster's support and motivation. A headmaster can use a variety of methods to help a person pursue and plan their career in an organisation: material incentives, the variety of activities on offer, a manager's public evaluation of the teacher's work, and focus on employee rest (Semionova, 2019). According to other authors, a teacher's willingness to pursue a career in the same organisation can be conditioned by the comprehensive and transparent presentation of information, and the involvement of the teacher in decision-making, which increases their commitment to the institution and promotes change (Nishanti, 2016). It has been repeatedly mentioned that feedback is very important for teachers who care about their career management. This should be ensured by the headmaster of an institution, not only by helping a teacher identify his/her strengths and competencies to be improved, but also by providing assistance (Segers, Inceoglu, 2012). It is also important to promote shared leadership, i.e., allowing teachers to act freely and creatively and discuss, then increasing the likelihood that the employee will contribute more actively to the overall well-being of the institution.

Referring to scientific insights, the following components of career management can be distinguished: career research, which is of two types, the identification of one's characteristics and interests, and environmental research (Pavulens, 2015). Knowing a certain teacher's qualities, skills and talents is the first and most important step in career management. Another component of career management is the setting of goals, which is confirmed by the findings of scientific results which state that more ambitious career goals were mostly achieved by those who had set specific goals (Greenhaus, Kossek, 2014). Another important component is the prediction of the strategy on how to achieve the planned career goals (Semionova, 2019). The headmaster must create favourable conditions for the teacher to implement an individual career plan, improve qualifications and competencies, and help assess the implementation and development of a career strategy. Feedback is important in assessing career development and achievement. Headmasters need to provide effective methods for providing feedback that do not control the educator's performance, but encourage and motivate educators to improve their career management (Hooney, Watts, Andrews, 2015). The final step in career management is the assessment of the educator's own career. The educator improves his or her personal career management plan, i.e., by performing feedback on his or her career and using feedback from the supervisor, reviews the entire career management cycle (goals, plan, implementation strategy), and envisages further career changes (Teacher Qualification Improvement Model, 2011).

To sum up, it can be stated that pre-school career management consists of the following essential components: the study of career opportunities and suitability for the profession, the formulation of career goals, the development of a personal plan for their implementation, the implementation of a strategy, feedback, and career evaluation analysis. The effective implementation of all these components requires not only the preparation and implementation of a personal career management plan, but also the efforts of the headmaster to

create favourable conditions for the improvement of teachers' professional activities and competencies, and the systematic improvement of the institution's strategy, providing feedback, and anticipating career growth within the institution.

2. Research methodology

In order to show the possibilities for the career management of pre-school teachers (from the point of view of headmasters), qualitative research was conducted. The method of structured interviews was chosen. This research method made it possible to find out the attitudes of heads of pre-school educational institutions towards possibilities for the career management of teachers, and to single out factors influencing the successful career management of pre-school teachers. The study was conducted in 2021. Criteria selection was used in the research, which allowed for the selection of informants according to the characteristics of the study to be revealed. The research involved headmasters of pre-school educational institutions in one local government area in west Lithuania whose management experience is at least ten years. Five heads and deputies of pre-school institutions were invited to participate in the study. These leaders responded to the invitation to participate in the research, saying that teachers' careers and their management were relevant to them. All the heads in the research were women. The following topics (questions) for informants were selected for a structured interview: the system of the career management of teachers in pre-school educational institutions; the structure of the teachers' career management system in educational institutions, career management tools, good practices, and insights for improvement. In order to ensure the ethics of the research, consent was obtained from all the research participants to participate in the research, interviews were recorded, and transcripts were later transcribed; the information was encoded (headmasters V). The analysis of the data collected by the interview method was used to distinguish between subcategories and categories. The results of the research were processed by the method of published (manifest) content analysis. The results of the research are interpreted and based on pooled data and textual evidence. This allows us to interpret and draw conclusions relating to the analysed text (Žydzūnaitė, Sabaliauskas, 2017).

3. Research results

The participants were asked to explain their understanding of the career management system of pre-school teachers and what its parts are. As noted in the theoretical part, the career management of teachers is associated with the development of a coherent system: career research, planning, development, performance appraisal, continuous professional development, i.e., for lifelong learning (Krishnan, Maheshwari, 2011). The interview was aimed at assessing the attitudes of headmasters towards the possibilities for a teacher's career management in a pre-school educational institution. The majority of informants stated that the career management of teachers in their educational institution is not systematically managed, although a lot of attention is paid to the improvement of teachers' careers and competencies; therefore, in the opinion of managers, three informants revealed that *'[...] there is no specific career management system in the institution, but every teacher is constantly encouraged and motivated to pursue a career, there are opportunities for it [...]'* [V3]; *'[...] there is no systematic system of teacher career management, but we always try to help teachers seeking care [...]'* [V5]; and emphasised information about training and seminars that help to improve in their field, *'[...] provides the necessary information about training and seminars in certain areas of development [...]'* [V5]. Only one of the informants identified and named all seven components of a teacher's career process management *'[...] professional activity and the resulting career goals; evaluation; self-assessment; feedback; professional development; reflection; certification programme [...]'* [V1]. Thinking about the conditions created for teachers' careers, the informants noted that the most important precondition for career management is attestation: *'[...] attestation is an important part of teachers' qualifications'* [V1, V2].

During the research, it was important to find out the attitudes of headmasters towards the tools for educators' career management. In the category Teacher career management tools, the following subcategories were distinguished: Qualification improvement, Motivation, Feedback, Evaluation, and Self-education (Fig. 1).

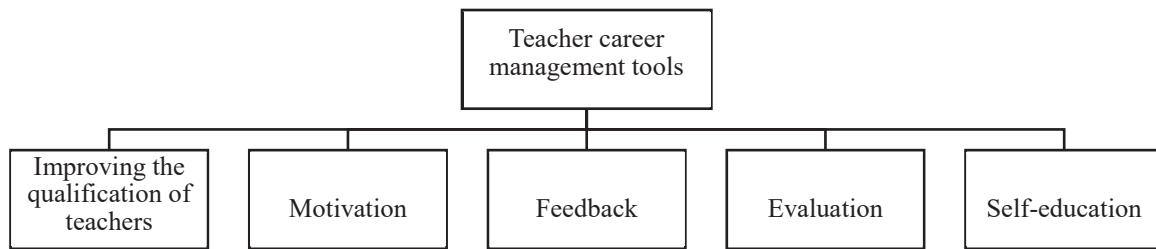


Figure 1. Informants' views on important tools for managing teachers' careers

Source: Author's construction based on research.

According to one informant [V1], in order to achieve a higher career level, it takes formal measures, which fall into two, sometimes complementary, categories of support and compulsory training; and another informant [V5] emphasised the importance of experiential learning from others. Two informants indicated that there are opportunities to develop their competencies, improve and pursue a career, thus encouraging the development of a personal career vision: '[...] Always takes into account the wishes of teachers, provides opportunities for personal development, and the pursuit of a career [...]' [V3]. One of the informants singled out six applied career management tools, which both in theory and in practice should be applied in pre-school education: 'self-knowledge, development, planning and organisation of personal career vision, assessment of learning outcomes through activities, self-monitoring, self-assessment, provision of those, cognition of values, attestation regulations [...]' [V2]. When discussing feedback as one of the tools for teachers' career management, the informants distinguished several aspects of it: headmaster-initiated and teacher-initiated. For example: 'there are also difficulties, because without the initiative of teachers, there can be no feedback as well' [V3]; 'I see the feedback of teachers' career management as voluntary communication and cooperation initiated by a leader who is interested in a good microclimate in his team, who feels responsible for his subordinates and solves difficulties' [V4]. It should be noted that no informant mentioned the possibility of further study for teachers, or the preparation of a consistent plan for the development of competencies. In the Self-education sub-category, the informants noted that 'it is important to actively encourage teachers to improve their qualifications and pay more attention to self-education [V5]'; '[...] Today a teacher realises that there are no limits to improvement, and he has lifelong learning to keep pace with the changes in the education system, the school [...]' [V4]; '[...] we encourage lifelong learning [...]' [V2]. In the Evaluation subcategory, '[...] monitoring and discussion of teachers' activities [...]' [V5]; '[...] Performance results are analysed and areas for personal development are also provided [...]' [V5]. The informants singled out the role of the annual interview in discussing features of the evaluation of teachers' activities that are significant in the management of teachers' careers. The informants note that the annual interview is important in discussing job satisfaction and careers, identifying career needs and competency development plans, distinguishing factors that motivate teachers, etc ... It can be stated that after attending the interviews, the headmasters of pre-school institutions associate career management with the attestation and professional development of teachers. A significant increase in annual interviews and motivation to participate in competence development events is observed, and the importance of the teacher's own motivation, self-education and lifelong learning is noted.

In sharing their insights on the most influential tools for managing teachers' careers, the informants not only identified three groups of the most influential tools, but also noted the contribution of headmasters to this process (Fig. 2). In the category Measures to promote teachers' careers, the following subcategories are distinguished: Information on professional development, Financial support, and Feedback.

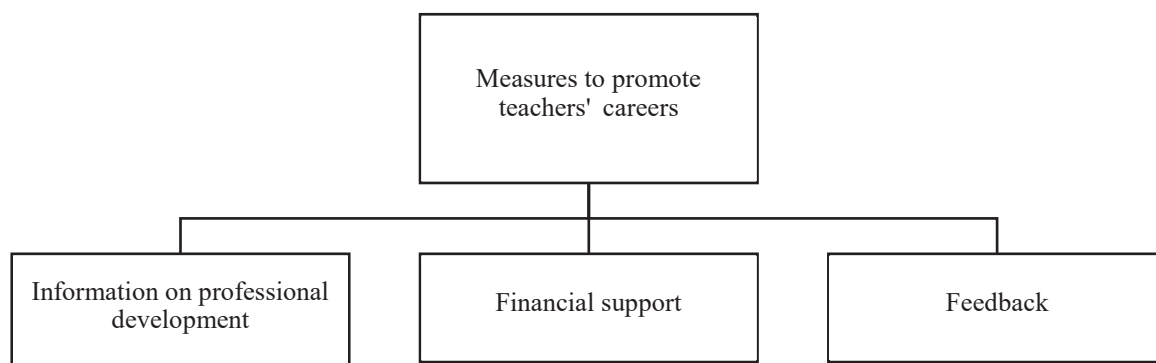


Figure 2. In the opinion of headmasters, measures that encourage educators to take an interest in career management opportunities

Source: Author's construction based on research.

Information about career management opportunities is communicated or shared in different places and at different times. One of the informants mentioned that information is communicated during teachers' *'methodological group meetings [...]'* [V1]; another stated that information is communicated during the methodological meetings of the teachers' council *'[...] information is provided during the meetings of the methodological council of the teachers' council [...]'*; the third informant stated that information is communicated during the personal interview or from other sources *'[...] in a personal interview, by sharing information on career management opportunities from other sources [...]'* [V3]; the fourth informant noted that information is shared through information technology tools and during various interviews and events, *'[...] information is sent to teachers through information technology tools, individual and group interviews about career management opportunities are organised, and experience is shared at various events [...]'* [V4].

One informant [V1] indicated that measures to encourage educators to take an interest in career management opportunities include participation in an in-service training programme, thus providing an opportunity to improve their competencies and self-assess their career prospects, and this informant singled out other measures [V1] that encourage teachers to take an interest in career management opportunities. Another two informants [V2], [V3] emphasised that teachers are encouraged to take an interest in career management opportunities when the institution itself takes care of and supports it, and provides an opportunity. One informant [V5] mentioned that a teacher's own self-education, motivation and desire are also very important, as they stimulate interest in career management opportunities. This is supported by another informant, who *'deepens knowledge through self-education'* [V1]. Another measure that shows informants are interested in career management opportunities is feedback, which motivates educators to consistently improve their professional competence: *'Every teacher can work creatively, get advice, encouragement, etc'* [V4]; *'In order to change the feedback practice of teacher career management, managers should be more motivating and motivate teachers, it is important to devote more time to individual interviews with teachers, following the requirements for certification'* [V1]. It should be noted that the informants link the effectiveness of the measures identified with their own (headmasters') initiatives: timely provision of information, appropriate provision, financial support, provision of quality feedback.

According to the headmasters who participated in the study, one of the most important tools for teachers' career management in their pre-school educational institution is professional development, i.e., the participation of teachers in seminars and courses. In the category Opportunities for in-service training of teachers, two subcategories are distinguished: Personal motivation of the teacher and Motivation of the educational institution/founder. These subcategories emphasise both the importance of motivation in career management and both aspects of motivation: internal motivation and external motivation. In the subcategory Personal motivation of the teacher *'[...] first of all it is from the teacher himself, from his activity, the desire to im-*

prove, self-knowledge. It is important for a teacher to observe and analyse himself, change, and gain new knowledge and experience. Every teacher has to take care of his/her professional career, assessing his/her abilities and seeking to further develop subject competencies [...] [V5]; '[...] first of all, from the teacher's personal needs, motivation [...] [V3]; '[...] the teacher must want to [...] [V4]; '[...] from deep self-knowledge as a personality, an employee [...] [V2]; 'and awareness [...] the possibilities of educators depend on educators' awareness [...] [V1]. It should be noted that in the sub-category Motivation of the educational institution/founder, the informants singled out not only the need for external motivation, but also the self-critical aspect of 'non-interference'. The headmasters stated that 'it is important to see the support of leaders [V1]'; '[...] the school does not hinder the improvement of qualifications of the teacher [V4]'.

In providing insights into the improvement of teachers' career management, the informants paid more attention to measures to encourage teachers to develop a career management system for teachers directly rather than in educational institutions. In the category Improving teachers' career management, three subcategories were distinguished: Improvement of career management competence, Self-evaluation of activities, and Dissemination of best practice (Fig. 3).

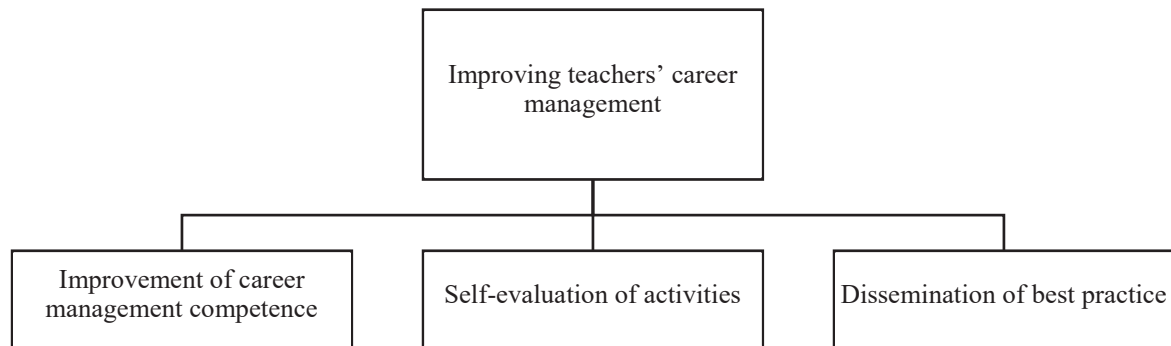


Figure 3. Informants' opinions on the areas of improvement of teachers' career management

Source: Author's construction based on research.

From the answers provided by different informants, it is noticeable that the initiative is delegated to the teacher himself: to self-assess his competence and aspirations for professional competence. However, the informants note that '[...] we plan to pay more attention to career management competencies and teachers' skills. Teachers should have more confidence in themselves, their ability to speak (oratory), share good work experience, etc' [V4]. The informants noted that the initiative by managers to encourage teachers to share their career management experience and managers to share their own experience is also important: 'I will encourage teachers to participate in career management and share their best practice with others as a leader' [V5]. Informant [V2] consistently and clearly listed how he plans to improve the career management of pre-school teachers in the institution: '[...] team learning, improving career management skills [...]', '[...] encouraging teachers to monitor and reflect on their careers' [...] To organise (when we can) joint events in the institution, during which we will be able to discuss and share teaching ideas related to the careers of teachers [...]' [V5].

Summarising the research data, we can state that in the opinions of the headmasters who participated in the research, the most important initiatives and aspirations of the pedagogue in the management of teachers' careers are the most significant. The role of headmaster of an educational institution is more visible as the dissemination of information, financial and psychological support, than the development of a coherent system for the career management of teachers in an educational institution.

Conclusions

A career can be defined as a person's conscious actions in designing and changing professional activities, continuous professional development. Teachers' career management is an ongoing process, in which career outcomes are planned, relevant information about themselves and the professional environment is collected, goals are set, a strategy is developed to achieve them, and feedback is provided to help the teacher improve their career management. In order to have a successful career, a teacher must acquire career management competencies that are developed in the context of lifelong learning. In the management of a teacher's career, not only is the motivation of the teacher himself very important, but also the role of the headmaster of the institution in creating conditions and providing opportunities for the development of a teacher's career.

The quality of pre-school education is closely related to the great professional competence of the pedagogical community, as well as the opportunity to develop a professional career. Not only is the legal framework of the country important for the improvement of teachers' professional careers, but the headmaster of an institution has a very important role in creating a work environment favourable to teachers' careers and ensuring opportunities for professional development. The research revealed that headmasters apply the following main tools in career management: teacher qualification improvement, motivation, feedback, promotion of self-education, performance appraisal.

The results of the research reveal that all the pre-school headmasters who participated in the research perceived the necessity and importance of a teacher's career, but not everyone strives to create a coherent system of teacher career management. In the career management of a teacher, the initiative is delegated to the teacher himself. In turn, the headmasters state that they develop some important aspects of pedagogical career management in institutions: they create an environment that is conducive to the development of competencies, they systematically provide information on professional development opportunities, and they provide financial and psychological support.

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IKIMOKYKLINIO UGDYMO PEDAGOGŲ KARJEROS VALDYMAS: ĮSTAIGOS VADOVŲ POŽIŪRIS

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Santrauka

Lietuvos pažangos strategijoje „Lietuva 2030“ išreikštas siekis kurti sumanią visuomenę, tam būtini visuomenės ir institucijų valdymo pokyčiai. Nuolat kintančiame pasaulyje keičiasi ir švietimo tikslai, švietimo politikos formuotojų, visuomenės bei tėvų lūkesčiai dėl švietimo sistemos. Siekiant įgyvendinti šią misiją esminis vaidmuo tenka švietimui, tad dėmesio centre yra teigiamai visuomenės atžvilgiu nusiteikęs kompetentingas pedagogas, savo karjeros pasirinkimu patenkintas ugdytojas, nuolat siekiantis tobulinti savo kompetencijas. Toks pedagogas gali nemažai prisidėti prie darnios ir sumanios bendruomenės kūrimo. Taigi tiek moksliniu, tiek praktiniu lygmenimis svarbu ieškoti atsakymų, kaip pritraukti jaunimą rinktis mokytojo

profesiją, padėti esamiems pedagogams ugdytis būtinas kompetencijas ir sėkmingai valdyti savo karjerą. Ikimokyklinio ugdymo įstaigoms reikia pedagogų, pasižyminčių profesiniu meistriškumu, nuolat savo kompetencijas tobulinančių lyderių. Šiame kontekste aktuali problema – pedagogo karjeros valdymas. Čia ypač svarbi ne tik paties pedagogo motyvacija, bet ir įstaigos vadovo vaidmuo sudarant pedagogo karjeros plėtros sąlygas ir numatant galimybes, tad straipsnio tikslas – atskleisti ikimokyklinio ugdymo įstaigos vadovų požiūrį į pedagogo karjeros valdymo galimybes. Pasirinktas objektas – pedagogo karjeros valdymas ikimokyklinio ugdymo įstaigoje vadovų požiūriu.

Siekiant atskleisti ikimokyklinio ugdymo pedagogų karjeros valdymo galimybes (vadovų požiūriu), atliktas kokybinis tyrimas. Pasirinktas struktūruoto interviu metodas. Tyrime dalyvavo Vakarų Lietuvos vienos savivaldybės ikimokyklinio ugdymo įstaigų vadovai, kurių vadovavimo stažas – ne mažesnis kaip 10 metų. Interviu vyko su penkiais ikimokyklinių įstaigų vadovais ir jų pavaduotojais. Visi tyrime dalyvavę vadovai – moterys. Numatytos interviu temos: ikimokyklinio ugdymo įstaigų pedagogų karjeros valdymo sistemos ugdymo įstaigose struktūra, karjeros valdymo priemonės, geroji patirtis, išvalgos dėl karjeros valdymo tobulinimo. Tyrimo rezultatai apdoroti skelbiamosios (manifestinės) turinio analizės metodu.

Remiantis analizuota literatūra, karjerą galima apibrėžti kaip sąmoningus asmens veiksmus projektuojant ir keičiant profesinę veiklą, nuolatinį profesinį tobulėjimą. Pedagogų karjeros valdymas yra nuolatinis procesas. Mokslinių šaltinių analizės pagrindu išskirti šie esminiai ikimokyklinio ugdymo karjeros valdymo komponentai: karjeros galimybių ir tinkamumo profesijai tyrimas, karjeros tikslų formulavimas, asmeninio plano juos įgyvendinant rengimas, strategijos įgyvendinimas, grįžamojo ryšio teikimas ir karjeros vertinimo analizė, leidžianti numatyti karjeros valdymo tobulinimą. Siekiant veiksmingai visa tai įgyvendinti, būtina ne tik parengti asmeninį karjeros valdymo planą ir jį įgyvendinti, bet ir vadovo pastangomis sudaryti palankias pedagogo profesinės veiklos bei būtinų kompetencijų tobulinimo sąlygas.

Apibendrinus kokybinio tyrimo rezultatus, daromos išvados, kad tobulinant pedagogų profesinę karjerą reikšminga ne tik įstatyminė šalies bazė, siekiant užtikrinti pedagogams profesinio tobulėjimo galimybes svarbus vaidmuo tenka ir įstaigos vadovui. Tyrimas atskleidė, kad vadovai taiko šias pagrindines karjeros valdymo priemones: pedagogų kvalifikacijos tobulinimas, motyvavimas, grįžtamas ryšys, savišvietos skatinimas, veiklos vertinimas. Visi tyrime dalyvavę ikimokyklinio ugdymo vadovai suvokia pedagogo karjeros būtinybę ir svarbą, tačiau ne visi siekia sukurti nuoseklią pedagogo karjeros valdymo sistemą. Valdant pedagogo karjerą iniciatyva deleguojama pačiam pedagogui. Savo ruožtu vadovai teigia įstaigose plėtojantys kai kuriuos pedagogo karjeros valdymui svarbius aspektus: kuria palankią kompetencijų tobulinimo aplinką, sistemingai teikia informaciją apie kvalifikacijos tobulinimo galimybes, remia finansiškai bei psichologiškai.

PAGRINDINIAI ŽODŽIAI: *ikimokyklinio ugdymo pedagogų karjeros valdymas, pedagogai, ikimokyklinių įstaigų vadovai.*

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