

Research Insights
Изследователски проникновения

THE MANAGEMENT OF THE KINDERGARTEN – YOUNG TEACHERS OF CHILDREN AS A MANAGER RESOURCE

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Abstract. The job of a manager dealing with young specialists, kindergarten teachers, seen as a significant part of the management of human resources as well as strategic management, gives the manager challenges which are considered a risk and precaution for the attractive image of the kindergarten. The hereby presented regional study attempts at encompassing the specific and complex management by means of three categories which are essential for it – subjects – directors, young teachers and graduated unemployed teachers. It is using the SWOT-analysis of the results of the survey that the managerial estimate upon the contribution of young specialists to the mission of teachers is seen. The focus group consists of ten directors – managers and realizes the simultaneous method of Brainstorming to generate new ideas to attract qualified young specialists. An interview and work in the focus group have been realized in the course of a survey on the self-assessment of sixteen young teachers concerning their “start” as educators and relating to two problems - recruitment and selection of teachers. An official survey of the Employment Agency and a survey among nine graduated unemployed young teachers of children who have completed their education during the last four years (2011 – 2014) analyze the potential of a “reserve” of pedagogical staff.

Keywords: management; manager estimate; young specialists; kindergarten; recruitment and selection of staff

1. Attracting the best candidates to the occupation of teachers –strategic position in the european educational policy

One of the six aims of the strategic framework for European Cooperation in Education and Training (ET2020) is to achieve the level of 82 % of employment with the new university graduates, and among the additional priority fields for monitoring one finds teachers, an aim which at hand emphasizes the actuality of learning and exchanging of practices concerning young specialists.

According to the analysis of the EU Education and Training Committee, the majority of teachers in the whole of Europe are above forty years of age, yet Bul-

garia is one of the European countries where almost half of the teachers are aged above fifty, which is also observable in the following countries – Austria, Germany, Estonia, Iceland, Italy, the Netherlands, Norway, and the Czech Republic.

“In its **Redefinition of Education** strategy, the Committee emphasizes on the importance of the attracting the best applicants to the occupation of teachers, especially when considering the great number of teachers who are near the retirement age...only by means of attracting the best cadres, highly-qualified workers are to be trained.” were the closing comments of the European Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou, in an address to the media, named *A more effective support for new teachers in the EU* (Brussels, 24th April 2013, Internet source – Press release).

The answer of the Ministry of Education and Science to the European position, concerning young specialists has been classified as a challenge, this being expressed in the words of the Minister of Education, Krasimir Valchev before journalists: “We are facing a great challenge with the attracting of more young teachers. The percentage of young specialists up to the age of 35 is currently around 8%”.

The number of young teachers can be accounted for in an identically named publication by I.Atanasov, where it is stated that: “ The number of young people has in fact been increasing in recent years, reaching 10.7% overall during last year, compared to 8.2% in 2014/2015, when the percentage of teachers is the lowest since 2000 (coloured in green in the figure). The turn in this tendency is more likely to be related to the higher salaries of the starting teachers in the past years. The share of elderly teachers above the age of 55 (coloured in blue), who will be potentially retired in the next ten years is constantly increasing, and reaches 31.4% in the last year. In 2007, the same share is 15%. The overall number of elderly teachers is almost 20000, yet a sure sign that enough specialists enter into the system so as to substitute them would be the fact that their share started to decrease”, a tendency now not to be observed, are Atanasov’s closing remarks.

The officially stated information from the Teachers’ Syndicate, presented in a diagram shows the age proportion as well as the share of young specialists.

The realization of national and regional studies for training and transfer of good management practices and methods in the management of the first educational institution, the kindergarten, related to young specialists, outline the specific national context and avoid the automatic transfer from another context, as well as give grounds to establish the current study in one concrete municipality.

The study verifies the employment of young specialists and their proportion among other pedagogical specialists, it analyzes their role and contribution to the work in the kindergarten on the basis of self-evaluation of newly recruited teachers and the expert managerial evaluation, thus trying to find the specificity of management in: attracting qualified young teachers, their successful adaptation, and the overcoming of barriers in their professional realization.

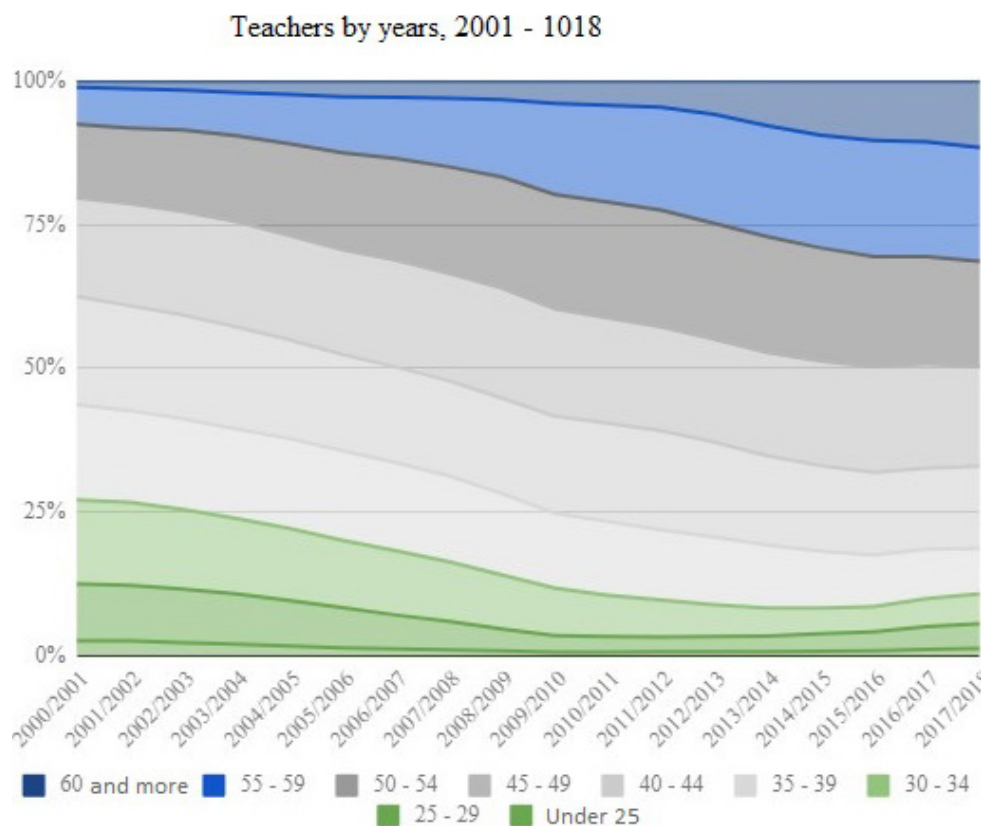


Figure 1

2. Employment of young specialists in one municipality (2011/2012 – 2017/2018)

One concrete municipality is a typical representative of the statistically relatively big settlement with thirteen kindergartens, four of which combined kindergartens with daycare. According to the official information of the observed municipality the staff involved at the time of the survey accounts for 493 specialists, 260, 5 of which are pedagogical and 232, 5 non-pedagogical, and they are mostly female. The age of all working in kindergartens is predominantly above average. The number of young professionals up to the age of 30 for the period 2011/2012 to 2017/2018 has changed and increased. The hereby presented information is viewed in the following table:

Table 1. Summarized information for young specialists and staff up to the age of 30 in kindergartens in the observed municipality for 2011/2018 school year

Year	Total number	Male	Fe-male	Higher education	Professional experience: years of service						
					1 year	2 years	3 years	4 years	5 years	6 years	7 years
1 st year	9	0	9	Yes	0	0	0	1	2	3	1
2 nd year	10	1	9	Yes	3	0	1	0	0	1	0
3 rd year	9	1	8	Yes	2	1	0	0	0	0	0
4 th year	15	1	14	Yes	4	2	3	0	0	0	0
5 th year	7	0	7	Yes	1	4	2	0	0	0	0
6 th year	5	0	5	Yes	3	2	0	0	0	0	0
7 th year	11	0	11	Yes	7	3	1	0	0	0	0

The summarized information concerning young specialists for the last five years, divided by the criterion of sex, clearly shows the priority to women, yet the only representative of male specialist is a teacher of music. All young specialists, in accordance with the law, have higher education. In two of the observed years - 2011/2012 and 2013/2014, the members of pedagogical staff comprise nine teachers (3.46%) who have held different positions. During the first year, out of all nine young specialists female representatives, there are eight teachers and one junior teacher.

In the second year, the number of young specialists increases to ten (3.84%), a man is hired for the position of a music teacher. The tracing of the positions shows eight junior teachers, out of whom five do not have any work experience, i.e. this is their first employment. The difference in the number on the hereby presented position, in relation to the first year, is due to the fact that all young specialists have reached the age of thirty. In the third year, the young specialists are again nine (3.46%), the same number as the first year. However, their number has changed following the sex trait – there is one male and eight female teachers. The analysis of the job indicates that all of them are junior teachers - two are speech-therapists, one is a junior teacher of children with speech disorders, i.e. it is the same position under another job title. In the fourth year, 2014/2015, a total of fifteen young professionals (5.76%), nine (3.46%) were junior teachers, two (0.76%) were teachers, one (0.38%) is the music teacher, two (0.76%) are speech therapists and one junior teacher for children with language-speaking disorders. For the last three years, 2016-2018 of the observed period, pedagogical staff of kindergartens on the territory of the municipality grew with twenty-three young teachers. All of them are women, with fourteen of them (5.38%) not having a pedagogical experience, i.e. immediately after graduation. Among the young teachers, sixteen (6.15%) have a master's degree.

The comparison of the statistical information on the composition of the kindergarten staff in the municipality and the young specialists in them can outline the parameters of the pedagogical staff and the share of the young specialists in it. The quantum ratio of the total number of pedagogues and young specialists for the year with the highest number of young professionals indicates that they make up 5.76% of pedagogical staff in kindergartens. Assessing the adequacy or insufficiency of young teachers and their share of enrichment of pedagogical staff requires a managerial approach to human resources (Armstrong, 1993; Smith, 2009; Zlateva, 2016), an important condition for a successful management of the kindergarten (Zlateva, Kostadinova, Grigorova, 2017).

3. Expert management assessment for young specialists in the staff working in kindergartens (a survey and swot analysis of the results)

Young specialists in each and every field could be characterized as lacking experience yet being enthusiastic for innovations, which can help them gain experience and prove their capacity. The jubilation of specialists serves as a great priority in kindergartens – *they are closer to children in age*. The expert evaluation in a survey of the directors-managers of kindergartens on the territory of the observed municipality (table 2) leads to the analysis of the role and the contribution of young teachers of children for the kindergarten viewed by their managers.

Table 2. Questionnaire / directors (managers) of kindergartens and combined kindergartens

No	Questions
1.	What is your attitude towards young professionals and how do you determine their willingness to contribute to the realization of the kindergarten mission?
2.	What are the benefits of having young professionals in your staff?
3.	What are your strengths and weaknesses in your approach to attracting and adapting young professionals?
4.	What kind of opportunities do you find to attract suitable young professionals?
5.	What methods do you use to select pedagogical staff (interview, tests, exam / case studies, recommendations ...)?
6.	Which personal characteristics and competencies of the child teachers are important?
7.	What would you highlight in your managerial approach to young child teachers with little or no pedagogical experience?
8.	What managerial approaches do you use to avoid interpersonal or group conflicts in your staff by age?
9.	Which specific for your staff forms of successful adaptation of young professionals can you specify?
10.	How do you assess the change in the working atmosphere in enriching staff with young specialists as a manager?

The specificity of the management of the work with young specialists, reflected in the positions of managers of kindergartens, directors in the survey, and analyzed using SWOT analysis, include the following four aspects:

- *Strengths* – the positive impact of the presence of young specialists for the kindergartens and their staff;
- *Weaknesses* – the necessity of help directed towards young teachers;
- *Opportunities* – the options for the increasing of the share of young specialists so as to gain success for the kindergarten;
- *Threats* – the missed gains due to the insufficiency of young specialists in the staff of kindergartens.

The results of the survey emphasize the importance of management of work with young professionals and justify the statement that young specialists are those to make positive changes for the kindergarten. The foundations of this claim lie in the management opinions shared in the survey questionnaires upon the advantage of young teachers to work at the kindergarten:

- Young professionals contribute to a greater extent to the positive work atmosphere in comparison with the others (see questionnaire №10).
- An important precaution for the success of each kindergarten is the presence of an age-balanced staff, which at hand combines the enthusiasm of young teachers and the experience of the other ones (questionnaire №7).
- Young teachers contribute to the realization of the strategy: “lifelong learning” for all staff (questionnaire № 4).
- The strategically effective managerial approach relies on young teachers as an important resource for project participation.
- The management policy of the introduction of innovations with the intentional inclusion of young teachers of children turns the kindergarten into a successful educational institution (questionnaire №1).
- The overcoming of the inexperience of young specialists results in greater need to improve the management of the staff.
- Young teachers are considered a risk for the image of the kindergarten and a resource for a good image at the same time.
- The successful management strategy requires a management policy based on the precise selection of young teachers as well as approach to overcoming the challenges in the period of their adaptation.

The estimated advantages, according to managers, of the presence of young teachers in the kindergarten that SWOT-analysis classifies as *strengths* can be grouped following the criteria of:

Innovations:

- They contribute to the greatest extent to the *new* mission of the kindergarten (questionnaire № 3);
- They are heralds of the new, “*they are full of ideas, energy and life*” (question-

naire № 4) „*they are liked by children, parents and the staff in the kindergarten*“;

- They are innovative (questionnaire № 4);
- They show enthusiasm upon the finding of new ideas, “*they possess energy and punch*”(questionnaire № 10);
- They demonstrate readiness for experiments (questionnaire № 3);
- They possess the ability to risk;
- They demonstrate innovative way of thinking (questionnaire № 10);
- They are heralds of innovations (questionnaire № 2) as well we changes “*young specialists bring forth changes in the routine work*” (questionnaire №7);
- They represent the share of the staff who is *orientated towards the strategies of the future*;
- They are educated to work with an interactive board;
- They show creativity: “*they look for new opportunities for the rediscovery of knowledge in full correspondence with the desire, needs and interests*” (questionnaire № 1);

Motivation:

- strong motivation for work is present with some young teachers (questionnaire № 10);
- they are motivated to use interactive methods of teaching;
- they want to use their technical skills “*they possess work skills using multimedia*”(questionnaire № 2);
- they show a great desire to study and qualify: “*The lack of experience in most cases is considered an advantage, since it is easier to teach them “good practices”*” (questionnaire № 10);
- they manifest skills for searching up-to-date information, “*they show greater skills at using the Internet*”

Positive sides for the staff in the kindergarten in the period of adaptation for young teachers:

- They develop the staff of the kindergarten “*the experience is supplemented with youth and the kindergarten wins*” (questionnaire № 5);
- They create positions for mentors of young teachers;
- They stimulate easier access to up-to-date information on the Internet (questionnaire № 1);
- They provoke the necessity of teamwork and consistency among the members of the team;
- They provoke understanding, assistance and learning through cooperation;
- Young teachers are more adequate towards children's style of learning;
- They use more play-learning methods “*they make learning fun*” (questionnaire № 7);
- They try out a variety of strategies for “*early learning*” (questionnaire № 1);

– In search for a field to demonstrate their skills, they provoke coordinated activities among teachers, family and maintenance staff.

The need for assistance to young teachers to whom the SWOT analysis refers in the section *weaknesses*, involves overcoming of objective and subjective difficulties that are seen down to manifestations of managerial care such as:

- **Creativity** in overcoming the “*lack of jobs*” (questionnaire № 9);
- **Flexibility** in the counteracting of “*prolonging the retirement age slows down job vacancies*” (questionnaire № 9);
- **Diversity** of help: “*lack of practical skills*” (questionnaire № 5);
- **Correction** of “*insufficient methodological preparation*” (questionnaire №1);
- **Challenging change** in the status quo – “*no ambition to work*” (questionnaire № 5) “*they come to the kindergarten with new ideas but no ambition to work*”;
- **Overcoming** the lack of motivation to work – “*many young teachers have graduated their higher education because they have been asked to do so by their family*” (questionnaire № 5), “*A great number of the applicants do not have sufficient motivation, yet they just want to work so as to have some income*” (questionnaire № 5);
- **Making up for** the statement: “*There is a tendency that some young teachers are not acquainted with the normative laws*” (questionnaire № 7);
- **Mentoring** for the acquisition of missing skills – “*They do not know how to plan*” (questionnaire № 7);
- **Cooperation** in the overcoming of demotivation of ill payment – ‘*Low payment*’ (questionnaire № 4 and questionnaire № 8).

The analysis of the directors’ assessment upon the possible options for achieving better management of the work of young teachers in the scope of *opportunities* includes:

- Support from the director (manager) “*I do my best to share more trust, I am patient, I try to give clear and accurate instructions. I give additional tasks to the staff*” (questionnaire № 10);
- Sufficient necessary equipment;
- Organization of the environment;
- Security of the technological equipment;
- Spacious study-rooms;
- Freedom of choosing a programme;
- Self-methodological qualification;
- Positive organizational atmosphere;
- Increasing of the payment by means of delegated budget (questionnaire №7);
- Initiatives for :
 1. A change in the pension law as well as limitation of the age of teachers up to 55 years of age.
 2. Establishment of new kindergartens.

3. Decreasing of the number of children in groups.

4. Improving the quality of work as well as opening new positions for young teachers.

The management leading to the realization of more options than the above-mentioned would lead to the increasing of the share of young specialists for the success of the kindergarten.

The missed benefits from the insufficient number of young specialists in the kindergarten are analysed into *threats* and focus on:

- The risk of replacing the objective selection of teachers which is based on demonstrated and proven pedagogical qualities as a result of protections by superiors (questionnaire № 2);

- Breaking of the balance of the pedagogical staff – in age and professional aspect, so that the experience present to join innovation – “*At least 50% of the workforce is to be young*” (questionnaire № 3);

- Missing the opportunity to infuse “*sharp mind*” in the kindergarten;

- Keeping the aging of the staff “*Still the staff working in the kindergarten is aged 50 – 60*” (questionnaire № 5).

The summarized expert management assessment could be presented in four main *contributions for young teachers* to the success of the kindergarten:

1. Stimulating a managerial approach to human resources.

2. Imposing managerial decisions for positive changes in the kindergarten.

3. Developing of the pedagogical staff with qualities inherent in youth.

4. Creating a resource for a good image of the institution

4. Attracting of qualitative young professionals (management ideas in a focus group)

The results of the survey, significant by themselves, are complemented by the need of attention concerning *the qualitative characteristics of young professionals*. In a focus group of ten directors-managers, the simultaneous technique of “**Brainstorming**” – Alex Osborne's original approach to brainstorming, who is the leader of the Madison Avenue advertising agency in 1950 – was implemented with the aim of generating new ideas that support the management of work with young teachers. The cooperation of the various managers, with different length of managerial experience, in a pleasant environment, has allowed for both routine and novelty as well as originality enter in the search for managerial accents.

The results of the “Brainstorming” conducted within the focus group of directors on the topic of *exchanging of ideas* for attracting high-quality young teachers give grounds for eliciting four areas of managerial attention to the specificity of management of the work with young teachers:

1. Prerequisites for a successful start of young professionals.

2. Selection of pedagogical staff.

3. Innovative proposals for adaptation of young professionals.
4. Legislative changes for the profession of a teacher of children.

The ideas summarized on the four areas, outlined in detail and showing the importance of management in engaging high-quality professionals as well as achieving effects of improvement for all pedagogical staff in kindergartens, can be seen in the following visualization:

Visualization of the results of the Brainstorming within the focus group of directors – Figure 2.

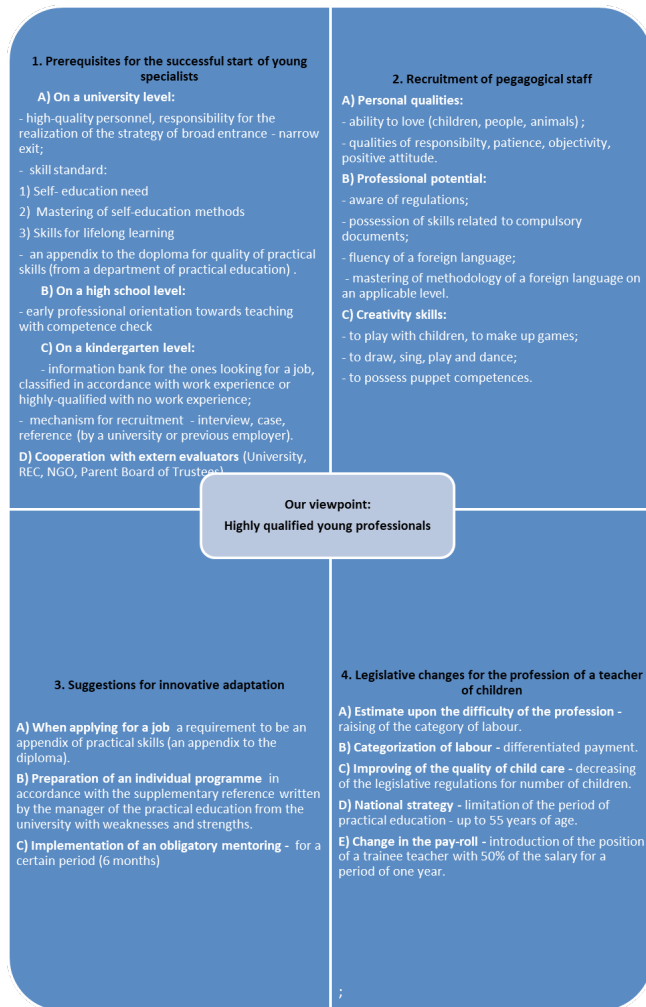


Figure 2

5. Self-evaluation of the young teachers of children for their “start” as professionals

The self-assessment of young teachers of children on the reasons for postponing a teaching job or obstacles before taking up the desired job, provides another insight into the human resources management and strategic management of the kindergarten. In order to gain a better perspective of the managerial challenges with the selection of pedagogical staff, it is appropriate to look at the same problem from the position of young specialists without or with little teaching experience. An opportunity of this kind is provided by two types of investigation – an interview and focus-group work. The Brainstorming technique is also generated in the focus group of sixteen young teachers so as to bring forth new ideas that support the management of working with young teachers from the position of the teachers themselves concerning two problems – selection and recruitment of teachers. The visualization of the results of the "brainstorming" within the young teachers of children for recruiting and selecting pedagogical staff for the kindergarten shown in (figure 1) and (figure 2) represent their positions. Young Teachers' views of the first stage of recruitment of pedagogical staff are evident from Figure 3.



Figure 3

The analysis of the proposals suggested concerning the launching of a management procedure of recruitment, viewed from the position of young specialists, takes into account the established methods and gives innovative ideas as well. It is logical that one of the suggestions involves repetition of an active information channel for specialized information – REC, which is also the only one of the four established by the managers – REC, the Municipality, the Employment Agency and the Kindergarten to have announced the vacancy. Young teachers of children suggest other six channels. The one, being broadly formulated, hints the need for an independent website or an Internet page of the kindergarten. Three of the suggestions are directly related to the *personal activeness of young professionals* to search for opportunities at work – “Self-initiative”, “Contacts with people working in the kindergarten”, “Application with portfolio”. With two of the suggestions, the activeness is shared between the applicant and the kindergarten. The expectation for the kindergarten is to give opportunities for mutual knowledge of the other, in: “Teacher for a day” or participation in “Publicly announced project of the kindergarten” for a certain period of time which can undoubtedly give a chance for manifestation where the manager will decide upon the qualities of the applicant. Both suggestions have innovative potential for qualitative change of the teacher recruitment procedure.

The summarized suggestions of young specialists for staff recruitment are presented in figure 4.

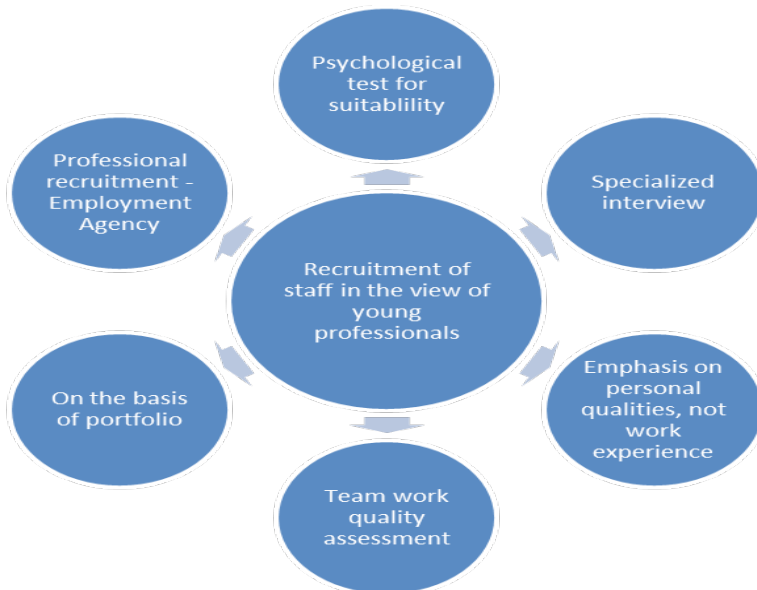


Figure 4

Out of all the selection proposals made, the tendency of “**Effective proposals**”, dictated by the subjectively experienced need to find a suitable job, is easily noticeable. Again, similarly to the selection and recruitment suggestions, there is a coincidence with the current “effective procedure” based on an interview criterion. The specialized interview format chosen for the suggestion contains a qualitative measurement of the procedure conducted. The suggestion for using the Employment Agency gives hope for an enhanced professional approach to staff recruitment. Four more proposals bring specificity to the professional recruitment - the portfolio, the team work quality assessment, with the work of the child teacher being in fact teamwork, the expectation of overcoming the requirement for certain work experience, which indirectly becomes discriminatory and puts teachers in the position of impossibility to start, to acquire it, as well as the last one being “Psychological test for suitability”.

Who are these young specialists initiators of these suggestions? The analysis of the interview conducted gives the answer, along with the opportunity to focus on several important aspects. All people interviewed have less than 5 years of work experience. The ratio of employees at permanent and temporary employment contracts is 7:9, which is relatively balanced.

The question concerning the personal proficiency regarding the recruitment of pedagogical staff is: How were you employed? Six of the respondents say they have been appointed by means of a competition, one with an interview and one only after submitting their documents. One of the respondents was appointed after a successful graduate practice, one was reassigned after being an assistant teacher, one was recruited following their self-initiative for temporary replacement of a colleague, one - after a prolonged replacement of a person on a maternity leave and the other three were hired after interrupted replacements.

The second question concerns the self-assessment of young teachers of children for the sufficiency of their theoretical training. Four of the respondents admit to a certain degree of insufficiency, one is definitely insufficient, and the other eleven find it sufficient in its theoretical part and insufficient in the practical aspect. Some continue to study for a Master's Degree to increase the level of their positive self-esteem.

Considered to be the most important is the third issue related to the adaptation of young specialists. The self-assessment of the majority of respondents is for *easy adaptation*. Additional comments clarify the factors leading to this. They have received help from the colleague in the group, from the head teacher, or from the whole team. In some isolated cases, the help has been said to come from a mentor and in others from the director. The main difficulties the respondents report to have encountered difficulties in working with a register and other documentation, working with programming systems, and finding integrative links between the different fields. Another surprising difficulty that young teachers have overcome is

the interaction with the assistant teacher who has proven to be dominant with the temporary status of the teacher.

What can also be seen is self-assessment of a difficult start in an unchanged team for the period of 20 – 30 years. The difficulty arises from the adaptation to the new and the unknown, which is well known for the rest of the team in the kindergarten. Some of the answers of the respondents lead to the idea of overcome adaptation difficulties, such as: *“every beginning is difficult,”* there is fear of *“jumping into the deep,”* yet the readiness to assess their own mistakes, *“open to constructive criticism that helps adaptation”* suggest that the clear down-to-earth attitude – *“no one is perfect,”* helps with adaptation difficulties. The lack of difficulties would sound disturbing, and their sharing is only the beginning of their readiness to overcome them. A deeper form of searching for opportunities in view of minimizing the difficulties in the adaptation process would suggest effective solutions. With one exception present, interviewers demonstrated their satisfaction with the availability of job position. In some cases, there was a clear willingness for professional approval.

6. Unemployed teachers of children – “a reserve” in the pedagogical staff

Another approach to the problem of staff management, and in particular, the work with young teachers, is to take into account the presence of the pedagogical “reserve” among those possessing qualifications and constituting the potential for occupying job vacancies in kindergartens. In order to overcome the partial clarity of the problem, two activities were implemented:

- official survey with the Employment Agency in a concrete municipality, concerning the unemployed young specialists who have graduated Pre-school Pedagogy and Pre-school and Primary School Pedagogy, who are seen as potential candidates for work in the kindergartens;

- a survey with nine unemployed, graduated young specialists who have completed their education in the last four years – 2012/2017.

The official information from the Employment Agency shows that the unemployed specialists registered, with the qualification “Child Teacher”, for the period 2011 – 2017 for the region of a municipality has increased. Presenting two registered in 2011, three in 2012, four in 2013, in 2014 they are six. All registered unemployed are women.

This official information does not give grounds for a reference point as to what extent young unemployed specialists are a reserve for pedagogical staff, since a large percentage of graduates do not register with the Employment Agency. One of the reasons for this claim is the number of job applications for the position of a kindergarten teacher in kindergartens in a concrete municipality – between 30 and 60 candidates for one position.

The findings from the survey conducted among nine unemployed graduated young specialists who have completed their education during the last four years

– 2012 – 2014 show that five of them have no pedagogical experience and for the other four the work experience they possess is minimal, up to 3 months. Three respondents who graduated in 2012 do not look for a job in accordance with their speciality, yet having been left without pedagogical work experience, they have changed scope in order not to be unemployed. At this stage of their life they see their pedagogical qualification as a backup job option. Six of the respondents have been looking for a job since graduating - one out of two years, yet five – for one year. All nine interviewed are not registered with the Employment Agency, and with one of the respondents their registration has been terminated due to temporary substitution. The job vacancy information channels for four respondents, the predominant number of active job seekers, are limited to REC, one relies on “oral information” and the other one counts on information from within the kindergarten – “acquaintances in the kindergarten”. The analysis of the cards and further discussed difficulties with the institutions, which the unemployed young specialists encounter in finding a job, outline their position of meeting some barriers for professional realization:

1. Registration with the Employment Agency is pointless – it is not considered an advantage to find a job.

2. The kind attitude of the administration in the institutions is not enough.

3. There is no working mechanism to facilitate the process.

4. Job seekers themselves have to overcome paradoxes in institutions that “*neither help nor obstruct*”.

5. Required work experience in the speciality is “*impossible without a chance to start*” at the beginning of the professional realization blocks it and does not support it.

6. Great and unfair competition “*applicants ... are not even called for an interview*”.

7. Institutions do not show interest: “*there is no interest in the realization of young professionals*”.

8. Paradoxical non-compliance with the law – a Master's Degree is a must.

9. Formality when conducting a job interview – inappropriate format is used that does not make it possible to reveal the qualities of the candidate.

10. Opacity of selection “*... it must be clear why one is chosen, how are they superior to everyone else, what their advantages are, what are qualities the chosen person would contribute to the kindergarten and the children.*”

7. Conclusion

The adequate improvement in human resource management, with a focus on young teachers of children, as a significant share of functional strategy and innovation as well as innovation strategies in the strategic management of the institution requires its learning from different perspectives. The research conducted explores a number of aspects with the view of successfully addressing management

challenges by comparing the positions of directors-managers, young teachers of children with little professional experience and graduated job-seekers.

The outlined trends, the compliance of which supports the management of the work with young teachers, are at the crossing point between:

- *the expectations of managers* of choosing among highly qualified young teachers;

- *the hopes of young teachers* for facilitated adaptation and field of expression;

- *the demands of unemployed teachers* for transparent, professional selection.

The concreteness of the positions of the surveyed groups puts forth conclusions which possess capacity for positive changes in the kindergarten directors' approach as well as regional and national experts in education in their contribution to the attracting of qualified specialists to the occupation of teachers, since undoubtedly, the mutual efforts of all those interested in validating the importance of the first educational institution – the kindergarten and the mutual encouragement of the success of the others – will lead to a change for common wealth of everyone.

The successful management of kindergartens in Blagoevgrad has the capacity to increase the employment of young teachers. The shared self-assessment by young teachers of children develops the management of the kindergarten with innovative proposals for qualitatively changing the recruitment procedure for the pedagogical staff. Unemployed child teachers are a significant “reserve” for motivated pedagogical staff enthusiastic about a qualitative change in pre-school education, having overcome the unprofessional criteria for taking the responsible position of a teacher.

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