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<i>Introduction</i> _____	20
<i>Organising committee</i> _____	21
Head of the Organising Committee _____	21
Organising Committee Members _____	21
Peer Review Panel _____	21
<i>Conference overview</i> _____	22
Wednesday 24 September _____	22
Thursday 25 September _____	22
Friday 26 September _____	23
Saturday 27 September _____	23
<i>Keynote speakers</i> _____	25
<i>Keynote 1, Joakim Caspersen, NTNU Social Research in Trondheim, Norway</i> _____	26
<i>Keynote 2: Lina Lago and Helene Elvstrand, Linköping University, Sweden</i> _____	27
<i>PAPER PRESENTATIONS</i> _____	29
<i>1. A comparative view on the historical development of Extended Education in three countries, Australia, Switzerland and Sweden.</i> ____	30
Monica Orwehag, monica.orwehag@hv.se, University West, Sweden	
Renate Stohler, rena.te.stohler@zhaw.ch, Zurich University of Applied Sciences, Switzerland, Switzerland	
<i>2. Aesthetic awareness as meaning-making and a tool for creating pedagogical environments</i> _____	31
Annette Persson, annette.e.persson@hkr.se, University of Kristianstad, Sweden	
Sara Lenninger, sara.lenninger@hkr.se, Kristianstad University, Sweden	
<i>3. An attractive youth club: Approaches to promote child and youth participation</i> _____	33
Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden ³⁴	
Lina Lago, lina.lago@liu.se, Linköping University, Sweden	
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden	
<i>4. An Undercover School? Individual Goals and Student achievement in Swedish School-age Educare</i> _____	35
Linnéa Holmberg, linnea.holmberg@su.se, Stockholm University, Sweden	

- 5. *Antiracist work in schoolage educare: curricular openings and practical observations* _____ 37**
Fanny Pérez Aronsson, fanny.perez-aronsson@buv.su.se, Stockholm University, Sweden
- 6. *Attendance Patterns and Well-Being in Extended Education Offerings* _____ 39**
Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität Berlin, Germany
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Jule Schmidt, Freie Universität Berlin, Germany
Rocco Zalenga, rocco.zalenga@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 7. *Bridging theory and practice: School-age educare teacher students' designing hybrid learning activities* _____ 41**
Emelie Patron, emelie.patron@lnu.se, Linnaeus University, Sweden
Marina Wernholm, marina.wernholm@lnu.se, Linnaeus University, Sweden
Andreas Ebbelind, andreas.ebbelind@lnu.se, Linnaeus University, Sweden
Hanna Palmér, hanna.palmer@lnu.se, Linnaeus University, Sweden
Kristina Danielsson, kristina.danielsson@su.se, Stockholm University, Sweden
Susanne Kjällander, susanne.kjallander@buv.se, Stockholm University, Sweden
- 8. *Bringing the Digital Interests to an Analogue Practice* _____ 43**
Lars Wallner, lars.wallner@liu.se, Linköping University, Sweden
Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden
- 9. *Care in Swedish School-age Educare : Children and Staff Enactment, Perspectives, and Experiences* _____ 44**
Nils Vallberg, nils.vallberg@liu.se, Linköping University, Sweden
- 10. *Care in the Twilight: Perspectives of Swedish school-age educare teachers on closing hours* _____ 46**
Johanna Borssén, johanna.borssen@hv.se, University West, Sweden
- 11. *Care is something that just happens: School-age educare teachers' reflections on care in practice.* _____ 48**
Anna-Lena Borg, anna-lena.borg@hv.se, University West, Sweden
Johanna Borssén, johanna.borssen@hv.se, University West, Sweden
Jan Gustavsson Nyckel, jan.gustafsson-nyckel@hv.se, University West, Sweden
Marie-Helene Zimmerman Nilsson, marie-helene.zimmerman-nilsson@hv.se, University West, Sweden
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
Lina Lago, lina.lago@liu.se, Linköping University, Sweden
Nils Vallberg, nils.vallberg@liu.se, Linköping University, Sweden

- 12. *Children's Friendship in Extended Education* _____ 50**
Jennifer Cartmel, j.cartmel@griffith.edu.au, Griffith University, Australia
Saurubh Malviya, Info@webelongeducation.com.au, WeBelong Education; Griffith University, Australia
Helen Pentecost, Helen.Pentecost@3bridges.org.au, 3Bridges, Australia
- 13. *Choice-based pedagogies in afterschool-care* _____ 52**
Sofie Sauzet, sosa@kp.dk, University College Copenhagen, Denmark
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
- 14. *Classroom Management and Teacher-Student Relationships in Summer Schools: Differences in perceptions based on socio-cultural background* _____ 54**
Alexandra Postlbauer, alexandra.postlbauer@jku.at, Johannes Kepler University Linz, Austria
Sonja Lenz, sonja.lenz@jku.at, Johannes Kepler University Linz, Austria
- 15. *Collaboration with External Partners in Extended Education Offerings: Aims and Challenges* _____ 56**
Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin, Germany
Nadja Lindner, nadja.lindner@fu-berlin.de, Freie Universität Berlin, Germany
Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität Berlin, Germany
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 16. *Course assignments in practicum* _____ 59**
Catarina Andishmand, catarina.andishmand@ped.gu.se, University of Gothenburg, Sweden
Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden
- 17. *Descriptions of student teacher leadership in school-age educare: Preferred and performed leadership during their teaching placement* 61**
Björn Haglund, bjorn.haglund@hig.se, University of Gävle, Sweden
- 18. *Didactics of School-Age Educare - What could it be?* _____ 63**
Line Isaksson, line.isaksson@kau.se, Karlstad University, Sweden
- 19. *Dilemmas in school-age educare centres in Swedish Compulsory School for Pupils with Intellectual Disabilities* _____ 65**
Daniel Östlund, daniel.ostlund@hkr.se, Kristianstad university, Sweden
Helene Elvstrand, helene.elvstrand@liu.se, Linköping university, Sweden

- 20. *Dimensions of professionalism in extended education: a qualitative lens on professional functioning* _____ 67**
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin, Germany
Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 21. *Doing belonging(s)? Situating children's material and social relations in school holiday educare* _____ 69**
Myung Hwa Baldini, myung.hwa.baldini@liu.se, Linköping University, Sweden
- 22. *Early childhood wellbeing through Tomosodachi and Ubuntu lenses* _____ 71**
Miyoshi Shirota, 110123strawberry@akane.waseda.jp, Waseda University, Japan, Japan
Fumane Khanare, fkhanare@uwc.ac.za, University of the Western Cape, South Africa
- 23. *Educational Conditions for Individual and Shared Construction of Metacognitive Monitoring and Control in Children Aged 5-7* _____ 72**
Birute Vityte, birute.vityte@vdu.lt, Vytautas Magnus University, Lithuania
Jelena Vildžiūnienė, jelena.vildziuniene@vdu.lt, Vytautas Magnus University, Lithuania
Ona Monkevičienė, ona.monkeviciene@vdu.lt, Vytautas Magnus University, Lithuania
- 24. *Educational policy staging of play in institutionalized leisure activities* _____ 74**
Anna-Lena Ljusberg, anna-lena.ljusberg@buv.su.se, Stockholm University, Sweden
Linnéa Holmberg, linnea.holmberg@buv.su.se, Stockholm University, Sweden
- 25. *Equity in learning environments in Swedish School Age Educare Centers: opportunities and pitfalls* _____ 75**
Ulla Damber, ulla.damber@miun.se, Mid Sweden University, Sweden
Lena Boström, lena.bostrom@miun.se, Mid Sweden University, Sweden
Maryna Rosen, maryna.rosen@miun.se, Mid Sweden University, Sweden
- 26. *Extended Education in Brazil and the United States: a Comparative Analysis* _____ 77**
Claudia Da Mota Darós Parente, claudia.daros@unesp.br, UNESP, Brazil
Allison Spenader, aspenader@csbsju.edu, College of St. Benedict & St. John's University, United States
Diana Fenton, dfenton@csbsju.edu, College of St. Benedict & St. John's University, United States

- 27. *Extended Education in Urban Spaces: Exploring Collective and Individual Learning for Sustainable Communities***
Sibilla Montanari, sibilla.montanari@univie.ac.at, University of Vienna, Austria
Nazime Öztürk, nazime.oeztuerk@univie.ac.at, University of Vienna, Austria
Denis Francesconi, denis.francesconi@univie.ac.at, University of Vienna, Austria
Evi Agostini, evi.agostini@univie.ac.at, University of Vienna, Austria
- 28. *Extended Education Offerings a Place for Promoting Self- and Social Competencies* _____ 82**
Jasmin Näpfl, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion, Switzerland, Switzerland
Kirsten Schweinberger, kirsten.schweinberger@fhnw.ch, FHNW School of Education, Switzerland
- 29. *Extended Education: The Case of School and Local Government Partnership* _____ 84**
Maria Papadimitriou, mariapapadimitr@gmail.com, University of Western Macedonia, Greece
Ioannis Thoidis, ithoidis@uowm.gr, University of Western Macedonia, Greece
Nikolaos Chaniotakis, chaniot@uth.gr, University of Thessaly, Greece
- 30. *Forms of participation in neurodiverse peer groups in school-age educare centres - engaging and managing social interactions.* _____ 86**
Helena Myllymaki Jonsson, helena.myllymaki.jonsson@liu.se, Linköping University, Sweden
- 31. *Framework Factors and Quality Assessments in SAEC: A Comparative Study of Norway and Sweden* _____ 88**
Joakim Caspersen, joakim.caspersen@samforsk.no, NTNU Social Research, Norway
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
Anna-Lena Ljusberg, anna-lena.ljusberg@buv.su.se, Stockholm University, Sweden
Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden
- 32. *Governance structures and the perception of the role of extended education and early childhood education and care* _____ 90**
Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher Education, Bern Switzerland
Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher Education Bern, Switzerland
Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education Bern, Switzerland
Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher Education Bern, Switzerland

- 33. *Highlighting pedagogical genius: successes next steps for adapting mandated elementary curriculum to make it more culturally relevant* _____ 92**
Tatisha McKay, mckayta@bc.edu, Boston College, United States
- 34. *How can key competences and skills be understood in relation to a school-age educare practice?* _____ 94**
Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden
Marie Karlsson, marie.a.karlsson@liu.se, Linköping University, Sweden
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
- 35. *How is a hybrid profession implemented? A study on the identity formation of primary teacher students specializing in leisure-time centers.* _____ 96**
Mergim Krasniqi, mergim.krasniqi@lnu.se, Linnaeus University, Sweden
- 36. *Institutionalised childhoods. Temporal inclusion and exclusion of children in elementary schools in germany* _____ 98**
Pia Rother, prother@uni-mainz.de, Johannes Gutenberg-University of Mainz, Germany
- 37. *Job shadowing as a way to develop the profession of teachers and pedagogues in extended education* _____ 100**
Marie Karlsson, marie.a.karlsson@liu.se, Linköping university, Sweden
Sofia Ryberg, sofia.ryberg@liu.se, Linköping University, Sweden
Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
Mona Gjøse Skaaren, mskaaren@stavanger.kommune.no, Norway
Ingrid Solem, ingrid.solem@stavanger.kommune.no, Norway
- 38. *Leading School-Age Educare in Sweden: Regimes of practices and principals' subjectivities* _____ 103**
Eva Kane, eva.kane@buv.su.se, Stockholm University, Sweden
Linnéa Holmberg, linnea.holmberg@buv.su.se, Stockholm University, Sweden
- 39. *Leisure Time Pedagogues as Wellbeing Agents Across School and Youth Clubs* _____ 105**
Lea Ringskou, lri@via.dk, VIA University College/Aalborg University, Denmark
- 40. *Managing super-diversity in Swedish school age educare* _____ 107**
Linda Häll, linda.hall@liu.se, Linköping University, Sweden
- 41. *Mathematical activities in school-age educare centers* _____ 109**
Maria Hjalmarsson, maria.hjalmarsson@kau.se, Karlstad University, Sweden
Karin Våge, karin.vage@kau.se, Karlstad University, Sweden

- 42. *Migrant backgrounds in (teacher) education : How minoritized students talk about their transitions from upper secondary school to teacher education specializing in school-age educare (grundlärare i fritidshem)*_____ 111**
Live Stretmo, live.stretmo@gu.se, University of Gothenburg, Sweden
Johanna Sunesson, johanna.sunesson@gu.se, University of Gothenburg, Sweden
- 43. *Movement integration in Swedish school age educare*_____ 113**
Peter Carlman, peter.carlman@kau.se, Karlstad University, Sweden
- 44. *Musical Playing and Playworlds as a Form of Extended Education Pedagogy? : A Matter of Teachers' Emancipation and Distribution of Control*_____ 115**
Mona Persson Aronson, mona.persson-aronson@kau.se, Karlstad University, Sweden
- 45. *Pedagogical Work for Children's Sense of Belonging in the Educational Community of the School-age Educare*_____ 117**
Jonas Söderholm, jonas.soderholm@hkr.se, Högskolan Kristianstad University, Sweden
- 46. *Philosophy and play: Students practical intellect*_____ 119**
Liza Haglund, liza.haglund@sh.se, Södertörn University, Sweden
John Björkman, john.Bjorkman@sh.se, Södertörn University, Sweden
Adrian Ratkic, adrian.ratkic@sh.se, Södertörn University, Sweden
- 47. *Physically inactive children – I don't think so!*_____ 121**
Saga Samuelson, saga.samuelson@gih.se, Swedish School of Sport and Health Sciences, Sweden
- 48. *Positions of children's human rights in Swedish school-age educare centres*_____ 123**
1. Lisa Isenström, lisa.isenstrom@kau.se, Karlstad University, Sweden
- 49. *Potentials of educational robotics for 5–11-year-olds.: A systematic review of LEGO® WeDo and implications for primary schools and extended education*_____ 125**
Helvi Koch, helvi.koch@fu-berlin.de, Freie Universität Berlin, Germany
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 50. *Pre-service teachers' reasons for participating in student clubs (SCs) as extended education activities (EEAs) and their implications for critical thinking*_____ 127**
Bunyamin Bavli, bunyaminbavli@gmail.com, Yildiz Technical University, Türkiye

- 51. *Pre-service Teachers' Opportunities to Learn, Beliefs and Self-Efficacy regarding all-day schools* _____ 129**
Jil Wolf, jil.wolf@fu-berlin.de, Freie Universität Berlin, Germany
Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität Berlin, Germany
Kim Hartung, kim.hartung@fu-berlin.de, Freie Universität Berlin, Germany
Simone Dunekacke, simone.dunekacke@rptu.de, RPTU Landau, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 52. *PRIME: Transforming Popular Culture to Fit the Context of School-age Educare* _____ 131**
David Rapp, david.rapp@liu.se, Linköping University, Sweden
- 53. *Reframing Resistance in School Development: A Micropolitical-Structurationist Perspective* _____ 133**
Daniel Poeppel, daniel.poeppel@jku.at, Johannes Kepler University, Austria
- 54. *Rethinking schools and extended education: Bridging Conventional Practices and Transformative Education in Times of Climate Crisis* _____ 136**
Gregor Steinbeiß, gregor.steinbeiss@jku.at, Johannes Kepler University Linz, Austria
James Loparics, james.loparics@phwien.ac.at, University College of Teacher Education Vienna, Austria
Stephan Gerhard Huber, stephan.huber@jku.at, Johannes Kepler University Linz, Austria
- 55. *SAE teachers' intellectual and moral autonomy: Personal stances in a socially contested school environment* _____ 138**
Liza Haglund, liza.haglund@sh.se, Södertörn University, Sweden
John Björkman, john.bjorkman@sh.se, Södertörn University, Sweden
- 56. *School-age Educare as a Bridge for Cooperation in the Swedish Education System? Parents' and Staff's Experiences of cooperation during the COVID-19 Pandemic* _____ 140**
Lina Lago, lina.lago@liu.se, Linköping University, Sweden
Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
- 57. *School-age Educare Teachers' Pedagogical Content Knowledge* 142**
Anneli Hippinen Ahlgren, anneli.hippinen-ahlgren@buv.su.se, Stockholm University, Sweden
- 58. *School-age educare: The integration of education and care as a holistic approach* _____ 144**
Anna Wallin, anna.e.wallin@enkoping.se, Municipality Enköping, Sweden
Anna Klerfelt, anna.klerfelt@buv.su.se, Stockholm University, Sweden

- 59. *Secondary School Students' Basic Needs in Extended Education in Germany* _____ 146**
Franziska Wehner, franziska.wehner@hu-berlin.de, Humboldt-Universität zu Berlin, Germany
Corinna Lautenbach, corinna.lautenbach@hu-berlin.de, Humboldt-Universität zu Berlin, Germany
- 60. *Situated teaching in school-age educare: Challenges, opportunities, and children's participation* _____ 148**
Maria Norqvist, maria.norqvist@umu.se, Umeå University, Sweden
- 61. *Stakeholder Perspectives on the Desirable Qualities of School Age Care Educators* _____ 150**
Viet Nathan Chu, nathan_vietchu@hotmail.com, MacGregor Outside School Hours Care, Australia
Stella Pabon, macgregoroshc@gmail.com, MacGregor Outside School Hours Care, Australia
Jennifer Cartmel, j.cartmel@griffith.edu.au, Griffith University, Australia
Pauline Verstraeten, p.verstraeten1@gmail.com, University Rotterdam, Belgium
- 62. *STEM, cross curricula teaching and leisure time pedagogy - what do they have in common and how to promote STEM learning in informal settings?* _____ 152**
Alma Memisevic, alma.memisevic@liu.se, Linköping University, Sweden
- 63. *Supporting teachers working with pupils with special needs.: Collaboration between School-Age Educare Centres and School in the Swedish Context through the lens of the Ecology of Resources Model.* 154**
Marcia Håkansson Lindqvist, marcia.hakanssonlindqvist@miun.se, Mid Sweden University, Sweden
- 64. *The "Fritidshem" in the Junction Between Public and Private* __ 156**
Anna Sparrman, anna.sparrman@liu.se, Linköping University, Sweden
Lina Lago, lina.lago@liu.se, Linköping University, Sweden
Myung Hwa Baldini, myung.hwa.baldini@liu.se, Linköping University, Sweden
- 65. *The Building Playgrounds Affordances from Children's Experiences* _____ 158**
Maria Hammarsten, maria.hammarsten@gu.se, University of Gothenburg, Sweden
- 66. *The Impact of the Language Apprenticeship Approach on Improving Japanese High School Students' Awareness of Languages* _ 161**
Yuri Teramura, temyuu@gmail.com, Kyoto University, Japan

- 67. *The influence of teacher assessment on students' mathematical performance and affective-motivational characteristics* _____ 163**
Tanja Aistleitner, tanja.aistleitner@jku.at, Johannes Kepler University Linz, Austria
Justine Stang-Rabrig, justine.stang-rabrig@tu-dortmund.de, TU Dortmund, Germany
Christoph Helm, Christoph.Helm@jku.at, Johannes Kepler University Linz, Austria
- 68. *The Institutional Grip of Evaluation in Swedish School-Age Educare* _____ 165**
Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden
- 69. *The integrative potential of school-age educare* _____ 166**
Tünde Puskas, tunde.puskas@liu.se, Linköping University, Sweden
- 70. *The rhythms of rules: Navigating children and young people's social media practices in extended education* _____ 168**
Sofie Sauzet, sosa@kp.dk, University College Copenhagen, Denmark
David Thore Gravesen, dtg@via.dk, VIA University College, Denmark
- 71. *The Temporal and Spatial Conditions of Play: An Ethnographic Study of Children's Perspectives on Play in the SAEC* _____ 170**
Emma Björkum, emma.bjorkum@sh.se, Södertörn University, Sweden
- 72. *The Timescape of a Swedish School-age Educare Centre: The Case of Waiting* _____ 172**
Lina Lago, lina.lago@liu.se, Linköping University, Sweden
- 73. *Transforming multi-professional collaboration at inclusive all-day schools: the Berlin learning house concept* _____ 174**
Christine Schmid, christine.schmid@fu-berlin.de, Freie Universität Berlin, Germany
Kathrin Thomann, k.thomann@fu-berlin.de, Frei Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany
- 74. *Understanding violence among children in SAEC, a social pedagogical perspective on staff reflections* _____ 176**
Anna-Lena Borg, anna-lena.borg@hv.se, University West, Sweden
- 75. *We can make a difference* _____ 178**
Marina Wernholm, marina.wernholm@lnu.se, Linnaeus University, Sweden
Helena Ackesjö, helena.ackesjo@lnu.se, Linnaeus University, Sweden

POSTER PRESENTATIONS _____ **180**

**1. Addressing Student's Questions and Interests in Science in
Extended Education Settings** _____ **181**

Lisa Fransson, lisa.fransson@hkr.se, Kristianstad University, Sweden
Lena Hansson, lena.hansson@hkr.se, Kristianstad University, Sweden
Daniel Östlund, daniel.ostlund@hkr.se, Kristianstad University, Sweden

**2. Enhancing Students' Competencies for Social Transformation
through Inquiry and Community-based Learning** _____ **183**

Tomonori Ichinose, ichinose@staff.miyakyo-u.ac.jp, Miyagi University of Education,
Japan

**3. Interpretations and realisations of education in the Swedish
teacher education programme for primary school, specialising in
school-age educare (SAEC).** _____ **186**

Anette Edlund, anette.edlund@umu.se, Umeå University, Sweden

4. Meaningful leisure in motion _____ **188**

Peter Carlman, peter.carlman@kau.se, Karlstad University, Sweden
Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden

5. Places for children's belonging _____ **190**

Lina Hellberg, lina.hellberg@hkr.se, Kristianstad University, Sweden

**6. Power, policy, and partnerships: Stakeholder perspectives on
Scottish school age childcare policy development** _____ **192**

Marie Mcquade, marie.mcquade@glasgow.ac.uk, University of Glasgow, United
Kingdom

**7. Programming robots - Effectiveness of a short-term intervention
to promote self-efficacy, interest, and creativity in primary school
children** _____ **194**

Helvi Koch, helvi.koch@fu-berlin.de, Frei Universität Berlin, Germany
Simon Baumgartner, simon.baumgartner@phzh.ch, Switzerland
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin,
Germany

SYMPOSIA _____ **196**

1. *EKCO: developing and sharing best practices across countries* _____ **197**

PAPER 1: A Comparative Approach to Identifying Core Practices and Concepts in Extended education _____ **198**

PAPER 2: Mapping: Learning from the diversity of national structures, processes and intentions with regard to extended education _____ **199**

PAPER 3: To make it together – researchers and practitioners develop best practice by a collaborative approach _____ **201**

Participants

Gunn Helen Ofstad, Gunn.h.ofstad@uis.no, University of Stavanger, Norway
(Organiser)

James Loparics, james.loparics@phwien.ac.at, Vienna University of Teacher Education, Austria (Organiser)

Bettina Krepper, bekrepper@gmx.at, Vienna University of Teacher Education, Austria

Alexandra Efstathiades, Alexandra.efstadiades@phwien.ac.at, Vienna University of Teacher Education, Austria

Romana Dorfer, romana.dorfer@jku.at, Johannes Kepler University Linz, Austria

Louise Krobak Jensen, LOKJ@via.dk, VIA University College, Denmark

David Thore Gravesen, DTG@via.dk, VIA University College, Denmark

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

Marie Karlsson, marie.a.karlsson@liu.se, Linköping University, Sweden

Andrea Scholian, andrea.scholian@zhaw.ch, Switzerland (Discussant)

2. *Comparative Perspectives on Extended Education: Challenges and Opportunities* _____ **203**

PAPER 1 To balance leisure, play and learning- a comparative study of extended education in Sweden, Switzerland and Australia _____ **203**

PAPER 2: Extended Education in Primary Education Across Different National Contexts: Developing an Approach for Categorising Educational Foci _____ **205**

PAPER 3: Comparative Perspectives on Extended Education Models for the further development of All-day Primary Schools in Germany _____ **207**

Participants _____ **209**

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany (Organiser)

Helene Elvstrand, helene.elvstrand@liu.se, Linköpings University, Sweden

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher Education; Switzerland

Bruce Hurst, , bruceh@unimelb.edu.au University of Melbourne; Australia

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin, Germany
Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser/Discussant)

3. *Conceptions and Developments in Extended Education: National Case Studies from England, India, Greece, and Australia* _____ 210

PAPER 1: The role of Anchor Institutions in developing ambitious extended offers: lessons from England _____ 210

PAPER 2: The nature and extent of the heterogeneity of India's shadow education industry: A systematic scoping review _____ 212

PAPER 3: Extended Education: The Case of School and Local Government Partnership _____ 214

PAPER 4: Conceptions and developments in extended education in Australia _____ 216

Participants

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)

Kirstin Kerr, kirstin.kerr@manchester.ac.uk, University of Manchester, England

Achala Gupta, Achala.Gupta@soton.ac.uk, University of Southampton, England

Papadimitriou, Maria, University of Western Macedonia, Department of Primary Education, Florina, Greece

Thoidis, Ioannis, University of Western Macedonia, Department of Primary Education, Florina, Greece

Chaniotakis Nikolaos, University of Thessaly, Department of Primary Education Volos, Greece

Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany (Organiser/Discussant)

4. *Professionalisation in Extended Education: Staff Qualification and Professionalisation from a German and Swedish Perspective* _____ 218

PAPER 2: Germany, University of Hildesheim: Layperson in all-day schools: Professionalisation or De-professionalisation of Staff in All-Day Schools 220

PAPER 3: The Professionalisation of the Extended Education Work Force: The Swedish Case _____ 221

PAPER 4: How have the Reforms over 50 Years Affected the Professionalization of Staff in Swedish School Age Educare Centers (SAEC)? _____ 223

Participants

Kim Hartung, kim.hartung@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin,
Germany (Organiser)
Jil Wolf, jil.wolf@fu-berlin.de, Freie Universität Berlin, Germany
Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität Berlin,
Germany
Simone Dunekacke, simone.dunekacke@rptu.de, RPTU Landau, Germany
Gunther Graßhoff, grasshof@uni-hildesheim.de, Universität Hildesheim, Germany
Daniel Rohde, rohde002@uni-hildesheim.de, Universität Hildesheim, Germany
Neha Savita Weiler, weilern@uni-hildesheim.de, Universität Hildesheim, Germany
Björn Haglund, bjorn.haglund@hig.se, University of Gävle, Sweden
Lena Boström, lena.bostrom@miun.se, Mid Sweden University, Sweden
Monica Orwehag, monica.orwehag@hv.se, University West, Sweden
Sandra Simpkins, simpkins@uci.edu, University of Irvine, United States (Discussant)

5. *The contextuality of extended education: How actors, their values and quality management efforts vary between different national and regional contexts* _____ 226

PAPER 1: Regionality and Local Governance in Extended Education in Switzerland _____ 227

PAPER 2: Unpacking Policy and Practice: How Political Frameworks Shape All-Day School Offerings in Germany – or not _____ 228

PAPER 3: Policy enactment in Swedish school-age educare _____ 229

Participants

Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education,
Switzerland (Organiser)
Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher Education
Bern, Switzerland
Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher Education
Bern, Switzerland
Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher Education,
Bern, Switzerland
Stephan Kielblock, stephan.kielblock@uni-oldenburg.de, Carl von Ossietzky
University of Oldenburg, Germany
Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden
Catarina Andishmand, catarina.andishmand@ped.gu.se, University of Gothenburg,
Sweden (discussant)

**6. *The Impact of Extended Education on Different Student
Competencies: Intervention Studies and a Meta-analysis* _____ 231**

**PAPER 1: An Intervention study to Promote Social Competences in
Extended Education in German All-day Schools _____ 231**

**PAPER 2: An Intervention Study to Promote ICT Competence in Extended
Education in Swiss All-day schools _____ 233**

**PAPER 3: Youth's participation in organized after-school activities and
their academic outcomes: Meta-analytic evidence _____ 235**

Participants

Heike Moyano, heike.moyano-schmitt@fu-berlin.de, Freie Universität Berlin,
Germany (Organiser)
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin,
Germany (Organiser)
Simon Baumgartner, simon.baumgartner@fu-berlin.de, Freie Universität Berlin,
Germany
Sandra D. Simpkins, simpkins@uci.edu, UCI School of Education, United States
Fuko Kiyama, fkiyama@uci.edu, UCI School of Education, United States
Zehra Gülseven, gulseven@vt.edu, Virginia Polytechnic Institute and State
University, United States
Deborah Lowe Vandell, dvandell@uci.edu, UCI School of Education, United States
Anna-Maria Seemann, a.seemann@afg-im-netz.de, Akademie für
Ganztagsschulpädagogik, Germany
Heike Maria Schütz, h.schuetz@afg-im-netz.de, Akademie für
Ganztagsschulpädagogik, Germany
Nanine Lilla, Freie Universität Berlin, nanine.lilla@fu-berlin.de, Germany
(Discussant)

7. *Comparative Educational Research in Extended Education* _____ 238

**PAPER 1: Comparative educational research in Extended education - an
overview of outputs in a research project _____ 239**

**PAPER 2: What is teaching like in extended education? Staff and children's
voices in comparison between Sweden and Australia _____ 240**

**PAPER 3: The complexities and tensions in researching extended
education across geographies _____ 241**

Participants

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher Education,
Switzerland (Organiser)
Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia
Lena Boström, Lena.Bostrom@miun.se, Mid Sweden University, Sweden
Bruce Hurst, , bruceh@unimelb.edu.au University of Melbourne; Australia
Andrea Scholian, andrea.scholian@zhaw.ch, Zurich University of Applied Sciences,
Switzerland

Renate Stohler, reate.stohler@zhaw.ch, Zurich University of Applied Sciences,
Switzerland

Christina Grewell, christina.grewell@minun.se, Mid Sweden University, Sweden

Marylin Casley, marilyn.casley@griffith.edu.au, Griffith University, Australia

Brannelly Kylie, kylie@qcan.org.au, Queensland Children's Activities Network,
Australia

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden
(Discussant)

8. *Extended education workforce - perspectives from three countries*
244

**PAPER 1: Extended education workforce in Switzerland: can we reach a
consensus? _____ 245**

**PAPER 2: Legitimising an OSHC workforce identity: Multiple and competing
perspectives _____ 247**

**PAPER 3 Enhancing Quality in All-Day Educare Programs: Core
Competencies and Professional Development in South Korea's Neulbom
School Initiative _____ 248**

Participants

Regula Windlinger, regula.windlinger@phbern.ch, PHBern, Switzerland (Organiser)

Michelle Jutzi, michelle.jutzi@phbern.ch, PHBern, Switzerland (Organiser)

Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia

Noémie Gfeller, noemie.gfeller@phbern.ch, University of Teacher Education Bern,
Switzerland

Jasmin Näpfl, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion, Switzerland,
Switzerland

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher Education,
Switzerland

Brannelly Kylie, kylie@qcan.org.au, Queensland Children's Activities Network,
Australia

Sang Hoon Bae, sanghoon.bae69@gmail.com, Sungkyunkwan University, Republic
of Korea,

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Discussant)

**9. *From quality features to practice: how can extended educational
offerings be designed in a qualitative way? _____ 251***

**PAPER 1: Quality in education and care provision through networking and
collaboration between different actors in a municipality _____ 252**

**PAPER 2: Process quality of extended education offerings and its
prerequisites for the support of educationally disadvantaged primary
school children with a migration background: Concretising international
perspectives for the development of all-day schools in Germany _____ 253**

**PAPER 3: Democratic values and participation in Extended Education:
Practice from the perspective of children _____ 255**

Participants

Jasmin Näppli, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion, Switzerland,
Switzerland (Organiser)
Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)
Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher Education
Bern, Switzerland
Kirsten Schweinberger, kirsten.schweinberger@fhnw.ch, FHNW School of
Education, Switzerland
Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education, Berne,
Switzerland
Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher Education
Bern, Switzerland
Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher Education,
Bern, Switzerland
Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany
Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland
Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin,
Germany (Discussant)

**10. *The Aims and Focus of Extended Education: Exploring the “Why”
and “What” Across Diverse Settings _____ 258***

**PAPER 1: A Pedagogy of Accessibility: Professional strategies and aims
across extended education settings and school environments based on
Children’s and Young People’s Perspectives _____ 259**

**PAPER 2: Care and Education in Japanese School-Age-Care (Gakudou-
Hoiku) _____ 261**

**PAPER 3: Are students’ funds of knowledge included in the qualitative
design of extended education? Findings from focus groups with
practitioners in all-day primary schools in Germany _____ 262**

Participants

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)
David Thore Gravesen, DTG@via.dk, UC Viden, VIA University College, Denmark
(Organiser)
Shun Suzuki, shun.szk@staff.kanazawa-u.ac.jp, Kanazawa University, Japan
Ayuko Matsumoto, amatsumo@kyokyo-u.ac.jp, Kyoto University of Education, Japan
Yoshihisa Sumino, ysumino@cjc.ac.jp, Chugoku Gakuen University, Japan
Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin, Germany

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland
Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin,
Germany
Gunn Helen Ofstad, gunn.h.ofstad@uis.no, University of Stavanger, Norway
(Discussant)

Introduction

Welcome to the Book of Abstracts for the international conference *WERA TASK FORCE Global Research in Extended Education: Extended Education in the Future – Opportunities and Challenges*, held at Campus Norrköping, Sweden, from September 24–27, 2025.

This conference brings together researchers from around the world to explore the future of extended education—its possibilities, complexities, and challenges. Extended education encompasses organized learning activities for children outside regular school hours, such as after-school programmes. These activities vary widely across national contexts in terms of structure, policy, and purpose. By facilitating international dialogue and collaboration, the conference aims to deepen our understanding of extended education and contribute to its development globally.

The Book of Abstracts is divided into three sections:

- Individual Paper Presentations
- Poster Presentations
- Symposia

Within each sections, Individual Paper Presentations and Poster Presentations abstracts are presented in alphabetical order by title to facilitate navigation exploration. Symposia are listed according to their assigned numbers (1–10).

Please note that the detailed schedule, including rooms and times for each session, is provided in a separate file accompanying this abstract book.

We hope this collection of abstracts will serve as a valuable resource for engaging with current research, fostering new collaborations, and inspiring future directions in extended education.

Organising committee

Head of the Organising Committee

Helene Elvstrand, Senior Associate Professor, Linköping University

Organising Committee Members

Myung Hwa Baldini, Doctoral Student, Linköping University

Anna Ericsson, Administrator, Linköping University

Sanna Hedrén, Lecturer, Linköping University

Marie Karlsson, Assistant lecturer, Linköping University

Lina Lago, Associate Professor, Linköping University

Tünde Puskas, Professor, Linköping University

David Rapp, Doctoral Student, Linköping University

Nils Vallberg, Doctoral Student, Linköping University

Peer Review Panel

Lena Boström, Professor, Mid Sweden University

Jennifer Cartmel, Associate Professor, Griffith University

Helene Elvstrand, Senior Associate Professor, Linköping University

David Thore Gravesen, Associate Professor, VIA University College

Sanna Hedrén, Lecturer, Linköping University

Linda Häll, Lecturer, Linköping University

Michelle Jutzi, Professor, Bern University of Teacher Education

Kirstin Kerr, Professor, University of Manchester

Lina Lago, Associate Professor, Linköping University

Alma Memisevic, Lecturer, Linköping University

Haiqin Ning, Dr., Freie Universität Berlin

Tünde Puskas, Professor, Linköping University

Marianne Schüpbach, Professor, Freie Universität Berlin

Patricia Schuler Braunschweig, Professor, Zurich University of Teacher Education

Lars Wallner, Associate Professor, Linköping University

Acknowledgements

Colleagues at Linköping University engaged in education and research related to school-age educare have contributed in various. Their support, insights, and collaboration are gratefully acknowledged.

Conference overview

The overall schedule provides a general overview of the conference days, including times, venues, and session types. It offers a snapshot of key events such as keynote lectures, parallel sessions, poster exhibitions, and social gatherings. For full details about individual sessions, including room assignments and exact times, please refer to the **detailed programme** provided in a separate file.

Wednesday 24 September

Site visits

Separate information regarding site visits has been sent out to registered participants.

Thursday 25 September

8.30 Reception desk opens, Kåkenhus Entrance, Bredgatan 31, Norrköping

The reception desk is open for registration and information. Coffee will be served from 9.00.

10.00 Opening Ceremony, Kåkenhus, K4

Opening ceremony with Key Note by Dr Joachim Capsersen, Norwegian University of Science and Technology (NTNU), Social Research in Trondheim, Norway.

11.45 Lunch, Louis de Geer Concert Hall, Dalsgatan 15

Lunch is served at the Louis de Geer Concert Hall.

13.30 Parallel Sessions, Kåkenhus and Tällan

See programme for sessions.

14.30 Focus Group Meetings, Kåkenhus and Tällan

See programme for sessions.

15.30 Coffee and Poster Exhibition, Kåkenhus, Färgeriet

Coffee is served at the reception desk in Kåkenhus.

The poster exhibition will be open throughout the entire conference, but on September 25th between 15:30–16:00 and on September 26th between 15:00–16:00, the exhibitors will be present.

16.30-17.30 Parallel Sessions and Symposiums, Kåkenhus and Tällan

See programme for sessions.

18.30 Reception, Kåkenhus, K1 and K3.

Friday 26 September

8.30 Parallel Sessions, Kåkenhus and Tällpan

See programme for sessions. The reception desk is open from 8.00-17.30.

9.30 Coffee, Kåkenhus

Coffee is served by the reception desk in Kåkenhus.

10.00 Key Note, Kåkenhus, K4

Lina Lago, Associate Professor and Helene Elvstrand, Senior Associate Professor, Linköping University.

11.00 WERA Task Force Meeting, Kåkenhus, K4

The meeting is held in K4 in Kåkenhus.

12.30 Lunch, Kåkenhus, Entrance

Served by the reception desk in Kåkenhus.

12.30 IJREE Board Meeting, Tällpan, TPM55

Lunch is served during the meeting.

13.30 Parallel Sessions, Kåkenhus and Tällpan

See programme for sessions.

15.00 Coffee and Poster Exhibition, Kåkenhus and Färgeriet

Coffee is served by the reception desk in Kåkenhus and by Färgeriet.

16.00-17.30 Parallel Sessions and Symposiums, Kåkenhus

See programme for sessions.

19.00 Conference Dinner, Vy, Museum of Work, Laxholmen

The dinner is held at Vy Restaurant, located at the top of the Museum of Work, address Laxholmen.

Saturday 27 September

8.30 Symposiums, Kåkenhus and Tällpan

See programme for sessions. The reception desk is open from 8.00-14.00.

10.00, Coffee, Kåkenhus, K3

Coffee is served at room K3 in Kåkenhus.

10.30 Parallel Sessions, Kåkenhus and Tappan

See programme for sessions.

11.30 Panel Discussion, Kåkenhus, K4

Extended Education in the Future - Opportunities and Challenges

This international panel brings together scholars working within varied educational systems to discuss the future of extended education. Drawing on experiences from different national and regional contexts, the panel will explore both the opportunities and the challenges that extended education faces globally. The discussion will be framed by the overarching conference theme: Extended Education in the Future – Opportunities and Challenges. Each panellist will briefly introduce themselves, followed by a moderated discussion and audience engagement.

The panel is composed of the following members:

Associate professor Cláudia da Mota Darós Parente, São Paulo State University, Brazil

Professor Michelle Jutzi, Bern University of Teacher Education, Switzerland

Associate Professor Jennifer Cartmel, Griffith University, Australia

Associate Professor David Thore Gravesen, VIA University College, Denmark

Associate Professor Karin Lager, University of Gothenburg, Sweden

The session will be chaired by Associate Professors Lina Lago and Lars Wallner, both engaged in research on school-age educare in a Swedish context.

12.30 Closing Ceremony, Kåkenhus, K4

The Closing Ceremony is held at K4 in Kåkenhus.

13.00 Lunch, Kåkenhus, Entrance

Grab and go lunch. Served by the reception desk in Kåkenhus.

Keynote speakers

Keynote 1, Joakim Caspersen, NTNU Social Research in Trondheim, Norway

Title: Inclusion and exclusion as consequences of discretionary decision making in extended education practice

Professional practice can be viewed as a continuous series of discretionary decisions, influenced by the specific characteristics of the professional; the situation (including the traits of individual children and groups of children); professional knowledge, experiences, and values; the characteristics of each organization (routines, leadership, resources, etc.); external factors (collaboration with others, economic resources, and municipal resources); and laws, guidelines, and regulations.

In the daily grind and chaos, the immediate structural limitations are more explicitly reflected upon than other constraints, and how these constraints relate to norms of inclusion and exclusion, as well as fairness and equality. Norms of inclusion sometimes guide practice but are also overshadowed by the everyday demands and minute-to-minute decisions that must be made.

In this talk, I will reflect on the idea of inclusion and exclusion as consequences of discretionary decision-making in extended education practice and relate this to often unarticulated norms of inclusion and exclusion. Examples will be drawn from Scandinavian, particularly Norwegian, day care facilities for children, which are universally oriented with a mandate for social inclusion and equality, but where daily practice involves handling multiple dilemmas and discretionary decisions at a rapid pace, often leading to undesired outcomes.

Biography

Joakim Caspersen, NTNU Social Research in Trondheim, Norway

Joakim Caspersen is a sociologist (PhD) and Research Director at Norwegian University of Science and Technology (NTNU), Social Research in Trondheim, Norway. He also works at the Norwegian Centre for Learning Environment and Behavioural Research in Education at the University of Stavanger. In recent years, much of his research has focused on inclusion and exclusion in schools and Norwegian day care facilities for children. He has also conducted extensive research on educational organizations, discretionary decision-making in welfare professions, and the relationship between professional practice and professional competence. Caspersen is currently part of the national research coordinator team for both the 2022 and 2027 cycles of the International Civic and Citizenship Education Study.

Keynote 2: Lina Lago and Helene Elvstrand, Linköping University, Sweden

Titel: Children as Contributors to Research, Teaching, and Everyday Life in School-Age Educare

In our research, children have consistently been at the centre. This lecture focuses on fritidshem/school-age educare (SAEC) and the children involved. We will highlight three different tracks that interweave children and SAEC. Firstly, children as a resource and focus in research; secondly, how centring children can contribute to knowledge about and the implementation of SAEC's mission; and thirdly, SAEC centres as arenas for children's everyday lives.

We will emphasise the child's role in extended education research. What can centring children contribute in terms of knowledge about SAEC? How can children's perspectives and voices nuance and challenge SAEC research, and what potential exists to involve children's voices in practice-oriented development research? Children are not only part of SAEC's everyday life but also have the potential to contribute broadened perspectives in research on extended education. In the lecture, we discuss how we have worked to centre children and what it has meant for the research results and implementation.

Children are also central to the Swedish SAEC's mission, where their interests and experiences are highlighted as an important starting point for teaching. What can children's voices and perspectives contribute to understanding how SAEC's mission is carried out, thereby broadening, problematising, and challenging the understanding of this mission? In our research, we have, for example, highlighted how children relate to adults' teaching, which reveals children's expectations of what an SAEC centre should be and what happens if it does not "behave" like an SAEC centre.

Finally, SAEC centres are also places that are important in children's own lives. They are arenas where children can socialise with friends, "just hang out", or do everyday things. In our research, these aspects of SAEC have been central and contribute to an understanding of what it means to live parts of one's life in institutionalised arenas. As arenas like SAEC become increasingly important, it is crucial to also understand the various functions they have in children's lives.

Biography

**Lina Lago, Associate Professor, Department of Thematic Studies,
Linköping University**
**Helene Elvstrand, Senior Associate Professor at Department of
Behavioural Sciences and Learning, Linköping University**

Lina Lago, Associate Professor, and Helene Elvstrand, Senior Associate Professor, are both based at Linköping University, Sweden. Together, they have conducted extensive research on extended education and school-age educare (fritidshem), with a particular focus on social relations, children's perspectives, and pedagogical practices. Their collaboration includes joint research projects, co-authored publications, and active engagement with practitioners and policy development.

PAPER PRESENTATIONS

1. A comparative view on the historical development of Extended Education in three countries, Australia, Switzerland and Sweden.

Section: Individual Paper Presentation

Abstract

The study aims to contribute to the understanding of the significance of the historical development of institutionalised extended educational (EE) services, with reference to welfare state policies. The comparison is made in relation to the current state of EE services in three different countries in connection to an international research collaboration between Switzerland, Sweden and Australia, To make the invisible visible (TIV). The aim of the TIV project is to provide a greater understanding of global institutionalised extended educational services for primary-age children, with a focus on children's care, play and leisure.

The present sub-study is an exploration of the historical developments in the three countries that, despite some substantial differences, nevertheless seem to have led to many similarities (e.g. challenges) in the present EE-services, as is presented in a first comparative article from the project (Hurst et al, in press).

Initially, the historical development of each of the countries is reviewed related to social, educational and family policy and summarized briefly. In the next step, selected developments (e.g. origins, education of the workforce) are compared by identifying similarities and differences across the three countries. Finally, an overview of the development in terms of similarities and differences in the three countries against the backdrop of welfare state policy is presented and a discussion of the implications for the present state of the services are discussed. This study is thought to add to the understanding of the results of the TIV-project as a whole.

Authors

Monica Orwehag, monica.orwehag@hv.se, University West, Sweden

Renate Stohler, rena.te.stohler@zhaw.ch, Zurich University of Applied
Sciences, Switzerland, Switzerland

2. Aesthetic awareness as meaning-making and a tool for creating pedagogical environments

Section: Individual Paper Presentation

Abstract

In this paper aesthetic awareness' role in Swedish school-age educare is explored, focusing on how teachers express, develop and integrate aesthetic awareness in daily pedagogical practice.

Aesthetic awareness is a crucial aspect of dynamic learning environments, shaping students' experiences and engagement. Despite its relevance, research on aesthetics in school-age educare in Sweden remains limited. This study is a contribution which aims to fill that gap by examining teachers' reflections on their own and their students' aesthetic awareness. Empirical data for the study is derived from teachers' observations and reflections of their own pedagogical environments and their awareness of aesthetic dimensions in their pedagogical practice.

The study is grounded in Lotman's (2009, 1977) concept of artistic text and Arvidsson's (2006) phenomenological model of attention and awareness. These theoretical perspectives provide a framework for understanding how teachers perceive and respond to aesthetic expressions in their environments.

Teachers' aesthetic awareness has an impact on their understand of children's meaning-making. The practice of engaging with artistic processes or texts involves creating knowledge while simultaneously making sense of it (Lotman, 2009, 1977). Providing opportunities for meaningful experiences is foundational to the didactics of after-school educare. This research suggests an aesthetic turn in general didactics, contributing knowledge about teachers' aesthetic awareness to create pedagogical environments conducive to children's semiotic freedom (Lenninger, 2021; Persson & Lenninger, forthcoming).

Using a practice-based research methodology, the study draws on teachers' observations, reflections, and group conversations to explore their awareness of aesthetic aspects in their work. Teaching teams working in school-age educare have participated with focused observations of their own practice and pedagogical environments. They have also contributed with reflections on their practice though regular meetings with the researcher during autumn of 2024.

Preliminary findings suggest varying ways of experiencing aesthetic awareness amongst teachers. Findings also point towards varying utterances of how aesthetic awareness takes shape by teachers and how

they understand aesthetic awareness expressed by their students. The way teachers understand aesthetic awareness seems to influence how they approach and create engaging and agile pedagogical environments for the children who attend their after-school educare facilities. Observations indicate that as teachers develop their own aesthetic awareness, they also develop skills to recognize and support students' aesthetic experiences more confidently.

By deepening the understanding of aesthetic awareness in school-age educare this study contributes to discussions on how pedagogical environments can encourage more dynamic, responsive, and meaningful learning experiences.

Keywords

aesthetic awareness, school-age educare, artistic text, pedagogical environments

Authors

Annette Persson, annette.e.persson@hkr.se, University of Kristianstad,
Sweden

Sara Lenninger, sara.lenninger@hkr.se, Kristianstad University, Sweden

3. An attractive youth club: Approaches to promote child and youth participation

Section: Individual Paper Presentation

Abstract

Introduction

The role of meaningful leisure activities for children and youth wellbeing is increasingly important in times of societal challenges and insecurity. Staff in established youth clubs experience a cyclic decrease/increase in youth participation. Hence, at times staff struggle with recruitment of participating youth to activities. The methods for youth recruitment is rooted in professional silent knowledge but has not yet been investigated in Swedish research. This paper aims to contribute to the research of youth work, with a focus on youth recruitment. Guiding research questions: What methods of participant recruitment are used by youth club staff? How can such methods be understood with the notion of belonging?

Theoretical framework

This project departs from the theoretical notion of belonging. Belonging is used to describe the individual's sense of being a member of a community but is closely linked to the conditions, relationships, and structures that contribute to belonging (Riley, 2019). Youth's participation and staff leadership are seen as mutually dependent (Riley, 2022).

Methodology

This study is a part of a research project in collaboration with two youth clubs. For this paper, interviews with staff in the two youth clubs were conducted. The qualitative interviews concerned different matters of youth work, methods used and what youth and community expects and wants from youth work establishments. In total seven interviews were transcribed and analysed with qualitative thematic analysis (Braun & Clarke, 2019).

Results

Preliminary results showcase different approaches and methods of youth recruitment. The staff describe that they work on several levels; directly with the youth; in the community; and with families and other social networks.

Building and maintaining a positive reputation – rumours of being 'the place to be'

Offering fun activities – youth themselves spread the word to friends online

Cooperation with school – get acquainted with one another

Visibility in local events in the community

Arranging open family nights e.g. concerts and fairs

Visibility and involvement in surrounding community is crucial for youth recruitment to clubs, and something staff has been evolving for decades. But times are changing, and the two youth clubs experience different challenges in this matter: 1) events in the local community is decreasing when other actors abandon the neighbourhood, 2) youth club engagement in local events are taken for granted due to lack of communication between local actors and organisers.

Discussion

The results indicate that youth club belonging is intertwined with the community, which is why it is essential to reflect on how belonging can be promoted comprehensively, not only in youth-staff relations

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Keywords

youth club, youth leisure, methods of recruitment, participation

Authors

Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden

Lina Lago, lina.lago@liu.se, Linköping University, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

4. An Undercover School? Individual Goals and Student achievement in Swedish School-age Educare

Section: Individual Paper Presentation

Abstract

The English comedian and actor, among other things, Ricky Gervais once said the best advice he ever received was “Don’t worry, no one else knows what they’re doing either.” This advice seems embarrassingly appropriate for the contemporary messy state in the Swedish public sector for reasons addressed in this study, and with implications worthy of analytical discussion. The most prominent cause of the messy state in which perhaps no one knows what they’re doing is spelled New Public Management; NPM. As a result of NPM, the present day can be described as a performance measurement society (Bowerman, Raby & Humphrey, 2000). Performance measurement (PM) has established a new kind of institutional common sense – or perhaps, a common nonsense?

Systematic PM-techniques like monitoring, documenting, rating and ranking processes and outcomes are now rationalized and normalized within most working practices in the public sector. But, the rationale and effects of the PM-regime can be questioned in relation to public services and its complexities; What to measure and why, in order not to miss what matters (Redden, 2019).

A specific example that makes visible how PM can lead to dysfunction, seemingly caused by a general confusion as to what should or should not be done and why is so called educational plans in school-age educare (SAEC). In SAEC, no assessing of individual children is requested, however, when taking a closer look at such document’s student achievement turn out to be a recurring feature.

The discursive practice of creating educational plans is here regarded as a concrete PM-technology. And as such these plans (re)shapes both SAEC in general and the staff and children in several ways. The aim is therefore – in a Foucauldian critical manner (Foucault, 1994) – to examine in more detail what is going on in these educational plans. What work does they do to shape SAEC, the staff and the children?

PM via educational plans works in neoliberal disciplining ways positioning SAEC as an undercover school, while the staff are disciplined to act as executors of performance management and thereby positions the children as a specific subject – neoliberal school students.

Since the rational logic of NPM and PM isn't rational or logic in SAEC – as an example of the messy state of contemporary public sector – things are done that should not be done because the (il)logic requires it, even though it is not part of the actual mission for SAEC

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Keywords

NPM, Performance Measurement, Educational Plans, Goal Attainment, Neoliberal Self

Authors

Linnéa Holmberg, linnea.holmberg@su.se, Stockholm University, Sweden

5. Antiracist work in schoolage educare: curricular openings and practical observations

Section: Individual Paper Presentation

Abstract

While there is a growing body of work on experiences of racialization and racism in Sweden, the vast majority of research is based on the experiences of youth and adults, with younger children being largely absent as research participants. At the same time, the existing research points to early recollections of racist encounters and meaningful instances of being othered in childhood, with preschool and early school years identified as important sites of these encounters. The research that does draw attention to younger children and ways of combatting racism has a strong focus on compulsory school and misses out on the opportunity to focus on schoolage educare as its own site of potential antiracist work. The national curriculum specifically mentions a duty to combat racism (Skolverket, 2022) and part 4 provides both explicit examples of how this can be done and broader guidelines which can be used to develop antiracist approaches in schoolage educare (Pérez Aronsson, forthcoming).

This paper is based on a larger project on antiracist work in schoolage educare, and consists of two parts. First, the presentation focuses on an analysis of how the national curriculum (Skolverket, 2022) describes the task of combatting racism and related topics. Here, particular attention is on openings as well as limitations in part four and the specific work of schoolage educare. The task of drawing on pupils' perspectives and experiences is identified as an opening with great potential to conduct antiracist work of relevance to the student body. However, the same focus on experiences and interests creates a reliance on pupils disclosing information about racist encounters or teachers being aware of which pupils face racism in society. Previous research (see for example Lundström, 2021) shows that young children are unlikely to disclose such information, believing nothing will come of it as teachers are unable to identify what racism is or how it is experienced.

Secondly, initial insights from an ongoing fieldwork are presented. As this work is still ongoing, the exact findings are yet to be determined, but the aim of the fieldwork is to examine both children's own perspectives on racism and develop greater insights into the practical antiracist work in everyday schoolage educare. The fieldwork consists of participatory observations of the daily activities at a fritidshem, informal talks with pupils and staff as well as semi-structured interviews with staff. The presentation

therefore focuses both on children's experiences and the practical implications for antiracist work in schoolage educare.

Keywords

antiracist pedagogy, curriculum analysis, ethnography, schoolage educare, Children's Perspective

Authors

Fanny Pérez Aronsson, fanny.perez-aronsson@buv.su.se, Stockholm
University, Sweden

6. Attendance Patterns and Well-Being in Extended Education Offerings

Section: Individual Paper Presentation

Abstract

Introduction

The paper focuses on different indicators of attendance in all-day programs in primary schools in Germany and the relationship to well-being in school and other relevant student characteristics. The all-day programs have a content-specific focus, which suggests they aim to deliver certain educational content or activities.

Theoretical Framework and Research Questions

Models of effectiveness of after-school programs emphasize outcomes that focus besides academic achievement on enhancing social learning, which is influenced by attendance and quality of programs (Fischer & Klieme, 2013; Vandell et al., 2022). Attendance can be measured by four indicators: (1) whether students attend at all, (2) intensity of attendance, (3) duration, and (4) breadth of attendance (Simpkins et al., 2004). Because the study covers the first half year of attendance, the students could not be differentiated according to duration of attendance. Well-being in school is an overarching term that includes constructs such as school enjoyment, satisfaction with school, as well as school dislike. School well-being describes a fundamentally positive attitude towards the school and the people, topics, and activities associated with it (Hascher, 2004). School well-being is, on the one hand, an independent goal of schooling, and on the other hand, a facilitating factor for school learning and academic development.

Research questions:

How do attendance patterns differ according to student characteristics (e.g., age, socio-economic background, migration background)?

How are attendance patterns in these programs linked with well-being in school?

Methodology

The student data (N=923, 49.6% girls and 48.8% boys) were derived from a school trial beginning in autumn of 2024 in six primary schools (grade three to six, Mage = 9.88 years, SD = 1.35). They were asked about their attendance on newly designed extended education offerings. They could choose between different sessions that were offered every day of the week. Enrollment (duration) is obligatory for half a year. Intensity is measured by

days per week (high=4 to 5 sessions, moderate= 1 to 3 sessions; or low attendance=zero sessions). Breadth was measured by clustering the offerings according to their content focus (sport, music/art, and curriculum specific e.g., math, science or reading). School well-being was derived by student self-report. We used multi-level modeling to take into account that children were nested within school sites.

Results and Discussion

The presentation will report descriptive results on attendance indicators and correlations to student characteristics as well as correlations to school well-being. There is a significant positive correlation between children's attendance at all and their well-being ($r(921) = .112, p < .001$). Of the children asked, 72.4 % take part in at least one offering per week. With regard to the intensity of attendance, there was a significant positive correlation with children's well-being ($r(921) = .073, p = .027$).

Semi-annual bookability: This specific structure of attendance could imply that the participation is more flexible, which might have positive or negative effects on school well-being, depending on how well students are integrated into these semi-annual cycles. Results suggest that a moderate intensity of attendance has the most positive impact on children's well-being.

Keywords

Attendance, well-being, primary school, all-day schools

Authors

Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie
Universität Berlin, Germany

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Jule Schmidt, Freie Universität Berlin, Germany

Rocco Zalenga, rocco.zalenga@fu-berlin.de, Freie Universität Berlin,
Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

7. Bridging theory and practice: School-age educare teacher students' designing hybrid learning activities

Section: Individual Paper Presentation

Abstract

A common challenge in teacher education is the perceived or created gap between theoretical education at the university and practical training at schools (Ebbelind & Helliwell, 2024). Additionally, there is a lack of digitally oriented didactics in teacher education (Papavlasopoulou et al., 2023). This is problematic as many children live in hybrid realities where analog and digital experiences are so intertwined that they cannot be separated. At the same time, some children lack these experiences. This study explores how school-age educare (SAEC) teacher students, who have engaged in both theoretical and practical elements at university and practice schools, reason about designing theoretically based learning activities that include digital tools. The specific research questions are:

In what ways do students perceive that the university course activities prepare them to design hybrid learning activities?

What emerges as central in students' reasoning about designing SAEC teaching activities that include digital tools?

A central premise of this study is that pupils should develop digital competence early on to be able to become active members of a digitized society. To achieve this, teachers need to make scientifically based didactic choices to promote pupils' learning (Wernholm, 2024). This study focuses on preparing SAEC teacher students to make such choices regarding the use of digital tools in their teaching practice. Internationally, Swedish SAEC is unique due to its close collaboration with compulsory schools and its combination of teaching, recreation, and meaningful leisure time. However, previous research identifies tensions between what SAEC teachers consider good practice and children's perspectives on meaningful leisure time (Elvstrand et al., 2023).

This study is theoretically grounded in Design for Learning (Selander, 2008), which views teaching and learning as a form of multimodal design. The study's design and the SAEC teacher students' design of hybrid learning utilized tools developed within Design for Learning as part of a university course. SAEC teacher students participated in a teaching sequence with theoretical and practical elements at the university and two days at a practice school (see Figure 1).

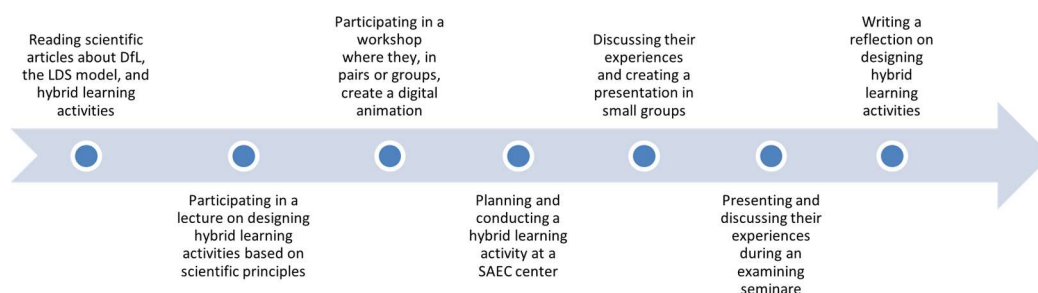


Figure 1. A timeline of the SAEC teacher students' activities as part of the course.

Data consists of 17 teacher students' written reflections and two interviews; one individual and one group interview. Thematic analysis was performed to identify themes relevant to the study's purpose and research questions. Preliminary results indicate that several students make explicit connections between theory and practice and express how the course elements help them acquire a theoretical model useful for designing hybrid learning activities in SAEC. Furthermore, the SAEC students express a will to work with hybrid learning activities in their future profession. They explain why and how hybrid learning activities are suitable for SAEC teaching, as they combine planned learning activities with pupils' interests, making them meaningful. These results highlight the importance of preparing students, both theoretically and practically, for designing hybrid learning activities in SAEC.

Keywords

digital tools, Design for Learning, SAEC teacher students

Authors

Emelie Patron, emelie.patron@lnu.se, Linnaeus University, Sweden

Marina Wernholm, marina.wernholm@lnu.se, Linnaeus University, Sweden

Andreas Ebbelind, andreas.ebbelind@lnu.se, Linnaeus University, Sweden

Hanna Palmér, hanna.palmer@lnu.se, Linnaeus University, Sweden

Kristina Danielsson, kristina.danielsson@su.se, Stockholm University,
Sweden

Susanne Kjällander, susanne.kjallander@buv.se, Stockholm University,
Sweden

8. Bringing the Digital Interests to an Analogue Practice

Section: Individual Paper Presentation

Abstract

This presentation explores children's use of digital popular culture as boundary objects (Star & Griesemer, 1989), and the transmedial boundary work done in Swedish school-age educare (SAEC) centres. As children bring their experiences of digital media into everyday SAEC practices, they influence, and are influenced by, others around them, children as well as adults. Through field observations conducted in a Swedish SAEC centre in southern Sweden, we collected ethnographic field data, together with two groups of children in Years 2–3 (aged 8–9) and staff. In total, 47 children and 7 staff members took part in the study. Using Star and Griesemer's (1989) theory on boundary objects, we analyse how children's digital popular-cultural interests are brought into, and made relevant to, SAEC practice. The results show that children's use of digital media is transformed in SAEC activities into analogue content – drawing, dancing, etc. – and that these activities are ways for children to establish social relations by displaying and sharing their interests. These results have impact for the continued development of extended education, the use of digital media and its value for SAEC, as well as teachers' ongoing practice

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Keywords

boundary object, leisure, childhood, extended education, Fortnite

Authors

Lars Wallner, lars.wallner@liu.se, Linköping University, Sweden

Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden

9. Care in Swedish School-age Educare : Children and Staff Enactment, Perspectives, and Experiences

Section: Individual Paper Presentation

Abstract

Until the mid-1990s, the Swedish school-age educare (SAEC) was part of the social sector, with care considered a core tenet (Andersson, 2024). However, increased child group sizes and schooling tendencies have challenged the strong tradition of care (Hjalmarsson, 2019). Despite this, care has remained a part of the SAEC assignment (Andersson, 2024), and SAEC staff emphasize its importance (Ackesjö & Haglund, 2021).

This presentation, that take standpoint from my ongoing thesis will focus on the following two research questions:

What experiences and perspectives of care do children and staff express?

How is care enacted between staff and children?

The theoretical framework draws from various theorists and disciplines. For example, it is influenced by Nel Noddings's ethics of care, particularly virtue-caring and relational care. Relational care involves mutual understanding, where caregivers engage with and respond to the expressed needs of the one cared for. Virtue-caring views caring as a moral trait where caregivers decide in advance what the one cared for needs (Noddings, 2010). This authoritative approach often disregards the expressed needs of the one cared for.

The data consists of ethnographic field notes and focus group interviews with children and staff from two school-age educare settings in different areas. Fifty-nine children and sixteen staff members participated in the ethnographic study, and forty-three children and twelve staff members joined the focus group interviews.

The methodological approach of Constructivist Grounded Theory (CGT) was used for data collection and analysis. During fieldwork, analysis and data collection were conducted in parallel through an iterative process (cf. Charmaz, 2014). This meant going back and forth between data collection and analysis. By constantly comparing new data with older data and identifying the participants' main concerns, this methodological approach allowed me to refine my understanding of the data as the research process continued and my theories emerged (cf. Charmaz, 2014).

The findings indicate that the staff defines care as “seeing” the children and meeting their individual needs. Simultaneously, they emphasize the importance of attending to the entire group of children and ensuring everyone is okay by, for example, supervising the children. On the other hand, the children try to evade staff supervision but simultaneously like to have them close by if “something happens”. This raises questions about whether supervision should be considered a caring or controlling practice and what this dynamic brings to the relation between staff and children

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Authors

Nils Vallberg, nilsvallberg@liu.se, Linköping University, Sweden

10. Care in the Twilight: Perspectives of Swedish school-age educare teachers on closing hours

Section: Individual Paper Presentation

Abstract

Introduction

Swedish school-age educare (SAEC) has shifted from a social pedagogical tradition to a more education-oriented approach, which, in retrospect, has weakened its role. Despite reforms aimed at strengthening SAEC's pedagogical role, reduced resources have led to larger groups and fewer qualified teachers, negatively affecting quality. The Swedish School Inspectorate has highlighted these deficiencies, and research indicates that children's care needs are often overlooked, particularly during evening hours. This period, characterized by fewer children but also limited staff and resources, could provide an opportunity for increased care. To better understand the concept of care, this study explores SAEC teachers' perspectives, with a specific focus on the closing hours.

Theoretical framework

The theoretical framework used in the study is Nel Noddings' (2002) ethics of care. Two key concepts from the theory are used: caring for and caring about. Caring about refers to a broader aspect of care, such as caring for groups or in a more general sense. Caring for involves care between individuals and requires the caregiver's full attention.

Research questions

This study aims to expand knowledge on SAEC teachers' perspectives on care during closing hours. The research questions are: How do SAEC teachers describe care? and How do they define the prerequisites for care in SAEC?

Methodology

The study includes 10 qualitative semi-structured interviews (8 female, 2 male), with data analyzed using thematic analysis (Braun & Clarke, 2006).

Results

The findings are presented in two themes: What is care? and Prerequisites for care. Teachers describe navigating between caring for and caring about in their practice. While care is difficult to verbalize, teachers view it as a

balance between addressing individual needs and creating a safe environment. This balance is particularly difficult during the first part of closing hours, when supervision often takes precedence over care, to manage what they describe as chaos. Teachers highlight factors like relationships, participation, and premises as affecting their ability to care. However, second part of closing hours provides opportunities for relationship-building and meeting individual needs (caring for), assuming teachers have the resources and dedication to offer both caring for and caring about.

Discussion

Teachers' difficulties in verbalizing care may indicate a lack of professional language or that care is tacit knowledge. The non-existing discussion around care risks reducing it to the background. The chaotic start at closing time may deny departing children of care. Teachers view closing hours as either a burden or an opportunity. Some seeing them as monotonous, which diminishes care quality, while others view them as a chance for attentiveness and higher-quality care. Lack of resources also hinders care provision. These challenges must be addressed to provide care based on what the children need

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Keywords

school-age educare, Care, Closing hours

Authors

Johanna Borssén, johanna.borssen@hv.se, University West, Sweden

11. Care is something that just happens: School-age educare teachers' reflections on care in practice.

Section: Individual Paper Presentation

Abstract

Introduction

For decades, care has been a central value within Swedish school-age educare (SAEC). Nevertheless, maintaining the responsibilities of care is complex and multi-faceted. Previous research shows that wellbeing among children in SAEC age has decreased (Udsathed Center for Ungdomsforskning, 2022). Further, the occurrence of violence among children in SAECs can be understood as a lack of care (Borg, 2024). These studies point to a care under pressure where the development and wellbeing of children become affected.

Theoretical framework

The theoretical framework emanates from Joan Tronto's (1998) Ethic of care, and more specifically from concepts covering two phases of care; caring about and caring for. Caring about is a general and abstract aspect of care work and concerns paying attention to the need of caring. Caring for requires listening to needs, recognizing unspoken needs and deciding which needs to care for. Caring for is in turn related to the actual work performed by the caregiver. It concerns taking responsibility for meet an identified need.

Research questions or hypotheses

The aim with this study is to explore how SAEC teachers reflect on care and how they perceive their possibilities to provide care.

Methodology

Data consists of 14 qualitative interviews with SAEC teachers (female 11; male 3). Semi-structured interviews related to vignettes and explored teachers' reflections on care. The ongoing analysis is inspired by thematic analysis (Braun & Clarke, 2019). Tentative findings are presented by way of three themes related to the concepts within the theoretical framework, caring about, caring for and challenges. The study has been conducted in line with the Swedish Research Council's ethical principles.

Results

Within the theme Caring about, reflections concern care as a natural way of acting, something that is inside the person. It is described as implicit knowledge because of its intuitive character.

Within the theme Caring for, reflections concern how the teachers see the child and meets the individual child in its needs. Also, this includes how they interpret signals from the child.

Within the theme challenges, reflections evolve around structural challenges, such as group sizes, number of teachers, organization, available and suitable rooms and environments. Additionally, challenges are described between policy and the needs of the child from a child perspective.

Discussion

The tentative findings highlight the complexity of care related to SAEC. The SAEC context is described in some interviews as an arena for doing care, but in other interviews, as having poor conditions which also risk leading to no care or instrumental care because of the feeling of emotional exhaustion, according to the teachers

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Authors

Anna-Lena Borg, anna-lena.borg@hv.se, University West, Sweden

Johanna Borssén, johanna.borssen@hv.se, University West, Sweden

Jan Gustavsson Nyckel, jan.gustafsson-nyckel@hv.se, University West,
Sweden

Marie-Helene Zimmerman Nilsson, marie-helene.zimmerman-
nilsson@hv.se, University West, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

Lina Lago, lina.lago@liu.se, Linköping University, Sweden

Nils Vallberg, nils.vallberg@liu.se, Linköping University, Sweden

12. Children's Friendship in Extended Education

Section: Individual Paper Presentation

Abstract

Children tend to spend most of their time in OSHC, creating new connections with children of different age groups. Children enter a social nexus and, by interacting and negotiating with others, construct meanings and understandings that create the foundation of their social knowledge, which they continually build (Corsaro, 2018).

The presentation will focus on a selection of the findings from the larger study and relevant to children's friendships. The study sought to examine children's perspectives of their learning experiences through their participation in extended education. The sociology of childhood was employed as the theoretical framework to guide the study, positioning children as active social agents of society (Cosaro, 2018). Nurturing friendships reflects growing responsibility and autonomy, contributing to the social dynamics of the setting (Burman, 2016). Through collaboration and strategy adoption, children sustain and reproduce their peer-driven culture (Lager & Gustafsson-Nyckel, 2022). The unique features of outside school hours care in Australia relate to the play and leisure focus of the framework underpins the delivery of services. This focus provides an open platform for children to learn about each other, play with each other and forge personal connections.

Methodology

This phenomenology study collected data from two sites. It included semi-structured, one-on-one interviews with children aged five to eleven years and field observations. The children were asked what they thought they learnt at OSHC. The data was analysed using Ricoeur's theory of interpretation (Ricoeur, 1976) which is a three-step framework.

Results

Children discussed how they learnt social skills; in particular, they described knowledge and skills related to their friendships. They described how to establish and maintain relationships and resolve conflicts.

Discussion

The children's efforts in maintaining these relationships symbolised their commitment to reproducing their peer-driven culture. The formation of

friendships and the way children handled conflicts played crucial roles in nurturing peer relationships.

As children engaged in these relationships, they developed life skills, social competencies, and a strong sense of identity, agency, and social awareness. They often took on roles as guides and role models. This ability to create and nurture friendships helped sustain peer groups across the diversity of the children who attended the OSHC services. The study provoked attention to the roles of educators in supporting children in establishing and sustaining friendships. Friendships play a central role in shaping children's experiences in these settings

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Keywords

Friendships, Peer culture, Children's agency, Child participation, Ricoeur

Authors

Jennifer Cartmel, j.cartmel@griffith.edu.au, Griffith University, Australia

Saurubh Malviya, Info@webelongeducation.com.au, WeBelong Education;
Griffith University, Australia

Helen Pentecost, Helen.Pentecost@3bridges.org.au, 3Bridges, Australia

13. Choice-based pedagogies in afterschool-care

Section: Individual Paper Presentation

Abstract

Introduction

Professionals in early afterschool-care (ages 6-9) organize children's everyday lives after school, based on theories, ideas and values about what children need and how they should develop. Through a comparative interview-study with pedagogues from Denmark and Sweden, about how and why they organize children's everyday life at the afterschool-center, this project aims to explore and expand on the concept of 'choice-based pedagogies' (Sauzet, 2025) in early school-age afterschool-care.

The Swedish school-age educare (SAEC) has a clear complementary mission in relation to school and since 2016 there is a part of the curriculum that clarifies the SAEC mission (Gustafsson Nyckel, 2024). In Denmark leisure-time centers (skole-fritidsordning/SFO) are governed under the act on the public schools but operate through locally defined aims- and content frameworks, making their form and aim vary, depending on the local context.

Hypotheses and research question

What unites after-school care across Denmark and Sweden is that they are based on variations of choice-based pedagogies, as it is voluntary to attend, and oftentimes, activities are a possibility, rather than an obligation, for the children to participate in. Pedagogues organize activities at afterschool-care in making sense of choice-based pedagogies (Weick et al., 2005). The conditions of possibility for unfolding choice-based pedagogies, however, are quite different in Sweden and Denmark. Interestingly, while choice-based pedagogy is the foundation for after-school-care organizations in Scandinavia, it has not been explored and unfolded as a concept within leisure-time pedagogy. This is what this project purports to do, by asking the following research-question:

How do pedagogues make sense of choice-based pedagogies as they reflect upon how the everyday-life of the children is organized in the after-school care?

Theoretical framework

We work with the concept of sense-making for the analysis of the pedagogues ways of talking the organizing of choice-based pedagogy into

existence and interpreting this organizing through salient labels and categories (Weick et al., 2005).

Methods

The project is based on interviews with 5 pedagogues from Denmark, and 5 teachers from Sweden, from a total of 10 different afterschool-care centers, inspired by timetable-interviews (Sauzet, 2020). In this project we focus on the sense-making surrounding the the timetables or weekly schedules that organize the activities of the afterschool care.

Results

The paper will report findings from the interview-study by outlining the concept of choice-based pedagogy from the viewpoint of the pedagogues that organize the everyday-life of after-school-care. Further, highlight how the informants make sense of different dilemmas in the choice-based practices in everyday life,

Discussion

The paper will contribute to ongoing discussions about what leisure-time pedagogy is and does, by narrowing in on the concept of choice-based pedagogy.

Keywords

Choice-based pedagogy, sensemaking analysis, after-school-care, interview-study

Authors

Sofie Sauzet, sosa@kp.dk, University College Copenhagen, Denmark

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

14. Classroom Management and Teacher-Student Relationships in Summer Schools: Differences in perceptions based on socio-cultural background

Section: Individual Paper Presentation

Abstract

Effective classroom management is crucial for teaching quality and student success (Helmke & Helmke, 2014; Kiel et al., 2013). It fosters positive teacher-student relationships (Rüedi, 2014; Marzano, Marzano & Pickering, 2003) and enhances student motivation (Wentzel, 2010). However, strategies and perceptions vary based on sociocultural diversity, class composition, and disciplinary practices.

The Austrian Summer School program provides pre-service teachers full responsibility for heterogeneous student groups over two weeks. It follows a non-graded, project-based approach (BMBWF, 2023), offering flexibility but also posing challenges as teachers have limited time to develop management strategies (Lenz et al., 2023).

Classroom management is influenced by student backgrounds, gender distribution, and linguistic diversity (Schönbächler, Herzog & Makarova, 2011). Teachers often form expectations based on these factors, leading to different disciplinary practices (Gregory, Skiba & Noguera, 2010). Responses to management challenges vary: positive reinforcement fosters a supportive environment (Ingemarson et al., 2020), while punitive measures remain common (Reinke, Herman & Stormont, 2013). Pre-service teachers tend to impose stricter discipline, particularly on students from lower socioeconomic backgrounds (Dunkake & Schuchart, 2015).

This study examines:

How students' sociocultural backgrounds influence perceptions of classroom management in summer schools.

How pre-service teachers manage classrooms in an intensive, short-term setting.

Using the Linz Classroom Management Model (LKM; Lenske & Mayr, 2015), data were collected from 362 students (ages 11–15) and 39 pre-service teachers (ages 20–36) in Upper Austria via the Linz Classroom Management Questionnaire. Among students, 21% were not born in Austria, and 40% spoke a language other than German at home.

A multilevel modeling (MLM) approach accounts for the hierarchical data structure (Kim, Wang & Kiefer, 2018), analyzing individual and class-level factors shaping classroom perceptions (Snijders & Bosker, 2012). The study also examines whether linguistic and cultural diversity influences students' ratings of teacher effectiveness.

Preliminary findings suggest that students' sociocultural backgrounds significantly influence their perceptions of teacher behavior, discipline, and engagement. Students from lower socioeconomic backgrounds perceive discipline as harsher and less supportive, whereas those from higher socioeconomic backgrounds report more positive interactions.

These findings highlight the need for diversity-sensitive classroom management. Given that pre-service teachers often rely on punitive rather than supportive strategies (Reinke, Herman & Stormont, 2013), teacher training should focus on intercultural communication and evidence-based management techniques. Reflective practices can help reduce bias and promote fair disciplinary approaches. Structured mentoring and diversity-aware pedagogy training could better prepare teachers for heterogeneous classrooms

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Keywords

Classroom Management, Teacher-Student Relationship, Sociocultural Diversity, Extended Education, Summer School

Authors

Alexandra Postlbauer, alexandra.postlbauer@jku.at, Johannes Kepler
University Linz, Austria

Sonja Lenz, sonja.lenz@jku.at, Johannes Kepler University Linz, Austria

15. Collaboration with External Partners in Extended Education Offerings: Aims and Challenges

Section: Individual Paper Presentation

Abstract

Introduction

The paper focuses on the process of establishing collaboration structures in newly designed extended education offerings. Although it could be demonstrated that all-day schools have the potential to promote a variety of competencies it has to be assumed that those capabilities are not utilized to their full extent. In order for children to engage in extended education offerings, the variety of the offerings is essential and could be accomplished by involving external partners.

Theoretical Framework

The paper focuses on the development and implementation of a new structure of extended education offerings in all-day schools and considers school processes and relationships as well as the limits of external support for these implementations. By this, the neglected school development perspective in the research field is fostered. In this context, a stronger focus on the internal development processes will be pursued. However, the concrete design of the transformation processes at all-day schools has been scarcely researched so far. Therefore, the aspect of establishing collaboration with external partners will be analyzed. This implies consensus among the stakeholders about quality and effectiveness such as: the intended outcomes of the activities; strategies on how those might be achieved; and which contextual factors and constraints have to be considered to establish effective offerings (Jutzi et al., 2016).

Research Questions

What aims guide the decision to collaborate with external partners?

What challenges do stakeholders face when initiating collaborations with external partners?

Methodology

Focus groups with stakeholders from six German primary schools are used as the data basis. These were held with people who are involved in different functions in the organization of extended education offerings, e. g. school principals, all-day coordinators, teachers, educators, and external

cooperation partners. The transcripts are analyzed with regard to the process of establishing collaborations with external partners, using structuring content analysis in a deductive-inductive procedure (Kuckartz & Rädiker, 2022) and supported by MAXQDA.

Results and Discussion

Initial results show that the main aim guiding the schools to collaborate with external partners is to provide high-quality offerings that meet the children's diverse interests. Furthermore, by cooperating with external partners, they aim to compensate for the shortage of staff within the school. In addition, they cite the lack of available partners in the surrounding area as well as difficulties in the school's internal organisation, such as a lack of funding as well as time and space resources, as challenges in initiating cooperation with external partners.

The results emphasize the potential of collaboration with external partners in newly designed extended education offerings. Additionally, they provide implications for educational practice, administration, and further research, which contextual factors are important for realizing this potential

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Keywords

collaboration, extended education, external partners, focus groups, primary school

Authors

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin,
Germany

Nadja Lindner, nadja.lindner@fu-berlin.de, Freie Universität Berlin,
Germany

Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität
Berlin, Germany

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

16. Course assignments in practicum

Section: Individual Paper Presentation

Abstract

Introduction

Previous studies have shown that teacher students perceive a gap between practicum) and the university-based education (Florin Sädbom, m.fl 2019; Karlsson Lohmander, 2015). The latter is sometimes perceived as too theory-heavy and disconnected from reality, while practicum is seen as the practical component where students learn the most in relation to their future professional practice. In this paper, we explore and describe how students and practicum supervisors perceive and evaluate the course assignments that students in the teacher education program for School-Age Educare (SAEC) complete during their third and fourth practicum. During their fourth practicum, students carry out an action-inspired intervention based on their observations and conversations with supervisors during their previous practicum.

Methodological framework

The methodological framework is based on Wenger's (1998) learning theory of communities of practice. Wenger highlights three dimensions of social learning as particularly important ingredients for learning to be seen as everyone's concern in the community of practice: 1) joint enterprise, 2) shared repertoire and 3) mutual engagement. In this study the course assignment becomes a joint enterprise that will require mutual engagement. The shared repertoire includes work routines, language, symbols and different ways of negotiating meaning and facilitating learning. In relation to the study's focus on professional development we also use Ellströms m.fl. (2008) different perspectives on competence learning which are described as adaptation- and development-oriented learning.

The data for the study was collected during 2021-2022 and consists of the students' assignments and eight interviews with four students and four supervisors at four different schools.

Results

The results show that the specific design of the assignment contributes to students' professional development. The students also describe it as beneficial to be able to build upon a previous course assignment in a later course. Completing the course assignment together with the supervisor becomes a learning process for both the student and the supervisor, with core issues at the center. This, in turn, can lead to urgent development within the school-age educare centres.

Elements of discussion (scientific relevance, practical implications, etc.)

The results are expected to contribute to increased knowledge about how course assignments can be adapted to the development areas of school-age educare and enhance the quality of the education program, including practicum

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Keywords

SAEC teachers, SAEC teacher students

Authors

Catarina Andishmand, catarina.andishmand@ped.gu.se, University of Gothenburg, Sweden

Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden

17. Descriptions of student teacher leadership in school-age educare: Preferred and performed leadership during their teaching placement

Section: Individual Paper Presentation

Abstract

Introduction

This presentation will focus on student teachers reasoning about leadership in school-age educare (SAEC). SAEC is strongly rooted in a social pedagogical tradition where children's social development, freedom and well-being have been seen as fundamental. Over a longer period, however, SAEC has increasingly been integrated into the Swedish school system and now also includes educational content. It is possible that this shift affects how SAEC teachers' reason about their future leadership role.

Theoretical framework

The study's theoretical point of departure is grounded in policy enactment theories. The policy enactment of policy actors, in this context student teachers in school-age educare, involves processes of interpretation and recontextualization. Through reading, writing and talking of texts and through experiences during their teaching placement policies are interpreted and 'translated' into action and contextualized practices (Braun et al., 2010). Policies are open to situated changes and can be integrated into older ways of working or incorporated into new ways. Policy enactment therefore involve creative processes of interpretation in relation to both history and context (Ball et al., 2012),

Research questions

The research questions are: 1) what kind of leaders do the student teachers describe that they want to be in their future profession? 2) what situations in their practical training in SAEC do they choose to emphasize as examples of their leadership?

Methodology

The material is based on the presentation method Pecha Kucha where students developed their reasoning about leadership in SAEC. The presentations were included as an examination component in their education and 39 of the 42 students chose to participate in the study. The starting point for the students' presentations are the course literature that is linked to the course in relation to the current course objectives. Another starting point is situations they experienced during their student teacher

placement at a SAECs during the course. The presentations have been transcribed and are prepared to be analyzed and thematized.

Expected results

Pre-analyzes implies that the student teachers often emphasize that they want to be democratic leaders but also that their leadership is depending on the specific situation. The examples from their placement seem to include intentions that emanate both from teaching and care.

Discussion

The study is relevant since both studying leadership in SAEC and involving SAEC student teachers as informants is rare. The results can contribute to develop our understanding of both student teachers reasoning concerning leadership and the content in the SAEC teacher education

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<https://doi.org/10.1080/02680931003698544>

Keywords

policy enactment, leadership, interpretation, recontextualization

Authors

Björn Haglund, bjorn.haglund@hig.se, University of Gävle, Sweden

18. Didactics of School-Age Educare - What could it be?

Section: Individual Paper Presentation

Abstract

This study addresses teaching in school-age educare. The purpose of the study is partly to contribute knowledge about how the concept of teaching is translated into content in after-school centres and how that content can be articulated based on didactic theory. Partly to a critical discussion about the meeting between the school-age educare traditional and the clarified knowledge and teaching mission. In recent years, the expectations of school-age educare as educational institution have been clearly stated in Sweden's education act and curriculum. The school-age educare has the task of offering teaching based on the student's interests and needs where care, learning and development form a whole. In order to create the opportunity to understand and conceptualize the school-age educare teaching in terms of didactics, Joint Action Theory of Didactics is used (JATD) (Sensevy, 2012). It is a didactic theory that has its origins in the French didactic tradition where Brousseau (1997) describes the conditions and expectations affecting the interaction between teacher and student around common content through the concepts of didactic contract and didactic environment. JATD offers a framework for understanding teaching as a joint and continuous developing process, where both parties contribute actively and adapt to each other and the surrounding context. Interaction between teacher and student is understood as a social action constantly in development (Enfield & Sidnell, 2017). The study employs an ethnographic methodological approach, with the main empirical data consisting of video observations of teacher and student actions around a common content (Atkinson, 2007). A multimodal interaction perspective is used to interpret and understand how the participants in the study use space, objects, time and their bodies to both make their own actions understandable and to make the actions of others understandable (Goodwin, 2007).

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Authors

Line Isaksson, line.isaksson@kau.se, Karlstad University, Sweden

19. Dilemmas in school-age educare centres in Swedish Compulsory School for Pupils with Intellectual Disabilities

Section: Individual Paper Presentation

Abstract

Introduction

The Swedish school-age educare (SAEC) have a mission to support and include all pupils regardless of their ability. The aim of the study was to explore the experiences, perspectives and challenges of teachers and principals in SAEC centres in Compulsory School for Pupils with Intellectual Disabilities (CSPID) through qualitative interviews. The study aims to examine how professionals manage and support the needs of pupils with ID in the SAEC center. A previous review by the Swedish Schools Inspectorate (2024) have revealed significant shortcomings in the provision of support within SAEC centers, particularly in their coordination with CSPID.

Research Questions

What are the key challenges faced by SAEC teachers and principals in supporting pupils with ID?

What strategies and organizational practices can enhance the inclusion and support of pupils with ID in SAEC centers?

Theoretical framework

The study is grounded in a dilemma perspective (Nilholm, 2019), which provides a lens for interpreting the tensions that emerge, when striving to create inclusive environments for pupils with diverse needs. This perspective acknowledges the contradictions in special education policy and practice and balancing individualized support with broader inclusion goals. Additionally, the study considers perspectives on inclusive education for pupils with ID, drawing on frameworks such as the UN CRPD (2006) and the Salamanca Statement (UNESCO, 1994), which emphasize the right to education in inclusive settings.

Methodology

The study employs a qualitative research design, using semi-structured interviews with eight informants—four SAEC teachers and four principals from different CSPID. These were conducted via Zoom and were then analyzed according to the thematic analysis method developed by Braun

and Clarke (2006), which enabled an in-depth identification of central themes and sub-themes in the participants' stories.

Results

The preliminary analysis suggests that there is a need for increased collaboration between SAEC teachers, school leaders and student health professionals to ensure that support programs are adapted from a whole-day perspective. The results also point to the importance routines and structures for support work in the SAEC centre. The role of principals emerges as central in this work, as their organization of the activities affects the conditions for support.

Discussion

This study contributes to the ongoing discourse on inclusive education by shedding light on the structural and pedagogical barriers within the SAEC system for pupils with ID. By addressing the identified challenges, policymakers and educators can work towards a more solid and helpful support system that ensures equal opportunities for all pupils. Additionally, this study aligns with global discussions on inclusive educational practices and their role in promoting equity in education

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Authors

Daniel Östlund, daniel.ostlund@hkr.se, Kristianstad university, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping university, Sweden

20. Dimensions of professionalism in extended education: a qualitative lens on professional functioning

Section: Individual Paper Presentation

Abstract

Staff professionalism can be regarded as a cornerstone of high-quality extended education offerings (Vandell & Lao, 2016). However, professionalism in extended education is not well defined and highly dependent on the specifics of the context and intended goals. The EPIK model of teacher professionalism by Paseka et al. (2010) suggests five dimensions of professional functioning: 1) reflexivity and discourse, 2) professional awareness, 3) collaboration and collegiality, 4) diversity management, and 5) personal mastery. Schuepbach and Lilla (2019) suggest that the five dimensions, initially developed in relation to teacher professionalism, also provide an appropriate lens for framing the professional functioning of extended education staff more generally. The present study sets out to empirically test the application of this model to extended education. Specifically, the research questions this study addresses are:

What is expected of staff working in the all-day school setting?

Which system-level and organizational structures facilitate or constrain the meeting of these expectations?

To what extent do the expectations expressed by education experts reflect the five domains of the EPIK model? Are there any mismatches or possible extensions?

Fifteen semi-structured interviews were conducted with extended education researchers in Germany and analyzed using structuring qualitative content analysis according to Kuckartz and Rädiker (2022), which combines deductive and inductive approaches, supported by MAXQDA. The expectations expressed by the experts were found to mirror the five dimensions of the EPIK model. Structural constraints and facilitators were found for each dimension. A sixth dimension was identified and defined as “child-orientation”, a construct that highlights professional attention to the individual interests and educational needs of students while focusing on a holistic view on resources and wellbeing in the context of children’s life-worlds. The findings provide impulses for further research on the extent of professionalism present in all-day school staff and for policy

and practice debates regarding structural constraints on professional functioning.

Keywords

extended education, professionalism, professional functioning, qualitative content analysis

Authors

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin,
Germany

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

21. Doing belonging(s)? Situating children's material and social relations in school holiday educare

Section: Individual Paper Presentation

Abstract

In Sweden, children between 6 and 12 years of age have the right to attend school-age educare (fritidshem) if their parents work or study. School-age educare is also provided for children during the school holidays, meaning that some children attend the fritidshem continuously throughout the year.

Building on ethnographic material collected during 11 months of participant observations in one school-age educare center (here called Horizon), the paper examines children's situated practices during the school holidays (Reckwitz, 2002). This approach implies accounting for bodily performances that mobilize specific knowledges, and the use of material things, all necessary components of the social practice.

This paper examines situations involving children who are habitués during the school holidays in Horizon. The aim of the presentation is to discuss how children who regularly attend Horizon during the school holidays make the center a meaningful place for them. Drawing on sociomaterial theories (Cozza, 2021: 169), the presentation explores how different relational interactions between peers, educators, the space and its material objects enact various ways of belonging for children. The central questions are: How do children engage with human and material entities during school holidays at Horizon? What is made to be important by the children who regularly attend Horizon during school holidays? When do these elements play a role and what are the consequences of these involvements?

Yuval-Davis' (2006) conceptualization of belonging is used to discuss and analyze children's practices. Particular attention is given to what children engage with, in order to explore and analyze how 'belongingness' is created between the children, the children and staff and children and the material world. The analyses suggest that belonging(s) are constituted in multiple forms, opening up for the discussion of potential paths for educators to support children's different ways to belong and engage with others in educare

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Keywords

school-age educare, school holidays, children's activities, situated practice

Authors

Myung Hwa Baldini, myung.hwa.baldini@liu.se, Linköping University,
Sweden

22. Early childhood wellbeing through Tomosodachi and Ubuntu lenses

Section: Individual Paper Presentation

Abstract

Well-being in early childhood has been established as a priority goal by the OECD and UNICEF, with particular emphasis on the first five years of a child's life, a period characterized by both significant opportunity and risk. While the term "well-being" is widely used in early childhood development discourse, there has been limited critical examination of its meaning and implications, particularly for children aged 0 to 5. The cognitive and socio-emotional skills that children develop during these formative years have enduring effects on their future academic achievements and overall well-being into adulthood. This study conducts a comparative analysis of two indigenous philosophical frameworks that conceptualize well-being: Ubuntu (South African philosophy of communal interconnectedness) and Tomosodachi (共育ち) (Japanese philosophy of growing together). Despite their distinct cultural origins, these frameworks share notable parallels in their emphasis on human connection and relationships as fundamental to well-being. Through historical and semantic analysis, we examine how these indigenous knowledge systems inform approaches to fostering communal living and mutual care in early childhood settings. Our methodology combines philosophical analysis with empirical observations and interviews with early childhood educators to understand how these cultural perspectives manifest in teaching practices. This research presents a systematic comparison of South African and Japanese perspectives on children and childcare, identifying both convergences and divergences between these traditions, with implications for global understanding of early childhood well-being.

Key Words

early childhood, education, well-being, indigenous, comparative study

Authors

Miyoshi Shirota, 110123strawberry@akane.waseda.jp, Waseda University,
Japan, Japan

Fumane Khanare, fkhanare@uwc.ac.za, University of the Western Cape,
South Africa

23. Educational Conditions for Individual and Shared Construction of Metacognitive Monitoring and Control in Children Aged 5-7

Section: Individual Paper Presentation

Abstract

This report aims to reveal the educational conditions that support the development of metacognitive monitoring and control in children aged 5-7 years. In recent years, there has been a growing body of research on young children's metacognitive monitoring and control processes, their characteristics, development, and impact on effective learning. However, there is still a lack of research examining the educational conditions that facilitate the successful development of these processes (Robson, 2016; Marić & Sakač, 2018; Branigan, 2019; Dörr & Perels, 2019; Escolano-Pérez et al., 2019).

The aim of this study was to explore the educational conditions that support the individual and shared construction of metacognitive monitoring and control in 5-7-year-old children within a natural preschool educational setting.

A qualitative approach was used, involving observations of children through 30-minute video recordings. These recordings captured both verbal and non-verbal interactions and reactions during the natural educational process, providing insight into how metacognitive monitoring and control are constructed. The Critical Incident Technique was applied to analyze the data. Twenty-five critical episodes of children's activities were selected as indicative of the individual and shared construction of metacognitive monitoring and control in social interactions.

The study identified two key educational conditions under which these processes take place:

Individual but Parallel Activity: When children work on the same activity or task independently but alongside each other, they not only monitor and control their own performance but also observe how others do the same. They compare their own internal metacognitive monitoring and control with the external monitoring and control behaviors of their peers. This process becomes particularly evident when a child experiences failure, prompting a clearer understanding of metacognitive monitoring and control, which they internalize to regulate their individual performance.

Collaborative Group Work: When children engage in a shared activity or task with a common goal, they perform prospective monitoring and control

of both the process and outcome. When discrepancies arise in their individual monitoring or control, they transition toward shared monitoring and control. This process occurs externally through commenting, discussing, clarifying, and testing. As a result, children develop and internalize a clearer understanding of goal-oriented actions, as well as performance monitoring and control.

This study did not examine the role of the teacher in supporting children's individual and shared construction of metacognitive monitoring and control. Future research could explore this aspect further.

Keywords

metacognitive monitoring and control, individual and shared construction, early childhood

Authors

Birute Vityte, birute.vityte@vdu.lt, Vytautas Magnus University, Lithuania

Jelena Vildžiūnienė, jelena.vildziuniene@vdu.lt, Vytautas Magnus University,
Lithuania

Ona Monkevičienė, ona.monkeviciene@vdu.lt, Vytautas Magnus University,
Lithuania

24. Educational policy staging of play in institutionalized leisure activities

Section: Individual Paper Presentation

Abstract

The aim of the paper is to study political constructions of play in governing documents for school-age educare/extended education in Sweden, Finland, Iceland, Norway and Australia. The research question is: How are specific views on, and understandings of, play legitimized in governing and policy documents for school-age educare/extended education in these countries? The study departs from a social constructionist perspective together with inspiration from an empirically close discourse analytical approach (Potter, 1996; Potter and Hepburn, 2008). The analytical work results in the following labels: What significance is attributed to play in school-age educare/extended education?, Play as legitimation of learning? and What kind of play becomes possible? The analysis shows that play is consistently portrayed as important, but mainly as a way to legitimize more time and space for learning during children's free time. The question in the larger perspective is, for whose sake is their childhood made into a utility and achievement project embedded in a discourse about all-encompassing and lifelong learning? Or in other words, to be a playing child here and now is the same as to be a docile learning subject willing to submit to educational policy guidelines that frame and limit the possibilities of play at the same time as intruders – in the form of personnel – always have the right to interfere in and direct children's own play. In relation, the question of children's children's universal right to play is discussed based on the definition of play found in the UN Committee on the Rights of the Child (Barnrättskommittén, 2013).

Keywords

school-age educare/extended education, play, governing and policy documents, Committee on the Rights of the Child

Authors

Anna-Lena Ljusberg, anna-lena.ljusberg@buv.su.se, Stockholm University,
Sweden

Linnéa Holmberg, linnea.holmberg@buv.su.se, Stockholm University,
Sweden

25. Equity in learning environments in Swedish School Age Educare Centers: opportunities and pitfalls

Section: Individual Paper Presentation

Abstract

National, current investigations emphasize the importance of equality in the Swedish School Age Educare Centers (SAEC) (cf. SOU 2020:34; 2020:46; SOU 2022:61), but research is conspicuous by its absence. Safe, constructive and inspiring learning environments are crucial for students' well-being and sense of psychological ownership (Grewell, 2025). Equity in Swedish SAEC is the focus of the present study, where the creation of accessible learning environments and knowledge about ways of improving teaching and learning in SAEC are studied to enable equity in and between different SAECs. The research project is organized as a multiple case study including four different SAECs in a municipality where two city schools, one in a rural setting and one in a socio-economically disadvantaged area on the city's outskirts, are included. The development work is carried as action research involving the personnel and their own questions to enhance equity and accessible learning environments in their respective practices. As researchers, we are guided by questions about how personnel can improve learning conditions and learning environments. In addition, research questions include how the efforts of the personnel best may be supported and how the personnel can learn from each other's work. The personnel carried out short observations using their own practices. The personnel's documentation from their observations is the foundation for joint reflection, discussion decisions, and planning of actions. Actions lead to sessions of joint reflections on the outcomes of actions and planning of the following actions in cyclical order, with joint sessions for each work team and the researchers once a month, where the researchers record the discussions and provide theoretical input. In addition, the principals have joint sessions to exchange experiences and ideas in the development work. During this presentation, the results from initial group interviews (N= 20) in the work teams are presented to show how they view equity in their own practice, their perceptions of education, and how learning environments may be improved throughout the day in the different practices. These interviews will be repeated at the end of the project to analyze differences connected to the development work. Tentative results are that different conditions for learning will be highlighted, and challenges and possibilities for development of the different learning environments will appear as foundation for further discussions. In addition, the principals and head teachers' perceptions of equity in their respective schools will contribute

with their perspectives on the practices, their learning environments and the on-going development work

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SOU 2022:61. *Allmänt fritidshem och fler elevers tillgång till utveckling, lärande och en meningsfull fritid*.

Keywords

Equity, Learning environments, Schoolage Educare, Sweden

Authors

Ulla Damber, ulla.damber@miun.se, Mid Sweden University, Sweden

Lena Boström, lena.bostrom@miun.se, Mid Sweden University, Sweden

Maryna Rosen, maryna.rosen@miun.se, Mid Sweden University, Sweden

26. Extended Education in Brazil and the United States: a Comparative Analysis

Section: Individual Paper Presentation

Abstract

Introduction

The extension of school time is a critical educational policy issue worldwide, with countries adopting diverse models to enhance student learning and well-being. This paper compares extended education policies in Brazil and the United States, focusing on full-time education in Brazil and before- and after-school programs in the U.S. School time is a socio-historical construct shaped by national education policies, economic conditions, and societal needs (Parente, 2010). Some countries integrate extended education into the formal curriculum, while others provide supplementary programs outside regular school hours. The case study comparison of Marília, São Paulo, and St. Cloud, Minnesota, showcases two distinct models of extended education shaped by federalist governance and local adaptations.

Theoretical Perspectives and Methodology

This research investigates how extended education policies in Brazil and the U.S. differ in structure, design, and implementation. It explores four key policy dimensions: organization, authority, treasury, and nodality (Howlett, Ramesh, & Perl, 2013). Using a qualitative comparative research design, the study integrates policy analysis, document review, and case study comparisons.

Preliminary Results

In Brazil, full-time education policies aim to enhance student learning by gradually expanding school hours to at least seven hours per day, as mandated by the National Education Law (n. 9.394). The Escola em Tempo Integral program, introduced in 2023, seeks to expand full-time schooling but remains limited. In cities like Marília, São Paulo, full-time schools integrate academic instruction with complementary activities. However, challenges such as infrastructure limitations, teacher workload, and policy inconsistencies persist.

Conversely, in the U.S., extended education mainly exists as before- and after-school programs or summer learning opportunities, often serving as childcare solutions. These programs operate outside the standard school day and rely on federal, state, and local funding. However, these programs are not universally accessible, as they are often fee-based, making participation dependent on socioeconomic status.

Comparative Analysis

The study examines extended education through four policy dimensions:

Organization: Brazil integrates extended school hours into the compulsory curriculum, while U.S. programs remain supplemental.

Authority: Brazil's full-time education is government-regulated and compulsory in some schools, whereas U.S. programs operate at the local district-level under state guidelines.

Treasury: Brazil provides government-funded access to extended learning, while U.S. programs rely on mixed funding, leading to disparities in availability.

Nodality: Both countries collect data on extended education at local and federal levels, but centralization varies, creating challenges in assessing programs

Discussion

Both countries face challenges such as limited funding, unequal access, and the need for high-quality programming. Meanwhile, Brazil struggles with equitable access to full-time education. Financial instability remains a barrier to participation in both nations.

Investigating extended education policies within broader educational systems provides insights into effective implementation. Findings suggest that the success of these programs depends on comprehensive planning, sustainable funding, and equitable access. This paper contributes to global discussions on educational reform, emphasizing the complexities of extending school time and the need for policies that promote equity and effectiveness in student learning.

Keywords

Full-time education, extended day, after-school, education policy, comparative education, Brazil, United States

Authors

Claudia Da Mota Darós Parente, claudia.daros@unesp.br, UNESP, Brazil

Allison Spenader, aspenader@csbsju.edu, College of St. Benedict & St. John's University, United States

Diana Fenton, dfenton@csbsju.edu, College of St. Benedict & St. John's University, United States

27. Extended Education in Urban Spaces: Exploring Collective and Individual Learning for Sustainable Communities

Section: Individual Paper Presentation

Abstract

Main topic and theoretical framework

The global community seeks solutions for integral wellbeing and sustainable development. From a socio-ecological perspective, the whole city is a complex adaptive system (Folke et al., 2016) that allows students to extend their learning beyond the classroom, initiating generative and transformative processes addressed to shape learning societies. Notable examples include international, but also local initiatives, such as Bildungsgrätzl in Vienna, an out-of-school educational initiative that brings together various stakeholders, including schools, families, and community organizations (Francesconi et al., 2024).

Numerous theoretical models exist for how local socio-ecological systems learn, such as learning communities, community-based learning, extended education, place-based education, learning in context, situated learning, learning ecologies (Sangrá et al., 2019), and communities of practice (Wenger, 1998). This proposal aims to clarify the relationship between individual and collective learning by offering a framework for understanding contemporary urban learning societies characterized by out-of-school educational networks.

Research questions and methodology

The present research study is included in the research project: “EQoL – Teaching the Good Life” (FWF-Project number: PAT 5101523) and the main research questions are the following:

What similarities and differences exist among the various international theoretical frameworks and the Viennese Bildungsgrätzl case study?

How are individual and collective learning related in Bildungsgrätzl?

How could extended education be developed and implemented in local initiatives like the Bildungsgrätzl?

The methodology includes an umbrella literature review to analyze existing literature reviews (Paré et al., 2015) from databases like WoS, Scopus, and ERIC, according to PRISMA guidelines. The final set of papers was analyzed

in full and coded through MAXQDA software. Consequently, we critically analyze the results comparing them with the Viennese case study.

Results and implications

We present results through a visual map that offers a theoretical overview, positioning local initiatives, such as the Bildungsgrätzl, within an international framework that can support their development, implementation, and dissemination in a sustainable way. Following this, we explore the differing interpretations of the learning community concept, examining whether it can be viewed as a system in which individuals learn, or as a system that learns. Through our presentation, we aim to identify avenues for future community-based research to empower people and communities to achieve integral wellbeing and sustainable development through extended education in urban spaces

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Keywords

out-of-school educational networks, learning communities, Extended Education, learning ecologies, socio-ecological systems

Authors

Sibilla Montanari, sibilla.montanari@univie.ac.at, University of Vienna,
Austria

Nazime Öztürk, nazime.oeztuerk@univie.ac.at, University of Vienna, Austria

Denis Francesconi, denis.francesconi@univie.ac.at, University of Vienna,
Austria

Evi Agostini, evi.agostini@univie.ac.at, University of Vienna, Austria

28. Extended Education Offerings a Place for Promoting Self- and Social Competencies

Section: Individual Paper Presentation

Abstract

An increasing number of children are spending more time in full-day education and care programs, a trend observed not only in Switzerland but also internationally, where full-day schools and other forms of extended education offerings are continuously expanding. These programs serve as environments for holistic and cross-curricular educational processes, often focusing on social or recreational pedagogy and supporting broader societal goals such as qualification and integration (Harring & Peitz, 2020; Sauerwein, 2016).

While high expectations are placed on their impact, existing research highlights divergent results, emphasizing that the quality and structure of these offerings are critical determinants of their success. However, the perspectives of children—central to understanding the pedagogical value of these offerings—remain underexplored (Walther & Nentwig-Gesemann, 2022).

This study addresses this gap by investigating how children use their time in extended education offerings and what learning opportunities these offerings provide for fostering cross-curricular competencies. It acknowledges the new pedagogical child research perspective, which sees children as experts in their learning experiences and gives them an active role in the research process (Schultheis, 2019). Data from 46 group discussions, photo tours and group discussions with children, and observations conducted at nine extended education sites in a Swiss canton were analyzed using qualitative content analysis (Kuckartz, 2012). The main categories are grounded in the cross-curricular competencies outlined in the Swiss School Curriculum.

Findings reveal that extended education offerings provide diverse opportunities for strengthening social competencies. Children report learning general social behavior rules, understanding them, and improving their dialogue and cooperation skills within the community. Conflict situations in the extended education offerings can be seen as learning opportunities to strengthen the ability to shift perspectives and resolve conflicts. In summary, the structure of extended education offerings influences the types of learning opportunities offered and thus the promotion of transversal competencies: More structured group settings particularly promote social competencies, while greater freedom tends to foster personal competencies. These insights underline the importance of

integrating school and extracurricular educational settings to ensure comprehensive child development. By addressing how extended education offerings can align their structures and processes with these goals, this study contributes valuable perspectives to the future of extended education and its evolving role in holistic child development.

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Keywords

Social Competencies, Self-Competencies, Informal Learning Environment, Children's Perspective, qualitative research

Authors

Jasmin Näppli, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion,
Switzerland, Switzerland

Kirsten Schweinberger, kirsten.schweinberger@fhnw.ch, FHNW School of
Education, Switzerland

29. Extended Education: The Case of School and Local Government Partnership

Section: Individual Paper Presentation

Abstract

This paper explores an important aspect of extended education: the relationship between schools and the community; or rather, the local government. In particular it examines teachers' perceptions of the above relationship contributing to the expansion of knowledge in the field. In recent years in Greece, political and educational initiatives have strengthened schools' community orientation. Hence local governments are now anticipated to take on a proactive and meaningful role in the education sector.

Cooperation between schools and local government is central in the scholarly debate on extended education. It expands the concept of education to encompass the linkage and networking of formal, non-formal, and informal educational processes, both during and out-of-school time (Zacharias, 2008; Stecher, 2018). Through a common pedagogical framework, schools can work jointly with educational, cultural and sporting institutions within the local community establishing new connections with local services. Thus, schools engage with their respective wider communities developing meaningful and ongoing school-community partnerships (DePetris & Eames, 2017) enabled by extended activities and structured by a shared pedagogical design. This paper examines three research questions:

What challenges arise in the collaboration between primary schools and local government, particularly regarding the forms of collaboration they develop and the expectations associated with them?

What are the key pillars (factors) of school-local government collaboration that support the learning process?

To what extent are educators aware of the impact of school-local government collaboration of the involved parties?

The research adopts an empirical, quantitative approach through a survey study. The primary methodological tool was an electronic questionnaire distributed to primary school teachers in Western Macedonia, Greece. The main quantitative analysis method employed is Factor Analysis, specifically Principal Component Analysis (PCA) and Exploratory Factor Analysis (EFA), which identified three key components of collaboration between schools and first-level local government authorities.

The key findings of the research reveal that a) most educators recognize that schools should foster and utilize collaboration with local government, particularly in promoting community engagement and accessibility b) the collaboration provides opportunities to utilize community facilities, educational resources, and programs both during school hours and extracurricular time c) beyond financial limitations, nearly half of the participants identify additional challenges, including lack of knowledge, disruptions to daily school activities, unclear responsibilities, and misconceptions about school-community partnerships. This research is ongoing and continues to explore other aspects of the relationship between education and local government.

Greek society places a high value on education (OECD, 2018) and local authorities could cover the gaps in formal education by offering alternative spaces and learning opportunities. The involvement of local government in extended education is mainly informal or even complementary to state education, as there is a vital necessity to link school learning to the challenges and routine aspects of student life, which necessitates the assistance of both formal and non-formal forms of education (Mylonakou-Keke, 2017). In practice, however, it still remains an ongoing problem that basic educational activities and institutions of local government (e.g. creative activity centers) operate separately from the school units, without the necessary cooperation.

Authors

Maria Papadimitriou, mariapapadimitr@gmail.com, University of Western Macedonia, Greece

Ioannis Thoidis, ithoidis@uowm.gr, University of Western Macedonia, Greece

Nikolaos Chaniotakis, chaniot@uth.gr, University of Thessaly, Greece

30. Forms of participation in neurodiverse peer groups in school-age educare centres - engaging and managing social interactions.

Section: Individual Paper Presentation

Abstract

This paper illustrates different forms of participation in neurodiverse peer groups in everyday activities in school-age educare (SAEC) settings. The socialization process occurs through participation and children's production of peer cultures, where childhood knowledge and practices gradually transform into the knowledge needed to engage in the adult world (Corsaro & Eder, 1990). The selection of neurodiverse peer groups is influenced by the fact that nearly all peer groups in SAEC are diverse in various ways. However, there is limited research on social interactions in peer groups in SAEC that include children on the autism spectrum (AS). AS is often described as: "a different embodied way of being that can lead to effects on social interactions and understanding" (Milton, et al. 2022, p. 26). This study will illustrate how neurodiverse peer groups engage in different forms of participation. SAEC is a setting where all children can co-create a play culture that fosters creative expressions and socialization in shared activities (Wolfberg & Woods, 2023). The project uses ethnomethodology and conversation analysis (EMCA) as a theoretical framework. The empirical corpus comprises 56 hours of video recordings of naturally occurring interactions from three SAEC settings. The fieldwork was commenced over four months in each SAEC. The study includes 23 teachers and 123 children (four of whom were on the autism spectrum). The data show different forms of participation. The initial analysis illustrates how children engage in and manage intersubjectivity in relational work with their peers, some children can take other children's perspectives in play, while others cannot. Conducting micro-level studies in peer groups will create an insight into what happens and how it happens in children's socialization process. This study will contribute to a better understanding of and support for children in the socialization processes of teachers in SAECs.

Keywords

multimodal conversation analysis, neurodiversity, peer interaction, play, school-age educare

Authors

Helena Myllymaki Jonsson, helena.myllymaki.jonsson@liu.se, Linköping
University, Sweden

31. Framework Factors and Quality Assessments in SAEC: A Comparative Study of Norway and Sweden

Section: Individual Paper Presentation

Abstract

Introduction

Norway and Sweden have long traditions of School-age educare (SAEC), which is an integral part of the school trajectories for the youngest children. Over the last decade, significant policy changes have taken place in both countries, raising questions about the characteristics of these pedagogical practices and their future development.

We present results from a large-scale comparative survey conducted among SAEC staff in Norway and Sweden in 2023 and 2024. The survey examines how various framework factors are perceived and their relation to staff assessments of SAEC quality and purpose. Framework factors include planning and preparation time, professional development, and competence needs.

Research Questions

The study aims to understand how staff in Norway and Sweden describe the conditions and prerequisites for their work in SAEC, based on the following questions:

What are the similarities and differences between the professionals' descriptions at the national level?

What areas do professionals in Norway and Sweden prioritize in their work in SAEC?

What is the relationship between framework factors and quality assessment, and how should this be interpreted in the different contexts of Norwegian and Swedish SAEC?

Methodology

The data consists of a survey of school staff in Norway and Sweden. The Norwegian survey was conducted at the end of 2023/beginning of 2024, with 1118 respondents. This survey was part of a larger study following the implementation of a new framework curriculum. The Swedish survey was conducted independently in the fall of 2024, replicating many of the same questions used in Norway, with 540 respondents.

Results

The results show both similarities and differences in framework conditions. 60% of Norwegian SAEC staff have 1-5 hours of planning time per month, while 19% have no time at all. Among Swedish staff, 1.2% have no planning time, 35% have 1-5 hours per month, 30% have 6-15 hours per month, and 33% have more than 15 hours per month. Regarding competence needs, the priorities are similar, but the needs are higher among Norwegian staff. For instance, competence for inclusion of children with special needs and working with other-language minorities are high-priority areas in both countries. However, in Sweden, 37%, 49%, and 44% report high needs in these areas, while in Norway, 63%, 57%, and 55% report the same.

Discussion

The results are discussed in the context of the similarities and differences in the role of SAEC in the educational sector in the two countries. Sweden has developed a longer formal education and a stronger learning orientation compared to Norway

Authors

Joakim Caspersen, joakim.caspersen@samforsk.no, NTNU Social Research,
Norway

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

Anna-Lena Ljusberg, anna-lena.ljusberg@buv.su.se, Stockholm University,
Sweden

Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden

32. Governance structures and the perception of the role of extended education and early childhood education and care

Section: Individual Paper Presentation

Abstract

In some countries, early childhood education and care (ECEC), compulsory schooling, and extended education (EE) are integrated, while in others, they are divided into “care” and “education” (Vandenbroeck, 2020). Historically, these services have been seen as having either educational or care functions and can be publicly or privately organized, leading to diverse governance structures. This paper examines the governance structures of EE and ECEC in the Canton of Berne, Switzerland, and their perceived care and/or academic functions.

Using a governance analysis approach (Kuronen & Caillaud, 2015; Menzel & Scholz, 2022), we classify national governance systems into centralised, multi-level, and decentralised systems, with Switzerland being a multi-level system with a federal structure. In the Canton of Berne, EE and ECEC governance is assigned to different departments (education/social affairs). Responsibility is shared between the canton and municipalities, with municipalities handling EE and the canton overseeing ECEC. While municipalities provide EE, ECEC is mainly offered by private providers.

We assume governance of EE and ECEC is related to their perceived functions. The main research question is: How do governance structures shape the understanding of EE and ECEC in terms of their educational and care functions? Given the study’s exploratory nature, no hypotheses were made.

The study uses data from the VisionB2 research project, which analyses education and care from the perspective of municipalities in the Canton of Berne. In this mixed-methods project, a quantitative survey was developed based on findings from expert interviews and case studies in six municipalities. Municipal councillors (education) in 335 municipalities were surveyed, with a 41% response rate (n = 147). This study statistically analysed items related to the roles of ECEC and EE within the municipality.

Results indicate that, despite the governance differentiation between EE (Department of Education and Culture) and ECEC (Department for Health, Social Affairs, and Integration) – and the associated distinction in their perceived core functions (education vs. care) – local councillors view both ECEC and EE as having an educational function to the same extent.

However, differences emerge in the perception of the care function, with councillors attributing care more strongly to EE than ECEC.

The study demonstrates that the governance domain in which a provision is situated at the state level does not necessarily align with locals' perception of a provision's function (education or care). The potential influence of the provisions' historical development and media discourse on these perceptions is also discussed

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Keywords

governance, municipalities, early childhood education and care, extended education

Authors

Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher Education, Bern Switzerland

Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher Education Bern, Switzerland

Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education Bern, Switzerland

Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher Education Bern, Switzerland

33. Highlighting pedagogical genius: successes next steps for adapting mandated elementary curriculum to make it more culturally relevant

Section: Individual Paper Presentation

Abstract

This research examines the ways seven elementary school teachers across the U.S adapt their mandated literacy curriculum to make it more culturally relevant and sustaining. The issues with many mandated elementary curricula today is that it is centered in whiteness and actively misrepresents or omits stories and perspectives of people of color. Teachers of ethnically and culturally diverse student bodies are being mandated to use a curriculum that they do not feel meets the academic and social-emotional needs of their students. Given the current state of the curricula, I decided to find out more about the steps teachers were taking to address this education dilemma. Guided by the frameworks of Culturally Relevant Pedagogy (CRP) (Ladson- Billings, 2014), Culturally Sustaining Pedagogy (Paris, 2012) and Culturally Historically Responsive Literacy (Muhammad 2020), this research answers the question, How do Black female elementary school teachers in schools serving students of color adapt their mandated curricula to be more culturally relevant and sustaining. Through individual zoom recorded interviews teachers revealed the adaptations they make to the mandated curriculum. Teachers connected academic content to the everyday lives of their students, helping them to identify, analyze and understand injustice. Teachers also believed firmly in their need to introduce students to different cultures, ideas and people to help them develop respect, love, and appreciation for themselves and others. Finally, teachers provided students with developmentally appropriate and engaging ways to assess their learning. While teachers are implementing many parts of CRP into their adaptations, I posit that the next step in adaptations should be fully implementing the sociopolitical tenet of CRP and making space for student action. Educators should not stop at having students identify injustice, they should also encourage students to do something about it. At the elementary level, activism can be taught in three ways; teaching students what it means to advocate for yourself and others in a purposeful way, to use their voice to enact change and how they can be active in their everyday lives.

Keywords

Culturally relevant, curriculum, elementary

Authors

Tatisha McKay, mckayta@bc.edu, Boston College, United States

34. How can key competences and skills be understood in relation to a school-age educare practice?

Section: Individual Paper Presentation

Abstract

Introduction

The main topic of this paper presentation is teaching in school-age educare centers (SAEC) and is based on structured observations in SAECs where both formal and informal teaching have been observed. The observation scheme focuses on overall skills, such as key competencies, communication, and the structure of interactions. These skills are inspired by the EU report on 21st-century skills and competencies (European Parliament, 2006). Additionally, the observation scheme is compared with the Swedish curriculum (Swedish Board of Education, 2024).

Aim and research questions

The aim of this study is to investigate and interpret what becomes central to the practice of practical skills in school-age educare centers (SAEC). How are different skills practiced in the SAEC-education?

The research question is derived from a joint Erasmus project aimed at developing best practices. In our presentation, we focus on teaching based on Swedish forms of teaching in SAEC, including group-oriented, experience-based, and situation-based learning. Our research question explores how these forms of teaching, together with 21st-century skills, can be implemented in school-age educare as a part SAEC education practice

Theoretical frameworks

The analysis of this study is based on the theoretical reasoning of Lave and Wenger (1991), who argue that learning is rooted in the relationship between people and their environment. Learning is seen as a social practice, created through so-called communities of practice, and the reality is co-constructed and varies depending on the situation.

Methodology

In this study, we have observed activities on five occasions, including approximately 100 children and six staff members. We have analyzed these observations by coding what happens and the interactions between students and teachers. We have also conducted reflective conversations with the staff about their teaching, aiming to encourage them to reflect on

what they do and what can be seen as quality in their activities. In this way, we aim to develop the activities and teaching in SAEC.

Results

The tentative results indicate that teachers' key competencies in social and communication skills are extensively utilized in various educational situations. Skills such as active citizenship are common in the data but are not often the central focus when SAEC teachers discuss or address education with the children. One of the observed teaching skills is the ability to simultaneously engage in multiple conversations with different children in various situations, utilizing a play-oriented teaching approach. These tentative results may have significant implications for the continued focus on SAEC education and the development of future studies in extended education.

Elements of discussion

What role do social, and communication skills play in the daily interactions between teachers and students in SAEC?

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Keywords

education, extended education, school-age educare, key-competences

Authors

Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden

Marie Karlsson, marie.a.karlsson@liu.se, Linköping University, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

35. How is a hybrid profession implemented? A study on the identity formation of primary teacher students specializing in leisure-time centers.

Section: Individual Paper Presentation

Abstract

This dissertation contributes to the understanding of how student teachers training to become primary school teachers in leisure-time centers shape their professional identity. Ackesjö et al. (2016) present important findings suggesting that primary teachers in leisure-time centers should be understood as part of a hybrid profession, as they are expected to work in both schools and leisure-time centers in a new way designed to strengthen their professional identity. According to recent political directives, this new hybrid profession is neither entirely a school teacher role nor a leisure-time center teacher role. Instead, these teachers are expected to transition between both settings, indicating that professional hybridity is a fundamental prerequisite for this profession.

Despite the significant contribution of Ackesjö et al. (2016), research on how professional identity is shaped during teacher education—within the contexts that constitute teacher training—remains scarce. This study seeks to bridge this gap by examining the various social contexts within teacher education, both in campus-based courses and in school- and leisure-time center-based placements, to understand how these settings influence the formation of professional identity.

Through repeated interviews with student teachers over the course of a year, along with observations in different social contexts, this study aims to illustrate how teacher education prepares students for a hybrid profession. This will be explored through both the students' narratives and a meta-narrative that highlights the discursive, contextual, and relational factors that either constrain or enable the professional identity formation process.

The discussion critically examines student teachers' narratives in relation to previous research and the professionalization process shaped by political decisions.

At the conference, I aim to present examples of situations that illustrate how student teachers navigate the political framework introduced in the 2011 teacher education reform, which laid the foundation for the hybrid profession. The primary focus of my presentation will be on the study's results.

This dissertation contributes valuable insights into how the contexts of teacher education prepare students for the hybrid profession of primary teachers in leisure-time centers

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Authors

Mergim Krasniqi, mergim.krasniqi@lnu.se, Linnaeus University, Sweden

36. Institutionalised childhoods. Temporal inclusion and exclusion of children in elementary schools in germany

Section: Individual Paper Presentation

Abstract

Time as a category of analysis in research on middle childhoods and education is a neglected one. This article focuses on the education of children and elementary school as a central place of socialization and basic education for 'all children' as well as the equalizing reproduction of society (Heinzel, 2019; Parsons, 1968). Using empirical data from a qualitative research project (11 interviews with classroom-based, supportive social workers - UBUS specialists), dimensions of inequality are identified that arise through temporal practices of inclusion and exclusion by classroom-based support from social workers in elementary school (Rother et al., 2024). The temporal practices of 'doing time' (Lingard & Thompson, 2017) are used to discuss the chrononormative power of school time regimes (Forneck, 2010), the perspectives of pedagogical actors and their interweaving with inequalities of institutionalized childhoods.

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Keywords

time research, social work in school, childhoods, inequality, german elementary schools

Authors

Pia Rother, prother@uni-mainz.de, Johannes Gutenberg-University of Mainz,
Germany

37. Job shadowing as a way to develop the profession of teachers and pedagogues in extended education

Section: Individual Paper Presentation

Abstract

Introduction

This paper presents the results of an ongoing practice-based research project aimed at strengthening professional skills among staff in extended education in Sweden and Norway. The project is a collaboration between universities (Linköping and Stavanger) and municipalities (Norrköping and Stavanger). Over three years, teachers have visited each other's schools to enhance education quality and develop teaching competencies through reflective conversations and job shadowing. This collaboration has allowed teachers to reflect on and review their profession and practice from a broader perspective, improving quality at various levels.

Theoretical frameworks

Our approach is based on Lave & Wenger (1991) theory on communities of Practice. Participating in authentic situations and discussing what is happening is considered crucial for gaining deeper knowledge about one's practice. Observing others perform their tasks is also important. Reflecting together on activities and the profession helps develop professional practice quality. Åsén Nordström (2017) describes different types of conversations that contribute to depth in discussions promoting collegial learning. Exchanging experiences and conducting structured conversations are key to deepening discussions and enabling collegial learning.

Research question

The project's aim is to understand how international collaboration can strengthen the profession (both practitioners and students). The research question is:

How can international collaboration and job shadowing contribute to the professional development of teachers in extended education?

What strengths and challenges do the participants describe regarding job shadowing?

Methodology

We used the method of reflective practice where 12 teachers, 4 principals and 4 students participated in the study. The results are based on reflective conversations before and after the visits and job shadowing with the teachers and principals. The initial conversations addressed expectations and the areas the teachers were interested in studying more deeply during the job shadowing. These areas included special education as well as language and communication. Follow-up conversations focused on experiences and preliminary new knowledge. In addition to these joint reflective conversations, individual interviews with teachers and principals were conducted to capture more personal experiences, development, and the changes job shadowing brought to each teacher's professional practice. Students also participated in interviews to highlight how the opportunity contributed to their knowledge of teaching in school-age educare from an international perspective and how it affects their future professional practice.

Results

Preliminary results show that teachers appreciated the opportunity to see other activities and how they are organized. This has led to questioning and discussing established routines and organization, thereby developing them. On a personal level, teachers' competence and profession have also developed by actively observing and reflecting on others and their own practices.

Elements of discussion

The practice-based research project has allowed teachers and students to reflect on and review their profession from a broader perspective, improving education quality and teaching competencies. Future research could explore the long-term effects of international collaboration and job shadowing on professional development and how these methods can be adapted for different educational contexts.

Keywords

education, school-age educare, extended education, collegial learning, professional development

Authors

Marie Karlsson, marie.a.karlsson@liu.se, Linköping university, Sweden

Sofia Ryberg, sofia.ryberg@liu.se, Linköping University, Sweden

Magnus Jansson, magnus.jansson@liu.se, Linköping University, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

Mona Gjøse Skaaren, mskaaren@stavanger.kommune.no, Norway

Ingrid Solem, ingrid.solem@stavanger.kommune.no, Norway

38. Leading School-Age Educare in Sweden: Regimes of practices and principals' subjectivities

Section: Individual Paper Presentation

Abstract

How does primary school principals with responsibility for Swedish school-age educare (SAEC) describe their work? By understanding the principals practice as a site of power relations in terms of regimes of practices (Foucault, 1991) and through this explore principal subjectivities (Niesche, 2011), it becomes possible to make visible which type of educational leadership for SAEC that are normalised and made possible.

It has been reported that SAEC services has had a “weak governance” (SOU, 2020:34, p.20). The national agency for education published 2023 (SNAE) general comments specifically to support accountable authorities and principals responsible for SAEC. SAEC’s programme, needs and budgetary demands often end up in the shadow of school whose mission and quality are usually prioritised in terms of attention as well as budget (SOU 2020:34). It is also clear that it may not be possible to measure results and outcomes of SAEC the same way as the rest of the school (SOU 2020:34) yet leaders of SAEC are expected to show results. This may reinforce the control element of the regime rather than ensuring leadership that focuses on developing educational opportunities so that “care, development and learning are integrated to form a whole” (SNAE 2024, p. 27) as part of children’s meaningful leisure. In SAEC an ethos of care as well as learning is challenged by such a result driven agenda (Møller & Rönnerberg, 2024, p.115). In these times of competing demands on the leaders of SAEC we recognise that the marketization of schools has had an effect on how these principals understand themselves and their role.

The intention is to provide an examination of the regime of practices that normalize and subjectivates the principals on a daily basis (Niesche, 2011). The analytic procedure is based on a socio-constructionist approach and a view of discourses as processes of meaning making. Discourses constitute the preconditions and limitations of how people in specific moments can talk and think about a specific phenomenon, in this case principals of SAEC (Foucault, 2008). In the analysis based on answers from primary school principals in a qualitative survey a regime of practices is initially identified and categorized.

A discursive production of a nebulous leadership subject emerges. A leadership subject that seemingly embrace a distant and almost absent

educational leadership in relation to school-age educare. This leader tries hard and seeks support yet is struggling in the cross-fire of a variety of needs that it is absolutely central to respond to. It is even as if this leader sometimes voluntarily is blindfolded to survive. The analytical point is to draw attention to the regime of practices within which the principals find themselves, which work through, as well as on them and thereby enables exactly the type of educational leadership made visible here, which is in many respects a non-leadership. For a different educational leader for school-age educare to emerge a changed regime of practices is required, one that allows the primary school principals to perform their leadership in ways that today does not seem possible.

Keywords

Primary School Principals, school-age educare, educational leadership, subjectivation, nebulous leader

Authors

Eva Kane, eva.kane@buv.su.se, Stockholm University, Sweden

Linnéa Holmberg, linnea.holmberg@buv.su.se, Stockholm University,
Sweden

39. Leisure Time Pedagogues as Wellbeing Agents Across School and Youth Clubs

Section: Individual Paper Presentation

Abstract

Introduction

This presentation, based on a newly initiated Ph.D. project, will focus on leisure-time pedagogues as agents of well-being, particularly their role in promoting well-being through children's participation in communities across youth club and school.

In Denmark, well-being is declining, particularly among children aged 11 and older (Ottesen et al., 2022; Jensen et al., 2022). To address this, several interventions focusing on well-being have been introduced in public schools and youth clubs, targeting children aged 10–13. A survey shows that 20% of leisure-time pedagogues work across both institutions (BUPL, 2022). Research links their expertise to well-being, emphasizing the participation of children in communities as a key element (Ankerstjerne & Stæhr, 2018; EVA, 2018, 2023). However, limited research exists on the cross-institutional work of leisure-time pedagogues with well-being through the participation of children in communities (Ringskou & Gravesen, 2022).

Research Question

What opportunities and challenges do leisure-time pedagogues face when working with well-being through children's participation in communities across school and youth clubs?

Theoretical Framework

The theoretical framework defines subjective well-being as a relational, situated phenomenon, shaped by interactions among actors, environment, and organizational structures (Atkinson, 2013; Simovska & Kousholt, 2021). To emphasize well-being through participation in communities, Lave and Wenger's "Communities of Practice" serves as one of the key concepts in the project (Lave & Wenger, 2002, 2012).

Methodology

This study is a paradigmatic case study of two schools where leisure-time pedagogues work across school and youth clubs on well-being. Data will be collected through participant observations, interviews, dialogue meetings, and diary writing by pedagogues, within a focused ethnographic field study (Yin, 2014).

Expected Results

The presentation will put forward empirical data and a work-in-progress analysis. The focus will be primarily on the efforts of leisure-time pedagogues to enhance well-being through community participation within youth clubs, highlighting opportunities and challenges in this specific arena. Additionally, connections between cross-institutional work on well-being will be addressed.

Elements of discussion

The decline in well-being is a significant concern in extended education. In the Nordic countries, there is a strong connection between school and extended education. One question to discuss is how research on the work of the leisure time pedagogues working with well-being across youth clubs and school, can contribute to the ongoing effort to advance research on extended education as a research field in its own?

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Keywords

wellbeing, communities, participation, youth clubs, leisure time pedagogues

Authors

Lea Ringskou, lri@via.dk, VIA University College/Aalborg University,
Denmark

40. Managing super-diversity in Swedish school age educare

Section: Individual Paper Presentation

Abstract

Introduction

The question of super-diversity and its impact on everyday life in School age educare (henceforth SAEC) has so far been under-addressed in research. As super-diversity (Vertovec, 2007) affects society at multiple levels, the research area must be further investigated. The aim of the study was to explore how younger pupils in two SAECs manage super-diversity, and in so doing relate to institutional norms

Theoretical framework

The study draws on concepts of super-diversity and nationhood as theoretical starting points. Super-diversity refers to “a multi-dimensional perspective on diversity” (Vertovec 2007:1026) where the relationships between majority- and minority groups have been transformed. In super-diverse settings, diversity might be perceived as commonplace. (Wessendorf, 2014). Moreover, differentiation and the position “other” are not necessarily connected to ethnic categories. The repertoires available for young people’s sense making might over time be disconnected from ethnicity (Kostet et al, 2024). Considering super-diversity, social categories such as ethnicity must be reframed and the fallacy of seeing ethnic groups as bases for nationhood must be highlighted (Brubaker, 2002).

Research questions

How do younger pupils (7-9 yrs old) in super-diverse school age educare centers manage nationhood and commonplace diversity?

How do younger pupils (7-9 yrs) construct inclusive and exclusive positions in super-diverse school age educare?

Methodology

The empirical data consists of ethnographic fieldwork, individual and group interviews in two SAECs in a medium-sized city where pupils of native Swedish descent are in the minority. A minority has Swedish as first language. The ethnographic fieldwork was carried out over a period of 25 afternoons and 5 days full-time.

Results

The results show that pupils with diverse backgrounds construct a social order within which ethnic markers carry different meanings. In super-diverse SAECs, as our analysis shows, ethnic diversity is perceived as normal and thus the “national status order” between a Swedish majority and different minorities is challenged. “Swedishness” and proficiency in Swedish is not considered as an over-all norm and goal in every situation and relation, independent of local, contextual circumstances.

Practical guidelines

One practical conclusion of the article for practitioners in super-diverse SAECs is that the multiple categories and affiliations available must be considered. The adult world’s tendency to the fallacy of seeing ethnic groups as basis for ethnic identities must be highlighted. Ethnicity structures children’s and youth’s peer groups in sometimes unexpected ways. Pupil’s identifications and affiliations should not be taken for granted

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Authors

Linda Häll, linda.hall@liu.se, Linköping University, Sweden

41. Mathematical activities in school-age educare centers

Section: Individual Paper Presentation

Abstract

In 2016, the curriculum for compulsory school, preschool class and school-age educare was revised, and the commission of school-age educare in Sweden was clarified (Skolverket, 2016). Teachers should conduct teaching that corresponds to school-age educare core content, as outlined in the curriculum of which some aspects are related more or less explicitly to mathematics. By offering different ways of approaching mathematics, SAECs can foster the emergence of relations with mathematics other than those established in the mathematics classroom during compulsory schooling. However, two years after the implementation of the revised curriculum, the Swedish School Inspectorate found very few examples of teaching that stimulated students' mathematical thinking (Skolinspektionen, 2018).

To analyze the mathematics work in SAEC, we used Bishop's (1991) cultural perspective on mathematics education. In total, he identified six cross-cultural "activities and processes which lead to the development of mathematics" (Bishop, 1991, p. 22). Whereas some of the activities are related to our physical environment (counting, measuring, location, and designing), others are concerned with our social environment (playing and explaining).

The study aims to contribute knowledge about the experiences and lessons learned within a project in which SAEC teachers, in collaboration with researchers, plan, implement, and evaluate mathematical activities with a particular focus on the challenges that emerged during the project's processes.

The research process was inspired by an action learning model with close collaboration between researchers and teachers (Hjalmarsson & Söderström, 2014), in which mathematical activities were planned, carried out, and then reflected upon and evaluated during dialogue meetings before being developed, tested, and re-evaluated.

Three themes with particular focus on the challenges emerged during the processes of planning, implementing, and evaluating mathematical activities in the SAEC: the researchers' governance of the teachers' ideas, formulating aim and goal connected to the activities and the ambition to let the unique SAEC educational context leave its mark on the activities.

Drawing on the results, we would like to conclude with an open question about how a teacher training program aimed at work in SAEC can best be

arranged to promote the teacher students' ability to conduct teaching where leisure pedagogy meets a subject content, and where the student's initiatives, interests, and needs have a real impact on the teaching

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Authors

Maria Hjalmarsson, maria.hjalmarsson@kau.se, Karlstad University, Sweden

Karin Våge, karin.vage@kau.se, Karlstad University, Sweden

42. Migrant backgrounds in (teacher) education : How minoritized students talk about their transitions from upper secondary school to teacher education specializing in school-age educare (grundlärare i fritidshem)

Section: Individual Paper Presentation

Abstract

This paper explores how a group of students narrate their experiences transitioning into higher education. It links to research examining the accessibility and adaptation of higher education to a more diverse student population as well as previous studies highlighting so-called “social recruitment bias” – the tendency for educational choices to follow predetermined patterns that do not provide equal access or opportunities to all students (cf. Stretmo, 2024).

Teacher education has the largest enrollment of students in higher education programs in Sweden, with several distinct patterns emerging. In this paper emphasis is on one of Sweden’s largest teacher programs: the school-age educare program. The school-age educare program attracts a relatively gender-balanced group of students and a large number of minoritized students (students born in Sweden to foreign-born parents or students who arrived in Sweden during childhood, Stretmo, 2024). Despite the initial gender balance favoring the school-age educare program, male students are less likely to graduate than their female peers. Similar patterns are evident among students with migrant backgrounds, where dropout rates are up to nine percentage points higher compared to students with Swedish backgrounds (Stretmo, 2024).

In order to analyze how teacher students –in talk– value higher education, we draw upon a theoretical framework based on the works of Bourdieu (1990; Cf. Skeggs, 2000). In addition, the collected data is interpreted through an intersectional lens to shed light on how constructs such as “class”, “gender”, and “migrant background” frames the participants’ perception of the transition from upper secondary school to college teacher education (Cf. Iqbal & Modood, 2023; Skeggs, 2000).

Clearly, there is something happening at different formative points in time that influence both the decision to apply to and enroll in either one of these programs, and in regard to what happens after enrollment. This paper aims to explore how the students with migrant backgrounds in these programs themselves assigns meaning to and discuss constructs such as “migrant

background”, “class”, and “gender”, and their experiences of transitioning from upper secondary to (and through) higher education. The pilot study takes its theoretical point of departure in qualitative studies that bridges the gap between youth transition studies and cultural studies by exploring aspects such as class, gender and ethnicity through the intersections of social and cultural positions (cf. Johansson, 2017). In this we regard categories such as class, ethnicity and gender as socially constructed processes and hence, not as pre given and set categories. Inspired by Johansson (2017) we put forth the concept of transitional spaces. Such transitional spaces concerns both an actual physical transition (here, from one educational system to another), “but also the symbolic and cultural dimensions involved in (the) identity work” (Johansson, 2017, s. 519) and of subjects making sense of the transition.

Keywords

Migrant background, intersectionality, respectability, transitions, after-school-care

Authors

Live Stretmo, live.stretmo@gu.se, University of Gothenburg, Sweden

Johanna Sunesson, johanna.sunesson@gu.se, University of Gothenburg,
Sweden

43. Movement integration in Swedish school age educare

Section: Individual Paper Presentation

Abstract

Introduction

A new perspective on sports and physical activity is needed for more pupils to engage in movement and find value in being active. Movement integration (MI) (Vazou et al., 2020) explores the effects of incorporating movement into teaching. MI emphasizes a holistic approach, integrating physical activity into the entire school culture, both inside and outside the classroom. This study aims to describe and understand how movement is integrated into teaching at Swedish school-age educare centres (SAEC), encouraging pupils to develop skills linked to the local community. The study also explores pupils' embodied subjectivity and the value of movement within the context of teaching content.

Theoretical framework

This study is based on Gallagher's (2023) concept of enactive embodied cognition (EEC), which emphasizes the central role of the body in cognition. This approach views cognition as an interplay between the brain, body, and environment, where perception and action shape meaning through social and cultural practices. Additionally, the salutogenic perspective is used as both an operational tool and an analytical framework to understand pupils' embodied subjectivity and the value of movement in teaching. The aim is to explore how movement can be made comprehensible, manageable, and meaningful within the teaching approach.

Research questions

The following research questions guide the study: a) How can physical activity become comprehensible to pupils through MI in SAECs? b) How can pupils manage physical activity through MI in SAECs? c) How can physical activity become meaningful through MI in SAECs?

Methodology

The study was conducted as a research circle involving collaboration between SAEC teachers and researchers to develop teaching around the theme of place and the local community. Three focus group interviews were conducted with pupils, each group representing a different activity. Pupils who were present on the day of the interviews, provided consent, and participated in the activities were included. Group 1 consisted of six pupils

(6–7 years old), Group 2 had five pupils (9–10 years old), and Group 3 had four pupils (9–10 years old).

Results

The study demonstrated how movement and physical activity can be integrated into the school setting, emphasizing that movement is not solely about promoting health benefits through its intensity, duration, or frequency. The pupils' narratives revealed meaningful movement experiences that fostered exploration, collaboration, and problem-solving.

Discussion

Movement integration in schools and after-school programs has the potential to impact pupils more broadly, not just in terms of weight loss or fitness, but by focusing on the body's role in creating context, meaning, and learning. This aligns with the holistic ideals of SAECs that support overall pupil development

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Keywords

physical activity, embodied cognition, salutogenic

Authors

Peter Carlman, peter.carlman@kau.se, Karlstad University, Sweden

44. Musical Playing and Playworlds as a Form of Extended Education Pedagogy? : A Matter of Teachers' Emancipation and Distribution of Control

Section: Individual Paper Presentation

Abstract

Teachers in Swedish school-age education centres (SAEC) are expected to offer children the possibility of different aesthetic forms of expression, such as music and drama, by affirming the children's own ideas and interests in a social context where play can occur. At the same time, after-school activities have been schooled in recent years through a strong emphasis on teaching. The connection of play to a goal-directed pedagogy like "playful music learning" risks limiting the understanding of what musical play can be or sound like. However, research on music in SAECs is limited.

The main objective in this qualitative study was to introduce an approach to music and play where there was no predetermined goal to be achieved, where the process itself and the desire to participate were the primary focus. We also hoped that the implementation of the study could lead to discussions about shared musical play, meaning-making, and the creation of playworlds as a form of extended education pedagogy. This would offer children the freedom to explore and express themselves musically with voice and rhythm on their own terms, together with others, both children and teachers.

In the study, we combined musical play (Aronson, 2022) with the creation of a playworld. Lindqvist's (1996) concept of playworlds transforms the role of the SAEC teacher by having teachers embody different characters that children can confront and interact with. Dialogue and dilemma are central concepts that underlie children's participation and commitment. Musical play can be compared to children's way of communicating with sounds and rhythms during spontaneous play. The description of musical play is primarily based on Rancière's (2011) theories of emancipation and the idea of intellectual liberation and equality, which in this context means that we as teachers trust our own and others' ability to spontaneously interact musically.

Data were generated from video observations and the participants' meaning-making was interpreted based on their actions. The analyses revealed that children and adults do not have the same access to play. The children showed engagement and enthusiasm and their meaning-making

can be said to have taken place 'inside the flow'. In contrast, the teachers chose to position themselves 'outside the flow' as observers. The children did not want to stop and the teacher waited for the music play to transition to a joint ending, which was not the intention. The fear of losing control hinders educators' own play. Teachers' participation in non-pedagogical play needs to be legitimized on several levels, not least within teacher training.

Keywords

music in Swedish school-age educare centres; play; voice sound; children's musical meaning making; Rancière

Authors

Mona Persson Aronson, mona.persson-aronson@kau.se, Karlstad University,
Sweden

45. Pedagogical Work for Children's Sense of Belonging in the Educational Community of the School-age Educare

Section: Individual Paper Presentation

Abstract

The purpose of this project is, on one hand, to contribute knowledge to the research field of pedagogical work with a focus on the politics of belonging in the educational community of school-age educare, and on the other hand, to contribute to the development of practice by supporting participating teachers in their pedagogical work with and theoretical understanding of inclusion and exclusion processes.

The presentation, which focuses on one of three sub-studies, aims to answer the following questions:

How do teachers describe their pedagogical work for children's sense of belonging in the school-age educare?

What dilemmas are revealed in the teachers' descriptions of their work for children's sense of belonging?

The theoretical starting point is Nira Yuval-Davis's (2011) theory of the politics of belonging, which is primarily used in sociology and political science, and applies it to educational research. The theory highlights intersectional relations between and within social categorizations, positioning, identifications, and values that shape communities.

Methodologically, the project is participant-oriented and based on an interactive research model (HELIX, 2009). The data for the specific study consists of semi-structured group discussions with six teaching teams. Altogether, the data consists of about 540 minutes of audio recordings, amounting to approximately 90 minutes per discussion. The audio recordings were transcribed and initially analyzed descriptively and empirically, and then theoretically based on Yuval-Davis's analytical framework to understand the teachers' statements in a broader context.

The tentative results show that the teachers describe their work for children's sense of belonging as an activity-based, group-oriented, and circulating approach. Communication and closeness appear as essential tools in these approaches. The teachers also describe themselves as tools in the form of role models in the work for and with various communities. Identified dilemmas concern the teachers' control and guidance in relation

to children's opportunities for influence and participation in their educational everyday life.

By highlighting the practical dilemmas teachers face in balancing control with children's participation, the study has implications for professional development and pedagogical strategies. Teachers' as role models in promoting belonging are emphasized. Practical applications would involve teachers actively reflecting on their own behaviors and interactions, considering how their actions influence children's sense of community. Others how teachers view their own roles as facilitators of belonging, particularly through their example as role models, the dynamics of group membership and how teachers navigate these processes.

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Authors

Jonas Söderholm, jonas.soderholm@hkr.se, Högskolan Kristianstad
University, Sweden

46. Philosophy and play: Students practical intellect

Section: Individual Paper Presentation

Abstract

Introduction

Students have a need to think about philosophical life issues such as friendship, loneliness, justice, life, and death and they also have a need to talk about these life issues (Lilja, Buchardt, Kärnebro, Osbeck & Sporre, 2020). Students also have a natural inclination to play and take part in playful activities. We suggest that the school age educare centre is a suitable arena where both needs can be accommodated. In this paper, we discuss the intimate relationship between the playfulness that appears inherent in the students' way of solving a particular task and how they simultaneously make use of their 'practical intellect'. We intend to contribute to an expanded understanding of what constitutes intellectual activity and suggest that teachers and researchers can make use of this expanded understanding at the school age education centre.

Aim

The aim of this article is to develop an exploratory theoretical reasoning regarding the connection between (internal) intellectual processes and (external) practical observable actions of students participating in an activity. The question that is more specifically investigated is: How can students' play, in solving a task given within the framework of an adult-led activity, be seen as an expression of intellectual processes?

Methodology and theoretical framework

Theoretically a departure is taken in Gilbert Ryle's (1949/2000) discussion of how theory and practice are closely interwoven, and in Tomas Tempte's (1997) theory of the practical intellect. Our argumentation is supported by analyzing some empirical examples from an activity led by one of the researchers, and in the analysis using concepts from Ryle and Tempte to make our point about the practical intellect to come alive.

Result

We put this reasoning as the basis for a normative argumentation that deals with the fact that the School age Educare could be a place that meets students' needs to investigate questions of a philosophical nature without, for the sake of it, renouncing the equally central needs of playful antics and movement. We then propose a pedagogical position where teachers let the

students themselves design and explore activities that, according to them, can lead to philosophical conversations without either placing demands on the students' achievements or seeking to steer the activity towards specific educational outcomes

Keywords

School age Educare, play, philosophy, practical intellect

Authors

Liza Haglund, liza.haglund@sh.se, Södertörn University, Sweden

John Björkman, john.Bjorkman@sh.se, Södertörn University, Sweden

Adrian Ratkic, adrian.ratkic@sh.se, Södertörn University, Sweden

47. Physically inactive children – I don't think so!

Section: Individual Paper Presentation

Abstract

Introduction: main topic of the paper

The notion that children and young people are physically inactive dominates the research community and in the news media. Alarmistic reports result in school interventions to remedy the problem, often with minimal effect (Larsson & Thedin Jakobsson, 2024). It's a gloomy picture of children's movements being painted. But, after spending one year in an ethnographic study at two school-age educare centers in Sweden, I would dare to disagree. As a matter of fact, I find movement everywhere.

Theoretical framework

The study explores which movement discourses govern ways of moving in the school-age educare center. This entails exploring how discursive practices – such as rules and routines, physical environments, what is being said about movement, and the ensemble of movements occurring – produce different discursive patterns about movement. The study uses Foucault's notion of discourse as “the ensemble of more or less regulated, more or less deliberate, more or less finalized ways of doing things” (Foucault, 1998, s. 463).

Research question(s)

The study in the presentation is part of a thesis project that explores how movement is constructed in school-age educare. This paper addresses the following research question: What movement discourses can be identified in school-age educare?

Methodology

The study is part of a year-long ethnographic research project at two school-age educare centers in Sweden, that uses observations and interviews. The material for this study consists of field notes from 84 occasions (approximately 180 hours). 75 children (ages 7-8) and 18 pedagogues participated in the study. The data was analyzed using discourse analysis.

Results

Preliminary analysis shows an overarching school-age educare discourse in terms of movement that is built up from two sub-discourses: (i) movement

as something natural, and (ii) movement as something that must be promoted and organized.

In the presentation I will go more in-depth into the discourse of movement as something that must be promoted and organized, and illustrate with empirical examples.

Some elements of discussion (scientific relevance, practical implications, etc.)

Swedish school-age educare is in the middle of a schooling process, and there is pressure towards more goal-directed activities (Ackesjö & Haglund, 2021). “Daily physical activity” is part of the Swedish curriculum (Skolverket, 2022) and can be addressed by, for example, organized movement activities. However, this study shows that the adult’s view on meaningful movement may not always coincide with the children’s view. Giving space to children’s self-organized movement in school-age educare is one way of promoting daily, meaningful physical activity

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Keywords

schoolage educare, movement, discourse

Authors

Saga Samuelson, saga.samuelson@gih.se, Swedish School of Sport and Health Sciences, Sweden

48. Positions of children's human rights in Swedish school-age educare centres

Section: Individual Paper Presentation

Abstract

This study explores children's human rights in Swedish school-age educare centres (SAEC).

The global community has identified school systems as the means by which to educate children about, through and for human rights (UN, 2006). In the Swedish curricula, it is stated that children should develop knowledge about human rights along with values and behavior in line with human rights. Educational human rights research has focused on human rights teaching and learning in school and pre-school settings. SAEC has not been a central focus. Equally, in SAEC research this topic has not been treated as teaching and learning children's human rights per se but rather with an associative human rights language with a focus on participation and social learning (i.e Haglund, 2015; Jonsson & Lillvist, 2019). SAEC is an indisputable part of the Swedish educational system, hence, Sweden can serve as an interesting context to understand how children's human rights are handled in SAEC.

Aim: Clarify how SAEC teachers position children's human rights within their practice by answering the following research questions: 1) How do SAEC teachers describe the ways children's human rights are actualized within their practice? 2) What aims do SAEC teachers ascribe to children's human rights in SAEC practice?

The study is framed by Biesta's three domains of education. Qualification aims to making knowledge and skills available to students. Socialization aims to initiate students into current culture, and ways of doing and being. Subjectification aims for the student to relate to her/himself and coexist with the world around him/her (Biesta, 2020).

The data was constructed through semi-structured interviews with 19 SAEC-teachers in different SAEC centres across Sweden. The study followed to the ethical guidelines of the Swedish Research Council.

The interviews were conducted via Zoom, recorded and transcribed. Qualitative content analysis was conducted. Initially, inductive analysis was undertaken to identify central content in the interviews. Thereafter Biesta's domains were deductively applied to the central content and five positions of children's human rights were identified.

The result shows that the SAEC teachers position children's human rights in their practice as a) an overarching pedagogic approach, b) participation for satisfaction, c) social relations for exploring the self, d) social learning for being in the world, e) knowledge to understand the world.

The use of an associative human rights language in previous research and as a tacit overarching approach in practice makes the connections to human rights unclear. To better assist teachers in handling this topic research needs to progress from an associative rights vocabulary to clearly talk about rights.

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Keywords

children's human rights, human rights, domains of education, teachers

Authors

1. Lisa Isenström, lisa.isenstrom@kau.se, Karlstad University, Sweden
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49. Potentials of educational robotics for 5-11-year-olds.: A systematic review of LEGO® WeDo and implications for primary schools and extended education

Section: Individual Paper Presentation

Abstract

Educational Robotics (ER) has gained increasing attention in formal and non-formal education, including integration into regular classroom lessons and extended education settings. For children aged 5–11, ER has proven effective in fostering 21st-century skills such as computational and creative thinking, problem-solving, self-efficacy, and collaboration. This systematic review focuses on ER interventions using LEGO® Education WeDo, a tool identified as particularly effective compared to other ER tools. Meta-analyses (e.g., Gümüş et al., 2023) indicate that LEGO® WeDo reaches significantly higher outcomes in programming comprehension and problem-solving than other ER tools. Additionally, Evripidou et al. (2020) emphasize its strengths in conceptual design, user-friendliness, and suitability especially for young learners through its intuitive block-based visual programming interface.

This systematic review includes peer-reviewed studies published in the last 10 years and analyzes intervention settings and outcome variables of LEGO® Education WeDo's use in both school as well as in extended education contexts. Included studies examined the specific ER tool in regular classroom lessons, after-school programs, as well as in holiday classes. The research questions are (1) To what extent can WeDo interventions promote cognitive, socio-emotional, and motivational variables in children aged 5-11 years? (2) What is reported about the content and organisation of the interventions? (3) What implications can be pointed out for future intervention studies using ER tools Like LEGO® Education?

Methodologically, the literature search followed PRISMA guidelines and identified studies through databases such as Scopus, ERIC, Web of Science, and GoogleScholar incorporating forward and backward and crossref searches. Inclusion criteria focused on participants aged 5–11, the use of LEGO® WeDo, and quantitative designs with pre- and post-tests or at least post-tests for comparison groups. From an initial pool of N = 166 articles, n = 21 met the inclusion criteria, representing diverse cultural and educational contexts (e.g., Turkey, Italy, China, USA).

Findings reveal that WeDo interventions positively impact cognitive outcomes, e.g. computational and creative thinking, problem solving, and academic achievement (e.g., Chiazzese et al., 2019), socio-emotional outcomes, e.g. collaboration, and self-efficacy (e.g. Shang et al., 2023), and motivational outcomes, e.g. intrinsic motivation, school satisfaction, and positive attitudes toward STEM (e.g., Gratani & Giannandrea, 2022). Reported effect sizes ranged from medium to large (e.g., $\eta^2 = 0.46-0.81$). However, most studies have methodological limitations, and the intervention descriptions often lack detailed insights into the content and practice of the implemented programs.

All in all, the findings underline LEGO® Education WeDo's potential as an ER tool for fostering 21st-century skills. This review emphasizes the importance of high-quality intervention studies. LEGO® WeDo's dual role as a technological and pedagogical tool could bridge gaps between classroom teaching and extended education. Future research should address limitations, including small samples, reliable instruments, robust pre-post-test designs, clear intervention descriptions, effect size reporting, and appropriate inferential statistical analyses. Additionally, further research is needed on how multi-professional cooperation among educators in extended education can be structured to implement ER effectively and how extended education can help provide individualized support, and foster several outcomes outside the constraints of rigid curricula.

Authors

Helvi Koch, helvi.koch@fu-berlin.de, Frei Universität Berlin, Germany

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

50. Pre-service teachers' reasons for participating in student clubs (SCs) as extended education activities (EEAs) and their implications for critical thinking

Section: Individual Paper Presentation

Abstract

Students participate in Extended Education Activities (EEAs) as well as learning activities based on formal curricular practices in Higher Education Institutions. Students from diverse programs and fields voluntarily come together to participate in EEAs without the priority of academic development and expertise. EEAs are run under extra program activities, the most common of which are Student Clubs (SCs). SCs are “aimed to enable students to carry out professional, scientific, social, cultural and sporting activities outside the classroom” (YTU, 2022, p.2). Students participate in clubs that offer activities in many fields such as Science, Environment, Literature and Sports on a voluntary and need basis (YTU, 2025). Student teachers from diverse departments and grades also participate in the SCs. It is evident that exploring the reasons for participation in SCs in which student teachers participate and obtaining their inferences will make important contributions to the literature, especially in terms of pre-service teacher education. In line with this objective, the current study aims to explore student teachers' reasons for participating in SCs and their implications regarding the SCs. In the study, the explanatory case study method, one of the qualitative research methods aiming to explore causes and consequences, was used (Stake, 1995). The focus group interview technique, which is among the interview methods, was operated to collect data. In this direction, online focus group interview was conducted with student teachers from diverse departments and grades who took part in various clubs in different roles and years. Conventional Content Analysis (CCA) method, which is an inductive approach aiming to derive codes from the text, was executed to interpret obtained data (Hsieh & Shannon, 2005). The findings of the study revealed that student teachers participate in club activities for academic, professional and social reasons. The implications for critical thinking include the components of looking from different perspectives, questioning, generating solutions, being open-minded, self-evaluation and self-awareness.

Keywords

Student Teacher, Club Activities, Higher Education

Authors

Bunyamin Bavli, bunyaminbavli@gmail.com, Yildiz Technical University,
Türkiye

51. Pre-service Teachers' Opportunities to Learn, Beliefs and Self-Efficacy regarding all-day schools

Section: Individual Paper Presentation

Abstract

Introduction

To implement the change towards a high-quality all-day school, teachers need to be prepared to work and collaborate in these settings (e.g. Schüpbach, 2016). This requires knowledge about aspects of extended education as well as non-cognitive aspects like beliefs or self-efficacy (Blömeke, 2024). The research so far indicates that aspects of extended education are little integrated into teacher qualification tracks, and little is known about teachers' perceptions and beliefs regarding this area.

Theoretical Framework and Research Questions

While there exists a variety of research on beliefs and self-efficacy in different areas (Buehl & Fives, 2009; Lazarides & Warner, 2020), studies specifically addressing the beliefs and self-efficacy of pre-service teachers in the context of extended education and multiprofessional collaboration remain absent. To address this research gap, this paper reports on the development of a questionnaire to examine the learning opportunities, beliefs, and self-efficacy reported by pre-service teachers in this field. Research questions are: 1. Do the developed scales achieve sufficient statistical quality? 2. What correlations exist between the constructs and other personal characteristics?

Methodology

The developed questionnaire covers aspects of extended education and multiprofessional collaboration from relevant literature. Pre-service teacher students (n=80) were asked about curriculum content on extended education to cover opportunities to learn (28 items). The next set of items asks about beliefs regarding extended education (16 items) and multiprofessional collaboration (17 items). The last set of items cover pre-service teachers' self-efficacy about extended education (7 items) and multiprofessional collaboration (16 items). The questionnaire was pre-tested on a pre-service teacher cohort in 2024 of 80 students in their last semester. The questionnaire will be analyzed regarding its statistical quality and the paper reports on its pilot testing.

Results

The results show an overall acceptable Cronbach's alpha (e.g. for the scale learning opportunities $\alpha = .88$, for beliefs about extended education: $\alpha = .94$). Furthermore, the analysis showed correlations according to expectations between the constructs. Contrary to expectations, there were no significant associations between learning opportunities and both beliefs and self-efficacy. Interestingly, a positive correlation was observed between perceived learning opportunities related to all-day schooling and beliefs regarding collaboration. The results indicate that it is possible to assess how well graduates feel prepared for working at all-day schools based on their university studies. This provides a starting point for reviewing the curriculum and the corresponding learning opportunities. Furthermore, the results provide an insight into the importance students attach to the goals of extended education and multiprofessional collaboration, which can provide a starting point for teacher and further training.

Keywords

Teacher education, Extended Education, Beliefs, Self-Efficacy

Authors

Jil Wolf, jil.wolf@fu-berlin.de, Freie Universität Berlin, Germany

Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität Berlin, Germany

Kim Hartung, kim.hartung@fu-berlin.de, Freie Universität Berlin, Germany

Simone Dunekacke, simone.dunekacke@rptu.de, RPTU Landau, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany

52. PRIME: Transforming Popular Culture to Fit the Context of School-age Educare

Section: Individual Paper Presentation

Abstract

In 2023, the sports drink PRIME became a popular culture phenomenon, a fad. This study explores the impact of a popular culture fad in the context of school-age educare (SAEC) through the role that PRIME has in pupils and staff practices in two SAEC centers. The study aims to extend the understanding of how pupils in SAEC make use of a fad to negotiate social hierarchies. The collected data is based on ethnographic fieldwork on two different SAEC centers situated in different regions in Sweden. The fieldwork was carried out during the fall of 2023, with two months of observation per center. The analysis is based on ethnography (Emerson et al., 2011; Hammersley & Atkinson, 2019), where early on during the fieldwork, the sports drink was discovered as a rich point (Agar, 2006). The study uses a Foucauldian conceptualization of discourse and power to examine the different elements of PRIME that the pupils use (Foucault, 2002a, 2002b).

The analysis shows that PRIME is not regarded as a sports drink within the institution. As both SAEC centers have sugar prohibitions, this would not be allowed. Instead, the pupils use the bottles for water and consequently transform Prime from a commodity to a cultural text, while at the same time resisting readings of the product as within institutional and societal discourses on health. Thus, PRIME is mainly used as a popular cultural object, situated in a discursive formation that shapes interactions between pupils. The pupils legitimize themselves as subjects within this discourse by putting their owned bottles on display, or by calling on other discursive elements, such as knowledge of social media profiles or singing about PRIME. These discursive elements are based on economic capital, social media knowledge and literacy, status, and age. Legitimacy is further used in peer interactions, to negotiate the social hierarchies in the group. By using PRIME in their interactions with other pupils, prevailing social hierarchies and power rationalities, such as those between older and younger pupils, are negotiated.

The result of the study contributes to knowledge of the intricate network of elements that a contemporary fad calls upon. With the emergence of social media, the roles of children, producers, and advertisers are changing. This has implications for children's consumption as well as for teachers in extended education, that engage with children's leisure

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Keywords

School-age Educare, Popular culture, discourse, Ethnography

Authors

David Rapp, david.rapp@liu.se, Linköping University, Sweden

53. Reframing Resistance in School Development: A Micropolitical-Structurationist Perspective

Section: Individual Paper Presentation

Abstract

Introduction

Educational organizations face increasing pressure to adapt to technological, demographic, and socio-political changes. These shifts challenge established practices and provoke tensions that often manifest as resistance. While traditionally viewed as an obstacle (Dedering et al., 2023), this study reconceptualizes resistance as a potential driver of organizational learning. By applying Crozier and Friedberg's (1993) Strategic Organizational Analysis and Hollander and Einwohner's (2004) resistance typology, the study examines resistance as both a performative and generative force in school development. This perspective is particularly relevant for extended education, where reform efforts frequently encounter resistance from diverse stakeholders.

Theoretical Framework

This study adopts a micropolitical-structurationist perspective (Giddens, 1988), which highlights the interplay between strategic agency and structural constraints. Resistance is neither purely an individual act nor solely determined by institutional structures; rather, it unfolds within a dynamic field of power relations where actors navigate pre-existing constraints while simultaneously reshaping them through strategic action. This duality is especially relevant for extended education, where the introduction of new programs is shaped by formal policies, organizational hierarchies, and professional norms, yet also relies on the agency of teachers and administrators. Understanding resistance as both a response to structural conditions and a mechanism for change provides insights into how tensions in educational reform can be constructively addressed.

Research Questions

How does resistance manifest in school development processes? What role does resistance play in shaping organizational power dynamics? How can resistance contribute to more sustainable reform efforts?

Methodology

The study is based on a qualitative case study of a private Austrian secondary school undergoing pedagogical reform.

Two key initiatives are examined: The implementation of an open learning concept The establishment of a steering group

Data collection methods include: Participant observation at meetings and informal discussions Semi-structured interviews with school leaders, teachers, and steering group members Document analysis of development plans and meeting records Crozier and Friedberg's (1993) framework is used to interpret power structures, while Hollander and Einwohner's (2004) resistance typology categorizes forms of resistance.

Results

Preliminary findings indicate that resistance provides valuable insights into power dynamics. Teachers' resistance often reflects concerns over professional autonomy, while school leaders strategically engage with resistance to refine reform initiatives. Resistance is not merely obstructive but serves as a negotiation tool, influencing the direction of change. This underscores its dual role as both friction and a potential catalyst for learning and adaptation.

Discussion and Implications

The findings highlight the importance of engaging with resistance through dialogue and participation. Recognizing resistance as informative and constructive element can support more inclusive and adaptable change strategies. This perspective contributes to discussions on school development and extended education by demonstrating how resistance can shape reform processes and inform policy decisions.

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Keywords

resistance, school development, micropolitics, organizational change, structuration theory

Authors

Daniel Poepl, daniel.poepl@jku.at, Johannes Kepler University, Austria

54. Rethinking schools and extended education: Bridging Conventional Practices and Transformative Education in Times of Climate Crisis

Section: Individual Paper Presentation

Abstract

Although various programs (e.g., UN Decade of Education for Sustainable Development, ÖKOLOG program, Education for Sustainable Development [ESD]) suggest integrating sustainable development topics into educational environments, reviews (e.g., Algurén, 2021) show that there is a lack of emancipative and behavior-changing educational offers. In Austria, for example, Loparics (2022) shows that educators rank problems of sustainable development last compared to other educational dimensions. At the outcome level, i.e. the hope that education will ultimately have an impact on the social and political dimension, there is also no sign of a trend reversal. It seems that while we have approaches to what learning can contribute, this knowledge is not used in a transformative way in practice. To prevent such “inert knowledge” (Renkl, 1996), new knowledge should not only be adopted at the cognitive level but people should also be motivated to question traditional patterns of thought and interpretation and to discard entrenched behaviours.

Along with the following questions, we want to put a perspective on school and extended educational organizational development and identify central points of leverage for how cooperation can be reached in this mix of demands, contemporary problems and needs of the actors:

How and along which values do we pedagogically accompany pupils in their becoming in the face of crises and transformations?

Which (everyday) forms of practice and social interaction are produced in the process?

And which spaces of human beings, doing and saying do we open and close in the process?

The qualitative study (n=67) examines Education for Sustainable Development (ESD) in the context of school and extended educational environments in Austria from the perspectives of teachers, students, school administrators, educational partners and activists. A collection of episodic-narrative interviews addresses the above-mentioned research questions

through the qualitative content analysis of individual cases and through cross-case analysis.

The evaluation of the interviews shows beyond doubt that all actors in and around the school are aware that sustainability is a central field of action and that it should contribute to the solution by thinking comprehensively and within all dimensions of sustainability about transformation processes and modes of learning. At the same time, the interviews focus on comprehensive awareness and specific ideas, as well as significant obstacles such as feelings of helplessness, lack of interest, motivation or resources, the complexity of the topic or missing political support and incentives. Processes of transformative learning are rarely addressed, and the starting point is often the current conditions, which would first have to be changed to achieve sustainability. However, the fact that it is precisely the (interindividual or collective) learning process that could lead to the change is rarely described.

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Keywords

Education for Sustainable Development (ESD), Educational Development, Cooperation

Authors

Gregor Steinbeiß, gregor.steinbeiss@jku.at, Johannes Kepler University Linz, Austria

James Loparics, james.loparics@phwien.ac.at, University College of Teacher Education Vienna, Austria

Stephan Gerhard Huber, stephan.huber@jku.at, Johannes Kepler University Linz, Austria

55. SAE teachers' intellectual and moral autonomy: Personal stances in a socially contested school environment

Section: Individual Paper Presentation

Abstract

In 2011 a new teacher education program, Extended school (180 credit), later referred to School Age Education (SAE, 180) was launched. Research interested in the conditions for the new profession found that many SAE teachers experience difficulties and operate in a structurally subordinate position in the workplace, struggling with an underdog mentality in relation to other groups of teachers (e.g., Haglund & Boström 2020). SAE teachers also construct their professional identity in a field of tension between an older social-pedagogical care tradition and new forms of governance based in a school subject-oriented educational tradition (Ackesjö et al. 2019). However, instead of focusing on how organizational and profession-oriented frameworks shape the profession, we direct our gaze to the importance for the professional role that new SAE teachers attribute to their personal social commitment and their independent intellectual and moral reasoning.

Theory

School is regarded as an economically, socially and culturally contested place, inextricably linked to issues of power and interest. Rather than separated from the dynamics of politics, schools are viewed as contested spheres that incorporate and express societal struggles over knowledge, forms of authority, values, roles, identities, etcetera (Giroux 1985). Teachers' work accordingly can not be reduced to the instrumental task of implementing the curriculum and, like a technician, only enforcing educational decisions that have been made at a political and bureaucratic level.

Aim and research question

The aim of this paper is to examine how graduated SAE teachers' reason about their personal motivations and positions in relation to curriculum management and educational policy decisions. More precisely, we examine the question:

How do graduated SAE teachers' reason about their own intellectual and moral agency in relation to curriculum governance and educational policy decisions?

Methodology

The selection of respondents is strategic and consists of 30 graduated SAE teachers' who have an interest in societal and moral issues in relation to the teaching assignment.

Data consist of 30 reflection texts and individual semi-structured interviews with four of the respondents. In the interpretation of the data a departure is taken in Donald Davidson's (2001) Principle of Charity. This means that reflection texts and interview statements is analyzed in terms of rational actions from which conceptions and ideas about actual phenomena can be inferred, rather than, for example, reconstructing linguistic discourses. For a detailed description of the theoretical perspective and analysis procedure, see e.g. Halldén, Haglund & Strömdahl 2008.

Result

We hope to contribute to the field with an interest in the profession's mission by broadening the picture of which factors, according to teachers, that may shape teacher identities, teachers' conceptions of the mission and view of the special character of the profession. We will give some examples of a professional self-image and an approach to the teaching role where intellectual and moral independence is prioritized as an inalienable part of one's professional practice.

Authors

Liza Haglund, liza.haglund@sh.se, Södertörn University, Sweden

John Björkman, John.bjorkman@sh.se, Södertörn University, Sweden

56. School-age Educare as a Bridge for Cooperation in the Swedish Education System? Parents' and Staff's Experiences of cooperation during the COVID-19 Pandemic

Section: Individual Paper Presentation

Abstract

This presentation explores parents' and school staff's descriptions of the conditions for cooperation during the COVID-19 pandemic.

In the Swedish school system, compulsory school, school-age educare (SAEC), and preschool class form a common unit to support children's development and learning throughout the day. These school forms share policy documents and are usually united under one principal, in one building with shared premises and staff. They must also cooperate with parents in the best interests of the child.

For children with special educational needs, cooperation between education and home is central to ensuring that the child receives the support they need (e.g., Falkmer et al., 2015). However, studies have shown that this cooperation was hampered during the pandemic (e.g., Lipkin & Crepeau-Hobson, 2023).

This study aims to investigate how cooperation between parents and staff was affected in a Swedish context, where the complexity of cooperation is significant as it involves multiple school forms. The research question is: How did parents and staff experience the impact of the COVID-19 pandemic in their cooperation between education and home, and what were the perceived consequences for the children's educational situation?

The study is based on the perspective of disabled children's childhood studies (Curran & Runswick-Cole, 2013), which combines age and functionality to understand and problematize the conditions for children, childhood, and disability. This perspective is used to analyze the parents' and school staff's narratives about cooperation and how this impacts children's schooling.

The study builds on interviews with parents of children with intellectual disabilities, ADHD, and/or ASD aged 6 to 14 years, and school staff working with younger children (6 to 12 years old). In total, 22 interviews with 25 parents and 19 interviews with 39 school staff were conducted.

The preliminary results show that SAECs play an important role in the cooperation between schools and homes, as parents are more likely to encounter SAEC staff than primary school staff in everyday contexts, such as drop-off and pick-up. The pandemic is perceived to have challenged the interaction between home and education when parents were excluded from SAEC premises and when different school forms and groups within the school were kept apart to prevent the spread of infection.

Throughout the pandemic, the role of SAECs in the interaction between home and education appears central, and SAECs can be seen as a nexus, a 'bridge', between education and home. The question is what we can learn from the challenges brought about by the pandemic to create sustainable conditions for cooperation in the future

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Authors

Lina Lago, lina.lago@liu.se, Linköping University, Sweden

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

57. School-age Educare Teachers' Pedagogical Content Knowledge

Section: Individual Paper Presentation

Abstract

The setting for my study and thesis is school-age educare in Sweden. The purpose of the thesis is to generate knowledge about teaching in school-age educare and the pedagogical content knowledge of school-age educare teachers.

In order to understand the phenomena of teaching in school-age educare centres and the pedagogical content knowledge of school-age educare teachers, the units of analysis are: school-age educare teachers' representations in teaching, children's active participation and agency, and written educational plans. To generate knowledge and understanding of the phenomena, the theoretical framework of Pedagogical Content Knowledge (PCK) (Shulman 1986; 1987) and concepts from the sociology of childhood are used. In the study, children's agency is a fundamental concept to describe when children are actors and active participants in school-age educare. PCK has not previously been used in studies of teaching in school-age educare or the PCK of school-age educare teachers. This means that PCK is not only used as an analytical tool in the thesis, but it is also a discussed how PCK could be developed to be used as a theoretical starting point for school-age educare teachers.

The thesis used a variety of qualitative methods, including three different data collections. The methods consisted of observations, document analysis of previous PCK research and analysis of written educational plans. The analysis in the observations was based on Gess-Newsome's (1999) and Nilsson's (2008) formulations of subject matter knowledge, pedagogical knowledge and contextual knowledge in order to make visible how teachers interweave the knowledge categories and transform them into representations. The representations can then be used to identify teachers' PCK. The concepts used in the analysis of previous PCK research articles are inspired by the sociology of childhood (James & Prout, 1997) and are used to identify how children are described as active participants in teaching situations. The concepts used in the analysis of written educational plans consist of four types of knowledge: curricular knowledge, subject matter knowledge, pedagogical knowledge and contextual knowledge (Gess-Newsome, 1999; Nilsson, 2008; Shulman, 1986; 1987).

Teaching in school-age educare is complex and this study shows that teaching in an environment where teaching can be initiated in different ways means that teachers who teach in this environment need to have

knowledge of how to organise teaching based on children's agency, areas of knowledge in school-age educare and an approach in which child-led teaching, situation and goals are given equal status and space.

In problematising the use of PCK as a theoretical framework in the thesis, the question was raised as to how PCK as a theoretical tool can show children's active participation and what teaching knowledge teachers have to support children's active participation in their teaching. This is to establish PCK as a tool for teachers to use in analysing their own teaching and as an obvious tool for researchers to use in analysing the PCK of school-age educare teachers.

Keywords

School-age Educare, PCK, Teaching, Children's agency

Authors

Anneli Hippinen Ahlgren, anneli.hippinen-ahlgren@buv.su.se, Stockholm
University, Sweden

58. School-age educare: The integration of education and care as a holistic approach

Section: Individual Paper Presentation

Abstract

Topic

In the international discourse about Extended Education, the concept school-age educare (Klerfelt & Rohlin, 2012) is used in the talk about the Swedish school-age educare centers. The concept is based on the close connection and mutual dependency between care, learning and education in school-age educare. The substantial meaning of the concept school-age educare has then, by Wallin (2022), been transferred into a new Swedish concept, utbildningsomsorg.

Previous research (cf. Klerfelt & Ljusberg, 2018) focusing questions in the field researching school-age-educare highlights the lack of a common language for caring in relation to learning and education. The aim of this study is to explore the concept utbildningsomsorg and its validity in practice and what meanings teachers in school-age educare centres give the concept.

Theoretical framework

With starting-point in aspects of policy enactment theory (Ball et. al., 2012) for transformation processes, interpretation, material and discourse, possible meanings and implications of the concept utbildningsomsorg were studied.

Methodology

The study has been carried out together with teachers. During two semesters, teachers and researchers jointly problematized the concept utbildningsomsorg in a research circle where the teachers investigated and reflected upon their own practice, wrote log books and photographed situations with the purpose of making the concept visible. Teachers and researchers analyzed the material together.

Findings

Utbildningsomsorg can be described as a conceptual tool with potential to embrace the educational attitude in school-age educare. The results are presented in two themes, Utbildningsomsorg as a way to formulate and develop the practice, and Utbildningsomsorg as a way to embrace the educational attitude of the activity in the school-age educare. Utbildningsomsorg as a conceptual tool enables practice and research to

talk about the school-age educare activity. With starting point in the concept, the teachers describe that one can analyze and question what one does as a teacher in the school-age educare center and analyze how encounters take place between teacher and student.

Relevance

The concept utbildningsomsorg can be described as the activity teachers in school-age educare centers stand for, to educate in harmony with caring. Overall, the assignment concerns valuing the everyday and situated learning, as well as the planned teaching, and the caring for students and their right to education. The study thus deals with contributing with a conceptual tool valid for defining the activity. The concept utbildningsomsorg becomes a way of thinking and talking about school-age educare, with consideration as the primary thought and as a way to challenge ready-made answers and assumptions about what education is for.

Authors

Anna Wallin, anna.e.wallin@enkoping.se, Municipality Enköping, Sweden

Anna Klerfelt, anna.klerfelt@buv.su.se, Stockholm University, Sweden

59. Secondary School Students' Basic Needs in Extended Education in Germany

Section: Individual Paper Presentation

Abstract

Introduction

In the last two decades, extended education in Germany has increased, mostly due to the expansion of all-day schools (Entrich & Lauterbach, 2020). Some of the extended education aims to help children catch up academically. In order to implement these learning opportunities purposefully, it is necessary to examine how pupils perceive and experience them.

Theoretical framework

Extended education activities can take place in schools but differ structurally from school lessons: there are fewer curricular requirements, no grade-based assessment, they take place in different group constellations, and are often led by non-teachers (Hagenauer & Raufelder, 2020). Thus, these activities constitute a specific structure for supporting self-directed learning. The more flexible environment enables students to pursue their own interests (autonomy), to feel satisfied because they successfully complete self-chosen tasks (competence), and experience social belonging (relatedness). The three basic psychological needs (Ryan & Deci, 2017) aid human functioning, growth and motivation. If the basic needs are satisfied, it conduces towards the psychological well-being of the students and they are intrinsically motivated to learn (ibid.)

Research questions

There is limited knowledge about students' experiences in extended education, how students view them and how their needs are attained. This research investigates students' perceptions of their learning experiences in extended education in schools provided by an external educational provider. The presentation will address how needs-based experiences emerge as part of students' narratives about these learning environments, and will identify concrete manifestations and themes underlying experiences of need satisfaction and frustration.

Methodology

To understand students' views, qualitative guideline-based interviews were conducted with 30 students from four secondary schools in one Berlin district during the school year 2021/22. The interviews included questions

about the non-formal learning activity, school lessons and the comparison of both learning settings. The interviews were analysed with the qualitative content analysis (Kuckartz & Rädiker, 2022). Categories were first determined deductively based on the theoretical framework and inductively expanded and differentiated in the further analysis.

First Results

First analyses show a high feeling of relatedness in the non-formal learning environments. Students describe positive relationships with other students and the pedagogical staff. The latter seem detached from individual relationships as the pedagogical staff is characterized in a rather vague and unspecific manner. The results concerning the need satisfaction of autonomy vary in dependence of the structure of the learning activities. In more structured activities more rules and behavioural expectations are perceived and less autonomy in the learning process. In particular, the mandatory attendance imposed by parents or teachers, is perceived as controlling and thereby restricts the students' pursuit of autonomy. In contrast, less structured activities are valued for allowing students to set their own learning goals, determine their work pace, and choose their learning environment. The results show that the extended education activities create a specific teaching-learning situation and therefore experiences of need satisfaction and frustration that differ from experiences in school lessons. Based on the results, possible implications for the future implementation of such extended education activities will be discussed in the presentation.

Keywords

Extended Education, tutoring, non-formal learning opportunities, qualitative research, basic needs

Authors

Franziska Wehner, franziska.wehner@hu-berlin.de, Humboldt-Universität
zu Berlin, Germany

Corinna Lautenbach, corinna.lautenbach@hu-berlin.de, Humboldt-
Universität zu Berlin, Germany

60. Situated teaching in school-age educare: Challenges, opportunities, and children's participation

Section: Individual Paper Presentation

Abstract

Since the concept of teaching was introduced in Swedish school-age educare (SAEC) a few research studies have focused on this. Although there have been some studies in recent years that highlight teaching in SAEC in various ways (e.g., Memišević, 2024; Perselli & Haglund, 2022), only a few have focused on studying the situationally controlled teaching characteristic of the SAEC (e.g., Gardesten & Ackesjö, 2022).

This recently started research project aims to contribute with knowledge about how situations, that are the foundation for situated teaching can be identified, utilized, and designed in the everyday practice of SAEC, as well as how children's participation can be captured and developed. The following research questions are intended to be answered through this research project:

How is situated teaching manifested in the everyday practice of SAEC?

How are children involved in situated teaching?

In what ways can such working methods be developed by teachers in SAEC with a focus on how children's perspectives can be made visible in situations that teachers capture in the moment?

Situated learning takes place in the social interaction between people (Lave & Wenger, 1991). The theory of situated learning will form the main theoretical framework for the study and will be used both as support for data collection and as a basis for the thematic analysis that will be conducted to find patterns in the empirical material.

The research design is ethnographically inspired with focus on observations of situations in the practice of SAEC where situated teaching may occur. The observations will be complemented with conversations with teachers in SAEC as well as walk-and-talk conversations with children.

As part of the result in a previous study, Norqvist (2022) showed tensions regarding the role of teaching in SAEC. Additionally, an emerging reinterpretation of the concept of teaching, which was given a broader meaning incorporating concepts from SAEC's tradition. The previous study did not include more detailed observations of teaching or children's perspectives. However, it forms the starting point, both as a central context

description with the curriculum change, and as preliminary results on how different school actors (principals, SAEC-teachers) received this change. Based on this, the forthcoming study takes both a broadening and deepening step further into how situated teaching in SAEC occurs

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Keywords

Leisure-time centers, SAEC teachers, situated learning

Authors

Maria Norqvist, maria.norqvist@umu.se, Umeå University, Sweden

61. Stakeholder Perspectives on the Desirable Qualities of School Age Care Educators

Section: Individual Paper Presentation

Abstract

Introduction: The study explores the significance of school age care (SAC) in Australia and investigates the qualities that make educators effective in supporting children's growth, development, and overall well-being. Despite children arguably being the most important stakeholder, limited research has identified what qualities contribute to a 'good' educator from the perspective of children. In contrast, the current discourses amongst parents and carers frames educators as caretakers, primarily due to the utility of SAC for employment purposes. This study seeks to address this gap and understand children's perspectives on what qualities make a desirable school age care educator.

Theoretical Framework: The study employed a participatory framework to engage with children. The study emphasises a children's rights perspective by promoting children's agency in voicing their opinions and ideas throughout the research process.

Research Questions: The study seeks to understand what educator qualities are most valued by children in SAC settings and how these perceptions differ from parent/caregiver perspectives.

Methodology: Our study used a co-design approach where researchers and children collaboratively identified different ways of collecting data. Children and researchers chose included creative and participatory methods such as interviews (where children are the interviewers), focus groups, drawings, and video-making to elicit their views on educator qualities. In phase 2, an online survey was used to collect information from parents. A thematic analysis was then conducted to identify themes of desired educator qualities across the two data sets.

Results: Preliminary results suggest that children consistently value qualities such as kindness, warmth, reliability, and safety. Such qualities form the basis of strong secure relationships between educators and children. Beyond this, children highlight that positive and meaningful relationships, specifically through the practice of relationality, is the most significant aspect in which 'qualities' are desirable of educators from a child's perspective. Rather than suggesting a fixed set of desirable qualities, children often appreciate unique relational aspects with different educators.

Discussion: Relational pedagogies are a core part of Australian school age care framework (My Time Our Place), our findings provide further evidence

– from children’s perspectives – of the significant impact that relational pedagogies have on the relationships between educators and children. The findings underscore the scientific relevance and need of incorporating more children’s perspectives into school age care research. Practically, the study offers insights that can inform SAC educator training, policy development, and the enhancement of care environments to better support the care and development of children.

Authors

Viet Nathan Chu, nathan_vietchu@hotmail.com, MacGregor Outside School Hours Care, Australia

Stella Pabon, macgregoroshc@gmail.com, MacGregor Outside School Hours Care, Australia

Jennifer Cartmel, j.cartmel@griffith.edu.au, Griffith University, Australia

Pauline Verstraeten, p.verstraeten1@gmail.com, University of Rotterdam, Belgium

62. STEM, cross curricula teaching and leisure time pedagogy - what do they have in common and how to promote STEM learning in informal settings?

Section: Individual Paper Presentation

Abstract

Given that the School-Age Educare (SAEC) received an enhanced teaching mission and its own part in the elementary school's curriculum in 2016, with science, technology, and mathematics explicitly highlighted as the focus of teaching (Swedish National Agency for Education, 2024), questions arise regarding how this teaching is intended to be carried out. This presentation aims to explore and contribute knowledge on how STEM (Science, Technology, Engineering, and Mathematics) - based teaching can be realized in SAEC's practice. In this presentation, inspired by ethnographic methods, primarily video observations, I discuss the commonalities between leisure time pedagogy and STEM-based teaching, and how leisure time pedagogy can promote students' STEM learning. The theoretical framework of the study combines critical discourse analysis (Fairclough, 1993) with systemic functional linguistics (Halliday, 1994). The study was conducted in SAECs in Sweden across two different types of schools: a primary school and a compulsory school for pupils with intellectual disabilities.

The results indicate that despite the differing conditions and knowledge levels of students at the two SAECs, there are significant similarities in the SAEC teachers' approaches to subject-related teaching. Cross-curricular teaching is prevalent, as is the SAEC teachers' holistic view of students and their learning. Even when SAEC teachers plan to focus on science, elements of mathematics, technology, or other subjects are often integrated. Based on the study's findings, questions arise about how leisure time pedagogy can be utilized to promote students' STEM learning in a playful manner. The results also contribute to the discussion on the potential of SAEC to support school learning, particularly in STEM subjects, and to the discussion on SAEC's democratic mission and students' rights as future citizens to access relevant knowledge, regardless of the type of school they attend.

Keywords

STEM, leisure time pedagogy, cross curricula teaching, informal learning

Authors

Alma Memisevic, alma.memisevic@liu.se, Linköping University, Sweden

63. Supporting teachers working with pupils with special needs.: Collaboration between School-Age Educare Centres and School in the Swedish Context through the lens of the Ecology of Resources Model.

Section: Individual Paper Presentation

Abstract

Introduction: All pupils need to develop and be challenged in school and in school-age educare. In Sweden, school-age educare involves both education and care directed towards children in the early school-age and is organized in leisure-time centres. However, research shows that pupils in leisure-time centres do not always have the opportunity to develop as intended by the policy documents (Swedish Institution for Educational Research, 2019). This is especially true for pupils with special needs.

Theoretical framework: The Ecology of Resources model (Luckin, 2010) builds upon the idea of learning as an interaction between the individual and the sociocultural environment. Three resource elements: environment, knowledge and skills, tools and people are in focus in the model. According to Luckin (2010), the resources surrounding the learner may be restrained and impeded or expanded and enabled through filters and thus be used to strengthen design and to ameliorate negative effects in learning environments (Luckin, 2010).

Aim and research question: The aim of this study is to identify and analyse the collaboration between school age educare and school regarding pupils with special needs from the perspectives of school age educare and class teachers.

Methodology: In semi-structured interviews, school age educare teachers and class teachers (N=13) expressed their views on the collaboration between school-age education centres and schools for supporting pupils with special needs. The data materials were analyzed using qualitative content analysis (Scheier, 2014)

Results: In the study, filters as challenges are manifested for both school age educare teachers and class teachers in time and resources to inform each other, plan teaching initiatives and activities for supporting pupils with special needs, and for issues regarding documentation. At the same time filters are seen as possibilities regarding alternative learning strategies for

pupils', supporting pupils in after school activities and creating a whole-day approach for pupils.

Discussion: According to the teachers in this study, possibilities for creating conditions for pupils' participation, efficient use of competencies among teachers and further professional development. Beyond individual collaboration, a form of more systematic collaboration on a system level could advance collaboration between teachers. Practical implications involve advancing school-age educare and class teachers' collaboration and work to support pupils with special needs in school and school-age education

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Keywords

Extended education, Teacher collaboration, special adaptations for pupils

Authors

Marcia Håkansson Lindqvist, marcia.hakanssonlindqvist@miun.se, Mid Sweden University, Sweden

64. The “Fritidshem” in the Junction Between Public and Private

Section: Individual Paper Presentation

Abstract

This paper is a theoretical and conceptual exploration of the notions: free-time, home and educare to reflect on what the Swedish name fritidshem tell us about its institutional position. We will do this by also thinking through a child perspective. The term “fritidshem” (literally translated to “free-time home”) is the Swedish designation for Swedish school-age educare (SAEC) centers, and its connotations to various missions.

The fritidshem operates at the intersection of education, leisure, and care. Today’s fritidshem has evolved gradually since the latter half of the 20th century. In the 1960s, leisure educators (fritidspedagoger) became an academically trained professional group with specialized skills for working with children’s leisure and recreation. It was also during this time that the term “fritidshem” was established (cf. Rohlin, 2012).

In recent decades, the fritidshem has gradually shifted from the social policy to the educational policy domain. This shift includes the integration of fritidshem with schools in the 1990s and an increasing emphasis on teaching and education in the 2000s. This is evident in the changed terminology, where children are now referred to as students, and the English term has changed from “leisure time center” to “school-age educare center”. However, the Swedish term “fritidshem” has remained the same.

Evaldsson problematizes the concept of “fritidshem” in her dissertation *Play Disputes and Social Order* (1993). She argues that the word “home” in “fritidshem” carries values that evoke an entire political and ideological tradition, which is part of the Swedish welfare program. This means that “fritidshem,” through its name combination – leisure and home – describes both an ideological/pedagogical orientation based on democratic values and a home environment. From the perspective of the welfare state, it represents an idealized home.

The home metaphor in “fritidshem” persists and has not been replaced by terms like “leisure center”, “leisure school”, “afternoon school”, or similar, despite the fritidshem shifting towards a clear educational discourse during the last 30 years (Gustafsson Nyckel, 2024). In a way, we argue, it is not surprising that the term “fritidshem” remains, as the institution uniquely blends and intersects the private and public spheres. Taken this we ask: if this is an expression for the uncertainty of the current role of fritidshem?

Who or what is gained or lost from keeping the concept? What 'should' be the fore- and the background – the private or the institutional/public?

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Keywords

Fritidshem, concept, child perspective

Authors

Anna Sparrman, anna.sparrman@liu.se, Linköping University, Sweden

Lina Lago, lina.lago@liu.se, Linköping University, Sweden

Myung Hwa Baldini, myung.hwa.baldini@liu.se, Linköping University,
Sweden

65. The Building Playgrounds Affordances from Children's Experiences

Section: Individual Paper Presentation

Abstract

Introduction: research topic

Building playgrounds are a type of adventure playgrounds in Scandinavia that historically took their point of departure in teachers' observation that children tend to prefer unredacted spaces that offer opportunities for initiative and creativity. Children in some educare centers visit these places with school-age educare teachers.

Theoretical framework

The study uses Gibson's concept of affordances (1979), to capture how the children relate and interact with features in the environment. However, experiences are here not seen as purely embodied, but include the children's verbalized reflections on the place and the experiences that it affords.

Research questions

The aim of the study at a Swedish building playground in an urban environment, is to explore children's perspectives on the affordances that the playground offers, with the following research questions:

How do the children describe the building playground and the ways they use it?

What discoveries do the children highlight in relation to the affordances that exist and based on the educational support provided by adults at the building playground?

Methodology

Data was collected in Spring 2024 through walk-and-talk conversations with 29 children, (age 9) as well as through fieldnotes, and informal interviews with each child. The children were additionally given the opportunity to take photos of things that were important for them.

Expected results

This is an ongoing study, and the results have not yet been analysed. Preliminary results suggest that the children described, photographed and showed most features of this relatively small playground. They valued both freely building structures using a wide variety of scrap materials, and the

sections of the playground devoted to planting. Imagination, play, observing and learning from peers played an important role.

Scientific relevance and practical implications

There are relatively few studies researching the affordances for children of these playgrounds. Understanding the opportunities offered by such spaces for learning and recreation is relevant, against the background of increased instrumentalization of children's leisure time, alongside a more general commercialisation of public space. This study therefore aims to provide knowledge about children's experiences, that could be useful for the design of outdoor spaces for teaching and learning, as well as for training educators on how to integrate these spaces in their teaching practice

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Keywords

Building playgrounds, school-age educare, affordances, walk-and-talk conversations, children's experiences

Authors

Maria Hammarsten, maria.hammarsten@gu.se, University of Gothenburg,
Sweden

66. The Impact of the Language Apprenticeship Approach on Improving Japanese High School Students' Awareness of Languages

Section: Individual Paper Presentation

Abstract

Introduction

The Language Apprenticeship Approach (LAA) originated in the UK as part of the broader Language Awareness movement, pioneered by Hawkins (1984). This approach encourages learners to explore linguistic structures and reflect on the role of language in our society, fostering metalinguistic awareness. In the context of Japanese high school education, where English is often taught with a rigid focus on grammar and vocabulary memorisation, integrating metalinguistic awareness into language learning may provide students with a more holistic understanding of language. This study explores the impact of the LAA on improving Japanese high school students' metalinguistic awareness and confidence in language learning.

Theoretical Framework

This study is grounded in the theoretical perspectives of Hawkins (1984) and Aplin et al. (1981), which emphasize the importance of language awareness in fostering cognitive and linguistic development. The LAA focuses on the idea that learners benefit from a comparative perspective of languages, helping them recognize linguistic patterns, history of languages, sociolinguistic variations, and structural similarities across languages. By engaging students in reflective practices through workshops, the study examines how metalinguistic awareness can be effectively cultivated in multilingual education.

Research Questions

How does participation in workshops based on the LAA influence students' metalinguistic awareness?

Does the LAA enhance students' confidence in learning languages?

What observable changes occur in students' attitudes toward language learning throughout the workshops?

Methodology

A qualitative research design is employed, utilizing a workshop-based approach to examine the effects of the LAA. The study involves a series of interactive workshops where students actively engage in linguistic analysis, problem-solving activities, and discussions on language structures. Reflexive thematic analysis (Braun & Clarke, 2021) is used to analyze data collected from post-workshop interviews, student reflections, and observation notes. By comparing students' initial perceptions with their post-workshop reflections, the study assesses the extent to which their metalinguistic awareness has evolved.

Expected Results

Preliminary findings suggest that after the first workshop and interviews, students exhibit a more positive attitude toward language learning. By the second workshop and interview, participants are expected to demonstrate improved performance and an increased willingness to engage with multiple languages. The iterative nature of the study allows for tracking progressive changes in students' confidence and metalinguistic awareness, providing insights into how these developments occur over time.

Discussion and Implications

This research contributes to the growing field of multilingual education by offering evidence on how metalinguistic awareness can be effectively incorporated into language curricula. By shifting away from rote memorization toward a more interactive and reflective learning approach, the LAA may help bridge the gap between traditional language education and students' experiences which they already have

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Authors

Yuri Teramura, temyuu@gmail.com, Kyoto University, Japan

67. The influence of teacher assessment on students' mathematical performance and affective-motivational characteristics

Section: Individual Paper Presentation

Abstract

This study examines the influence of teacher expectations on student performance in mathematics and affective-motivational characteristics. Current research shows that higher teacher expectations have a positive effect on student motivation (Hornstra et al., 2018) and achievement (Hollenstein et al., 2024), often described as the Pygmalion effect (Rosenthal & Jacobson, 1968). Prior studies mainly focused on one or few student characteristics and did not investigate the causal ordering of student and teacher assessments, especially not in elementary school, which is a critical phase for further formal schooling.

Research Questions: 1. Do teacher assessments predict students' mathematical abilities and affective-motivational characteristics a year later? 2. Do students' mathematical abilities and characteristics influence teacher assessments a year later?

Data was collected from 278 students at nine elementary schools in Germany at two measurement points one year apart (grades 3 and 4). Students were on average 8.5 years old at the first measurement (46% female), the 15 teachers 45.5 years (80% female). Variables such as ability self-concept, willingness to make effort, expectation of success, enjoyment of learning, performance anxiety, and mathematical ability (assessed using DEMAT 3+ & 4) were collected. These variables were also assessed by the teachers for each student. Cross-lagged panel models (CLPM) were used to analyze the predictive relationships between student and teacher assessments over time (see Figure 1).

The analyses showed good fit values for all estimated models. Teacher assessments at the initial time point positively influenced several student characteristics at the second measurement. Additionally, student assessments influenced teacher expectations for math ability and performance anxiety, suggesting a bi-directional association.

The results indicating that almost all student characteristics at the second measurement were significantly predicted by teacher assessments at the first measurement, support the hypothesis that teacher expectations influence student performance and affective-motivational characteristics. These findings are consistent with the Pygmalion effect (Rosenthal &

Jacobson, 1968) and current studies on teacher expectations (Hollenstein et al., 2024). The bi-directional effect found in this study for mathematics performance and performance anxiety suggests that teachers form their expectations based on students' prior performance. Interventions are needed to educate teachers about the impact of their expectations and to change underlying beliefs and behaviors to prevent negative effects and to enhance student learning and performance (De Boer et al., 2018)

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Keywords

teacher assessment, student math performance, student motivation, elementary school

Authors

Tanja Aistleitner, tanja.aistleitner@jku.at, Johannes Kepler University Linz,
Austria

Justine Stang-Rabrig, justine.stang-rabrig@tu-dortmund.de, TU Dortmund,
Germany

Christoph Helm, Christoph.Helm@jku.at, Johannes Kepler University Linz,
Austria

68. The Institutional Grip of Evaluation in Swedish School-Age Educare

Section: Individual Paper Presentation

Abstract

Swedish school-age educare has, in the last 25 years, undergone extensive reforms with revised goals for work in practice and new working conditions. The reforms and changing conditions seem to have challenged practice in terms of quality. Since 2010, instead of programme evaluation for generating knowledge about the expected benefits for children of attending school-age educare, quality and evaluation have been regulated in the Education Act 2010:800(2010) as decentralised, continuous, ongoing systematic quality work led by school leaders and teachers themselves. The aim of this study was to examine the norms and the social order forming evaluation in school-age educare practice, including how staff think institutionally about evaluation, how evaluation is classified and categorised and identifying institutional shadows. The article is built on interviews with 53 staff members in twelve different centres. The interviews were analysed using Mary Douglas' (1986) theory about how institutions think. The analysis contains a careful reading of interviews through a theoretically informed institutional lens and has resulted in different categories of evaluation in SAEC, as well as the identification of an institutional shadow. Children's experiences is discussed as the institutional grip and shadowing goals and results in evaluation. Finally, it argues for institutional change.

Keywords

evaluation, school-age educare, fritidshem, children`s perspectives

Authors

Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden

69. The integrative potential of school-age educare

Section: Individual Paper Presentation

Abstract

In Sweden, as in many other European countries, there is a widespread political assumption that educational institutions have an integrative potential (SOU 2024:12). Moreover, in recent years the role of educational institutions for the integration of migrant children has got considerable political attention (SOU 2022:61). This is why it is of interest to explore what role school-age educare centers (SAEC) are expected to play in the social and linguistic/national integration of pupils who attend them. The general aim of this paper is to generate new knowledge about how the objectives of integration policies interact with ideas about the role of SAEC in societal integration. More concretely, through qualitative text analysis of government commission reports focusing on national integration (2024:41; 2024:12) and the SAECs' role in social integration (2020:34; 2024:12), the paper investigates what the stated and unstated role of SAEC is in the integration of migrant children

In the paper theories on social integration (Durkheim 2002/1952) will be complemented with a theoretical perspective that problematizes the role of educational institutions in nation-building processes (Brubaker 2015; Gornik 2022). This theoretical perspective allows for getting to the bottom of how the ideas and policies disseminated in the SOU reports focusing on SAEC and/or integration reflect different ideologies that may have (conflicting) implications for policy and practice.

The methodology is based on the idea that Western societies create a collection of documents with which they are "inextricably linked" (Foucault 2010: 7). This is why, by studying a society's documents it is possible to follow its own self-making, via its rules of production and transformation of thinking, writing and speaking.

Results: In Sweden there is a strong public consensus on that good quality SAEC has a compensatory effect on the education of pupils with socio-economically disadvantaged background. This is why at the national level the integratory role of SAEC has in the past few years got increased political attention. Yet, the results also show that while SAEC is seen as an important arena for social integration its role in the linguistic and national integration of pupils is not explicitly defined. This result is noteworthy: the integratory potential of SAEC is formulated in socio-economic rather than in linguistic/national terms. This may have implications for the everyday practice of SAEC as regards to promoting social and national integration.

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SOU 2024: 41 "Styrkraft för integration"

<https://www.regeringen.se/contentassets/c988ad23ff9943ef9f7f6c934b28e279/styrkraft-for-lyckad-integration-sou-202441.pdf>

Authors

Tünde Puskas, tunde.puskas@liu.se, Linköping University, Sweden

70. The rhythms of rules: Navigating children and young people's social media practices in extended education

Section: Individual Paper Presentation

Abstract

Children's and young people's social media practices are a growing concern for adults worldwide. As a result, various regulations and policies are proposed, contested, and implemented in different ways. In Denmark mobile phones - and by extension social media - are often partially allowed in leisure clubs (for 10-12-year-olds) and fully permitted in youth clubs (for 12-18-year-olds). Yet only 2% of children and young people report being asked about their social media use by social educators (Børns Vilkår, 2019, s. 108). In an ongoing research project, we aim to generate new knowledge about social educator's engagement with children and young people's social media practices in extended educational settings, and to explore pedagogical approaches to working with social media in these contexts.

The research question guiding the project is: How do children and young people's social media practices shape their everyday lives in leisure clubs and youth clubs, and how do these practices influence the work of social educators in these settings?

Methodologically, the project is based on a qualitative approach, inspired by participatory action research. Children, young people, and social educators act as co-researchers, contributing to data production through snaplogs and digital logbooks (Sauzet et al., 2024). Four clubs (two leisure clubs and two youth clubs) participate in the project through three phases:

- Fieldwork (observations, snaplogs, digital logbooks and interviews)
- Analytical workshops
- Experiments with approaches and reflections on their implementation.

Our data suggests that children, young people and social educators actively reflect on rules about social media practices in the clubs, both in terms of when and if mobile phones should be allowed and how they should be used. In various ways, the rules influence the relationship between children, young people and social educators. In leisure clubs, with younger children, rules tend to be explicit, setting clear spatial and temporal boundaries for the use of mobile phones. In youth clubs, on the contrary, rules are often implicit, shaped by social norms and pedagogical values rather than formal rules.

Theoretically, we are inspired by Henri Lefebvre (Lefebvre, 2004), Michel Foucault (Foucault, 1995) and media practice theory (Larsen & Johansen, 2024), when we examine how explicit and implicit rules in extended education create rhythms that structure the social media practices of children, young people and social educators. In doing so, we depart from an understanding of practices as a nexus of sayings and doings in context, which allows us to focus on what children, young people and social educators do with social media, rather than what social media does to them (Larsen & Johansen, 2024, s. 31).

In the presentation we will unfold the social educators' sayings and doings on rules and compare these to the children and young people's social media practices. This will heed way for a discussion on the complexity of rules in social media practices, not least the delicate balance between adult-driven decisions and the perspectives of children and youth.

Keywords

social media, rules, leisure clubs, youth clubs, professionalism

Authors

Sofie Sauzet, sosa@kp.dk, University College Copenhagen, Denmark

David Thore Gravesen, dtg@via.dk, VIA University College, Denmark

71. The Temporal and Spatial Conditions of Play: An Ethnographic Study of Children's Perspectives on Play in the SAEC

Section: Individual Paper Presentation

Abstract

Introduction: Children's play is given less and less time and space in the Swedish SAEC activities in favor of goal-oriented learning activities (e.g., Memišević, 2024). Earlier SAEC-research has responded to this problem by: a) Focusing on children's influence and agency, showing how children's influence and agency increases in play that children themselves initiate, but is reduced in learning activities initiated by teachers (Haglund, 2015). b) Focusing on teachers' play-related practices and views on play, showing how play in SAEC carries unforeseen transformative opportunities for those playing (Kane, 2015). c) Focusing on children's perspectives on play in the school environment, showing that play is of foremost importance for children themselves (Schanke & Øksnes, 2022).

Whereas Schanke & Øksnes (2022) research has studied children's views and thoughts on their experiences of play and how play matters to them, this paper additionally study children playing, focusing on their actions in play in the SAEC.

Research questions: The paper contributes to a larger study which aim is to deepen and nuance the knowledge about the meaning of play for children in SAEC. The specific aim of this paper is to understand how time and space plays out in relation to the act of playing, showing possibilities and obstacles to children's playing connected to the time and space of play.

Methodology: The study draws on three months of ethnographic fieldwork in an SAEC with 33 children as participants. Through observations of children playing and conversations with children about playing, different dimensions of play that are important to children have been gathered through fieldnotes, field drawings and sound recordings. The material gathered has been thematized based on the aims of the study and the theoretical framework.

Theoretical framework: This paper draws on Eugen Fink's (2016) concept of the doubling of time and space in play. This doubleness of play lies in how both reality and the imagined exist at the same time for the one playing (ibid.). By applying this theoretical concept, the problem of play given less space and time in SAEC emerges in a different light.

Results: The tentative results suggest that the time and space of play is fluid and intertwined with reality, and that the time and space when children are not playing conditions play, and vice versa

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Keywords

School-Age Educare, Play, children`s perspectives

Authors

Emma Björkum, emma.bjorkum@sh.se, Södertörn University, Sweden

72. The Timescape of a Swedish School-age Educare Centre: The Case of Waiting

Section: Individual Paper Presentation

Abstract

This study aims to explore how time, exemplified by waiting, manifests in a SAEC centre. The focus is on the organisation of time and its production through the interaction between children, teachers, and the SAEC context. Specifically, the study investigates how children's waiting takes shape in a Swedish SAEC environment. To achieve this, Barbara Adam's (2004, 2008; Adam & Groves, 2007) concept of timescape(s) is used to understand how time shapes and is shaped by children's actions.

The study is based on ethnographic data from one SAEC centre. I spent a week at the centre, observing and engaging in daily activities during the afternoon hours. The ethnographic approach involved fieldwork where I participated and had informal conversations with teachers and children. This was documented using field notes. Analytically, this study employs what Pink (2021) calls "the analytic hunch", which is based on a holistic perspective. Waiting was a phenomenon I noticed on several occasions, and which remained in my thoughts. Revisiting field notes and reading about waiting created what Pink (2021: 39) describes as "the conditions for a hunch to emerge." This study is the result of that emergence.

The findings show that waiting regularly occurred at the centre as part of the overall timescape. The timescape at the centre can be described as organised around units of time, creating a sense of time frames with distinct blocks and intervals, influenced by the need for the same staff and children to transition between activities. These units of time also create in-between times where waiting occurred. By examining two instances of waiting in more depth, the study goes beyond exploring why waiting occurs to also investigate how waiting takes shape. In the two analysed events, the anticipated future or the perceived present influenced how waiting was manifested. It mattered whether there was a desired future in upcoming activities (e.g., going to the sports hall) or a longing to escape an unwanted present/past (e.g., being outside in the cold rain). When this longing is combined with a lack of control or comprehensibility/predictability, waiting time became idle, unproductive, or even 'lost'. In the analysed instances, the children lacked both control and comprehensibility. They became stuck in the present, having come from something but with nothing to go to. While waiting does not disappear if children control their time, control itself neither creates nor eliminates waiting, but it can shape waiting meaningfully.

Together with other research on children's institutionalised time, this study provides insight into how children's time can be spent and, in this, provide to discussions about what is important to consider if we want it to be spent differently

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Authors

Lina Lago, lina.lago@liu.se, Linköping University, Sweden

73. Transforming multi-professional collaboration at inclusive all-day schools: the Berlin learning house concept

Section: Individual Paper Presentation

Abstract

The expansion of inclusive all-day education is an educational policy goal for Berlin elementary schools. For inclusive all-day education to be successful, new concepts for room design and collaboration between multi-professional educational staff are needed. The Berlin Senate has decided to implement the so-called learning house concept and is currently expanding individual schools accordingly, in line with their demands and depending on the budget situation (Senate Department for Education, Youth and Family, 2017). The learning house concept combines a new room design with the implementation of the so-called "Team-Kleingruppen-Modell" (Ramseger, 2018), which essentially involves restructuring the teaching staff of a large school into smaller sub-units (here: four learning houses).

As a case study, such a restructuring process was accompanied at a Berlin elementary school. Two data collections took place, one before the school moved into the new buildings (beginning of the 2021/22 school year) and another one year later after moving in (beginning of the 2022/23 school year). Guided group discussions with teachers, educators, a school psychologist, social workers and learning assistants focused on the conditions for successful multi-professional collaboration in inclusive all-day education (qualitative sub-study). A parallel survey of the entire pedagogical staff using paper-and-pencil questionnaires focused on attitudes, characteristics and topics of multi-professional collaboration as well as the perception of the general conditions, both before and after the introduction of the learning house concept (quantitative sub-study).

Selected results of the quantitative sub-study (N=48/52) will be presented. These show that the collaboration within the class teams, which usually consist of a regular teacher and an educator, was characterized by a high level of mutual respect and similar ideas about pedagogical approaches even before the restructuring. In addition, there was a clear distribution of tasks in which the regular teachers were given more responsibility for teaching and the educators a more supportive role. This did not change with the introduction of the learning houses. The topics of the multi-professional team meetings also remained unchanged. The focus here was on current incidents and problems as well as on pupils' needs, their family situation and their performance level, rather than on joint lesson planning and even less on joint organization of extracurricular activities. However, after the

introduction of the learning houses, the exchange with the staff working across class teams, i.e. the special needs teachers and the school psychologist, increased. In addition, not only was the room situation perceived much more positively, but there was also more time available for multi-professional exchange.

The results are discussed against the background of other research findings on multi-professional collaboration in all-day elementary school (e.g. Hochfeld & Rothland, 2022) as well as against the background of measures that the school had already introduced some time before the restructuring (e.g. externally guided team building), but also in the course of the restructuring (e.g. introduction of project learning to be organized by the learning house teams).

Keywords

Multi-professional collaboration, elementary school, school improvement, learning houses

Authors

Christine Schmid, christine.schmid@fu-berlin.de, Freie Universität Berlin,
Germany

Kathrin Thomann, k.thomann@fu-berlin.de, Frei Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

74. Understanding violence among children in SAEC, a social pedagogical perspective on staff reflections

Section: Individual Paper Presentation

Abstract

Introduction

Social pedagogy is about social justice. The aim is to encourage a strong sense of community and to educate children and adults to ensure positive relations between individuals and society. School-age educare (SAEC) should work with inclusion and to even life circumstances among children. However, changes in society such as economic and social acceleration challenges the possibilities to practice social justice in SAEC. In Sweden, many SAECs are facing poor structural conditions, increasing needs within the group of children and absence of staff resources to support and guide the children, and a great time pressure. These challenging conditions can be understood in consequences for children as an accelerated everyday life which increases the risk of violence to occur among children.

Theoretical framework

This study uses the theoretical concepts acceleration and resonance (Rosa, 2023), slow pedagogy (Clark, 2023) framed within social pedagogy. These theoretical concepts are used to explore how the changes among children, parents and within society, which were described by the staff, can be understood.

Research questions or hypotheses

The focus of this study is to explore how staff, working in SAECs, reflects on, and understand the underlying reasons to violence among children in SAECs.

Methodology

This study is based on 17 qualitative interviews with SAEC staff (female 13; male 4). The interviews have been recorded and transcribed. Semi-structured questions were constructed to explore the staffs' reflections on violence among children. All informants have been informed about the study and given their consent to participate. In the study, inspiration has been taken from thematic analysis (Braun and Clarke, 2019) and three themes have been constructed.

Results

The three themes constructed are: Tough words that make you astonished, changes in children's use of words; Changes in children's needs of support and guidance, SAEC goes parenting; Changes in society and changes in SAEC institutions.

Discussion

SAEC institutions has moved from being bounded in place and time into a more fluid practice, moving into areas that previous in times were restricted to handling in families or by children themselves during their leisure. This can be understood as stemming from social acceleration changing childhood and everyday life in SAEC. These movements demand time and space for the staff to handle and work with relationships with both children and their caregivers. Social pedagogical work, is a way of handling these movements within SAEC institutions which has led to changes in the roles of SAEC staff. As a part of that social pedagogical work slow pedagogies must be involved. Building trustful relationships with children and their caregivers takes time and perseverance

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Keywords

Schoolage Educare, social pedagogy, violece, acceleration

Authors

Anna-Lena Borg, anna-lena.borg@hv.se, University West, Sweden

75. We can make a difference

Section: Individual Paper Presentation

Abstract

This study explores how school-age educare (SAEC) in Sweden can make a difference for children living in areas with socioeconomic challenges. The Swedish school-age educare offers education and care for children aged 6-12 years old, before and after school. The mission of the SAEC is to complement school teaching and compensate for children's living conditions. A central point of departure for this study is that the location of an SAEC program matters, as where children live and where the school-age educare centers are situated impact children's life conditions and their prerequisites for succeeding in school (Lindbäck, 2021; Valizadeh, 2023). The study is theoretically grounded in Biesta's concepts subjectification and qualification, which are used as aspects of education. According to Biesta (2009), education impacts on processes of subjectification – discourses of becoming a subject. The qualification discourse of education involves providing children with the knowledge, skills, and understanding needed to cope with future education, enabling them to act effectively in the world (Biesta, 2022). The aim of this study is to explore how SAEC adapts to the local circumstances and individual needs of pupils living in areas with socioeconomic challenges and how SAEC can contribute to promote pupils' continued learning and knowledge development for further education and life. The following research question guides the study: What claims are made about the SAEC contribution to pupils in terms of subjectification and qualification?

Data consist of 13 interviews with school leaders working in schools in socioeconomic vulnerable areas, neighborhoods at risk, and particularly exposed zones identified by the Swedish Police. Qualitative content analysis was applied. Three categories emerged regarding the claims made about children: the child in need, the child at risk and the child with pluricultural experiences. Four aspects were identified regarding how SAEC can contribute to qualifying children for further education: by supporting the development of their self-esteem, by nourishing the development of soft skills, by supporting children's language skills, and by designing activities that broaden their knowledge of the surrounding society. Moreover, two aspects were identified regarding how SAEC can contribute to children's qualification for life: broadening children's horizons and instilling a belief in the future. Thus, this study contributes with nuanced descriptions of how the SAEC can compensate and make a difference in children's life conditions. The SAEC can also provide children with the prerequisites for succeeding in school. Considering the increasing socioeconomic disparities in Swedish society, the SAEC's compensatory work may become even more

important in the future. Another conclusion is that SAEC centers are important spaces for care and supervision, where children's basic needs are met. Hence, in areas with socioeconomic challenges, the SAEC's mission to compensate appears to be prioritized over its mission to teach.

Authors

Marina Wernholm, marina.wernholm@lnu.se, Linnaeus University, Sweden

Helena Ackesjö, helena.ackesjo@lnu.se, Linnaeus University, Sweden

POSTER PRESENTATIONS

1. Addressing Student's Questions and Interests in Science in Extended Education Settings

Section: Poster presentations

Abstract

Promoting and fostering students' interest and curiosity is central to their learning and engagement. The Swedish National Agency for Education demands that teaching in School-age educare (SAEC (a Swedish form of extended education)) should be based on the pupils' needs, interests and initiative' (SNAE, 2022, p. 27). Despite this, Memišević (2024) shows that SAEC often prioritize planned and teacher-led activities over addressing students' spontaneous questions and interests in science.

Through didactic models, teachers can get support in their didactic choices. According to Boström et al. (2022) didactic in SAEC differ from traditional school didactics. This study, in collaboration with active SAEC teachers, aims to test and develop a didactic model concerned with teaching in SAEC focused on meeting and developing students' interest in science.

The study is based on didactic theory, focusing on the didactic questions why, what and how, as part of a didactic modelling process (see Wickman et al., 2018). This presentation focuses on the research question:

What opportunities for science content and working methods arise in a SAEC setting when teaching aims to meet and develop students' interest in science, supported by a didactic model designed for SAEC?

During one academic year, a series of workshops was conducted with eight SAEC teachers from two different schools. In previous studies, based on focus groups with SAEC teachers and literature mapping, we developed a core model focused on meeting and developing students' interest and curiosity in science within SAEC. In the study presented here SAEC teachers, based on the model, planned and tested teaching. The model was then evaluated in collaboration with the researchers, and adjustments and improvements were suggested. The empirical material consists of field notes and recordings from teaching and from focus groups with SAEC teachers and students.

The analysis, based on the didactic questions what and how, is ongoing and the results are expected to show opportunities regarding content and working methods for science in SAEC based on student's interest and curiosity. The presentation will include concrete examples of teaching as well as the model developed in collaboration with teachers.

The results are expected to provide valuable support to teachers in extended education in their didactic choices in planning, implementing and evaluating teaching about science, as well as contribute to the continued development of teaching to meet and develop SAEC students' interests and curiosity about science

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Keywords

didactic model, science, students interest, school-age educare

Authors

Lisa Fransson, lisa.fransson@hkr.se, Kristianstad University, Sweden

Lena Hansson, lena.hansson@hkr.se, Kristianstad University, Sweden

Daniel Östlund, daniel.ostlund@hkr.se, Kristianstad University, Sweden

2. Enhancing Students' Competencies for Social Transformation through Inquiry and Community-based Learning

Section: Poster presentations

Abstract

Introduction

Schüpbach (2018) highlighted that while extended education generally aims to enhance psychological well-being and social competence, certain initiatives specifically target the achievement of distinct educational outcomes and objectives. In recent years, students have had increasing opportunities to participate in school- and community-based programs. However, educators must critically assess the precise educational goals and intended learning outcomes of extended education. This study explores the correlation between students' competencies for social transformation and their engagement in community- and inquiry-based learning.

Theoretical Framework

Transformative learning has gained significant prominence in the field of education in recent years. The OECD Learning Compass 2030, introduced in 2017, defines "Transformative Competencies" as those essential for reshaping society and fostering a sustainable future for individuals.

According to UNESCO (2019), experiential learning in real-world contexts plays a crucial role in fostering transformative actions. Exposure to authentic societal challenges nurtures empathy, which, when personally meaningful to students, can develop into compassion and drive active engagement.

Since December 2016, Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has been implementing the Framework of Curriculum Guidelines: "Curriculum Open to Society," advocating for an "Educational Curriculum Integrated with Society." Strengthening students benefit significantly from engaging with their communities, as such experiences cultivate an awareness of their capacity to contribute positively to both their own lives and society.

Research Questions and Hypotheses

This study formulates the following primary research questions:

Does participation in local activities contribute to the enhancement of competencies for social transformation?

Do experiential learning and inquiry-based learning significantly strengthen competencies for social transformation?

Is there a correlation between participation in local activities and competencies for social transformation?

To address these research questions, the study proposes the following hypotheses: Inquiry and community-based learning significantly enhances competencies for social transformation.

Research Methods

This study utilizes national-level data from the 2024 National Academic Ability Proficiency and Learning Status Survey (NAPLSS). NAPLSS is an annual academic proficiency assessment conducted by MEXT, designed to evaluate the academic competencies and learning behaviors of all students in the final grades of compulsory education—6th grade in elementary school (N = 960,172) and 3rd grade in lower secondary school (N = 903,644)—across Japan.

Results (Obtained or Expected, to be Included in the Final Report)

Correlation r	Primary 6 th grade	Lower Secondary 3 rd grade
Correlation between Transformation of Society and Inquiry based learning	r =0.44	r =0.40
Correlation between Transformation of Society and Participation of local events	0.37	0.50
Correlation between Transformation of Society and Global introduction	0.60	0.60
Correlation between Transformation of Society and Academic Subject (math)	0.18	0.13

Discussion (Scientific Relevance, Practical Implications, etc.)

These findings suggest that inquiry and community-based approaches are more effective in fostering competencies for social transformation than traditional academic subjects. It is crucial to further explore the processes underlying inquiry-based and community-engaged learning and their impact on extended education. A deeper understanding of these

mechanisms will enhance educational strategies aimed at cultivating students' capacity to drive meaningful societal change.

Keywords

Inquiry and community-based learning, Transformative Competencies, Extended education

Authors

Tomonori Ichinose, ichinose@staff.miyakyo-u.ac.jp, Miyagi University of Education, Japan

3. Interpretations and realisations of education in the Swedish teacher education programme for primary school, specialising in school-age educare (SAEC).

Section: Poster presentations

Abstract

In recent decades, Swedish teacher education (TE) has undergone several reforms emphasising the importance of TE for the governance of schools (Sjöberg, 2010). This project aims to investigate the pedagogical practice of a relatively new TE, the TE specialised for teaching in school-age educare (SAEC). This TE has been designed to prepare students to teach in an institution where teaching has not traditionally been conducted before. The Swedish curriculum emphasizes that the concept of teaching in SAEC should be given a broad interpretation to complement school.

The theoretical framework refers to curriculum theory, formulated by Lindensjö and Lindgren (2018), where curriculum processes are understood as occurring at different arenas. These include the arena of formulation, i.e. the political decision-making level, and the arena for realisation, where political decisions are implemented in practice. However, according to Lindensjö and Lundgren (2018), the actual outcome in practice is influenced by how political decisions are interpreted and reformulated by various actors in their contexts, referred to as the arena of transformation. The focus of the ongoing project is primarily on the arena of transformation, as well as the arena of realisation.

A pilot study at a single university has been conducted, including firstly analysis of 18 course syllabi and related teaching materials (e.g., study guides, examination tasks, lecture copies) and secondly analysis of three semi-structured interviews conducted with teacher educators. In addition, programme directors from twelve Swedish universities have been interviewed and educational plans from the thirteen universities that have the right to award teacher certificate to SAEC teachers have been analysed. The next step in the research process is to conduct case studies at some of these thirteen universities, including interviews with teacher educators and observations of different teaching situations in SAEC TE.

Because the study aims to contribute to knowledge about how SAEC TE is interpreted and realised in Swedish higher education, it may also create a common understanding about education and teaching in SAEC, as well as SAEC teachers' unique teaching mission. The study can therefore be

relevant to different actors related to teacher education, i.e. policymakers, managers of education, teacher educators and SAEC teachers in SAEC practice

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Keywords

curriculum theory, school-age educare, teacher education

Authors

Anette Edlund, anette.edlund@umu.se, Umeå University, Sweden

4. Meaningful leisure in motion

Section: Poster presentations

Abstract

Introduction

Research shows that meaningful leisure activities, safe adults and physical activity are health factors that greatly affect the well-being and life conditions of children and young people (Fletcher et al., 2003; Mahoney et al., 2005). A starting point is that children's well-being and life conditions are largely determined by the experience of meaningful leisure time. This project studies an after-school program for 10–13-year-olds, Sportis Sweden, with documented success in attracting and retaining children in activities. The project aims to identify and develop methods for offering meaningful leisure activities in close collaboration with Sportis, focusing on leadership and organization.

Theoretical framework

The project is based on a salutogenic perspective, which means an interest in examining protective and health-promoting factors that contribute to well-being (Antonovsky, 1987). In this project, this entails a focus on exploring how organized leisure activities can contribute to meaningful leisure time for children and what factors make children want to participate in such activities.

Research questions or hypotheses

The project answers three questions: What characterizes leadership and organization in the activity? In what ways do leadership and organization contribute to children's meaningful leisure? What methods and approaches can be developed and implemented to engage children in meaningful leisure activities?

Methodology

The project has an interactive research design, which means a close collaboration between researchers and Sportis. The interactive approach aims to generate research results with high utility in both academia and practice. Qualitative methods (observations and interviews) in different sample groups (management team, activity leaders and children and guardians) are used to holistically investigate the leisure program and how leadership and organization enable meaningful leisure for children.

Results

In line with holistic knowledge ideals, movement and sports in Sportis have the potential to support students' development on a deeper level beyond just health aspects such as improved fitness or a performance logic emphasizing competition. Sportis can highlight the role of the body in creating context, meaning, and learning. Through meaningful movement experiences, children can develop agency and a belief in their ability to influence their own lives.

Discussion

The project will fill a crucial knowledge gap in how organized leisure activities can be arranged to provide meaningful leisure to children at a critical age. The dissemination of this knowledge enables more children and young people to have access to supportive adults in their local community and during their free time. This benefits the surrounding society both in the short and long term, as children engage in meaningful activities in the present and grow into confident and secure young people in the future

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Authors

Peter Carlman, peter.carlman@kau.se, Karlstad University, Sweden

Sanna Hedrén, sanna.hedren@liu.se, Linköping University, Sweden

5. Places for children's belonging

Section: Poster presentations

Abstract

The present PhD project aims to contribute with knowledge about the relation between places and children's sense of belonging within the community of school-age educare. Questions about children's belonging are critical for several reasons and since children and youth spend a significant portion of their time in school-age educare, it becomes particularly important to study how belonging can be supported in this context. An argument for situating this study in school-age educare is a lack of knowledge related to school-age educare settings about belonging and places. Focusing on places is an important contribution in relation to that the settings used by the SAEC are often the same as those used by the school. This means that children attend places that are utilized by two different contexts, each with its own traditions and purposes. Due to the project exploring the relation between places and children's sense of belonging, it has potential to contribute to knowledge for quality education in SAEC.

The project is based on two theoretical perspectives: Yuval-Davis' politics of belonging and Grunewald's critical pedagogy of place. Ontologically, the focus is on understanding children's belonging to places as relational. According to Yuval-Davis, belonging is something created together with others and connected to power and inequality. Gruenewald contributes by adding a place-based perspective on education. Together, these perspectives create a theoretical framework for examining how belonging, power, and place interact within the SAEC.

The project is guided by the following overarching research questions: How do children experience belonging in relation to different places in school-age educare? What conditions children's belonging to different places in school-age educare?

Fieldwork will be conducted at two after-school centers representing different geographical locations and group sizes. Data will be generated through walk-and-talk interviews, video observations, and group interviews with children. Analysis will focus on interactions and actions between children and between children and teachers. Ethical considerations adhere to the guidelines of the Swedish Research Council (2024).

In Sweden, school and school-age educare often share the same settings, which contribute to a complexity in how belonging can be understood in relation to these places. The analysis aims to identify places children highlight for them as key settings in the SAEC. By analyzing video

observations of interactions in these settings, the study explores boundary work, negotiations, and communities among children and between children and teachers. The place-based perspective adds depth to children's sense of belonging. Preliminary findings will contribute to highlighting dilemmas and potential in places for children's belonging as well as for the shared settings as educational settings.

Potential discussion points are teachers' awareness of children's perspectives to develop settings and activities in SAEC and further dilemmas and potential in places used in SAEC for an educational starting point.

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Authors

Lina Hellberg, lina.hellberg@hkr.se, Kristianstad University, Sweden

6. Power, policy, and partnerships: Stakeholder perspectives on Scottish school age childcare policy development

Section: Poster presentations

Abstract

The development of school-age childcare (SAC) policy in Scotland has developed in response to shifting societal, economic and political priorities (Scottish Government, 2018) and is shaped by a complex web of stakeholders, each with varying degrees of influence, interests, and perspectives. Currently, over 43,000 children are registered with SAC services in Scotland, despite this ubiquity of use, the area of SAC in Scotland has received relatively little attention, whether from academic research, or through government policy development. Acknowledging the move towards a new phase of policy development (Scottish Government, 2023), this poster establishes the historical and policy context informing my doctoral research and presents ethical and methodological challenges faced.

This research examines the role of stakeholders in shaping SAC policy, exploring their contributions to policy formulation and implementation. A systematic review of relevant literature and policy documents enabled me to map out current discourses, highlight areas of convergence and divergence, and identify gaps in knowledge. Using a poststructural framework informed by Bacchi (2012), the study interrogates how power operates within policymaking processes and how certain voices are privileged or marginalized. It challenges fixed meanings and seeks to reveal hidden assumptions, contradictions, and the ways in which policies shape social realities.

Drawing on my research, I will discuss the ethical and methodological challenges of researching power relations in policymaking. I challenge orthodox research methods by proposing alternative methodologies for example, walking interviews (O'Neill and Roberts, 2020) as an alternative means of capturing stakeholder narratives and experiences. Early findings suggest that power dynamics, competing agendas, and differing conceptualisations of SAC may contribute to tensions in policy development. Navigating these complexities requires methodological reflexivity, particularly when engaging with stakeholders who hold varying levels of authority and expertise (Lancaster, 2017).

This presentation will focus on how alternative methodologies may uncover discourses in childcare policy research, offering insights into how creative

methods can enhance our understanding of policy development and stakeholder engagement in SAC.

Keywords

School age childcare, Policy development, Stakeholder perspectives, Education and care policy

Authors

Marie Mcquade, marie.mcquade@glasgow.ac.uk, University of Glasgow,
United Kingdom

7. Programming robots - Effectiveness of a short-term intervention to promote self-efficacy, interest, and creativity in primary school children

Section: Poster presentations

Abstract

Educational robotics (ER) has become increasingly popular in recent years, both in formal education and also in extended education. ER is regarded as an approach to promote essential 21st-century skills (Eguchi, 2016) such as self-efficacy, interest, and creativity. Many ER programs are aimed either at kindergarten children or at older children aged 9 and above; extended education offerings in ER for primary school children remain scarce until now. ER tools such as LEGO® Education WeDo have proven to be highly effective in promoting various outcome variables, although most of these studies suffer from methodological weaknesses (Authors, in prep.), such as small sample sizes, measurements using only post-tests (e.g., Chiazzese et al., 2019), or the absence of multi-group comparison designs (Kılıçkiran & Korkmaz, 2023). Additionally, ER short-term interventions, which Scherer (2016) suggests can be particularly effective, are still rare.

Building on these research gaps, this study serves as a pilot study implemented at a primary all-day school, i.e., a form of extended education. It investigates the feasibility and initial effects of a short-term ER intervention using LEGO® Education WeDo 2.0. The intervention was conducted as a project day within the regular school curriculum. A pre-post-test control group design was applied, involving seven third-grade classes from two primary schools in Germany (N = 156). Primary teacher education students facilitated the intervention by supervising the programming activities. The outcome variables included (1) self-efficacy in ER programming, (2) interest in ER, and (3) figural creative thinking, measured using scales adapted from the PIRLS study and the KVS-P test. The ER intervention is expected to provide insights into how ER could be integrated as an extended education program. The results of the pilot study should also provide impulses regarding the opportunities and challenges of conducting an ER intervention study at all-day primary schools.

The intervention was successfully implemented, with 96% of teacher education students adhering to the manual. Repeated measures ANOVAs revealed a significant main effect for self-efficacy ($F(1, 157) = 22.56$, $p < .001$, $\eta^2 = .13$), and a significant interaction effect for time x group ($F(1, 157) = 17.16$, $p < .001$, $\eta^2 = .10$). There was no significant difference in

interest between groups ($F(1, 157) = 0.25, p = n.s.$) at post-test. For creativity, there was a significant main effect ($F(1, 157) = 75.45, p < .001, \eta^2 = .33$); as well as a significant interaction effect for time x group ($F(1, 157) = 5.93, p < .05, \eta^2 = .04$).

The findings highlight the potential of short-term ER interventions for enhancing self-efficacy and creativity in regular school lessons within the context of a project day. However, interest in ER did not significantly increase, possibly due to high baseline interest levels. This pilot study serves as an exploratory step toward developing comprehensive ER programs within extended education contexts. Future research should explore longer ER interventions and measure further effects. Finally, programs like LEGO® Education WeDo 2.0 seem to offer opportunities to link classroom learning with extracurricular experiences in extended education settings.

Keywords

Educational robotics, LEGO® Education WeDo, 21st century skills, self-efficacy, creativity

Authors

Helvi Koch, helvi.koch@fu-berlin.de, Frei Universität Berlin, Germany

Simon Baumgartner, simon.baumgartner@phzh.ch, Switzerland

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität Berlin, Germany

SYMPOSIA

1. EKCO: developing and sharing best practices across countries

Section: Symposium

Presentation of the topic

From an international perspective, extended education is taken on different forms, names, concepts and varies across nations, reflecting each country's goals, status, and frameworks. The diversity in EE is both an opportunity and a challenge. In developing the field of EE collaborating across nations is one way forward. The EKCO project (Extended Education Facilitating Key Competences through Cooperative Learning) is an example of such collaboration, which aims to foster cross-national learning, develop best practices, and enhance cooperation. This symposium presents the work of practitioners and researchers from Austria, Denmark, Norway, Sweden, and Switzerland, who are creating a joint observation form for documenting practices, a shared literature collection and review of central documents from each country and the development of best practices. The project has conducted a literature review of national curricula and policy documents, identifying shared values and distinctions. Based on these findings, an observation form is being used to document practices. The initiative has now progressed to developing and refining educational practices within each country through researcher-practitioner collaboration. The final stage involves testing these practices across nations and evaluating them with key stakeholders, including the children.

The first paper introduces the theoretical framework of the EKCO project, focusing on the shared core values across the participating countries and the concept of cooperative learning. The second paper provides a literature review of key documents on extended education in the participating countries and the identification of common core values. The third paper addresses the challenges associated with collaborative development of best practices in extended education across nations.

In the ensuing discussion, Andrea Scholian from Switzerland will synthesize the presented contributions, offering a critical analysis of their strengths, limitations, and implications for future research. Andrea Scholian will contextualize the EKCO project within the broader field of extended education, highlighting potential outcomes and challenges. A Q&A session will follow to encourage audience engagement and presenter interaction.

PAPER 1: A Comparative Approach to Identifying Core Practices and Concepts in Extended education

(Gunn Helen Ofstad)

Extended education (EE) is a broad and diverse field, known by various names and framed through different terminologies across national contexts. These variations reflect not only the differing statuses of EE but also the distinct motives it serves. Historical developments in EE have been influenced by factors such as school reform, youth development, social needs, and social reproduction (Rohlin, 2001; Bae, 2018). The diversity in terminology and conceptualization suggests that EE can be understood from multiple perspectives. What distinguishes EE from traditional education is its emphasis on providing opportunities beyond formal schooling. A key characteristic of EE is its focus on informal learning within non-formal contexts, creating spaces for exploration, personal development, and engagement in activities that extend beyond standard curricula (Stecher & Maschke, 2013).

A significant challenge in EE research is the lack of a clear understanding of the shared principles and core concepts that define the field. This diversity of concepts complicates the research landscape and underscores the need for further inquiry. Bae (2018) emphasizes that identifying common features and concepts is essential for progress in EE research. Without recognizing these commonalities, the field risks stagnation and limited development. Establishing a clearer conceptual framework is thus crucial for strengthening EE as a distinct and valuable area of education.

This paper describes the EKCO project, a cross-national initiative designed to address these challenges. The project involves practitioners and researchers from five countries, each with its national framework, structural organization, and contextual influences. Despite the recognized diversity among these countries, the project has identified a shared conceptual framework for learning, particularly in cooperative and situated learning (Lave & Wenger, 1991). The primary goal of the EKCO project is to identify commonalities and divergences in EE practices, emphasizing the shared principles and core concepts necessary for meaningful cross-national comparisons and exchanges.

The EKCO project comprises three main components. First, it seeks to understand national frameworks and concepts by promoting literature sharing. A key challenge in EE research is the limited accessibility of national literature due to language barriers, as much of the research is published in national languages. Enhancing the exchange of national frameworks and key concepts is therefore essential for strengthening the field. Second, the project focuses on developing methodological approaches for observing and mapping EE practices. Meaningful cross-national

comparisons require systematic methods for observing and analysing these practices, clarifying how different activities contribute to EE in various contexts. Finally, the project emphasizes the international development and validation of EE practices. For EE to gain broader academic recognition, it must be developed, tested, and refined across different countries. This process can foster a shared theoretical and practical framework, positioning EE as a vital educational domain.

This paper will discuss how the EKCO project addresses these challenges and contributes to the development of EE through cross-national collaboration, comparative research, and the identification of core concepts and best practices.

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PAPER 2: Mapping: Learning from the diversity of national structures, processes and intentions with regard to extended education

(James Loparics, Bettina Krepper, Alexandra Efstathiades, Romana Dorfer)

“Extended education flourishes all over the world” (Bae, 2019, p. 153) In European countries, the emphasis placed on Extended Education (EE) differs not only in practice but also in policies and literature. In fact, there are still no standardized concepts or definitions of this specific educational area. While in economics it is almost an existential threat not to learn from and analyze the national experiences and circumstances of other countries in the world (Steffen et al., 2018), countries remain rather isolated in their educational systems or focused on their national circumstances (see Ecarius et al., 2013).

The first part of the Erasmus+ project “EKCO” (Extended Education Facilitating Key Competences through Cooperative Learning), consisted therefore of a process called “mapping”. In order to identify and develop transnational good practices in later stages, the following research question arose in the context of the mapping: What policies, structures and practices connect and distinguish the participating countries? For this purpose, policies, scientific documents and pedagogical concepts from the participating countries were collected and analyzed. The aim of this “mapping” was to contribute to a transnational understanding of EE by inductive content analysis (Mayring, 2021) of essential documents from five different countries. The research team consisting of local experts in the field of EE from Norway, Sweden, Denmark, Switzerland and Austria was asked to provide a selection of local literature on EE that they considered particularly relevant. A total of 19 documents were submitted from the five countries. In the present study, the expert sampling was subjected to an inductive content analysis using MAXQDA software to identify the salient points that emerged from the sampling.

The results indicate that five main categories can be identified in the EE literature offered, namely: 1. Factors influencing EE, 2. Institutions and structure, 3. Pedagogical requirements, 4. Content of EE and 5. Factors influenced by EE. The analysis of the data shows that, despite national differences, there are common intentions, processes and structures that are productive for the development of key competences and future skills. Moreover, the interplay of these factors should be considered when discussing EE. The article discusses how national EE policies can learn from the diversity of their structures, processes and intentions.

The results of this study will facilitate a better understanding of shared factors which can be used to improve student access, success and retention in education, generate valuable guidelines for effective leadership and highlight the potentials of public governance for social innovation

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PAPER 3: To make it together – researchers and practitioners develop best practice by a collaborative approach

(Louise Krobak Jensen, David Thore Gravesen, Helene Elvstrand, Marie
Karlsson)

The overall aim with the project is to develop best practices that enhance the quality of learning activities and improve practitioners' skills in extended education. In work package 3, practitioners and researchers collaborate to identify, develop, test, and evaluate good practices that promote key competences and inclusivity for all pupils. Each of the five participating countries develop at least three good practices, one of which must address sustainability. The practices are documented and shared via a digital platform and tested across countries. The development of good practices is supported by workshops and network meetings, and to ensure a systematic approach, researchers observe activities and document their findings using a standardized observation form.

In the project we use the theoretical framework of situating learning in communities of practice as a way to analyze the processes of developing best practices (Lave & Wenger, 2005).

The research question that we address in this presentation is: How can the collaborative development, testing, and evaluation of best practices between practitioners and researchers improve key competences, inclusivity, and sustainability in extended education across different countries?

The Development of best practices follows a three-phase process. The first phase involves observing core activities and analyzing them to determine areas for improvement and testing. Practitioners and researchers use an observation form to document three primary perspectives: The topic of the activity, relevance to 21st century skills, and key learning competences. In the second phase, practitioners and researchers cooperate in planning, testing, evaluating and retesting the new practices, using a documentation form. Finally, to expand the range of best practices and to inspire new approaches in extended education, the third phase involves cross-national testing and evaluation of best practices using a standardized evaluation form. During all processes, and particularly in the evaluation phase, pupil participation is a core value of the project.

The main result in the work package 3 is expected to be a shared set of criteria for best practices in extended education, documented within a digital platform, accessible for everyone that is interested in extended education. Each country will develop a minimum of three best practices,

with at least one focusing on sustainability. Pupils will be active in evaluating the best practices at both national and cross-national levels to ensure their perspectives are integrated in the process.

In the presentation, we will discuss ethical issues related to the commitments each country has made, particularly in engaging pupils in the evaluation of the best practices, both locally and cross-nationally, and ensuring that the groups involved represent diversity. How did we succeed and what were the pedagogical obstacles here? Furthermore, we will explore the challenges of testing activities across the five countries, in relation to cultural differences in understandings of extended education

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Participants

Gunn Helen Ofstad, Gunn.h.ofstad@uis.no, University of Stavanger, Norway
(Organiser)

James Loparics, james.loparics@phwien.ac.at, Vienna University of Teacher
Education, Austria (Organiser)

Bettina Krepper, bekrepper@gmx.at, Vienna University of Teacher
Education, Austria

Alexandra Efstathiades, Alexandra.efstadiades@phwien.ac.at, Vienna
University of Teacher Education, Austria

Romana Dorfer, romana.dorfer@jku.at, Johannes Kepler University Linz,
Austria

Louise Krobak Jensen, LOKJ@via.dk, VIA University College, Denmark

David Thore Gravesen, DTG@via.dk, VIA University College, Denmark

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden

Marie Karlsson, marie.a.karlsson@liu.se, Linköping University, Sweden

Andrea Scholian, andrea.scholian@zhaw.ch, Switzerland (Discussant)

2. Comparative Perspectives on Extended Education: Challenges and Opportunities

Section: Symposium

Presentation of the topic

Extended education, encompassing informal and non-formal learning opportunities outside traditional school systems, is a dynamic and growing field globally. This symposium aims to explore the diverse approaches, challenges, and successes in extended education across different countries, focusing on how cultural, economic, and policy contexts shape its development and implementation.

Through comparative analysis, the papers within this symposium will highlight key characteristics in extended education from a range of countries.

The first paper focusses on commonalities and connections in how institutionalised extended education is currently provided in Sweden, Switzerland and Australia. The second paper presents an investigation of educational foci in extended education offerings across 16 different countries. The third paper theoretically explores development perspectives for the German all-day school in comparison to extended education models in different countries.

The symposium aims to foster cross-national dialogue and collaboration, with the goal of enriching the global understanding of extended education as a tool for social empowerment and educational equity.

PAPER 1 To balance leisure, play and learning- a comparative study of extended education in Sweden, Switzerland and Australia

(Helene Elvstrand, Patricia Schuler, Bruce Hurst)

Introduction

Extended education is a growing field with many different directions and starting points and therefore difficult to define. Whilst provided in many countries and cultural contexts, it differs with respect to the nature of activities, purposes, location, underpinning philosophies and the names used (Schüpbach, 2018). In this paper we make a comparison of how institutionalized extended education for the youngest school children aged

5-9, is organized and which values are emphasized as important in three different countries: Sweden, Switzerland and Australia.

Research question

The paper addresses the research question: What are the commonalities and connections in how institutionalised extended education is currently provided in Sweden, Switzerland and Australia?

Methodology

The data presented in this paper is built on a multiple case design (c.f. Yin, 2003) which means that the research team have worked in different steps with the data. In the first step, researchers from each country conducted a review of national policy documents and existing research. In step two, researchers synthesised national data to form an understanding of how institutionalized extended education is purposed and practiced in each country. In the final step, the research team engaged in a comparative synthesis that aimed to better understand connections in institutionalized extended education across the three countries with focus upon leisure, play and learning.

Results and discussion

The results show both similarities and sometimes subtle differences between the countries. One marked difference is that Swedish institutionalized extended education (SchoolAgeEducare, SAEC) is an educational practice that most children of younger school age take part in, which is not the case in Switzerland (Tagesstrukturen) and Australia (Out of school hours care, OSHC) where participation levels are lower. This is something that reflects different histories and cultural contexts. But there are also similarities. Overall, institutionalized extended education is seen as additional and different to compulsory education. This is evidenced by the existing curriculum based on play and leisure (Australia), the function mentioned in the Swedish curriculum "meaningful leisure time" (Sweden) or being heavily based on socio-pedagogical principles (Switzerland). In conclusion, institutionalized extended education in these countries provides a space for children's interests and initiative, autonomy and self-regulation, friendships and socio emotional learning, and a place to balance and equalize busy school days for children. Further, these services function as a free-time services that as well as providing care, seek to support children's play and leisure interests. It is therefore important that professionals have a shared professional language, reflect on what learning, play and leisure looks like in SAEC for children and how practitioners can promoted these ideals in a play and leisure based setting (Boström et al., 2022).

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PAPER 2: Extended Education in Primary Education Across Different National Contexts: Developing an Approach for Categorising Educational Foci

(Haiqin Ning, Jule Schmidt, Nanine Lilla, Wim Nieuwenboom, Marianne Schüpbach)

Introduction

With the growing importance of extended education in addressing social and educational challenges, its rapid expansion has led to a wide variety of offerings. Due to differing political, economic, and cultural contexts in different countries, diverse concepts and practices of extended education have emerged, each shaped by unique educational foci that guide the design, implementation, and evaluation of learning settings (Holtappels & Rollett, 2007). While substantial empirical research exists on extended education within specific contexts and in bi- or tri-national comparisons, little attention has been given to the diverse educational foci across multiple national contexts.

Theoretical framework

Following Wolfgang Klafki (2019), “educational foci” is defined as a collective term referring to 1) the guiding conceptual principles that are formulated by educators, social groups, entire cultures, and societies as orientations for educational actions, as well as 2) those practical content areas consisting of competencies, knowledge, and abilities that are to be acquired by students participating in educational actions (p. 71 f.).

Research question

This paper seeks to move beyond the existing body of research and explores the question: What educational foci are currently addressed in extended

education offerings across different countries, as identified by international experts?

Methodology

This paper draws on guided and problem-centred expert interviews (Witzel, 2000) with extended education researchers (n=16) who have conducted extensive empirical research in various national contexts. Thematic blocks on terms, characteristics, effects, and quality features of extended education in their respective research countries are covered. The anonymised transcripts of audio recordings are analysed following the process model of structuring content analysis according to Kuckartz (2018), supported by MAXQDA.

Results

In our interviews, experts highlight a wide range of educational foci currently addressed in extended education. Drawing on Klafki's definition of educational foci, we develop a model for categorising these foci across various countries. As the first component of this model, three guiding conceptual dimensions are addressed:

In relation to children's development: promoting equitable, holistic and child-centred development

In relation to formal school teaching: to compensate, extend and complement formal schooling to improve its quality and equity.

In relation to societal development: supporting childcare for working parents, promoting family well-being and economic development, and creating educational equity from a social perspective.

Second, the practical content areas in which children can acquire specific competencies, attitudes and skills through participation in extended education include

Physical and mental health

Academic competencies

Art, music and creativity

Social-emotional competencies.

Tradition and culture

Promotion of talents and interdisciplinary skills

The two components are interconnected and jointly define the educational foci of extended education. The conceptual guiding principles offer foundational, long-term direction for designing extended education offerings, while the practical content areas address specific topics and

aspects necessary to achieve the goals set by these principles. This approach has the potential to inform future research, extending to a broader range of national contexts and enabling deeper comparisons between extended education offerings and their national settings.

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PAPER 3: Comparative Perspectives on Extended Education Models for the further development of All-day Primary Schools in Germany

(Marianne Schüpbach, Nanine Lilla)

The field of extended education encompasses various programs born from distinct societal impulses, designed to enhance the learning experience beyond traditional school hours. A prominent example of this is the German all-day primary school concept, which shares similarities with extended education offerings in other countries.

This contribution introduces international approaches to primary-level extended education, focusing on extended education models from Australia, Sweden, England, and China.

Building on the characterization tool by Schüpbach (2018), which has been updated (Schüpbach & Lilla, in press) as a conceptual framework for analyzing research in this field and identifying the distinct features of various extended education formats worldwide, we highlight key

characteristics of the predominant models in these countries and explore developmental trajectories that potentially offer insights for the future of the German all-day primary schools. Central to this exploration are several developmental pathways: first, the clarification of the purpose of extended education, ensuring alignment with educational aims; second, a renewed focus on reducing educational inequality, particularly among disadvantaged students; and third, the professionalization of pedagogic staff, which is crucial for the effective implementation and sustainability of these programs.

Through a comparative lens, the contribution underscores the potential of international perspectives in enhancing the qualitative development of all-day primary schools in Germany. It also emphasizes the importance of adapting global insights to the local context, particularly in addressing the challenges faced by disadvantaged students and ensuring that extended education can serve as a tool for greater educational equity.

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Keywords

extended education, comparative perspective, characterization tool

Participants

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany (Organiser)

Helene Elvstrand, helene.elvstrand@liu.se, Linköpings University, Sweden

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher
Education; Switzerland

Bruce Hurst, , bruceh@unimelb.edu.au University of Melbourne; Australia

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin,
Germany

Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser/Discussant)

3. Conceptions and Developments in Extended Education: National Case Studies from England, India, Greece, and Australia

Section: Symposium

Presentation of the topic

This symposium explores the diverse conceptions and developments of extended education in four distinct national contexts: England, India, Greece, and Australia. Extended education, which encompasses learning beyond traditional formal schooling, is increasingly seen as essential for fostering the development of children and youth and addressing the needs of a rapidly changing global society. However, the strategies and policies for implementing extended education vary significantly between countries, shaped by local educational, socio-economic, and cultural factors.

Through a comparative analysis of different national case studies, this symposium aims to shed light on how extended education is conceived and implemented in different contexts, highlighting both the challenges and the opportunities for enhancing educational quality, access and equity. The discussion will focus on key themes such as educational aims, responsibilities, policy development, and the role of community-based learning initiatives. By examining the experiences of these four countries, the symposium will contribute to a broader understanding of how extended education can be a tool for social inclusion, personal empowerment, and non-formal learning.

Ultimately, this session seeks to generate insights and practical recommendations for advancing the concept and practice of extended education globally, fostering international collaboration and scientific exchange.

PAPER 1: The role of Anchor Institutions in developing ambitious extended offers: lessons from England

(Kirstin Kerr)

This paper explores ambitious, comprehensive extended education offers emerging in high poverty urban contexts in England. These aim to improve a holistic range of outcomes for children, families and neighbourhoods experiencing economic and related disadvantages. These are being developed and led by a range of 'anchor institutions' – i.e. institutions that are 'rooted in place and have significant resources which can be used to

influence the wellbeing of their local community' (NHS England 2023, no page number). Examples include schools, hospitals, sports clubs, and housing associations. The paper asks: (1) how and why do different anchor organisations develop ambitious extended offers? (2) how do their approaches differ? (3) what are the implications for the field of extended education?

Theoretical framework

The paper draws on Valli et al.'s (2016) typology of community school development. This suggests that extended offers become incrementally more complex and ambitious over time. At their least extensive, their focus is on schools developing partnerships with social and health services to address children's and families' specific needs (2016 p. 724). By contrast, at their most extensive, they are concerned with 'community development' (2016, p. 736), with school leaders joining and (possibly) managing neighbourhood coalitions, building consensus about community transformation, and developing the sustainable forms of leadership needed to strengthen the community's social, physical and economic dimensions.

This typology can be used to interrogate emerging English initiatives. For example, will extended offers led by schools and other anchor organisations follow similar developmental trajectories?

Methods

Data are reported from two case studies of ambitious extended offers – one led by a school, and one by a Registered Social Lord (RSL) who provides housing at subsidised rents. Methods included: in-depth interviews with core staff and wider partners; documentary analysis of strategic and operational plans; observations of meetings and extended activities. Thematic analyses identified: (1) what the offers were trying to achieve and why; (2) the outcomes envisaged; and (3) how the offers were led and managed in practice.

Results

The school and RSL had developed similarly ambitious extended offers with similar aims, menus of activity, and funding and partnership arrangements. Both had created semi-autonomous leadership structures to enable this, so that the development of their extended offers did not encroach on their core business – whether teaching and learning or maintaining housing stock. These semi-autonomous structures had complex relationships with local schools, creating challenges to meeting their ambitious aims.

Implications

Two implications for the field are considered. First, the idea that schools must always be central to developing extended offers is challenged. In some contexts, other anchor organisations may be better placed. Second, as

extended offers become more ambitious, they may require their own specially-created organisational structures, connected to, but enjoying some autonomy from, their originating anchor institutions.

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PAPER 2: The nature and extent of the heterogeneity of India's shadow education industry: A systematic scoping review

(Achala Gupta)

Introduction

Shadow education, a pervasive form of private tutoring, is a global phenomenon and it refers to a privatised system of education delivery that provides targeted educational services for students to excel in the formal assessment system (Gupta, 2022). Due to its heterogeneity, shadow education has been conceptualised in multiple ways across countries. This presentation will unpack how it has been conceptualised—focusing on its key characteristics and impetuses—in the empirical context of contemporary India.

Theoretical framework

This presentation will use two conceptual frameworks: The characterisation tool suggested by Schüpbach (2018) has been deployed as a thinking framework to analyse the research done in this field and outline the specificities of India's shadow education industry.

Bae's (2018) theory of impetuses underlying the shadow education industry; this framework allows for discussing the characteristics in relation to the ways in which shadow education in India has been conceptualised.

Research questions and methodology

What are the key characteristics of shadow education in India?

What are the impetuses of shadow education in India?

These questions are addressed through drawing on the scholarly discussion on shadow education, published between 1990 and 2022, identified via a systematic scoping review method (Arksey & O'Malley, 2005).

Findings and discussion

The findings provide key evidence to support the claim of heterogeneity in academic tutoring (or shadow education) provisions in India, thus contesting the existing belief that one form of tutoring exists in one country and another form in another country.

Particularly, the discussion will reveal how tutoring in India varies significantly in terms of its focus, form, provider, location, opening hours, and credentials of its professional staff.

Another key finding is that, despite being pervasive in India and integral to the Indian schooling system historically, tutoring has not been discussed adequately in the scholarship. This is evident in that, despite selecting more than three decades for the publication window, only 14 high-quality, peer-reviewed research outputs relevant to the analysis of shadow education provisions in India were located.

In addition, the presentation shows a clear gap in reporting the role of nongovernmental organisations (NGOs) and non-profit organisations (NPOs) in offering shadow education support and the role that public organisations play at micro, meso and macro levels in providing academic tutoring services.

Overall, the presentation makes a case for further research, recognising that shadow education is integral to contemporary Indian society.

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PAPER 3: Extended Education: The Case of School and Local Government Partnership

(Papadimitriou, Maria, Thoidis, Ioannis, Chaniotakis Nikolaos)

This paper explores an important aspect of extended education: the relationship between schools and the community; or rather, the local government. In particular it examines teachers' perceptions of the above relationship contributing to the expansion of knowledge in the field. In recent years in Greece, political and educational initiatives have strengthened schools' community orientation. Hence local governments are now anticipated to take on a proactive and meaningful role in the education sector.

Cooperation between schools and local government is central in the scholarly debate on extended education. It expands the concept of education to encompass the linkage and networking of formal, non-formal, and informal educational processes, both during and out-of-school time (Zacharias, 2008; Stecher, 2018). Through a common pedagogical framework, schools can work jointly with educational, cultural and sporting institutions within the local community establishing new connections with local services. Thus, schools engage with their respective wider communities developing meaningful and ongoing school-community partnerships (DePetris & Eames, 2017) enabled by extended activities and structured by a shared pedagogical design. This paper examines three research questions:

What challenges arise in the collaboration between primary schools and local government, particularly regarding the forms of collaboration they develop and the expectations associated with them?

What are the key pillars (factors) of school-local government collaboration that support the learning process?

To what extent are educators aware of the impact of school-local government collaboration of the involved parties?

The research adopts an empirical, quantitative approach through a survey study. The primary methodological tool was an electronic questionnaire distributed to primary school teachers in Western Macedonia, Greece. The main quantitative analysis method employed is Factor Analysis, specifically Principal Component Analysis (PCA) and Exploratory Factor Analysis (EFA), which identified three key components of collaboration between schools and first-level local government authorities.

The key findings of the research reveal that a) most educators recognize that schools should foster and utilize collaboration with local government, particularly in promoting community engagement and accessibility b) the

collaboration provides opportunities to utilize community facilities, educational resources, and programs both during school hours and extracurricular time c) beyond financial limitations, nearly half of the participants identify additional challenges, including lack of knowledge, disruptions to daily school activities, unclear responsibilities, and misconceptions about school-community partnerships. This research is ongoing and continues to explore other aspects of the relationship between education and local government.

Greek society places a high value on education (OECD, 2018) and local authorities could cover the gaps in formal education by offering alternative spaces and learning opportunities. The involvement of local government in extended education is mainly informal or even complementary to state education, as there is a vital necessity to link school learning to the challenges and routine aspects of student life, which necessitates the assistance of both formal and non-formal forms of education (Mylonakou-Keke, 2017). In practice, however, it still remains an ongoing problem that basic educational activities and institutions of local government (e.g. creative activity centers) operate separately from the school units, without the necessary cooperation.

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PAPER 4: Conceptions and developments in extended education in Australia

(Jennifer Cartmel)

Australia has about 2.2 million children between the ages and 5 and 12 years. Understanding the demographics of these children is significant to current and future offerings of extended education. Research about extended education in Australia has been limited to before and after school programs and vacation care programs. The focus of the OSHC services generally hosted on school sites has been as a community service for parents to care for their children while they are working. One in four children attend outside school hours care as a form of extended education. Outside school hours services are guided by a curriculum framework that has a focus on play and leisure and mandated and regulated by the government. Children are spending an increasing number of hours in these setting before and after the school day. On average in 2024 children spend more than 14 hours each week in these setting.

The age range of children who are most likely to attend services is between 5-8 years. Cohorts of older children are less likely to attend. The recent Australian Productivity Inquiry included feedback from more than 270 children about their experiences after school and included their comparisons between school and the offerings of OSHC. This session will report some of the key findings about children's conceptions and ideas about potential offerings about OSHC.

The demographics also note that the percentage of children with parents born overseas is higher than the number of children with parents born in Australia. This diversity of family backgrounds has the potential to change some of the expectations and attendance patterns of children in outside school hours services. Parents may have different requirements about the kinds of activities that children undertake before and after school. This session will reflect on some of the key changes in community demographics and expectations and potential challenges that contribute to the execution of programs of extended education in Australia.

Keywords

extended education, case studies, conceptions, developments

Participants

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)

Kirstin Kerr, kirstin.kerr@manchester.ac.uk, University of Manchester,
England

Achala Gupta, Achala.Gupta@soton.ac.uk, University of Southampton,
England

Papadimitriou, Maria, University of Western Macedonia, Department of
Primary Education, Florina, Greece

Thoidis, Ioannis, University of Western Macedonia, Department of Primary
Education, Florina, Greece

Chaniotakis Nikolaos, University of Thessaly, Department of Primary
Education Volos, Greece

Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany (Organiser/Discussant)

4. Professionalisation in Extended Education: Staff Qualification and Professionalisation from a German and Swedish Perspective

Section: Symposium

Presentation of the topic

Empirical knowledge on qualification and professionalisation of educational staff in extended education is limited. Existing studies suggest that staff qualifications play a crucial role in determining the quality of extracurricular activities which, in turn, significantly influence their overall effectiveness. Therefore, the qualification of the staff should focus on important aspects of extended education settings.

This symposium aims to examine the situation of educational staff in extended education from various perspectives. First of all, the perspective of the qualification of staff: How are aspects of extended education represented in curriculums? Furthermore, the perspective of professional and nonprofessional staff in extended education: How does a sense of belonging influence knowledge about the quality of after-school activities? What factors contribute to a sense of belonging? How do staff cope with the lack of belonging? Moreover, we will also take into account the Swedish school-age educare (SAEC) and its history and development: How have the reforms over 50 years affected the professionalisation of staff in Swedish school-age educare centers? How has the role of SAEC-teachers developed and what is their mission?

We will discuss the role of different professions in extended education and the consequences of their different qualifications, such as how well they are prepared to work in extended education and which possible approaches for professionalisation might be relevant for the future.

PAPER 1 Germany, Freie Universität Berlin: Professionalisation for All-Day Schools. How are Aspects of Extended Education represented in Curriculums? Insights from Focus Groups

(Kim Hartung, Jil Wolf, Nicole Bellin-Mularski, Simone Dunekacke, Marianne Schüpbach)

The expansion of places in all-day schools for primary school children in Germany raises the question of the qualitative implementation of education and childcare provision in extended education. The educational staff, which besides teachers includes also other professions such as educators and

early childhood educators, plays an important role here (Vandell & Lao, 2016).

The professionalism and collaboration of the educational staff are crucial to the success of all-day primary schools, as they ensure the quality of the programmes, integrate lessons and achieve educational goals such as the individual support of students (StEG-Konsortium, 2019; Schüpbach, Jutzi & Thomann, 2012). Therefore, the question arises as to how the educational staff can be prepared for all-day primary schools in class and in extended education. So far, only little research has been carried out on how the field of extended education is covered in the different qualification tracks of the professions. This presentation will analyse the extent to which aspects of all-day primary schools addressed in the qualification tracks from the viewpoint of academic staff responsible for educating future teachers, educators and childhood educators. The following research question was pursued: To what extent and at which points do the staff address specific aspects of all-day primary school?

The analysis is based on focus groups (Morgan, 1997) conducted with academic staff at universities and vocational schools in Berlin. The transcripts of the focus groups were analysed using a qualitative content analysis (Kuckartz, 2018) in MAXQDA.

The results indicate that a variety of aspects of extended education are addressed in the qualification tracks of the educational staff. The aspects mentioned by the participants of the focus groups can be divided into the three categories (A) structural and institutional framework conditions, (B) pedagogical orientation and principles of pedagogical professional behaviour and (C) (multi-)professional collaboration. The aspects mentioned are further specified under these main categories, for example that there is a shared understanding of all-day primary schools not only as a place for teaching in class but also for extended education. Moreover, the participants mention the tasks and responsibilities that the educational staff will have in an all-day school and also the basics of (multi-)professional collaboration. However, it is also clear that there is a lack of more specific orientation of the qualification tracks towards the specific requirements of extended education

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PAPER 2: Germany, University of Hildesheim: Layperson in all-day schools: Professionalisation or De-professionalisation of Staff in All-Day Schools

(Gunther Graßhoff, Daniel Rohde, Neha Weiler)

In Germany there is no systematic and comprehensive inventory of the staff involved in extended education. For the primary school sector based on analysis of available official data, it is estimated that around 96,000 people work in all-day programmes (schools and/or institutions belonging to children and youth service) (Autorengruppe Fachkräftebarometer, 2021). However, staff employed through cooperation partners is not recorded as well as the staff who are involved in institutions that are not directly cooperating with schools.

All-day staff have very different qualifications and training. However, a large proportion of all-day staff have no pedagogical qualifications at all and are referred to as “nonprofessional staff” or “pedagogical laypersons” (Sauerwein, Bremerich & Graßhoff 2024).

The research project “LAKTAT” examines the role and impact of nonprofessional staff in all-day schools, focusing on their pedagogical orientations and organizational integration. The study explores critical questions: How does a sense of belonging influence knowledge about the quality of after-school activities? What factors contribute to a sense of belonging? How do staff cope with the lack of belonging?

The research was conducted using a mixed methods design, which includes quantitative data from Sub-study A and network analyses from Sub-study B (Graßhoff 2024). Sub-study A evaluated the socio-spatial level of educational personnel, taking into account demographic characteristics and the impact of belonging on pedagogical quality knowledge. Sub-study B examines cooperation and networking among staff.

The empirical knowledge about qualifications and professionalisation in extended education is rare. Studies at hand indicate that staffs' qualification is significant for the quality of extracurricular activities (Cross et al., 2010) and quality of extracurricular activities in turn is related to the effects of extracurricular activities (Fischer & Klieme, 2013). Our findings based on the analysis of a pre-study of the LAKTAT confirm differences between staff with qualifications and lay pedagogues. These results are discussed in the context of the professionalization debate

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PAPER 3: The Professionalisation of the Extended Education Work Force: The Swedish Case

(Björn Haglund)

Although Swedish school-age educare (SAEC) has a long history, the modern SAEC can be said to have its start in the 1960s. At that time and until the 1990s, the activities of the SAEC were based on what is described as a Nordic social pedagogical tradition, where play, learning and care form a whole (Gustafsson Nyckel, 2024). Since then, SAEC has become increasingly linked to school activities. When the current teacher training program was launched in 2011, this meant, among other things, that SAEC were considered education, its staff were referred to as teachers specializing in work in SAEC. Nowadays, children in SAEC are no longer

referred to as children but as pupils, and concepts such as education, teaching and learning are included in the SAEC mission (Haglund, 2023).

Based on this description, a picture emerges that SAEC teachers have been given increased social authority. In this way, it can also be said that the work at SAECs, with the help of government initiatives, has been professionalized and is now considered an important area when it comes to younger children's education. The state emphasizes the importance of high quality SAEC activities and, through policy documents, thus contributes to an increased professionalization of SAEC teachers. However, research mostly qualitative studies (case studies or ethnographic studies) based in, for example Giddens (1984) theory of structuration and policy enactment theories (Ball et al., 2012), concludes that the meeting and cooperation between SAEC staff and school teachers have shortcomings. Existing collaboration discourses are mainly dominated by the school and the classroom teachers' perspectives which often prioritize classroom work while SAEC teachers often see themselves and their work at the SAEC as lower prioritized (Haglund, 2023; Haglund & Boström, 2020).

In conclusion, it can be said that the mission of the SAEC has changed, and the staff is part of a professionalization process, but this professionalization process is also counteracted by other actors both at municipal and school level. One possible way to strengthen SAEC teachers professional position in relation to other teachers might be to decrease and demarcate their work-related duties during school time, access jurisdictional control and in that way be more focused on their work before and after school

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PAPER 4: How have the Reforms over 50 Years Affected the Professionalization of Staff in Swedish School Age Educare Centers (SAEC)?

(Lena Boström, Monica Orwehag)

Professionalization is the process by which an occupation becomes a recognized profession. This involves setting standards, qualifications, and practices. It includes education, training, and social processes that turn workers into professionals. Key aspects are standards, professional associations, knowledge base, certification, occupational closure, and ethical guidelines (Englund & Solbrekke, 2015). Professionalization can be driven from the bottom-up by workers, top-down by employers or the government, or a mix of both. The outcome is establishing satisfactory capabilities and recognition as a profession (Brante, 2013).

Relevant professionalization research for staff in Swedish SAEC is scant (Holmberg, 2021), but there have been many changes for this professional group (Boström & Orwehag, 2025). Therefore, we examine in this study the reforms carried out in Sweden over 50 years in relation to professionalization theory (Brante 2013). It is based on statistical data between 1971 and 2021, key figures for the SAEC, and document analyses of completed reforms. Empirical data is analyzed based on a top-down perspective with deductive content analysis (Graneheim & Lundman, 2004) based on basic concepts in professionalization theory. Preliminary results show, firstly, that during the epoch, around 25 reforms were carried out concerning organizational structure, curriculum, and educational level. The requirements for entering education have been raised, the content has changed substantially but the needs of the labor market have not been synchronized with the real need, leading to an accelerating shortage of qualified personnel. On the other hand, the profession has been significantly reshaped through standards, credentialing requirements, and curriculum content, which are important steps in professionalization. However, a solid knowledge base (research) and occupational closure, as well as ethical guidelines, remain. We conclude that the reforms were two-edged regarding the professionalization of the staff. Examples of different directions in the reforms, increasing e.g. certification, regulated content (in curricula) and (indirectly) decreasing: e.g. reduced autonomy through subordination under the school, reduced proportion of certified/qualified staff at SAEC

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All-Day Schools, Extended Education, Staff Qualification, Professionalisation, School-age educare

Participants

Kim Hartung, kim.hartung@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany (Organiser)

Jil Wolf, jil.wolf@fu-berlin.de, Freie Universität Berlin, Germany

Nicole Bellin-Mularski, nicole.bellin-mularski@fu-berlin.de, Freie Universität
Berlin, Germany

Simone Dunekacke, simone.dunekacke@rptu.de, RPTU Landau, Germany

Gunther Graßhoff, grasshof@uni-hildesheim.de, Universität Hildesheim,
Germany

Daniel Rohde, rohde002@uni-hildesheim.de, Universität Hildesheim,
Germany

Neha Savita Weiler, weilern@uni-hildesheim.de, Universität Hildesheim,
Germany

Björn Haglund, bjorn.haglund@hig.se, University of Gävle, Sweden

Lena Boström, lena.bostrom@miun.se, Mid Sweden University, Sweden

Monica Orwehag, monica.orwehag@hv.se, University West, Sweden

Sandra Simpkins, simpkins@uci.edu, University of Irvine, United States
(Discussant)

5. The contextuality of extended education: How actors, their values and quality management efforts vary between different national and regional contexts

Section: Symposium

Presentation of the topic

According to the educational governance theory and analytic framework (Maag Merki 2020), educational systems are organized in a multi-level structure. This means that actors on the institutional (meso) and administrative level (macro) impact how education and care are structured in any school, community, state and country. Although there are apparent differences from an international perspective, many countries are facing the challenge to organize or evaluate the position and role of extended education in their education system. Focusing on governance allows a deeper dive into the aspects of the context which shape the experiences of our children and youth as well as staff in the extended education offerings.

In this symposium we argue that educational management is a social and collaborative process (Kruip 2011) and therefore the provision of extended education may depend highly on the national, regional and local political context. The governance of extended education at all levels and particularly the political culture within the municipality, as well as its demographics (Brüsemeister 2020), influence how the offerings are organized, including funding, and the goals and values attached to the program. Although these assumptions may seem apparent, only few studies focus on the contextual factors when analyzing differences and communalities between extended education offerings.

This symposium presents results from studies in three different countries, describing the different international contexts in Switzerland, Germany and Sweden. The contributions focus on a comparative approach (Adick 2008) within their own country, comparing different cases of extended education with regard to relevant structural/contextual variables. While paper 1 highlights the influence of local government in responding to community needs, paper 2 reveals a disconnect between political frameworks and school practices. Paper 3 complements these perspectives by focusing on the ways staff interpret and adapt national policies into local contexts.

PAPER 1: Regionality and Local Governance in Extended Education in Switzerland

(Michelle Jutzi, Regula Windlinger, Barbara Stampfli, Luis Aguilar)

In recent decades, extended education in German-speaking countries has expanded in parallel with social, economic and societal developments. Early childhood education and care, all-day schools (ADS), youth work and school social work have been established in many municipalities (Betz und Bischoff 2018). Although cities traditionally offer more education and childcare, education is also perceived as a driver and expression of development in more rural regions, for example in terms of promoting the local economy or as a response to changing family structures (Million et al. 2015). It is assumed that the increasing expansion and networking of actors in extended education can have various positive effects: for example, on equal opportunities or social urban development in urban regions or on the maintenance and attractiveness of schools in more rural areas (Jahnke et al. 2019). However, this assumption has rarely been analyzed from the perspective of education authorities and other leaders in different local contexts.

From the perspective of governance theory, the role of the local government/municipality “as coordinator and strategy provider is central” (Arbeitsgruppe “Lernen vor Ort” 2016). However, to date there are no studies that systematically analyze the different municipal contexts and compare the argumentation patterns of different actors regarding the development of extended education. This paper therefore analyzes the following question: What are the arguments for providing and/or expanding extended education (all-day schools, early childhood education and care etc.) from the perspective of education authorities (municipal councilors)?

The study is based on a ‘multiple case design’ (Yin 2009). The selection of cases was carried out using cluster analysis (two-stage in SPSS) based on register data. In addition, a total of six guided interviews were conducted with municipal education authorities (municipal councillors responsible for education and a head of education department). The transcribed interviews were analyzed using qualitative content analysis.

The in-depth analysis of the municipal differences confirms that the education authorities/municipalities use different arguments/justifications for the development of extended education, which are related to the regional context and, in particular, to the needs of the population. The comparison shows that extended education services are closely linked to the population structure: In urban municipalities with a high proportion of migrant families and working parents, there is a higher demand for institutional care for school and pre-school children. In rural communities,

where residents are often personally connected, they support each other in caring for children. Therefore, larger urban communities tend to offer a wider range of services than smaller rural communities. In rural areas, the need for lunchtime childcare may also be an issue, due to long journeys to school. In addition to demand, the willingness of the municipality to invest in educational policy and the motivation and expertise of the actors involved also play a decisive role.

PAPER 2: Unpacking Policy and Practice: How Political Frameworks Shape All-Day School Offerings in Germany - or not

(Stephan Kielblock)

In Germany, educational reforms resulted in the transformation of half-day schools into all-day schools, aimed at improving academic performance, equity of opportunity, and social/individual development. Empirical studies highlight the positive potentials of all-day schools and their extended educational offerings (Kielblock & Maaz, 2024), but they also point to significant variations in their implementation. Research on educational governance in the federal system shows that political frameworks are not always directly translated into school practices, as schools have a degree of autonomy and implementation processes require time (Tillmann, 2020). Policy implementation research emphasizes the role of school leadership as “street-level managers” (Davidovitz & Schechter, 2024), who translate political directives to local contexts. This study analyses how the educational policies of the sixteen Federal States in Germany influence the actual structure of offerings in all-day schools.

The analysis is based on the document analysis conducted by Berkemeyer (2015), which identifies the goals for all-day schools in the school laws, decrees and policies of the 16 Federal States. To assess school practices, the school principal data from the StEG study (StEG Konsortium, 2015) is used, which included 536 primary schools across all federal states in 2014/2015. By combining the political objectives data with practice-oriented survey data, a quantitative analysis is conducted to explore the relationships between policies and offerings. Regression analyses are employed to use various policy categories as independent variables and predict the structure of extended educational offerings in all-day schools.

Preliminary results suggest that policies focusing on performance, equity of opportunity, or school profiling correlate with a narrower range of offerings in the all-day school system. This is particularly noticeable in the objectives of “improving academic performance and learning processes” and “equity of opportunity”, which are associated with fewer all-day offerings. A contrasting pattern emerges in policies aimed at expanding the school’s role

in the community or promoting holistic education. In these cases, the range of offerings tends to be broader. Notably, the policy of “opening schools to the community” is positively correlated with all forms of offerings, suggesting that greater networking with external partners fosters a wider variety of offerings. Unstructured leisure activities are more frequently found in States that emphasize “holistic education” or “family support” in their all-day school-related policies and laws, while they are less common in States focusing on other aspects.

The results indicate that political frameworks do not always correlate with the structure of all-day school offerings in the expected way. In particular, a strong emphasis on performance-related and equity-based aspects does not appear to lead to an expanded range of specific subject-related- and learning-offerings, while an openness to cooperation and a holistic understanding of education seem to promote a larger range of all-day offerings. Possible explanations will be discussed.

PAPER 3: Policy enactment in Swedish school-age educare

(Karin Lager)

In Sweden, the national intentions for school-age educare (SAEC) are articulated in the Education Act and national curriculum, with supplementary guidelines to explain the mission of staff in SAEC. Additionally, the education for staff in SAEC is part of teacher education and entails a three-year program at the undergraduate level, making it a licensed profession. While the intentions are articulated in national policy, the resources and organization are managed by municipalities, which are responsible for organizing practice at the local level. Compared to other countries in Europe (Plantenga & Remery, 2013), Sweden lacks regulations for the size of child groups and staff/child ratios. Despite the policy requirement for teacher-educated staff, in practice, only around 40% of the staff have this education, and this figure varies significantly across the country. The policy demands are quite ambitious, with intentions for learning, development, and meaningful leisure and care, yet the quality in practice is recurrently reported as low (Swedish School inspectorate, 2010, 2018). Furthermore, research indicates that municipalities have limited interest in allocating resources to support quality improvements in practice (Haglund et al, in press). This highlights the relationship between policy and practice in Swedish SAEC and raises the question of how policy is enacted in Swedish SAEC.

Ball, Maguire, and Braun’s (2012) perspective on policy enactment is used to focus on the policy process of how policy is transformed into practice, highlighting how policy is enacted in SAEC. Enactment relates to how teachers interpret and understand policy in a way that makes sense to them in their daily practice. In this way, staff try to handle policy in relation to

what they already do in practice. Understanding policy through this perspective means that policy is constructed by those who use it (Ball, Maguire, & Braun, 2012).

This paper includes group interviews with 53 staff members interviewed in twelve groups, considering how they enact policy (curriculum) in daily practice. The staff is located in 12 different SAECs in various parts of western Sweden, including large and small municipalities, large and small schools, private and public schools, urban and rural areas. To analyze teachers' enactment of policy, three perspectives are used: an interpretive perspective, a materialized perspective, and a discursive perspective. Together, these perspectives construct the enactment of policy.

The early findings reveal themes of enactment: Policy is not in line with practice; organizing practice is prioritized; someone is asking, we deliver, and The Fripp – planning backwards. Overall, despite how policy is interpreted into practice in both similar and different ways, there is no consistent pattern based on the context of where the SAEC is located or if it is a small or big school. Instead, the findings should be seen in relation to the municipal level and how previous research and reports have highlighted the lack of interest in establishing preconditions for quality.

Participants

Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education, Switzerland (Organiser)

Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher Education Bern, Switzerland

Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher Education Bern, Switzerland

Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher Education, Bern, Switzerland

Stephan Kielblock, stephan.kielblock@uni-oldenburg.de, Carl von Ossietzky University of Oldenburg, Germany

Karin Lager, karin.lager@ped.gu.se, University of Gothenburg, Sweden

Catarina Andishmand, catarina.andishmand@ped.gu.se, University of Gothenburg, Sweden (discussant)

6. The Impact of Extended Education on Different Student Competencies: Intervention Studies and a Meta-analysis

Section: Symposium

Presentation of the topic

There are many expected outcomes of attending extended education. Overall, it can be summarized that the use of extended education should have a positive effect on the development of students' cognitive and/or social competences. This gives rise to an interest in research into whether the potential of extended education could be used in a focused and goal-oriented way to promote different competences. The three empirical studies presented in this symposium offer an international perspective on the impact of extended education. The first paper presents the results of an intervention study to examine the effect of a program on the social competences of students in all-day primary schools in Germany. The second article, also an intervention study conducted in an all-day school, is based on the investigation of the effect of a program to promote the ICT competence of primary school students in Switzerland. The third paper presents a meta-analysis of the relations between organized after-school activities and youth's academic outcomes in USA. The three contributions to the symposium will be discussed and summarized by Dr. Nanine Lilla.

PAPER 1: An Intervention study to Promote Social Competences in Extended Education in German All-day Schools

(Heike Moyano, Marianne Schüpbach, Anna-Maria Seemann, Heike Maria Schütz)

The recommendations of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK, 2023) include the following: "All-day programs contribute significantly to the learning of competences that enable children to learn to act socially and responsibly and to develop democratically, first at school and later in society" (p. 7). Furthermore, various learning environments should be offered "in particular to promote basic mathematical, language and emotional-social competences (KMK, 2023, p. 6)". Therefore, one of the educational goals of schools and all-day schools in Germany is to promote and strengthen students' social-emotional competences.

This intervention study focuses on the fostering of students' social competences in open all-day primary schools. For this study, an already existing school program for the development of personal competences (Martschinke & Frank, 2015) was adapted to the characteristics of open all-day primary school. In a meta-analysis of 68 U.S. studies, Durlak, Weissberg, and Pachan (2010) found that especially programs that are sequential, active (training process), focused, and explicit (SAFE) lead to positive effects on school achievement and social-emotional learning. This structure could be implemented for the present program named A Strong Journey with the Group (Schüpbach, Seemann, Moyano, & Schütz, 2020).

The research question of this study reads: Do students at open all-day primary schools have a higher increase in their social competences as a result of participating in the adapted intervention A Strong Journey with the Group (Schüpbach et al., 2020) to promote social competences compared to students in open all-day primary schools who do not participate in the program?

This quasi-experimental study involved 118 students in grades two to four from ten open all-day primary schools in one school district, who were separated into intervention and control groups. The students in the intervention group participated in this program, which was offered as an extracurricular activity in the afternoon, over a period of ten weeks. The data collection was used in a pre-, post- and follow-up design. The questionnaire was based on both the students' self-description and the pedagogical staff's external description of the students. Social competence was not assessed as an overall construct, but with regard to the theoretical framework based, in part, on Caldarella and Merrell (1997), using the sub-competences of prosocial behavior, social integration, cooperation, empathy and readiness to help.

A significant finding of the follow-up measurement indicates a higher increase in the prosocial behavior of the students in the intervention group compared to the control group. This result is also obtained for the girls in the intervention group compared to the boys in the intervention group.

As an implication for practice, the idea is to provide specific, focused and evidence-based programs pedagogical staff working in all-day schools can easily use in order to support all-day schools in their quality development in a research-grounded and practice-oriented format

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PAPER 2: An Intervention Study to Promote ICT Competence in Extended Education in Swiss All-day schools

(Simon Baumgartner, Marianne Schüpbach)

The digital transformation poses new challenges and demands on educational systems. All-day schooling is considered an important measure to address these increasing demands (BMFSFJ, 2005; Zimmerli et al., 2009). This intervention study is the first to examine how a specific all-day school program can promote ICT competence and ICT-related self-efficacy and interest among primary school students. Research in other performance domains highlights the central role of process quality in the effectiveness of extracurricular programs (Durlak et al., 2010; Schüpbach et al., 2013; Tillman et al., 2021). According to the "utilization of learning opportunities model" (Helmke, 2022), children's assessment of program quality is also assumed to be crucial for learning success.

For this study, a program specifically designed for the all-day school setting, named How Do I Explain It?, was developed to help primary school students create their own explanatory videos while acquiring digital skills. The program's structure aligns with the SAFE characteristics (sequential, activating, focused, and explicit) identified by Durlak et al. (2010) as essential for successful all-day programs.

The research question of this study is: Do students in open all-day primary schools who participate in the intervention How Do I Explain It? show greater improvements in ICT-related competence, self-efficacy, and interest compared to students in open all-day primary schools who do not participate in the program?

The ten-week intervention included N = 225 students from eleven all-day schools in the canton of Berne, Switzerland, divided into intervention and control groups. A quasi-experimental, pre-post control group design was used. ICT competence was assessed with an adapted standardized performance test, whereas ICT-related self-efficacy and interest were measured using standardized self-report tests.

The results show that the all-day school program increases ICT competence and ICT-related self-efficacy, provided the process quality is perceived as high by the children. Moreover, a high level of perceived process quality contributes to greater satisfaction with the program. These findings emphasize the pedagogical importance of evidence-based programs in digital education within all-day schools (Eickelmann et al., 2016). The study further confirms that the effectiveness of all-day school programs largely depends on their process quality, with children's perceptions of quality playing a crucial role in fostering academic outcomes

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PAPER 3: Youth's participation in organized after-school activities and their academic outcomes: Meta-analytic evidence

(Sandra D. Simpkins, Fuko Kiyama, Zehra Gülseven, Deborah Lowe Vandell)

Introduction. Organized after-school activities have been touted as settings that promote youth's positive development, including their academic outcomes. Though some meta-analyses have examined the relations between youth's organized after-school activities and their academic outcomes, most of this research is based on studies published more than 14 years ago. The after-school field in the U.S. has undergone substantial changes over the last few decades, including increased funding and access, and a heightened focus on continuous quality improvement. These changes underscore the need for an updated meta-analysis that reflects current practices and priorities. Moreover, prior meta-analyses focused on a narrow set of activities, populations, research designs, and/or indicators of youth's academic outcomes. Based on bioecological theory (Bronfenbrenner & Morris, 2007), the goal of this study was to use meta-analytic techniques to test the extent to which participation in organized after-school activities that included both after-school programs and extracurricular activities is associated with youth's attendance, grades, academic achievement, and educational attainment. Based on the specificity principle (Bornstein, 2017), we also tested if there was variability in these activity effects based on the type of activity, youth characteristics, and research methods.

Method. Following PRISMA guidelines, we retrieved 14,767 studies published between 2007 and 2021 through multiple searches. Through title/abstract and full article screening, 85 articles were identified as relevant and coded for a variety of indicators (inter-rater reliability = 100% agreement). We used Hedge's g to quantify the effect of each study as it provides a less biased estimate of the true effect size when study sample sizes are small (Bornstein et al., 2009). We computed a pooled effect size for each outcome using robust variance estimation within a random effects model to test the overall association between youth's after-school activities and the four academic outcomes. We estimated meta-regressions to test the moderators.

Results & Discussion. Our meta-analysis included 85 studies ($k = 234$) with 281,178 youth. Results indicated that youth who participated in organized after-school activities demonstrated significantly higher educational attainment ($g = .40, p < .001$), grades ($g = .33, p < .0001$), and standardized test scores ($g = .16, p < .001$) than their peers. School attendance evidenced trend level significance ($g = .18, p = .06$). These small to moderate effects suggest participating in organized after-school activities is positively associated with youth's academic outcomes. Meta-regressions suggest that

the effects did not vary based on (a) whether the activity had an academic focus or was located at the school or community, (b) youth's socioeconomic status or age, or (c) research design. In other words, the association between organized after-school activities participation and academic outcomes was robust across a variety of activities, youth characteristics, and research designs

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Participants

Heike Moyano, heike.moyano-schmitt@fu-berlin.de, Freie Universität Berlin,
Germany (Organiser)

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany (Organiser)

Simon Baumgartner, simon.baumgartner@fu-berlin.de, Freie Universität
Berlin, Germany

Sandra D. Simpkins, simpkins@uci.edu, UCI School of Education, United
States

Fuko Kiyama, fkiyama@uci.edu, UCI School of Education, United States

Zehra Gülseven, gulseven@vt.edu, Virginia Polytechnic Institute and State
University, United States

Deborah Lowe Vandell, dvandell@uci.edu, UCI School of Education, United
States

Anna-Maria Seemann, a.seemann@afg-im-netz.de, Akademie für
Ganztagsschulpädagogik, Germany

Heike Maria Schütz, h.schuetz@afg-im-netz.de, Akademie für
Ganztagsschulpädagogik, Germany

Nanine Lilla, Freie Universität Berlin, nanine.lilla@fu-berlin.de, Germany
(Discussant)

7. Comparative Educational Research in Extended Education

Section: Symposium

Presentation of the topic

Comparative educational research faces several methodological challenges that researchers must navigate to produce meaningful and accurate results (Bray, Adamson & Mason, 2007). This symposium covers several challenges encountered while conducting an international qualitative comparative study on extended education. These challenges stem from the nature of comparing three educational systems on extended education in Sweden, Switzerland and Australia, but also from the challenges encountered as researchers who are aware of the findings being created through interaction of inquirer and phenomenon (Guba & Lincoln, 1994), providing rich descriptions to be analysed in order to offer explanations of complex situations. Ensuring comparability across the three different educational systems was a significant challenge, which also meant balancing the need for generalizability with the recognition of contextual factors and the avoidance of oversimplification when comparing extended educational phenomena.

One of the primary challenges were the cultural contexts and the interpretation, in specific, interpreting extended education that has different meanings within and across cultures as it offers opportunities for learning and play for children and supports their families.

Another challenge encountered were the navigating language barriers that affected the interpretation of educational materials and research.

The here conducted comparative educational research by a multidisciplinary team of academics did not only reveal intercultural knowledge but also made us understand our own by seeing sudden contrasts.

After an introduction to the international research project, the symposium will shed light on two main comparative challenges encountered in this research project: the comparative substudy based on data from children and adults and the comparative substudy on main themes and values in extended education in the three countries.

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PAPER 1: Comparative educational research in Extended education - an overview of outputs in a research project

(Helene Elvstrand, Kylie Brannelly, Patricia Schuler)

Extended education is a school form expanding all over the world and recognized as an important learning environment, despite its limited research base. In this presentation we give an overview of outputs in a collaborative research project funded by the Swedish Research Council between researchers in Sweden, Australia and Switzerland. The overall purpose of the project is to build a sustainable research network to explore, explain and compare *the content and the practical implementation of the concept didactics in school-age educare centres (SAEC) in Sweden, Switzerland and Australia*. The background for the research idea is the urgent need of a theoretical basis for the concept didactics in SAEC in many countries. The concept exists in reality but is not conceptualized in a scientific theory. This lack of theoretical platform has caused frustration among staff in SAEC (Boström & Berg, 2020; Cartmel, et al, 2020), and researchers, policy makers and government evaluators (Hurst, 2019).

The joint questions are as follows.

- 1) How could the current situation be described regarding didactics in SAEC in each country? How are the discussions conducted in each country? What are the background factors and main explanations for the lack of frameworks?
- 2) What similarities and differences can be seen nationally and internationally? How can these similarities and differences be explained? What can be learnt by each other from the three countries?
- 3) Is the lack of didactic theory related to gender aspects in the three countries? If so, in what ways? How is the gender aspect visible in various activities, for example indoors and outdoors?
- 4) What are the ways that each country can conduct, test empirically and evaluate a theoretical didactic concept?

In the project, each national research group has conducted data collection in the form of a literature review, interviews with educators and with children

and field-observations. The data has been contextualized for each country and then analyzed comparatively between countries.

The project has contributed to a broader understanding of the concept of didactics and to highlighting key aspects of the formulation of potential didactics in SAEC. Key aspects include, for example, the importance of children's agency in the activities and the need of adults adopting a listening and guiding leadership role.

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PAPER 2: What is teaching like in extended education? Staff and children's voices in comparison between Sweden and Australia

(Lena Boström, Jennifer Cartmel, Christina Grewell, Marilyn Casley & Renata Stohler)

Extended education in Sweden, Australia and Switzerland have some notable differences and similarities. In Sweden, extended education often refers to "School-Age Educare" (fritidshem), which provides care and educational activities for children before and after school hours and has its curricula. In Australia, the equivalent is Out of School Hours Care (OSHC) and the curriculum has a play and leisure focus that support children's wellbeing, learning and development. In Switzerland there is a play focus, however there is no curriculum framework and very diverse approaches across cantons.

There are differences between the countries regarding, for example, structure, ownership of the institutions, and staff training. Still, the similarity is that many children spend their time before and after the school day there. This study compared the perceptions of both actors of teaching in a multiple case study to discover differences and similarities. It has a comparative multiple-case study design (Stake, 2013), allowing researchers to identify patterns and variances across different cases. By examining multiple case studies, researchers can generate more profound insights into the factors influencing outcomes and revealing nuances.

The empirical basis is based on pictures and conversations with the children (n= 63 Swe, n=270 Aus, n= 115 CH) as well as interviews with staff (n= 23 Swe, n= 10 Aus and n=15 CH) in all countries. The preliminary result is that the children in all countries demonstrate more similarities in their perceptions compared to the staff. Being with peers and opportunities for attractive activities were essential to them. On the other hand, the staff showed differences in perceptions about the concept of teaching, staging learning environments, and professional language. The Swedish staff, of which 35% have an academic education, leaned against the governing documents, while the Australian staff have no mandated national qualifications, the Swiss staff saw themselves as promoting social and personal skills of the children.

The methodological challenges were different cultures, educational systems, and, above all, academic language. The word didactic was a big barrier because it is common in Swedish educational contexts but not in Australia or Switzerland. The study's benefits are a broader perspective and awareness, which can lead to policy and theory development.

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PAPER 3: The complexities and tensions in researching extended education across geographies

(Bruce Hurst, Andrea Scholian, Helene Elvstrand)

The To Make The Invisible Visible research collaboration (TIV) involving researchers from Sweden, Switzerland and Australia is now in its fourth and final year. The other papers in this symposium present some of the important knowledge produced by this project. As well as learning much about practice in Extended Education, we believe this project also has important methodological implications. Further, we believe the project also taught us something about the mindset of extended education in the individual countries.

The researchers who have collaborated over the last three years all shared a desire to better understand the complexities of play and leisure focused Extended Education practice across geographical contexts. That raises questions about our preconceptions and understandings of different childhood values. However, Extended Education is a small field, meaning that team members arrived at TIV with many differences, theoretical, methodological and cultural. Throughout the project, these differences surfaced and re-surfaced in multiple ways that impacted on research methods, analysis, presentations and writing.

This paper takes its starting point in the overall research question:

What opportunities and challenges do researchers articulate around collaborating on research about Extended Education?

The results presented are based on an analysis of written reflections provided by the participating researchers (n:11), focusing on opportunities and challenges during the research process.

As qualitative researchers, we do not regard such differences which are described above as problematic or a flaw that compromises the research and its findings. The intrusion of the personal in research is instead to be expected. As Lather & St Pierre (2013) ask, how is it possible, and for how long, to untangle our human selves from acts of research and the data and writing they produce? The many ways we experienced our differences, the disagreements, tensions, navigations and middle grounds we landed on were the research. It made us think about our personal and/or national ideas of a good childhood or leisure time of children. Our data and analysis for this project emerged from these tensions.

This paper takes a critical reflective look back at the TIV project. It presents reflections from members of the research team about what they learned from this research collaboration, and what were significant moments that shaped the research. This paper has important implications for all Extended Education researchers, and particularly those who collaborate across geographical and theoretical contexts.

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Comparative, international, case study, qualitative, stakeholders, values

Participants

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher Education, Switzerland (Organiser)

Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia

Lena Boström, Lena.Bostrom@miun.se, Mid Sweden University, Sweden

Bruce Hurst, , bruceh@unimelb.edu.au University of Melbourne; Australia

Andrea Scholian, andrea.scholian@zhaw.ch, Zurich University of Applied Sciences, Switzerland

Renate Stohler, reate.stohler@zhaw.ch, Zurich University of Applied Sciences, Switzerland

Christina Grewell, christina.grewell@minun.se, Mid Sweden University, Sweden

Marylin Casley, marilyn.casley@griffith.edu.au, Griffith University, Australia

Brannelly Kylie, kylie@qcan.org.au, Queensland Children's Activities Network, Australia

Helene Elvstrand, helene.elvstrand@liu.se, Linköping University, Sweden (Discussant)

8. Extended education workforce - perspectives from three countries

Section: Symposium

Presentation of the topic

Participation in extended education has increased globally, driven by a range of societal changes (Schüpbach & Lilla, 2019). The development of extended education varies between countries, influenced by each country's unique history and societal challenges. The resulting extended education provision therefore takes different forms (Bae, 2019). Despite these differences, many countries face a common challenge: a heterogeneous workforce and a high staff turnover (Lilla et al., 2024).

In many countries, there is no specific qualification required to work in extended education. The sector often employs people from a variety of backgrounds, including those with recognized educational qualifications and those without or with noneducational qualifications (e.g. Windlinger & Züger, 2021). In addition to a workforce with diverse professional backgrounds, international challenges in professional qualifications for extended education include a lack of standardized curricula and regulatory documents, and an unclear definition of the knowledge and skills required for professional practice in this field. These issues lead to inconsistencies in the quality of education and care provided for school-age children and pose challenges in ensuring that the staff have the necessary skills and knowledge to effectively support children (Vandell & Lao, 2016).

Research shows that the qualifications, education, and training of extended education staff are key factors in determining the quality of extended education (Schüpbach, 2016). The professional development of staff in this sector is therefore of paramount importance, as research shows that qualified staff act more professionally (in terms of being more child-focused) than those without formal qualifications, highlighting that mere experience of working in extended education is not enough (Sauerwein & Danner, 2024).

The aim of this symposium is to explore the current situation regarding the qualification of staff in extended education in Switzerland, Australia and South Korea and to discuss common challenges and development opportunities for the future

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PAPER 1: Extended education workforce in Switzerland: can we reach a consensus?

(Regula Windlinger, Michelle Jutzi, Noémie Gfeller, Jasmin Näpfl, Patricia Schuler Braunschweig)

In Switzerland, over a third of school age-children participate in institutionalised extended education (Bundesamt für Statistik [BFS], 2024). The demand is particularly high in cities, where new forms of integrating leisure, care and formal learning are being developed (Städteinitiative Bildung, 2021). Due to the federal regulation of the Swiss education system, where the states (“cantons”) are responsible for education and care, there are no national standards on extended education beyond the requirement to provide a “needs-based” offer (Interkantonale Vereinbarung über die Harmonisierung der obligatorischen Schule (HarmoS-Konkordat), 2007).

Consequently, cantonal regulations vary widely, leading to a lack of national standards for the quality of extended education

This diversity in staff qualifications stems from the historical development of extended education, often initiated by parents in response to societal changes. Similar to other countries like Germany (Seemann, 2019), the Swiss workforce in extended education includes both pedagogical professionals and laypeople. A study in three cantons found that only about half of the extended education staff in Switzerland had a pedagogical background, such as childcare professional («Fachperson Betreuung»), social pedagogy or teacher (Windlinger & Züger, 2021).

While some cantons have regulations on staff composition, there is no specific qualification for extended education, leading to inconsistencies in the quality of education and care provided to children. This situation poses challenges in ensuring that the staff have the necessary skills to support children in their daily experience (Vandell & Lao, 2016). Research indicates that staff qualifications are the most crucial structural factor determining quality in extended education (Schuepbach, 2016).

The “CONSENT” research and development project aims to provide an overview of the qualification situation of staff in extended education in Switzerland. It focuses on cantonal laws and regulations and the content of education and training programs for pedagogical staff. The aim is to reach a consensus on the knowledge and skills required for professional work in extended education. To achieve this, the project will analyze cantonal laws, regulations, and training program content using qualitative content analysis (Kuckartz & Rädiker, 2024). On the one hand, the laws and regulations are analyzed focusing on the different aspects of structural quality, process quality, and outcome quality (Willems & Becker, 2015). On the other hand, the content of the training programmes is analyzed inductively, resulting in a set of codes describing what the training institutions consider important for professional knowledge in extended education. This analysis will serve as a starting point to develop – together with stakeholders from the areas of policy making, education and training – a common understanding of what competencies are important for staff in extended education. Initial findings suggest that there is considerable heterogeneity in the qualifications and probably also training contents for staff across cantons, leading to uneven quality in extended education offerings and inequality of opportunity. We will present an overview of the situation in Switzerland and discuss it in the light of the discourse on professionalization and overall program quality in extended education and report on the results of our process and next steps

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PAPER 2: Legitimising an OSHC workforce identity: Multiple and competing perspectives

(Jennifer Cartmel, Kylie Brannelly)

In Australia staff are required to create environments and facilities conducive to play, leisure, and learning, while being equipped to support children's wellbeing and development effectively. Staff who work in OSHC require technical, practical and critical knowledge to effectively undertake their role and responsibilities. The multiplicity of the responsibilities of the role are compounded by the status and image of OSHC services as an institution of society. This session discusses how the current identity of the Australian OSHC workforce is produced.

The use of the genealogy, an interpretative methodology is used to consider the multiple perspectives that contribute to theorising about the nature of the Australian OSHC workforce. It examines the conditions of the outside school hours sector and attempts to offer explanations about the circumstances of the workforce. It will illuminate the power relations and processes that have potentially contributed to the identity of the workforce. It will discuss the dispositif, that is the various institutional, physical and

administrative structures that exercise power within the sector. It will problematise how the present circumstances of the workforce in Australia that includes staff turnover and shortages, no mandated qualifications across all states, wage reforms, curriculum and quality systems manifest in the formation of the identity of the workforce.

Recent reports about the child care sector in Australia have reported several concerns that should be considered in future initiatives to strengthen the workforce quality and supply (ACECQA, 2019; Education Services Australia, 2021 “Shaping Our Future” A ten-year strategy to ensure a sustainable, high-quality children’s education and care workforce 2022–2031). Concerns highlighted that community perceptions of the sector negatively impact workforce supply (Cartmel & Hurst, 2021); workforce retention is a critical issue which affect service quality; low pay and less favourable conditions are attributes in the workforce retention however it is was noted that professional identity and career progression also impact; organisations who offer OSHC services are reluctant to invest in professional development of staff due to the burden of administrative costs of recruitment, induction and training and high staff turnover (Hurst et al, 2024); limited opportunities for vocational education and training is compounded by different requirements in different states, and there are significant challenges associated with leadership capability within the workforce (Cartmel, et al, 2021). These workforce issues for the OSHC sector remain in the shadow of the early childhood education and care workforce issues.

The presenters in this session take the opportunity to apply intense scrutiny of the OSHC sector from which they themselves are produced to critically consider how the identity of the workforce is reproduced.

PAPER 3 Enhancing Quality in All-Day Educare Programs: Core Competencies and Professional Development in South Korea’s Neulbom School Initiative

(Sang Hoon Bae)

In 2024, the Korean government introduced the All-Day Educare Program (also known as Neulbom School) for elementary school students, aiming to address the national challenge of ongoing low birth rates and promote work-life balance. This initiative seeks to provide high-quality childcare and afterschool enrichment programs, particularly for children from dual-income and low-income families. In response, the government and provincial offices of education have expanded financial and administrative support to increase participation in the Neulbom School program. As of the second semester of 2024, approximately 290,000 first-grade students, or 82.8% of all first graders, are enrolled in the Neulbom School program, with

parental satisfaction reaching 85.7%. The expansion of Neulbom School reflects the evolving needs of parents and students, especially those from low-income and dual-income households.

Despite the success of this expansion, there has been growing concern that the quality of the All-Day Educare Program must match its rapid growth. In response, the government has introduced several key measures to enhance the program's quality, with a particular focus on improving the expertise of educare professionals. Unlike regular school teachers, who undergo extensive formal training at teacher colleges, educare practitioners often lack sufficient educational preparation and training. To address this gap, provincial offices of education across the country have launched mandatory training programs aimed at developing the core competencies required for the effective provision of educare services.

This presentation presents the results of an analysis of the formal training programs implemented by the 17 provincial offices of education. We aim to identify commonalities across these training programs and examine the core competencies necessary for practitioners working in the newly introduced All-Day Educare Programs. By shifting the discourse from theoretical to practical, this presentation offers valuable insights into the development and improvement of after-school educare programs, not only for researchers but also for practitioners and policymakers worldwide, with an emphasis on actionable measures to enhance the quality of educare programs.

Keywords

extended education staff, qualification, professionalization

Participants

Regula Windlinger, regula.windlinger@phbern.ch, PHBern, Switzerland
(Organiser)

Michelle Jutzi, michelle.jutzi@phbern.ch, PHBern, Switzerland (Organiser)

Jennifer Cartmel, J.Cartmel@griffith.edu.au, Griffith University, Australia

Noémie Gfeller, noemie.gfeller@phbern.ch, University of Teacher Education
Bern, Switzerland

Jasmin Näpfli, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion,
Switzerland, Switzerland

Patricia Schuler, patricia.schuler@phzh.ch, Zurich University of Teacher
Education, Switzerland

Brannelly Kylie, kylie@qcan.org.au, Queensland Children's Activities
Network, Australia

Sang Hoon Bae, sanghoon.bae69@gmail.com, Sungkyunkwan University,
Korea, Republic of

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany
(Discussant)

9. From quality features to practice: how can extended educational offerings be designed in a qualitative way?

Section: Symposium

Presentation of the topic

Research around the world shows that the educational quality of extended education offerings is crucial to their effectiveness (e.g. Durlak et al., 2010; StEG-Konsortium 2016). In recent years, educational research, policy, and practice have considered what constitutes high-quality offerings. However, the question arises as to how these various quality features can be implemented in practice and which prerequisites are decisive for this. Based on these considerations, this symposium aims to offer researchers from different countries a platform to discuss possibilities for realizing extended education offerings with high educational quality, while addressing challenges and opportunities for the future. Various perspectives on the implementation of these offerings will be addressed and explored during the symposium.

The first paper explores whether actors responsible for education and care also consider collaboration to be crucial for good process quality and examines structural conditions which may promote good collaboration between the actors in six different municipalities in the Canton of Berne, Switzerland.

The second paper focuses on the concretization of international perspectives for the development of all-day schools in Germany, highlighting the process quality of extended education offerings and examining its prerequisites for supporting educationally disadvantaged primary school children.

The third paper examines participation as a quality feature in extended education settings, exploring the tension between quality standards and lived practice from the perspective of children in the Canton of Basel-Stadt, Switzerland

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PAPER 1: Quality in education and care provision through networking and collaboration between different actors in a municipality

(Barbara Stampfli, Michelle Jutzi, Regula Windlinger, Luis Aguilar)

Students are attending education and care services more often and for longer periods, making it increasingly important to provide high-quality services. According to Plantenga and Remery (2017), high-quality educational programs are those contributing to positive social, emotional, and cognitive developments of children. Quality can be promoted and supported by structural conditions and process-related aspects. The QuinTas quality framework (Brückel et al., 2017) identifies collaboration as one important dimension of process. This paper explores whether actors responsible for education and care also consider this aspect to be crucial for good process quality.

The municipalities in the Canton of Berne have a high degree of autonomy, which enables them to provide and organize the education and care services based on existing demand and resources. There are often several actors within municipalities involved in education and care, such as municipal councilors, school social workers, school principals as well as leaders and staff in educational and care institutions. We assume that intensive cooperation between those actors involves that the parties understand each other, agree on common goals, and coordinate their actions (Kruip, 2011). This is more likely to happen when the collaboration is 'institutionalized and valued' (Kruip, 2011, p. 13). In this paper, we are interested in structural conditions which may promote good collaboration between the actors. To answer this question, we conducted 50 interviews in six municipalities. Depending on the size of the municipality, the number of interviews conducted varied from 4 to 17, including all the important actors (e. g. municipal councilor, school principal, head of social work, extended education leader). The data was analyzed using qualitative content analysis according to Mayring and Fenzl (2014) using the statements on collaboration and the perceived quality of the service.

The results show that the services are interlinked in all municipalities – sometimes more formally, sometimes more informally, depending on the size of the municipality and the range of services. In general, a lack of resources, little mutual understanding due to different attitudes, and a lack of common goals negatively affect collaboration. However, this does not necessarily mean that the quality of the education and care is lower in those

services, as this is also influenced by other factors such as the professionalism and commitment of the staff. In the future, it would be beneficial to improve the quality and coordination of educational and care services within a municipality, aiming for a holistic approach to education and care overall

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PAPER 2: Process quality of extended education offerings and its prerequisites for the support of educationally disadvantaged primary school children with a migration background: Concretising international perspectives for the development of all-day schools in Germany

(Jule Schmidt, Haiqin Ning, Marianne Schüpbach, Jan Willem Nieuwenboom, Nanine Lilla)

The expansion of all-day primary schools in Germany is linked to the expectation of providing equal educational opportunities for all students regardless of their socio-economic status, migration history, and other diversity dimensions. While this has not yet been sufficiently successful in the German all-day school context (Heyl et al., 2021), there are international extended education offerings that achieve the intended effects, especially if they are of high educational quality (Vandell et al., 2022). According to Tietze et al. (2005), educational quality is made up of three levels: process, orientation, and structural quality. In particular, the process quality, i.e. the interactions between the students and the educational staff as well as the educational stimuli, are decisive for the effectiveness of extended education offerings (Tietze et al., 2005). In a previous study involving expert interviews with international researchers, three dimensions of process

quality were identified as important for supporting educationally disadvantaged primary school children: (a) principle of educational processes: addressing children's interests and educational needs, (b) formats and methods: variation, and (c) interactions: caring and guidance (authors, under review). However, it remains an important question whether these dimensions can be realised in practice.

This study examines the possibility of concretising these dimensions for the development of all-day schools in Germany. The research questions are: (1) How can a high process quality be achieved in extended education offerings at all-day primary schools in Germany to support educationally disadvantaged children with a migration background? (2) What are the prerequisites for this?

Transcripts from 14 focus groups are used as the data basis. These were held with people who are involved in different functions in the organisation of extended education offerings at non-mandatory all-day primary schools in four different federal states, e. g. school headmasters, extended education coordinators, teachers, educators, external cooperation partners, and parent representatives. The participants discussed the realisation of educational quality intending to support educationally disadvantaged children with a migration background in Germany. The transcripts were analysed using structuring content analysis in a deductive-inductive procedure (Kuckartz & Rädiker, 2022) and supported by MAXQDA.

The initial results show (1) concretisations for the possible realisation of the quality dimensions: to address children's interests and educational needs, diverse opportunities for participation and the regular documentation of the educational needs are considered beneficial. Concerning variation, the results speak in favour of experience-based learning and the establishment of mentoring systems. Regarding caring and guidance, appreciating children's diverse backgrounds and differentiated feedback are possible ways of realising high process quality. (2) The results indicate a variety of prerequisites for high process quality, e. g. a common educational attitude of the staff, stimulating learning spaces, and extensive staff resources.

The results provide important information for a possible realisation of the dimensions of process quality arising from the international perspective and offer implications for the promotion of equal opportunities in the German all-day school context

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PAPER 3: Democratic values and participation in Extended Education: Practice from the perspective of children

(Jasmin Näpfl, Kirsten Schweinberger)

Extended Education Offerings (EEO) have become essential spaces for socialization, where children not only spend time but also interact and form meaningful experiences, contributing to an increasing institutionalization of childhood (Seitz & Hamacher, 2024). These offerings go beyond providing care; they are also sites where values are imparted, as highlighted by KibeSuisse (2019), which emphasizes the need to engage with knowledge and values in EEO. Some of these values are externally defined, particularly in quality frameworks.

A key focus of EEO is fostering democratic values through participation opportunities. Participation is important not only as a societal value contributing to the education of responsible citizens but also as an educational concept fostering skills such as autonomy, responsibility, and identity formation. Additionally, the UN Convention on the Rights of the child provides a legal foundation for children's participation. Participation can range from being informed to full self-determination, with Lundy (2007) emphasizing the importance of space, audience, and influence in participatory processes.

This study investigates how participation opportunities are implemented in EEO, focusing on a Swiss canton that advocates a participatory approach. Data were collected through 46 photo tours and group discussions involving 194 children aged 5-12 in nine EEO. The data were analyzed using qualitative content analysis.

Our results reveal considerable variation in participation opportunities and their formalization, ranging from structured meetings to informal methods like wish boxes. Participation opportunities often emerge situationally and are rarely pre-planned. The attitudes of adults strongly influence whether children experience genuine participation or tokenistic involvement. Genuine participation enhances self-efficacy and democratic values, whereas tokenism often leads to frustration. These findings align with research in schools (Thornberg & Elvstrand, 2012).

Quality frameworks promote participation as a core value in EEO and help establish a shared understanding. However, embedding participation as a core value requires leadership and staff to actively embrace and implement it.

In conclusion, while EEO provide diverse participation opportunities, their effectiveness largely depends on adult attitudes. To embed participation as a fundamental value, further professional development and transparency in participation practices are essential.

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Participants

Jasmin Näppli, jasmin.naepfli@fhnw.ch, FHNW School of Eductaion,
Switzerland, Switzerland (Organiser)

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin,
Germany (Organiser)

Barbara Stampfli, barbara.stampfli@phbern.ch, University of Teacher
Education Bern, Switzerland

Kirsten Schweinberger, kirsten.schweinberger@fhnw.ch, FHNW School of
Education, Switzerland

Michelle Jutzi, michelle.jutzi@phbern.ch, University of Teacher Education,
Berne, Switzerland

Regula Windlinger, regula.windlinger@phbern.ch, University of Teacher
Education Bern, Switzerland

Luis Emmanuel Aguilar, luis.aguilar@phbern.ch, University of Teacher
Education, Bern, Switzerland

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany

Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany (Discussant)

10. The Aims and Focus of Extended Education: Exploring the “Why” and “What” Across Diverse Settings

Section: Symposium

Presentation of the topic

As extended education gains prominence in addressing social and educational challenges, its rapid expansion has resulted in a wide array of activities, programs, and offerings (Schuepbach, 2018). Political, economic, and cultural variations across countries have given rise to diverse concepts and practices, each reflecting distinct educational aims and foci that shape the design, implementation, and evaluation of learning environments (Ning et al., forthcoming). While significant empirical research has explored extended education within specific contexts or in bi-national comparisons, e.g., in terms of the qualification of the staff (Ringskou & Gravesen, 2022), policies (Bae & Kanefuji, 2018), student learning (Klerfelt & Stecher, 2018), less attention has been paid to examining the varied educational aims and foci across multiple national contexts.

To encourage meaningful discussions on this critical topic, this symposium brings together researchers from Denmark, Japan, and Germany who are conducting theoretical and empirical studies on the educational aims and functions of specific formats of extended education in their respective countries. Drawing on different theoretical frameworks, these papers all use qualitative methods to collect empirical data. The first paper explores professional strategies and inherent educational aims performed by leisure pedagogues across extended education settings and school environments in Denmark. The second paper, based on the Japanese context, investigates the possibilities of linking “care” and “education” functions in School-Age-Care Services. The third paper looks at practitioners’ views on qualitative design of all-day primary schools in Germany, especially on educational foci, and examines the extent to which students’ funds of knowledge are included.

In the discussion, Gunn Helen Ofstad will synthesize the contributions, offering a critical review of their strengths, limitations, and areas for further exploration. She may contextualize them within her research on Norway or broader frameworks, highlighting collaboration opportunities. A Q&A session will follow to facilitate audience-presenter interaction.

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PAPER 1: A Pedagogy of Accessibility: Professional strategies and aims across extended education settings and school environments based on Children's and Young People's Perspectives

(David Thore Gravesen)

This presentation explores professional strategies and inherent educational aims performed by leisure pedagogues across extended education settings and school environments in Denmark. On the basis of findings and analyses from three qualitative, practice-oriented research projects on leisure pedagogues working across extended education settings and schools environments carried out in Denmark from 2020-2024, the presentation unfolds the following research question: what are the professional strategies and educational aims when Danish leisure pedagogues design and carry out their professional practices and how are they incorporating children's and young people's perspectives?

In Denmark, the voluntary aspects of extended education are highly valued among children, young people and professionals (Petersen et al, 2023) and

often extended education settings are understood in opposition to the formal and adult-organized school settings. But in their everyday practice, many leisure pedagogues work across the spheres of the formal school activities and the informal leisure environments. With each their thematic and methodological approach, the three research projects addressed leisure pedagogues' professional strategies across extended education and school environments, when they investigated themes like: 1) social inclusion and children's participation across primary school and extended education, 2) children's agency and well-being in extended education, and 3) leisure pedagogues as well-being agents across youth clubs and lower secondary education.

The presentation incorporates theoretical insights from Max Van Manen (2022), Gert Biesta (2020) and Paulo Freire (1970) when analyzing the findings from the empirical data. The methodologies carried out in the three practice-oriented research projects were all qualitative with various approaches applied, such as: participant observations, interviews and focus group interviews with children, youth and leisure pedagogues, creative workshops, etc. With inspiration from participatory action research, leisure pedagogues also tested pedagogical activities that they invented with children and youth.

A synthesis of the results from the three projects highlights self- and co-determination, trust, dialogue, relationships, and communities as central elements in children's and young people's experience of well-being across extended educational settings and school environments. In the presentation I introduce the concept a pedagogy of accessibility (Gravesen, 2024), emphasizing the importance of the leisure pedagogues' ability to respond to the needs, requests and perspectives of children and young people as a counterpart to merely focusing on didactics and formal learning processes across their everyday settings.

In the discussion I will highlight the importance of professionals being attuned to the broader dimensions of children's and young people's everyday lives beyond academic performance. Current youth and well-being research (e.g., Katznelson et al, 2022; Ottosen et al, 2022) further supports the need for such a pedagogy, emphasizing the rising mental health challenges among children and young people and the pressures they face from schools and traditional educational environments

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PAPER 2: Care and Education in Japanese School-Age-Care (Gakudou-Hoiku)

(Shun Suzuki, Ayuko Matsumoto, Yoshihisa Sumino)

In Japan, School-Age-Care services (SAC), called “Gakudou-hoiku” in Japanese, are provided only after school hours for school-aged children who cannot receive adequate care at home after school due to their parents’ work or other reasons. “Gakudou-hoiku” is a welfare service carried out in accordance with the Child Welfare Act. However, the national standards established in 2015 aimed to foster children’s “independence,” “sociality,” “creativity,” and “basic lifestyle habits” so that they “can play and live independently according to their developmental stage” through SAC (Team Gakudou-Hoiku 2024). Furthermore, in 2023, the national expert committee proposed that another goal of after-school care is to develop children’s ability to “create a society of coexistence” as members of the local community.

How can the care function of child welfare, which guarantees children’s rights, and the educational function of developing various qualities and abilities in children be linked and put into practice as an integrated whole?

Historically, even before it was institutionalized by the government, the practice of “Creating-life” was practiced in which children were recognized as the main actors in their own lives and children themselves created a communal life at SAC centers. This practice has emphasized not an educational function that complements school education, but rather an educational function that supports holistic human development, including sociability and self-government ability, in collaboration with the function of

care through communal play and daily life at SAC centers (Sumino 2021). In other words, this practice is not an education like school education that provides children with the knowledge and abilities they will need in the future, but rather aims to develop in them the ability to realize their own hopes and desires through communal living (Ninomiya 2021).

In this study, we propose a new understanding that connects care and education in SAC by linking the educational function of “Creating-life” practice with the concept of “empowerment” used in the field of welfare and other fields. To this end, we will first analyze examples of “snacks” in “Creating-life” practice to clarify that “snacks” in SAC do not simply function as a mental and physical care, such as providing nutrition and fostering the accompanying feelings of satisfaction and security, but also intentionally foster independence and sociability through activities such as deciding on the menu, working together to gather ingredients, and cooking.

Next, we will conduct an interview survey of SAC staffs who have worked for more than 20 years, and through protocol analysis of the results, we will clarify how SAC staffs attempt to link care and education in their practice.

Through the above research, we will show how the institutional objectives and goals of Japanese SAC are understood and practiced by SAC staffs

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PAPER 3: Are students’ funds of knowledge included in the qualitative design of extended education? Findings from focus groups with practitioners in all-day primary schools in Germany

(Haiqin Ning, Nanine Lilla, Jan Willem Nieuwenboom, Marianne Schüpbach)

With increasing global migration, creating inclusive learning environments that foster belonging, interaction, and achievement for all students has become a central goal for both formal and non-formal educational settings.

It is widely recognized that students bring diverse socioeconomic, cultural, and linguistic backgrounds and that learning can be significantly enriched when educators acknowledge and value these backgrounds (Authors). However, deficit views – especially of students from marginalized groups - persist.

Theoretical Framework

Funds of Knowledge (FoK) is a framework originating in anthropological research and is defined as the “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll et al., 1992, 133). It has been introduced in education research and by now widely applied in formal education research, particularly to promote equity and challenge deficit views, e.g., in culturally responsive classroom management (Steins, 2016), linguistically and culturally responsive STEM curricula (Le Pichon et al., 2023). In contrast, FoK has been less explored in non-formal education settings, especially outside Anglo-Saxon contexts. However, it holds promise for informing extended education offerings that aim to connect non-formal learning to the real-world experiences and knowledge learners acquire through their families, peers, and communities.

This study applies FoK to examine practitioners’ views on the qualitative design of all-day primary schools in Germany, which combine formal curricula with extracurricular activities, particularly supporting students with low socio-economic status (SES) and migration backgrounds.

Research Question

To what extent are students’ funds of knowledge included in the qualitative design of all-day primary schools in Germany?

What are the differences and similarities in perspectives between professionals working in formal and informal settings?

Methodology

To collect the data, 14 focus groups were conducted with practitioners with different functions in all-day primary schools in four federal states of Germany. In these schools, the participation of students in extracurricular activities is voluntary and there is an above average proportion of students from low SES and migrant backgrounds. The discussion focused on the qualitative design of all-day schools to support disadvantaged students, including educational foci, cooperation with families, teaching-learning engagement, etc. The transcripts were qualitatively analyzed using structuring content analysis (Kuckartz & Rädiker, 2024), supported by MAXQDA.

Expected Results

Based on the existing literature, the following aspects are considered to be located in the notion of students' FoK: knowledge and experience in families (e.g. information, skills, strategies that underlie household functioning), cultural traits (e.g. parents' language, values and beliefs, ways of discipline and the value of education) and peer interactions (Hedges et al., 2011). Using these categories, transcripts are deductively coded and inductively categorized to generate new codes. The expected results will provide an initial point of departure for a resource-oriented approach to the funds of knowledge that students from low SES and with migrant backgrounds bring with them to all-day schools in Germany. Comparisons will be made between different functions of focus group participants (e.g. teachers vs. non-formal educators)

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Participants

Haiqin Ning, haiqin.ning@fu-berlin.de, Freie Universität Berlin, Germany
(Organiser)

David Thore Gravesen, DTG@via.dk, UC Viden, VIA University College,
Denmark (Organiser)

Shun Suzuki, shun.szok@staff.kanazawa-u.ac.jp, Kanazawa University, Japan

Ayuko Matsumoto, amatsumo@kyokyo-u.ac.jp, Kyoto University of
Education, Japan

Yoshihisa Sumino, ysumino@cj.ac.jp, Chugoku Gakuen University, Japan

Jule Schmidt, jule.swaantje.schmidt@fu-berlin.de, Freie Universität Berlin,
Germany

Nanine Lilla, nanine.lilla@fu-berlin.de, Freie Universität Berlin, Germany

Jan Willem Nieuwenboom, wim.nieuwenboom@fhnw.ch, Fachhochschule
Nordwestschweiz, Switzerland

Marianne Schüpbach, marianne.schuepbach@fu-berlin.de, Freie Universität
Berlin, Germany

Gunn Helen Ofstad, gunn.h.ofstad@uis.no, University of Stavanger, Norway
(Discussant)
